

**CONFLICT MANAGEMENT TECHNIQUES AND TEACHER JOB
SATISFACTION IN SELECTED SECONDARY SCHOOLS IN URIRI AND
NYATIKE SUB COUNTIES, KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN
EDUCATIONAL MANAGEMENT AND POLICY STUDIES OF THE
DEPARTMENT OF MANGEMENT AND FOUNDATIONS, RONGO
UNIVERSITY**

2021

DECLARATION

DECLARATION BY CANDIDATE

This thesis is my original work and has not been presented to any other university for any degree.

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DEDICATION

This thesis is dedicated to my husband Maurice Ochupe and my children, Mercy, Benta, Allan, and Laura whose encouragement and prayers supported this process.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my supervisors, Dr. Jane Kembo and Dr. Alfred Otara who provided me with incredible support, feedback and Guidance throughout this study. Their constant encouragement spurred me on throughout my course at Rongo University. Further, I am sincerely grateful to my entire Post Graduate Lecturers of Rongo University. Special thanks go to Dr. Karren Oyiengo, Dr. Elizabeth Khalili, Dr. Rhoda Adoyo, Dr. Bertha Kute, Dr. Millan Okello and Dr. Paul Oguta for their contribution towards the completion of this research.

Secondly, I thank my colleagues at Rongo University for their encouragement and for the friendship we have forged throughout my study period and for sharing knowledge and skills that enabled this work.

In addition, I wish to acknowledge the principals, senior teachers and teachers of secondary schools where pilot study and the final research was undertaken am especially grateful for the support, kindness and candidness that made this study a possibility. Salutation to all and I wish them the very best in their endeavors. In addition, I wish to thank the colleagues at Rongo University for their continued encouragement when I looked overwhelmed by work during the course of my study.

Finally, I wish to sincerely acknowledge those who did the typesetting and proofreading of this work and to those who contributed in some way for the production of this thesis. Thank you and May the Almighty God bless you and expand your territories in whichever endeavors.

ABSTRACT

The purpose of this study was to investigate conflict management techniques and teacher job satisfaction in selected secondary schools in Uriri and Nyatike Sub-Counties, Kenya. The objectives of the study were to: establish types of conflicts that commonly arise in secondary schools, find out the sources of conflicts that commonly arise in secondary schools in Uriri and Nyatike Sub Counties, determine the conflict management techniques used by principals to deal with conflicts and determine the relationship between conflict management techniques and teacher job satisfaction. The 2 sub counties had 87 public secondary schools. The study was conducted using descriptive survey design which can be used to describe aspects of population which include opinions, attitudes and beliefs. Proportionate and stratified sampling were used to decide on the sample sizes based on percentages and to improve representativeness. Purposive sampling was also used to capture the 3 schools that were adversely affected by conflicts. Saturated sampling was also used with principals and senior teachers. In spite of there being many aspects of school management, the study only focused on conflict management. The sample consisted of: 392 teachers which was 20%, 29 principals which was 30% and 29 senior teachers which also was 30%. The main data collection instruments were questionnaires and focus group discussions. Content and face validity were determined by expert judgment. The instruments were prepared and forwarded to experts in Educational Management at Rongo University for careful scrutiny, their comments and corrections were used to improve the final draft. Pearson's r for reliability of piloted data was +0.81 for principals and +0.83 for teachers. The results showed that the questionnaires were reliable for research. From the research instruments, the researcher sought to elicit information about types and sources of conflicts that commonly arise in public secondary schools, the conflict management techniques used by principals to deal with conflicts and to investigate the relationship between conflict management techniques in and teacher job satisfaction. The research yielded both qualitative and quantitative data. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) in form of frequencies and percentages, while qualitative data from open ended questions was analyzed using inferential statistics according to themes in the research questions. The findings showed that there were more relationship-related conflicts than task-related conflicts in schools. Major sources of conflicts included: distribution of scarce resources, poor communication skills on the part of principals, administrative issues, incompetence of principals or teachers and indiscipline of students. It was also revealed that principals use eclectic approach to conflict management. Integrating and obliging techniques had a strong positive relationship with teacher job satisfaction, while dominating and avoiding techniques had no significant relationship with teacher job satisfaction. The study concluded that conflict management techniques contributed to 52.5% of teacher job satisfaction, the remaining 47.5% was accounted for by other variables which were not part of this study. It was recommended that principals be trained in conflict management before they are allowed to take over management of schools. The study proved to be significant for the following reasons: it adds to the existing knowledge in the area of conflict management, it may be useful in developing guidelines for principals and other stakeholders to enable them manage schools effectively, it may help the Ministry of Education to formulate training materials for school managers to enable them manage conflicts effectively and it may enable teachers and educators to improve and to manage conflicts in schools more effectively and efficiently.

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ACRONYMS AND ABBREVIATIONS

AMA:	American Management Association
CJDI:	Cornel Job Description Index
CMT:	Conflict Management Techniques
FGD:	Focus Group Discussions
KCSE:	Kenya Certificate of Secondary Education
KNEC:	Kenya National Examination Council
MOE:	Ministry of Education
NACOSTI:	National Commission for Science and Technology
SPSS:	Statistical Package for Social Sciences
TSC:	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

Introduction

The study sought to investigate the conflict management techniques and teacher job satisfaction in selected secondary schools in Uriri and Nyatike Sub Counties. Conflict is inevitable and is a natural phenomenon which may be good for organizations if it leads to creativity, high productivity, job satisfaction and loyalty to the organization depending on how it is managed. If conflicts are not managed well, they may negatively affect output of group work, prevent deep connections and hamper productivity. The impact of conflict at the work place does not only affect performance but may be harmful, dangerous to health and self-wellbeing, it is associated with depression among employees, negative emotional situations, complaints, dissatisfaction with life and psychological morbidity.

1.1 Background to the Study

Conflicts are inevitable, where two or more people are, conflicts are bound to arise. In any organization or social setting such as schools, there are conflicts to be managed. The way conflicts are managed in schools can make those involved in conflict feel valued and appreciated, thus meeting their needs of recognition because their concerns are validated. This enhances a sense of belonging and job satisfaction. Academic settings have structures of management that comprise of principals, teachers and support staff. For any academic institution to attain its goals, effective conflict management skills must be practiced as it is not uncommon to experience conflict in such setting. Conflict suggests inconsistency and divergence with normalcy and expressed struggle between interdependent parties who perceive themselves as having incompatible goals, view resources as being scarce and regard each other as interfering with the achievements of their own goals (Kazimoto, 2013).

Relational conflict involves personal issues such as dislike among group members and feelings such as annoyance, frustration and irritation (Ghaffar, 2019). Productivity in any organization is a function of how well employees perform their various tasks, and is very much dependent upon other factors such as conflict management. Individual performance is a function of the ability and the willingness of the worker to perform the job (Kim, 2012). This willingness is highly dependent on job satisfaction. If employees are happy with themselves, with the administration and with the work environment, they will aspire to do their best in terms of quality and quantity.

Employee satisfaction is of important for employees to remain happy and also deliver their best. Satisfied employees are extremely loyal towards their organizations and stick to them even in the worst circumstances. They do not work out of compulsion but desire to take the organizations to higher levels. Job satisfaction leads to positive ambience at work in which people seldom complain and concentrate more on their job (Neck & Manz 2017). Happy employees are willing to help their fellow workers and cooperate with the organization even during emergency situations. They tend to adjust more and handle pressure with more ease than frustrated ones. Satisfied employees tend to take pride in representing their organization and work hard to ensure higher returns for their organization; and they willingly take challenges and deliver even in the worst circumstances.

Conflicts offer competitive as well as cooperative contexts in an organization, but results of conflicts vary depending on the way they are managed. Problems may arise in managing conflicts when the conflict is competitive or when the context of conflict resolution procedures are incongruent. This could happen if the conflict management techniques are chosen without considering the issue and relationship importance, (Pokalova, 2015). An administrator has to make decisions, whether pursuing the issue

may damage a relationship which could be more important at the moment, if the conflict is more important than the relationship, then the administrator may choose to pursue the conflict even if it means damaging the relationship between them and the person involved in conflict. Learning to manage conflict is integral to high-performance in schools. Although very few people go looking for conflict, more often than not, besides other factors, conflicts may be caused by miscommunication between people with regard to their needs, ideas, beliefs, goals, or values (Idris, 2016). Principals are, therefore, required to have or develop conflict management techniques. It is worthwhile for the principal to be aware of the existence of multiple sources of conflicts in school and how they can influence teacher job satisfaction. Indicators of job satisfaction include: recognition, work itself (this refers to the positive emotion that results from an employee's perception of their job because challenging work increases an employee's engagement and job satisfaction), growth, job achievement, responsibility to co-workers. Dissatisfaction itself could lead to many school dysfunctions such as decline in job performance, dissatisfaction, absenteeism, high turnover, and job stress (Havenga et al., 2011).

The Teachers' Service Commission (TSC) and the Ministry of Education (MOE) have no formal guidelines on conflict management techniques apart from the workshops and seminars they hold for school administrators. For administration to be effective, it is imperative to have set guidelines and control values (Iravo 2011). Obliging and integrating techniques of conflict management reflect a cooperative orientation and lack of assertiveness concerning one's own outcomes, while dominating is associated with assertiveness and low concern for others. Additionally, avoiding is linked to low concern for self and others (Halperine, Cohen-Chen & Goldenberg, 2014). Conflicts have been witnessed in schools and it is the role of the school principal to mitigate their

effects so that teachers can have a good working environment hence improving their job satisfaction.

In addition, teacher turnover indicated that there were problems with work environment which could have influenced job satisfaction. Table 1.1 shows teacher turnover in the area of study.

Table 1. 1 Teacher Turnover in Migori County - Kenya

Sub County	Teacher Turn over in Migori County		
	Year		
	2015	2016	2017
Awendo	3	2	0
Uriri	8	21	11
Rongo	4	0	2
Nyatike	9	12	10
Suna West	2	0	0
Suna East	3	1	4
Total	29	44	27

Table 1.1 indicated that in the year 2015 Migori County witnessed teacher turnover of twenty-nine (29) teachers, out of which, Uriri and Nyatike had seventeen (17) teachers transferred which was 58.6%. In the year 2016, 44 teachers were transferred in the county out of which Uriri and Nyatike twenty-three teachers (23) which was 52,2%. In the year 2017, the total number of teachers who moved was twenty-seven (27), out of which Uriri and Nyatike had twenty-one (21) which constituted to 77.7%. The teachers who moved because of promotions were not included in this data. Kuria East and Kuria West sub counties had the highest turn-over, however, they were not included in this study because they are perceived by teachers to be hostile and those who are not natives in the two sub counties are always looking for any opportunity to move out.

1.2 Rationale for the Study

The rationale of this study was informed by the fact that turn-over of teachers in Uriri and Nyatike sub counties was 50% higher compared to the neighboring sub counties in Migori County. It is for this reason that the researcher sought to investigate the conflict

management techniques and teacher job satisfaction in selected secondary schools in the two sub counties. It was revealed from the County Education Office that the transferred teachers deliberately requested to be moved to other stations because they had problems with their principals or colleagues. There is a case in point whereby 8 teachers were transferred from a school in a day, another school had 3 teachers transferred and 1 teacher interdicted in one day. This may raise questions about teacher job satisfaction and conflict management in Uriri and Nyatike sub counties. This clearly shows that conflict management techniques faced challenges due to that fact that teachers moved frequently and principals kept on meeting challenges from new angles.

Studies by Iravo, (2011) and Barasa, (2015), revealed that teacher job satisfaction gives teachers a sense of belonging which makes them loyal to the school and the administration. It would also be expected of them to stick with their schools even in worst circumstances.

Deliberate movement of may have indicated that conflicts were not managed well and that there were problems with teacher job satisfaction.

1.2 Statement of the Problem

The study sought to investigate Conflicts Management Techniques and Teacher Job Satisfaction in Selected Secondary Schools in Uriri and Nyatike Sub Counties, Kenya. Conflicts are bound to arise in any social setting where there are two or more people, in families, religious institutions, secular institutions and schools.

Reports from Migori County Education Office on turnover of teachers in the six sub counties in the years 2015, 2016 and 2017 indicated that Uriri and Nyatike sub counties stood out with over 50% of the total number of teachers who voluntarily moved to other stations for reasons other than promotions. This is what spurred interest of the

researcher because reports indicated that there were problems between the affected teachers and the administration or their colleagues. It may have also indicated that there were issues of teacher job satisfaction in the affected schools.

Study conducted by Iravo, (2011, on conflict management in organizations as experienced in Kenyan Secondary Schools in Machakos county revealed that good conflict management enhances teacher job performance and schools perform better. Conflicts in Administration of Secondary Schools in Osun State in Nigeria by Okotoni & Okotoni, (2003), analyzed causes and effects of conflicts. Findings revealed that school administrators were not knowledgeable in conflict management and that there were no laid down procedures for conflict management. The paper concluded that the issue of conflict management has reached a point where effective use of relevant conflict management techniques can no longer be ignored.

Survey by American Management Association (2014), discovered that managers spend 24% of their time on conflict management. This sounds like a waste of time by managers who spend about a quarter of their time on unproductive work. So far there are no studies on conflict management techniques and teacher job satisfaction. It is with this backdrop in mind that the researcher formulated the topic, conflict management techniques and teacher job satisfaction in selected secondary schools in Uriri and Nyatike sub counties, Kenya.

1.3 Purpose of the study

The purpose of the study was to determine the conflict management techniques and teacher job satisfaction in selected secondary schools in Uriri and Nyatike Sub Counties, Kenya. Conflicts are inevitable in all social institutions. Schools are also prone to conflicts, and they have to be managed using the various conflict management techniques. The way conflicts are managed in schools may be related to teacher job

satisfaction. The study examines the following four conflict management techniques in relation to teacher job satisfaction: integrating, obliging, dominating and avoiding.

1.4 Objectives of the study

The study was guided by the following objectives, to:

- i. Establish the types of conflicts that commonly arise in secondary schools in relation to teacher job satisfaction.
- ii. Find out the sources of conflicts that commonly arise in secondary schools in relation to teacher job satisfaction.
- iii. Determine the conflict management techniques used by principals to deal with conflicts in schools in relation to teacher job satisfaction.
- iv. Investigate the relationship between conflict management techniques and teacher job satisfaction in the schools under study.

1.5 Research Questions

The following research questions guided the study:

- i. What are the types of conflicts that commonly arise in schools in the selected secondary schools?
- ii. What are the sources of the conflicts that commonly arise in the selected secondary schools?
- iii. What are the conflict management techniques used by the principals in the selected secondary schools?
- iv. To what extent are the conflicts management techniques related to teacher job satisfaction in the schools?

1.6 Research Hypothesis

H₀: Conflict management techniques have no significant influence on teacher job satisfaction.

1.7 Significance of the study

The study is significant for the following reasons:

- i. It adds to the existing knowledge in the area of conflict management, as it has been discovered (by the American Management Association (AMA), 2014) that managers spend 24% of their time on management of conflicts, which almost a quarter of their time. Saving part of this time by applying appropriate techniques to every conflict situation, would help managers improve the quality of management.
- ii. It may be useful for developing guidelines for principals and school stakeholders to enable them manage their schools effectively and efficiently. Should the conflict management techniques used by most principals be found to have a positive influence on teacher job satisfaction, then that particular technique would be prescribed to be adopted in combination with other techniques
- iii. It may assist the Ministry of education to formulate materials for training of school principals and other stakeholders to enable them manage conflicts more effectively so that all conflicts end up stimulating workers to increase productivity.
- iv. It may enable teachers and educators to improve and to manage conflicts in schools more efficiently and effectively, for instance, there are some conflicts that should just be avoided because resolving them does not add any value. Such conflicts need to be left to resolve themselves with time. As an administrator, meddling in every conflict is likely to breed contempt from subordinates, thus causing low job satisfaction.
- v. It may help principals whose conflict management techniques are incongruent and do not match the conflict situation to change and adopt better techniques by using appropriate conflict management techniques to every conflict situation.

vi. It may help all stakeholders in schools handle conflicts better and save time which may enable teachers have more contact time with learners and thus improve performance.

1.8 Scope of the Study

The Study was conducted in 29 selected secondary schools in Uriri and Nyatike Sub Counties. The Sub Counties had 87 secondary schools out of which, the 29 were used for this study. Questionnaires and Focus Group Discussions were used as the data collection instruments. 29 public secondary schools, 29 principals, and 29 senior teachers amounted to 30 percent of the target population. 392 teachers, 20 percent, took part in the research. Private schools were not involved in the study because they operate differently.

The study sought to find out about the types and sources of conflicts that commonly arise in secondary schools, the conflict management techniques and their influence on teacher job satisfaction. The study investigated the four conflict management techniques including: integrating, obliging, dominating and avoiding.

1.9 Limitations of the study

The study limitations were as follows:

The subject of conflict management proved to be emotive to the respondents who seemed to be limited by having to give their responses on likert scale questionnaires. The respondents had more to say. To overcome this limitation, the researcher had to provide spaces on questionnaires where respondents could give more information on conflict management.

Self-reporting by principals on the way they managed conflicts in schools raised issues image whereby principals found it hard to report objectively especially when they

thought that the reality would portray them incompetent. To overcome this limitation, the researcher involved senior teachers who are also members of school administration and would give objective responses without fear of victimization. Principals were also assured that their identity would be remain confidential, this helped ease tension of principals who appeared to be worried about their self-image.

1.10 Assumptions of the Study

The study was guided by the following assumptions:

- i. That conflicts are inevitable in social and educational institutions where human beings are and they are of various types.
- ii. That sources of conflicts that arise in secondary schools are many because there are people who have different interests.
- iii. That conflicts arise in secondary schools and principals have to manage them using various conflict management techniques depending on the conflict situation.
- iv. That the manner in which conflicts are managed in secondary schools is related to teacher job satisfaction.

1.11 Organization of the study

This thesis is organized into five sections. The first section is introductory and highlights the background of the study, statement of the problem (purpose of the study), objectives, research questions, significance, assumptions, limitation/ delimitations and operational definition of the terms used, theoretical/conceptual framework. The second section presents the literature review based on the objectives of the study. The third section deals with research methodology and focuses on research design, target population, sample size and sampling procedures, data collection instruments, validity and reliability of the instruments as well as data collection procedures and analysis

techniques that were used in the study. The fourth section brings out the findings and discussions of the study on conflict management techniques of principals on teacher job satisfaction in public secondary schools in Uriri and Nyatike sub counties. The fifth part presents the summary, conclusions and recommendations.

1.12 Theoretical Framework

This study is based on Abraham Maslow's Theory of (1943), it states that individuals must satisfy lower level deficit needs before progressing to meet higher level growth needs. However, he clarifies that a lower level need does not need to be satisfied 100 percent before the next need emerges. Therefore, it is possible to move back and forth between the different levels of needs.



Figure 1. 1: Maslow's hierarchy of needs

The theory is heavily based on the needs-fulfillment and how best to satisfy workers. There are many theories about motivation indicating that it influences employee job satisfaction (Badubi. 2017). He introduces three main categories: content theories, process theories and contemporary theories. Studies by (Ahmed & Marinah, 2013), have been carried out to explore factors that cause workers in white collar jobs to be satisfied or dissatisfied. The findings showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when

absent. Thus, they saw job satisfaction and dissatisfaction as independent of each other. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors which include: quality of supervision, company rules, physical working conditions, co-worker relationship, job security, chances of promotion, personal growth, acknowledgment, responsibility and achievement. Job satisfaction is considered a by-product of achievement, recognition, challenging work, responsibility and advancement.

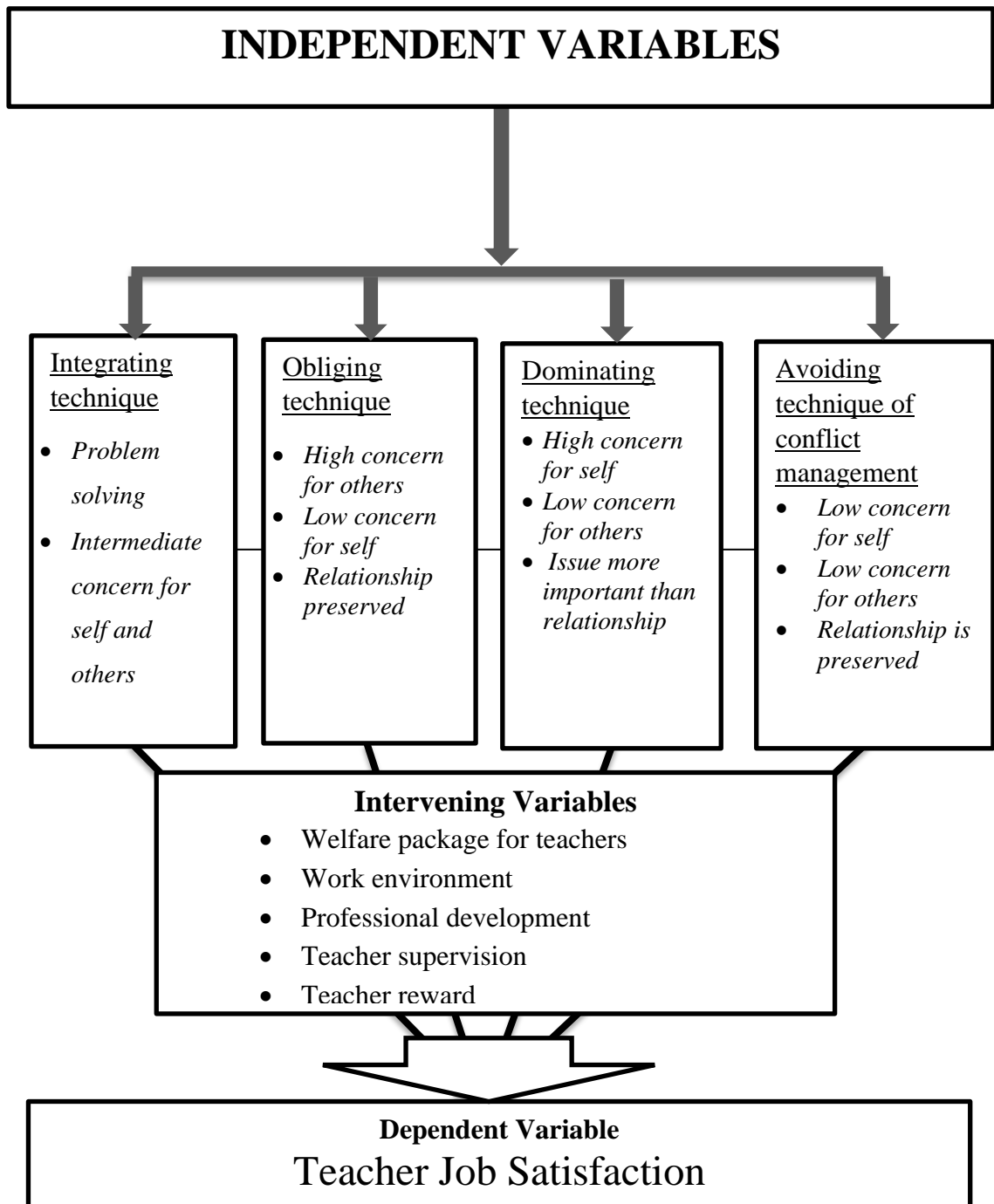
Peterson & Hervey, (2009) points out that the opposite of dissatisfaction is not satisfaction but dissatisfaction. Both hygiene factors and motivators are important but in different ways.

Applying these concepts to the study, the way a principal in a school manages conflicts either increases or decreases teacher job satisfaction and capabilities should be the core processes upon which efforts to make schools more effective focus. In addition, highly satisfied teachers can create a good social, psychological and physical climate in the classrooms. The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Teachers will have high job satisfaction if the principal is able to employ effective conflict management techniques.

Teachers like other human beings have the need of recognition and appreciation from the principals. The way conflicts are managed can indicate to the teachers involved in conflicts their worth in the eyes of the principal which can increase or lower their job satisfaction. Badubi (2017) compared and contrasted the theories of motivation and how they are used to inspire employees to develop the drive to achieve. It was noted that the importance of motivation and job satisfaction is vital for the achievement of organizational goals and objectives.

1.13 Conceptual Framework

A conceptual framework is a diagram that demonstrates the relationship that exists among a study's variables. In this study, the dependent variable is conflict management techniques in public primary schools. The study's independent variable was teacher job satisfaction.



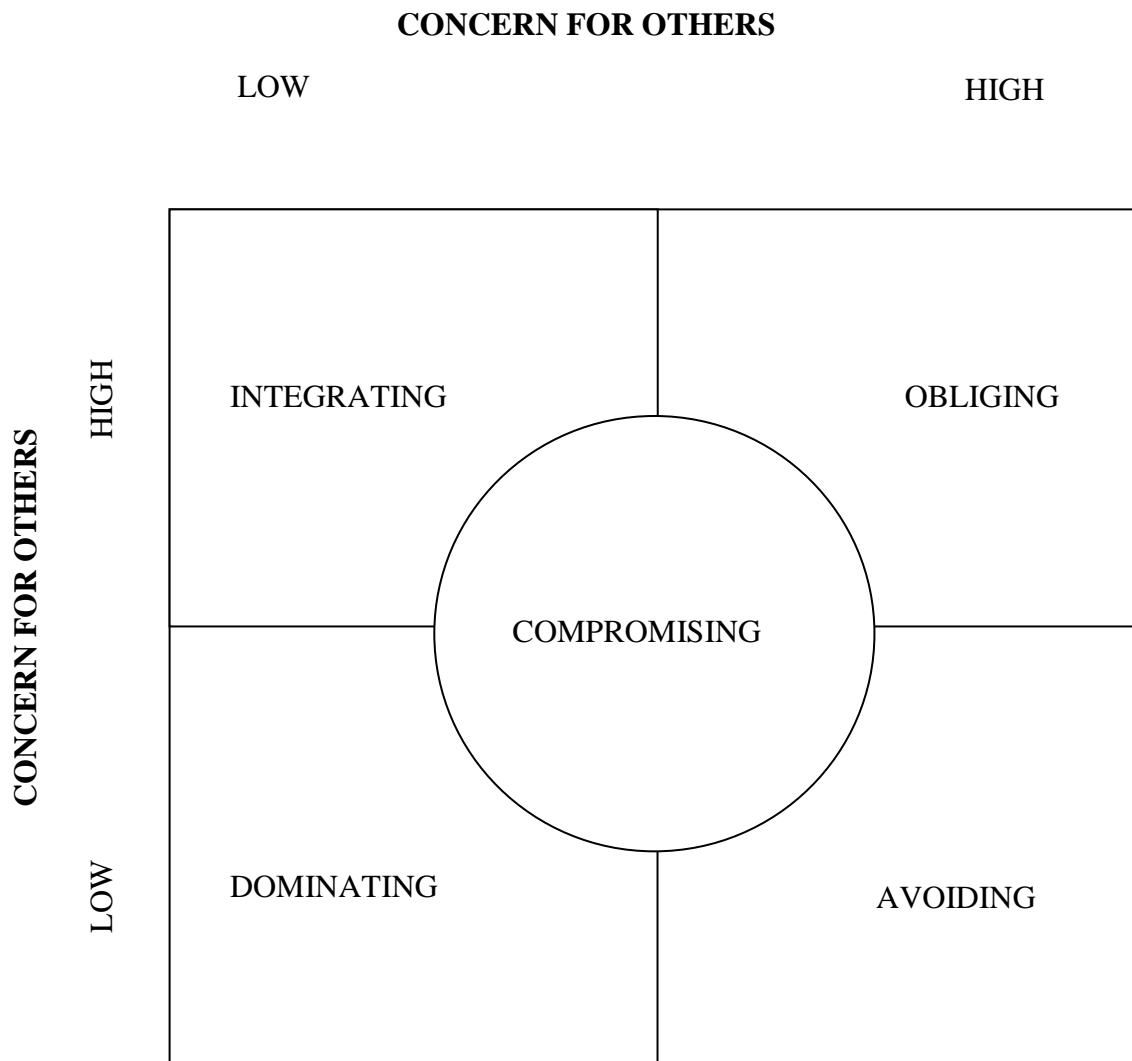
Source: Researchers' own Conceptual Framework

Figure 1.2: Conceptual Framework

The study is conceptualized based on the conflict management techniques. The techniques are represented diagrammatically to show relationship between them by illustrating the influence of the techniques on teacher job satisfaction as the dependent variable in order to give coherence. Conflict management techniques include: integrating, obliging, dominating and avoiding. In this case the teacher job satisfaction is dependent variable. Intervening variables include: teacher reward, welfare package for teachers, work environment, professional development and teacher supervision.

1.14 Conflict Management Techniques

This section shows a diagrammatic representation of the five conflict management techniques by Rahim Magner. The manner in which principals manage conflicts can make teachers involved in conflicts feel valued or demeaned. By so feeling valued, teachers develop a drive to achieve the goals of the organization. The five conflict management techniques in the diagram below indicate the concern for self and others by the person managing a conflict. Concern for others can be: high, intermediate or low.



Source: Adapted from Rahim Magner (2011, 123)

Figure 1 3: A Two-Dimensional Model of Techniques of Conflict Management

The diagram has compromising technique of conflict management at the center as it is associated with intermediate concern for self and others, both the issue and the relationships are important, and is viewed as effective and objective. Dominating and Avoiding techniques are linked to low concern for others, and are applied in cases where one party, who has authority over the other, does not want to validate the concerns of the other parties, under their authority, when the consequence of confronting the other party outweigh the benefits of resolving the problem. Integrating technique is associated with problem solving, and involves openness and sharing of information, searching for alternatives and examination of differences, while obliging is

linked to high concern for others and is recommended when the relationship is more important than the issue. The leader allows the subordinates to have their way; it is a lose-win strategy that is neither effective nor as objective as compromising.

1.15 Operational Definition of Terms of the Study

The key terms in the study have been defined as follows:

Avoiding technique: is seeking to deliberately postpone conflict management

indefinitely, delaying or ignoring a conflict hoping that it resolves itself.

Compromising: is a conflict situation that requires the parties involved to give up elements of their demands (position) in order to establish an acceptable or an agreeable solution.

Conflict: is an expression of disagreement, antagonism and misunderstanding between individuals, groups or organizations. In this study, conflict is used to mean a process in which one party perceives that its interests are being opposed or negatively affected by another party. Conflict is therefore, divergence of interest, objectives or priorities between individuals, groups or organizations or nonconformity to task, activity or process.

Conflict management: is a skillful application of practical methods of handling conflicts to conflict situations in order to mitigate the negative effects of conflict and enhance positive outcomes for all involved, or the ability to identify and handle conflicts sensibly, fairly and efficiently.

Dominating technique: is competing, use of position power, aggression, verbal dominance to compel the other party in conflict to accept the views of the stronger person. It is associated with high concern for self and low concern for others. Mostly used by autocratic leaders, may also be applied when the

issue is more important than the relationship or when the leader wants a policy issue implemented.

Integrating technique: it is collaboration between the parties involved in conflict by seeking the best ideas and focusing on the problem. It is also known as problem solving. Indicates high concern for self and others.

Obliging technique: is giving the opposite side what it wants (letting them have their way), also known as placating, placing high value on others and making them feel better. Occurs when one party wishes to keep peace or perceives the issue to be minor or when the relationship between the conflicting parties is more important than the cause of conflict.

Teacher job satisfaction: is positive emotions that results from a teacher's perception of their job, the feeling of pleasure and achievement resulting from job experiences which leads to increased effort, willingness to take on extra work, loyalty and improved performance.

Technique: is a practical method of handling conflicts systematically, thus mitigating and minimizing the negative effects so that curriculum delivery and other normal school functions are not impeded.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study on the Conflict Management Techniques (CMT) and Teacher Job Satisfaction. The literature review was guided by the study objectives and was organized into four sections. The first section dealt with the types of conflicts that might arise in secondary schools, secondly, it provided review of related literature on the sources of conflicts that arise in secondary schools, the third section dealt with the conflict management techniques used by principals. The fourth section delved into the relationship between the conflict management techniques used by principals and teacher job satisfaction.

2.2 Types of Conflicts

This section deals with types of conflicts that might arise in schools. Educational administrators should view conflict as an ever-recurring phenomenon. Conflicts have the potential to generate improvement in an organization so that each succeeding epoch in the spiral shall be superior to the preceding one in the structural arrangement, provision of resources, interactions and operations. Conflict is a natural result of social interactions (Okotoni & Okotoni, 2003).

Conflict is normal and is part of our everyday existence. However, it is not necessarily a negative aspect of life. Conflicts can have a positive or negative impact, (Barasa, 2015) describes the purpose of conflict as being a change agent and having potential for positive results and explores several conditions that may trigger conflict, which include: ambiguous roles, conflicting interests, communication barriers (distance, time, prejudices), differentiation of organization, need for consensus, behavior regulation rules and unresolved prior conflicts.

Bar-Tal, (2013) suggests that there are six sources of conflicts, which include: limited resources, interdependent work activities, differentiation of activities, communication problems, differences in perceptions and environment of the organization. According to Coupley,(2008), conflict may be interpersonal (within people), intra groups (within groups).

Morgan, (2012) notes that both individuals and groups have undeniable needs for identity, dignity, security, equity in participation in making decisions that affect them. Sources of conflict include: shared resources, differences in goals, differences in perceptions and values, disagreements in the role requirements, nature of work activities, individual approaches and the stage of the organization's development.

Managing conflicts well, may force those involved to be creative problem solvers, to avoid mistakes and to learn how to benefit from their differences as they are also challenged to broaden their skills, (Mostert, 2015). Conflicts may be viewed to be functional or dysfunctional.

2.2.1 Functional conflicts

The functional view of organizational conflict sees conflict as a productive force that stimulates members to increase their knowledge, skills and their contribution to the organization and productivity. Modern approach considers that the key to organizational success lies not in structure, clarity or orderliness but in creativity, responsiveness and adaptability, (White, 2012). Therefore, conflicts are necessary in organizations so that diverging views can be put on the table to help invent new ways of doing things. It is from conflicts that people are provided with feedback about how things are going on. Personality conflicts may also inform leaders about what is not working in an organization, this may lead to improvement, (Bacal et al., 2012) assert that, a flexible vision of organization recognizes that each conflict situation provides

opportunity to improve. Therefore, conflicts should not be eliminated or suppressed so that people and organizations are not destroyed but enhanced.

According to Richards, (2012), conflicts can be good for organizations if they encourage open mindedness and discourage group thinking. It is imperative for principals to learn how to manage conflicts well so that conflicts become catalysts rather than hindrances to organizational development and improvement. For a conflict to be functional, it has to raise questions- if a conflict raises a series of questions for those on both sides of any issue, it becomes functional because the questions can lead to new ideas and breakthroughs in thinking that can benefit individuals, departments and organizations. Without conflicts, nothing changes and there is no need to challenge the status quo. Reconsideration that emanates from conflict can lead to breakthrough in thinking.

New thinking is encouraged by functional conflicts, many people enjoy conflict to a certain degree because it is the stimulus for new thinking and provides opportunity for considering different points of view. New possibilities and new ideas can emerge from conflicts. Organizations can grow to new levels because of conflicts.

Functional conflicts can help people learn to listen thus building relationships- functional conflicts can actually strengthen relationships as it is nice to be agreeable. Relationships can be built from conflicts between individuals, departments and even competitors; this is possible through mutual understanding and respect, therefore, in any conflict situation when the parties involved learn to listen to opponents objectively, they gain valuable insight which is imperative for growth.

Functional conflicts teach employees how to manage conflicts effectively in an organization creates a climate of innovation which encourages creative thinking and

minds are open to new and previously unexplored possibilities. New ways of approaching challenges and meeting demands of a competitive business world may result in improvements that benefit the organization as well as the employees, (Saduman 2010).

Stagnation is beaten by functional conflicts- avoiding conflict is likened to avoiding change which can lead to the demise of even a successful organization. If employees are encouraged to approach conflicts positively and productively, it is possible to beat stagnation which opens doors to competitors and challenges. Conflicts may lead to the ability to continue to provide new and innovative solutions to meet people's needs (Ahmed & Ahmed 2015).

2.2.2 The dysfunctional Organizational Conflict.

Dysfunctional view of organizational conflict emerges from the notion that organizations achieve goals by creating structures that perfectly define job responsibilities, authorities and other job functions. It is argued that every individual knows where to fit, what they must do and how to relate to others. This organizational structure values orderliness, stability and repression of any conflict that may arise. This only fits organizations that work in routine ways where innovation and change are virtually eliminated. Dynamic organizations work within very disorderly contexts with constant change and a need for constant adaptation. Trying to "structure away" conflict and disagreement in a dynamic organization means suppressing any positive outcome that may come from disagreements such as improved decision making and innovation (Bacal et al., 2012).

If conflict is not managed effectively, the workers tend to exhibit both low job satisfaction and reduced productivity. The overall structure of the group or organization tends to be very negative, (Richards, 2012). It is appropriate to classify conflicts on the

basis of their sources for proper understanding of their nature and implications. Conflicts in schools may occur as a result of individuals interacting with one another. Understanding social systems theory can assist leadership in minimizing conflicts. The leader must give consideration to the whole school, individuals in the school and the interaction that occurs between and among individuals and groups. The primary role of school principals must be the growth of the school and the people affiliated with the school, (White, 2012).

According to Richards, (2012), conflicts occur in schools because individuals observe inequality in the treatment of school personnel, relative to the reward system and for the distribution of scarce resources. If the behavior of the principal places concerns of equity in the school, conflicts are likely to occur, thus creating a barrier to effectiveness. It is extremely difficult to minimize conflict and have high level of quality in the school when people feel they are treated unfairly.

Conflict management is the practice of recognizing and dealing with disputes in a rational, balanced and effective way. In a school situation, conflict management requires effective communication, problem solving abilities and good negotiating skills to restore the focus to the overall goals. A school as any other organization is a social unity, systematically structured and managed to meet needs or pursue collective goals on a continuing basis. A school has a management structure that determines relationships between functions and positions, and subdivides and delegates roles and responsibilities and authority to carry out tasks. Schools are open systems that are affected by the environment beyond their boundaries, (Bacal et al., 2012).

Conflict may be classified on the basis of their sources or on the basis of their organizational levels (individual or group) at which they may originate. Classification of conflict may also be done on the basis of the antecedent conditions that lead to

conflict. Conflicts may originate from a number of sources such as tasks, goals and values. The following are types of conflicts; affective conflict, substantive conflict, conflict of interest, conflict of values, goal conflict, retributive conflict, misattributed conflict and displaced conflict, (Kim, 2012).

When there is conflict of interest or inconsistency between two parties and their preferences for the allocation of scarce resources, each party sharing the same understanding of the situation prefers a different and incompatible solution to a problem involving distribution of scarce resources. For instance, the head of games department may demand the school teams play friendly matches with other schools to expose the teams and strengthen them, the principal on the other hand may prefer hiring external coaches to train the teams. The principal and the head of department in this case, have incompatible solutions for the same problem.

Conflict of values occurs when two social entities differ in their ideologies on certain issues (Ahmad & Marinah, 2013). This is also called ideological conflict. Goal conflict occurs when a preferred outcome or end state of two social entities is inconsistent. In rare cases it may involve divergent preferences over all of the decision outcome consisting a “zero sum game” (Powel & Maoz 2014) for example , teachers may prefer to have students enrolled for regional joint examination tests, while the principal may prefer to have internal examinations in order to cut down financial expenditure.

Nonrealistic conflicts are a result of a party’s need for releasing tension and expressing hostility, ignorance or error, whereas a realistic conflict is associated with mostly rational or goal-oriented disagreement, non-realistic conflict is an end in itself, having very little to do with group or organizational goals. (Badubi 2017). Institutional conflict is characterized by situations in which actors follow explicit rules and display

predictable behavior, their relationships have continuity as in the case of staff line conflict or labors management negotiations. (Ahmad & Marina, 2013)

Retributive conflict is characterized by the situations whereby, the conflicting entities feel the need for a down/ out conflict to punish the component, (Laron, 2014).

Misattributive conflict is to release incorrect assignment of causes (behaviors, parties and issues) to conflict (Peterson & Hervey, 2006). For example, an employee may wrongly attribute their supervisors a cut in the employee's department budget, which may have been done by higher level managers over the protest of the supervisor.

Displaced conflict occurs when the conflicting parties direct their frustrations or hostilities to social entities not involved the conflict or argue over secondary, not major issues (Jenab et al.,2013).

Knowledge gap relating to literature review was the deficiency in providing information on the common types of conflicts in secondary schools and the frequency of occurrence. This was the subject of study.

2.3 Sources of Conflict in Secondary Schools

Idris, (2016) suggests that conflicts are different in nature and other characteristics, conflict is a multi-dimensional occurrence. All conflicts have a distinctiveness, but there are peculiar backdrops, dimensions and home-grown construction behind each conflict. They have diverse features and pass through diverse stages. To reach to the acceptable solution to conflicts, there is need to study the root causes of those conflicts (Powel & Maoz 2014)

Sources of conflicts can be classified into three, namely; competition for scarce resources, drivers for autonomy and goals divergence as a result of differences in opinion. According to Rahim, (2011), four factors are known to contribute to conflicts.

They are work dependence, differences in goals, differences in conceptions and increased demands for specialist.

Divergence of interest, objectives or priorities between individuals, groups or organizations or nonconformity to requirements of task, activity or process are sources of conflicts from a broad perspective, (Iravo (2011). Conflict is different from competition, although competition may result in conflict. Several types of conflicts are identified in this paper, including: intra- personal, intra- group, inter- personal and inter- groups. According to (Okotoni & Okotoni 2003), organizational conflict takes the following forms.

According to (Iravo 2011), among the various factors that cause conflicts in secondary schools include: administrative incompetence of principals whereby a principal is unable to make informed decisions, misappropriation and embezzlement of funds, indiscipline on the part of teachers and students, negligence of duties, personality clashes, perceived favoritism, role conflict and misunderstanding of motives.

Other possible sources of conflicts in school are poor communication, it is possible that important information is posted in the notice boards that are cluttered with a lot of old information. Such information may not catch the attention of the target group and when the desired response fails, blame is apportioned to innocent people, (Ghaffar 2019). Poor communication may lead to misunderstanding and allow barriers to be erected. Good communication is the easiest way to prevent conflicts, however, both too little and too much communication may lead to conflicts. Where there is too little communication the associates do not know enough about each other's intentions, goals, plans, coordination becomes difficult and misunderstandings are likely to occur, which can result in conflict, (Badubi 2017).

Competition for common but scarce resources, the scarcer the resources, the greater potential for conflict. For example, having only one computer per department may create high chances of conflict. Another situation could be one teacher who has many roles at the same time, teaching many classes, being a consultant for students and leading students in co-curricular activities, (Saif et al., 2012).

Conflicts arise in schools because of specialization. Ghaffar, (2019), states that, employees in organization have general or specific tasks. When one may have insufficient knowledge of other's job responsibilities, dissatisfaction in either party may exist. This is possible when majority of them are specialized.

Lotfi & Pour, (2013), differences in age, cultural background, ethics, and values can be a source of conflict in school. For example, a long serving staff member who feels loyal to the school may clash with a young new comer who sees the school as nothing more than a stepping stone. They further note that some teachers have problems at home and find themselves unable to teach effectively in their classes because they lack concentration.

Incompatible goals- for example where both individuals or groups have undeniable needs for identity, dignity, security, equity, participation in decisions that affect them- frustration of such basic needs becomes a source of social conflict, (Guest et al., 2016). He further states that: shared resources, differences in goals, differences in perceptions and values, disagreement in role requirements, nature of work activities, individual approaches and the stage of organizational development are other sources of conflicts. In this study, conflicts are classified based on the antecedent condition that lead to conflict.

From a research conducted in Nigeria by Okotoni and Okotoni in the year, 2003 in the Osun State, many of those interviewed were of the opinion that there is a positive

correlation between poor staff welfare and occurrences of conflicts. The paper examined the management of conflicts in administration of secondary schools. They identified and discussed the causes and types of conflicts. Both qualitative and quantitative data were generated from primary and secondary schools. They were of the opinion that a good welfare package for teachers would go a long way to reduce incidents of conflicts in schools. Findings showed that administration of secondary schools in the state was hampered by high rate of conflicts. Several types of conflicts that were identified included conflicts between management and staff, between staff and students and between communities and school. The causes of conflicts in schools included: inadequate welfare package for teachers, forceful and compulsory retirement or retrenchment of workers, administrative incompetence, personal clashes, role conflicts, non-involvement of students and teachers in the school administration and poor facilities, (Mayfield, Clifton & Taber, 2010).

The fact that most school administrators are not knowledgeable in conflict management, coupled with absence of laid down procedures for conflict management in most schools, contributed to high rate of conflicts and industrial action in schools. The paper concluded that school administration has reached a point where effective use of relevant strategies can no longer be ignored.

Iravo, (2011), conducted a research in 43 secondary schools in Machakos county, on Effects of Conflict Management on Performance, it was discovered that: conflicts between teachers and the administrations result from various situations, the first situation is from teachers who have served for a long time and are no longer willing to contribute extra work for the betterment of a school as a whole. They put in minimum amount of required time and do not pull their weight on committees and co-curricular activities. Another situation is where conflicts arise between teachers and the administration is when a teacher has negative attitude, and always finds something to

complain about. New ideas are shot down even before getting-off ground. Another is when a teacher exhibits incompetence within classroom and does not want to be supervised. Such teachers always approach their union to fight against the administration.

The knowledge gap relating to literature review on sources of conflicts was the deficiency in providing information on the common sources of conflicts in secondary schools and particularly in Uriri and Nyatike sub counties. This was the area of study.

2.4 Integrating / Collaboration Technique and Teacher Job Satisfaction.

According to Bar-Tal, (2013), integrating technique is when one finds that one is wrong and allows a better position to be heard. Pokalova (2015) asserts that accommodative leaders are willing to meet needs of others as well as personal needs. The leader in such case is not assertive. The technique is more efficient when the issue is more important to one party or person in comparison to those involved. Finding the harmony is in most cases more important than a win.

Idris, (2016) states that integration is a situation whereby parties in conflict try to agree on the solutions after discovering the basic causes of conflict, this is also viewed as the bargaining process. At the end of the negotiations, no party comes out a winner and no party loses. It interesting that at this point, the parties in conflict decide to come together to negotiate, talking about their fears, and needs for the purpose of finding lasting and acceptable solutions.

Integrating technique of conflict management is preferred to using force because experience has shown over the years that violence does not lead to conflict transformation. In a peaceful environment, people tend to do better and are more rational while in a conflicting environment performance becomes weak (Baele et al., 2014)

For example, in a school, there may be one teacher of Chemistry who has to conduct practical lesson on Saturdays. The teacher may claim that they need weekends to spend time with their family. Instead of the principal insisting that the teacher must stay in school on both days, the teacher can be asked take one day to stay with family and conduct practical lessons on the other.

High concern for self and others allows openness, exchange of information, and examination of differences to reach an effective solution acceptable to both parties. The integrating technique face conflict directly and try to find new and creative solutions to problems by focusing on their own needs as well as the needs of teachers, Barasa, (2015) found the problem- solving (integrating) technique to be more effective than other techniques for attaining of the activities of different systems. When the issues are complex, this technique is suitable in utilizing the skills and information possessed by both the principal and teachers to formulate solutions and successful implementations. Integrating technique is believed to be both effective and appropriate in managing conflicts and therefore, is perceived as highly successful. Integrating technique is successful because it provides each disputant with access to the other person's perceptions or incompatible goals, enabling them to find solutions that integrate the goals and needs of both parties, (Adeyemi, 2009)

2.5 Obliging Technique and Teacher Job Satisfaction.

David & Paul (2015), assert that obliging is also known as placating. Placing high value on others, elevating them and making them feel better. In a school situation, the principals yield and give power to others to ease tension. The technique is used when the relationship is more important than the issue and cooperation is more important. The techniques sacrifice self- interests to satisfy the needs of others.

Low concern for self and high concern for others technique is associated with attempting to play down the differences and emphasizing commonalities to satisfy the concerns of the other party, (Powel & Maonz 2014). Obliging is associated with accommodating behaviors that include putting aside one's own needs to please the partner, passively accepting the decisions the partner makes, and explicating harmony and cooperation in a conflict episode. These types of conflict strategies are indirect and cooperative, (Bar-Tal & Halperin, 2013). It can be used as a strategy when a party is willing to give up something in the hope of getting something else in exchange from the other party when needed. This is where the leader tries to meet the needs of all those who are involved in the conflict.

For instance, to maximize the teaching time, the principal may demand that examinations be administered outside the teaching time, either in the morning before 8am or after 4pm. Teachers may try the suggestion and then find it unbearable and stop. If the principal views teachers as competent and does not want to lower their moral, the, they may allow examinations to be administered within the teaching time. The principal yields in order to maintain a good relationship with the teachers.

2.6 Dominating Technique and Teacher Job Satisfaction

High concern for self and low concern for others style has been identified with win-lose orientation or with forcing behavior to win one's position. The dominating technique relies on the use of position power, aggression, verbal dominance and perseverance. This technique is direct and uncooperative, (Stephen & Megan, 2011) If a principal wants examinations to be administered outside the teaching time, regardless of teachers' views, they overrule and have disciplinary action taken against those teachers who fail to comply. In this case, the principal has the bigger picture in mind, the students would benefit because teaching time will be maximized. The technique is

identified with a win-lose perspective, and ignores or minimizes the needs and expectations of the other party.

Within interpersonal context, the dominating (competing/distributive) technique has been found to be associated with low levels of effectiveness and appropriateness. However, Salleh & Adulpakdee, (2012) suggest that the dominating technique might be somewhat effective in organizational contexts when there are production-related goals. In this case, an individual might use power strategies and aggression to effectively accomplish a goal, even though these strategies may be seen as inappropriate at a relational level. Mostert, (2015) term dominating technique as the maximizing response to conflict, because it the importance of one's own needs at the expense the other individuals' needs. Therefore, the dominating technique may be seen as effective but not appropriate and may be used by upper management for implementation of strategies and policies or when unpopular cause of action must be implemented. In deed the situation in Uriri reflected a similar status represented by (Mostert, 2015).

Lee, (2011) found out that older people were lesser dominating or competitive but preferred compromising while the younger generation were found to use dominating conflict management techniques.

2.7 Avoiding Technique and Teacher Job Satisfaction.

Low concern for self and others technique has been associated with withdrawal, buck-passing or sidestepping situations. An avoiding principal fails to satisfy his/her own concerns as well as the concerns of the other party. This technique is useful when issues are trivial or when potential dysfunctional effect of confronting the other party outweighs the benefits of the resolution of the conflict.

Avoiding technique is where a manager may tend to evade the conflict entirely by implementing controversial decisions or accepting defaults to preserve people's

feelings and dignity. The controversy may be trivial or impossible to solve or another person within the institution is in a better position to solve it, (Jenab & Ameli, 2013). According to Powel & Maoz (2014), the technique is however, weak and ineffective in most scenarios. Avoiding technique can be appropriate when victory is impossible, when controversy is trivial, or when someone else is in a better position to solve the problem. The situation presented here is similar to that in Nyatike Sub county whereby the officer at the Sub-County Education Office confirmed that tension is sensed in most secondary schools because conflicts are left to cool before they are handled, except that none of the cited researchers has looked at conflicts in terms of teachers and principals.

Avoiding technique of conflict management is an appropriate form of dealing with conflict when the issue is trivial and other issues are more important or pressing-use time and effort where it will be more productive. The goal of avoiding is to avoid making a decision at whatever cost, (Sloboda, 2010). The technique is appropriate when issues are of low importance, or it is clear that the consequences of delaying in decision making will be minimal. It may also be appropriate when a leader is being pushed to negotiate a peripheral issue while there are much bigger and more important conflict looming.

Morgan, (2012) suggests that the techniques should be used sparingly, only when something is something is going to change, the manager, the other person or the situation. For example, one may avoid a conflict with a co-worker if he/she knows that they are going to quit their job soon. It should be used carefully when one knows that they are not using it as a way to escape an unavoidable conflict.

Jeneb & Ameli (2013) argue that avoiding technique is in favor of exercising indirect rather than direct power of managing conflicts. They drew attention to negative effects of reward and coercive power because these may breed negative feelings and result in

superficial solutions to conflicts. They advocated methods such as structuring the group, directing an inclusive group process, and managing the external boundaries of the group. Restructuring would rely on legitimate power.

Avoiding technique is most suitable when the issue and the relationship are insignificant. For example, the principal may have promised teachers a tour in case of good performance in Kenya Certificate of Secondary Education (KCSE-The national examination done at the end of four years of secondary school education in Kenya). When the school performs well and teachers demand to be taken for tour at a time that the school cannot afford, the principal may choose to remain silent hoping that the time, teacher will tire up and stop demanding for tour.

Rahim, (2011) suggests that avoiding technique of conflict management may take the form of pushing back a concern until a better time or simply pulling it out of a hazard situation. This technique of conflict management often reflects little concern towards the issues or parties involved in conflict, and denying to acknowledge the existence a conflict in public. Badubi, (2017), in his argument add that, implementing this form of conflict management technique could be of huge benefit because denying the existence of conflict in public, paints a very good image ensuring that the business deals are not affected, the number of sales are maintained or better increased as employee performance remains impressive. In addition, Ahmed & Ahmed, (2012) notes that when one pulls out from a conflict then, the conflict is not likely to escalate and the other party is likely to imitate, thus evading the conflict which affects performance.

Kim, (2012) in his study, observed that withdrawing constitutes a refusal to deal with the conflict by ignoring it as much as possible. Studies for the British workers emphasize that this technique is appropriate when a cooling off is needed to gain better understanding of the conflict situation and also when the other party is both unassertive

and uncooperative. They further maintain that withdrawal is a passive, stopgap way of handling conflict and it is useful when implemented in an organization as by buying time, proper investigation is done before handling the conflict, reassuring employees of undisturbed peace hence maintaining good performance.

The secondary schools in Nyatike sub-county showed signs that could indicate that good performance is threatened because about 10 percent of the secondary schools have a history of cheating in National Examinations. This may have happened because the principals try to salvage their public image by recording good performance. Teachers as other human beings have needs that have to be satisfied. Beside the basic needs for food, shelter, clothing and safety from physical harm and social interactions. Teachers need recognition and appreciation of colleagues and principals. Whenever a principal ignored the needs of recognition and appreciation desired by teachers, academic performance of students is likely to drop with teacher job satisfaction.

Avoiding occurs because either the benefits of pursuing the conflict is small or because the other party to the conflict is unlikely to make satisfactory concessions (Rahim & Magner 2011). Ghaffar, (2019) observes that this technique of conflict management is implemented if parties involved gain nothing from the conflicts. Employees involved in the conflict may hope that it is left alone, that the conflict will somehow go away. According to Kemi and Kwezi, (2015), when an issue is ignored for some time, the parties involved tend to forget about it. The problem fading with time preventing conflicts from happening and evading performance from being influenced negatively.

Therefore, withdrawing incline towards ignoring or delaying tactics, which do not resolve the conflict but temporarily slows down the situation. Avoiding technique of conflict management may be appropriate when confrontation with the other party's effects on the relationship exceeds the benefits solution of conflict (Morgan, 2012).

Pokalova (2015) observes that, an organization will choose to maintain its relationship if it is more important to the employee performance than the solution to conflicts and as a result, the differences will be ignored. Bar-Tal & Halperin, (2013) write that this form of conflict management may be useful when the task or the problem is simple. This could be the assumption held by the principals in Nyatike sub-county which has led to increased cases of National Examination cheating.

Halperin et.al, (2014) noted that results from empirical studies show that men and women tend to endorse conflict management techniques that complement gender role expectations. In conflict management, women unlike men, favor compromising techniques, men on the other hand, prefer to be more confrontational, aggressive and competitive. According to a research on conflict management styles in Croatian Enterprises by (Lee, 2011), women had higher avoiding and collaborating scores, but lower competing scores than men.

2.8 Conflict Management and Goal Accomplishment

Conflicts affect the accomplishment of organizational goals due to their attending stress, hostilities and other undesirable factors when poorly managed. In the school situation, conflicts may hamper effective curriculum delivery and other programs. The issue of conflict management is paramount for goal accomplishment. The view of Rahim, (2011) was corroborative; conflict as an interactive process manifested in incompatibility, disagreement or difference within or between social entities (i.e. individuals, groups or organizations) in Ghaffar's view of (2019). The term refers to tension within an organizational system, one may observe such tension by paying attention to possible incompatibilities among staff members (specifically teachers and the auxiliary staff in a school situation) or employees, to complexities of communication networks, and even to the organizational structure itself.

2.9 Compromising Conflict Management Technique and Teacher Job Satisfaction.

Compromising technique is associated with intermediate level of concern for self and others. Involves the “give and take”, when the parties involved have to relinquish some aspects of their demands in order to arrive at a mutually acceptable decision, (Pokalova, 2015), the technique is used when the goals of the conflicting parties are mutually exclusive or when both parties, who are equally powerful have reached an impasse. The technique is appropriate when dealing with particular strategic issues.

Rahim & Magner, (2011) point out that a compromising technique is reflected in behavior that is intermediate in both assertiveness and cooperation. This technique is based on process of give and take and may involve negotiation. According to Peterson & Harvey (2009), compromising is effective in dealing with interpersonal conflict when it benefits both parties. Powel & Maoz, (2014), view compromise as a means of achieving moderate, but only partial, satisfaction for each party. Oetzel & Toomy, (2006), indicate that compromise is applied when goals are important but not worth the effort or potential distribution of more assertive modes.

Intermediate in concern for self and other technique involves give and take whereby both parties give up something to make a mutual acceptable decision. It may mean splitting the difference, exchanging concessions, or seeking middle- group position. It may be appropriate when the goals of conflicting parties are mutuality exclusive or when both parties, who are equally powerful, for example, labor and management, have reached a deadlock in their negotiation. This technique may be of some use in dealing with strategic issues, but heavy reliance on this technique may be dysfunctional.

Although obliging technique is also known as compromising, compromising in this case seeks a middle ground but necessarily the leader yielding to the other party, thus having low concern self and high concern others.

2.10 Gender and Conflict Management

Gender is described as the “socially constructed roles, behavior, activities and attributes that a given society consider appropriate for men and women.” WHO (2016). Men and women in leadership positions are exposed to different expectations in their careers due to the gender role stereotyping applied to male and female behavior (Bricker et al., 2015). However, the gender role perspective according to Brewer et al., (2002) conceptualizes masculinity and femininity as independent dimensions. Following this role perspective, the competitive or dominating techniques of conflict management appear to be consistent with male roles while obliging and avoiding techniques are consistent with females.

2.11 Gender and Conflict Management

The management of conflicts is highly dependent on personal characteristics, it means that the smooth running or failure of the school is attributed to the principal’s personal characteristics including gender.

Some scholars ascribe to the school of thought that women are socially conditioned to be more peaceful, peace-loving and less violent than men. They argue that as a result of women’s intermediary role with the household and community, they believe women have well developed and negotiating skills, which could and should be extended into conflict management and negotiations in national and international arenas, (Kemi & Kwezi 2015)

It has been remarked that women make a difference in decision making. Their decisions are notable in terms of content, priorities conflict management techniques, organizational culture and group dynamics. It is also said that women in leadership are likely are likely to bring less military and forceful interaction, (Ahmed & Ahmed 2015). It is noted that have joined organization in decision making bodies in sufficient

numbers, they have created a more collaborative atmosphere characterized by mutual respect and have also sought consensus rather than the winner takes it all solution.

The knowledge gap relating to literature review on conflict management was the deficiency in providing information on the specific conflict management used by principals to manage conflicts. The frequency at which the techniques are used was not addressed.

2.12 Conflict Management Techniques Used by Principals and Teacher Job Satisfaction.

The conflict Management techniques (CMT) that principals use to knowingly or unknowingly are: dominating, avoiding, integrating and obliging, using eclectic approach is referred to as compromising. Principal's conflict management technique is instrumental towards teacher job satisfaction. Satisfaction with supervision has received extensive attention in organizational research. Job satisfaction is an important workplace contract and one that is of concern for effective management.

Job satisfaction or lack of it is dependent on how the employee perceives the degree to which their work delivers those things, which they desire, how well outcomes are met or expectations perhaps even exceeded regardless of the current situation. Job satisfaction is an emotional response which cannot be seen but inferred, (Ghaffar, 2019). Job satisfaction being a sensation that employees have about their work environment and their expectations towards work, conflict management has influence on employees' perception of their work environment. This is explained in the fact that people want to increase what they want to achieve in life and their needs are prioritized according to their importance, recognition can be viewed as a higher-level need, but it has been discovered that the needs on Mazlow's hierarchy of needs operate at the same level. Teachers like all people, have needs that have to be satisfied. Besides

physiological and social needs, teachers need recognition and appreciation of colleagues and principals.

Thus, numerous research findings suggest that conflict management technique is related to various aspects of employee satisfaction are of interest and represent an important extension to the job satisfaction literature. These findings imply that satisfaction with principal's supervision in a school study is one of the most important attitudinal issues in the school that principals face. It is a collection of feelings or effective responses of the organizational members which are associated with the job situation within the organization. Smith, et al., (2002), in their well-documented measure, the Cornell Job Descriptive Index (CJDI) described five areas of satisfaction: the work itself, the supervision, the co-workers, the pay, and the opportunities for promotion on the job, Since the theme of the present study is on the superior-subordinate relationships, the job-facet satisfaction that is most relevant to our study is the satisfaction with supervision. Furthermore, a teacher with higher levels of satisfaction with principals' supervision demonstrates decreased propensity to look for other jobs and decrease propensity to leave teaching. Turnover is a major issue for many organizations, (Badubi, 2017) it is a problem of considerable importance because of the costs associated with hiring and training new personnel, as well as the costs associated with not having that individual contributing his/her work efforts toward organizational goals. The conflict management techniques which a school principal uses with their teachers can have a broad impact on the teachers' attitude towards work, and the kind of relationship they have with the principals, (Badubi, 2017). The amount of supervision and direction given to the teachers will increase their satisfaction with supervision. Barasa,(2015) and Iravo, (2011), in their studies have recorded that supervision to the

extent that the school principal exercises dominating and avoiding techniques of conflict management has a negative impact on the teacher job satisfaction.

The other aspect of supervision technique is the quality and frequency of communication between the principals and their teachers. This includes the principal's ability to communicate effectively his/her demands and expectations, school policies and procedures especially those concerning evaluation and compensation, information of the teachers' performance as well as verbal and non- verbal rewards. Clearly, from human relations perspective, supervisory satisfaction is related to the personality traits of the principals such as his/ her temperament, openness, industriousness, pleasantness. The positive side of all these traits can enhance satisfaction. Related to the personal resourcefulness, supervisory satisfaction is also dependent on the head teachers distinguishing qualities and abilities such as intelligence and knowledge.

According to Bricker et al., (2015), cooperative problem solving goes through diagnosis, initiation, active listening and problem solving. The final step involves clarifying, plan evaluation of solution; this creates respect, satisfaction, parties feel enriched rather than belittled and a win – win settlement. Despite of the development by (Halperin, 2014) and (Gross & Guerero 2011) identified five effective styles of managing conflicts. The techniques vary depending on the degree of assertiveness and cooperation.

Organizational conflict researchers, generally assert that principals who exhibit integrating, compromising, and obliging techniques are more prone to foster cordial relationships between the principals and teachers. These techniques are related to effective conflict management. Several studies on the integrating, compromising, and obliging techniques of handling conflict show consistent results in satisfaction with supervision (Nelson & Quick 2019).

Various scholars have researched on wide range of tactics for managing conflicts in organizations. According to Bar-Tal, (2013), it is necessary to have mechanisms, information and strategies of handling conflicts in schools so that conflicts don't hamper productivity, lower morale , cause more and continued conflicts cause inappropriate behaviors (Ghaffar, 2019), clearly shows some of the major approaches for managing conflicts as structural and confrontation approaches assume that conflicts is already present and requires management, However , they differ in that, the structural approaches tend to minimize the direct expression of conflict by separating the parties, while the confrontation approaches try to surface the conflict by bringing the parties together. Unresolved conflict, which is the problem, tends to build up hence, conflict should be determined at its appropriate stage before it blows out of proportion.

Kazimoto, (2013) noted that results from empirical studies show that men and women tend to endorse conflict management techniques that complement gender role expectations. In managing conflicts, women unlike men favor accommodating techniques, while men prefer confrontational, aggressive and competitive techniques. According to a research on conflict management styles in Croatian Enterprise by (Powel & Maoz 2014), women had higher avoiding and collaborating scores than men.

Kotite, (2012) on the other hand asserts that it is first and foremost, through education that the values of nonviolence, tolerance, democracy, solidarity and justice which are the very lifeblood of peace are passed on to individuals at a very early age. He further explains that education promotes open mindedness which is vital in a world where interdependence of nations and people are becoming increasingly day by day. Kotite, (2012), therefore concludes that conflict prevention is dependent on human decision making and visionary education can successfully help local communities and nations resolve root causes of conflicts before disagreements erupt. He argues that education

contributes to mitigating conflict along three primary aspects of conflict: structural, behavior and attitude. Education can therefore help to alter societal contradictions, improve relationships and interactions and change interactions in ways that can reduce the risks of conflict and help build a sustainable peace.

2.13 Conflict Management and Job Satisfaction

Every human being would desire to have their complaints validated, heard patiently and problems solved as far as possible. If grievances of workers are not handled properly organizations may suffer because workers lose confidence in management are frustrated. The school situation is not an exception, teachers desire that they are handled considerately and with dignity.

The way in which subordinates perceive a supervisor's behavior can positively or negatively influence job satisfaction. Communication behavior such as facial expression, eye contact, vocal expression and body movement are crucial to supervisor-subordinate relationship, Jafari & Bidarian (2012), non-verbal messages play a central role in interpersonal interactions with respect to impression, formation, deception, attraction, social influence and emotional expression. The manner in which supervisors communicate with their subordinates may be more important than the verbal content. Individuals who dislike and think negatively about their supervisor are less willing to communicate or have the motivation to work whereas, individuals who like and think positively about their supervisor are likely to communicate and are satisfied with their job and work environment.

Relationship of a subordinate with their supervisor is a very important aspect in the workplace. Stephen & Megan, (2011), therefore a supervisor who uses non-verbal immediacy, friendliness and open communication lines, receives positive feedback and high job satisfaction from subordinates, whereas a supervisor who is antisocial,

unfriendly and unwilling to communicate will naturally receive negative feedback and very low job satisfaction from their subordinates in the work place.

According to Barusman, et al., (2014), job satisfaction is dependent on personal factors, factors inherent in the job and factors controlled by the management. Personal factors include: sex, education, age, marital status and other personal characteristics such as family background and religion. Factors inherent in the job influence job satisfaction because skilled workers would rather like to be guided by their inclinations in what they have to do than to be guided by co-workers and supervisors. The factors inherent in the job include: work itself, conditions, influence of internal and external environment on the job which are controlled by the management.

There are factors that are controlled by management, (Singsuriya 2016). The nature of supervision, job security, kind of work group, wage rate, promotional opportunities, transfer policy, duration of work and responsibilities greatly motivate workers and provide a sense of job satisfaction.

Though job satisfaction and job performance are influenced by different sets of factors, linking reward to performance relates the two. It is viewed that job satisfaction is a consequence of performance rather than a cause of it. Nelson & Quick, (2019), satisfaction strongly influences the productivity efficiency of an organization, whereas absenteeism, employee turnover, alcoholism, irresponsibility, non-commitment are the result of job dissatisfaction. However, job satisfaction or dissatisfaction form opinions about the job and the organization which result in boosting up employee morale.

2.14 Types of Variables Related to Job Satisfaction

Job satisfaction is related to two types of variables- organizational and personal. Organizational variables include: occupational level, job content, considerate leadership, pay and promotional opportunities and interaction in work group. The

higher the level of the job, the greater the satisfaction of the individual, this is because higher level jobs carry prestige and self-control, (Badubi 2017). The relationship between occupational level and job satisfaction comes from social reference group theory in that our society values some jobs more than others. Hence, people in valued jobs will like them more than the people in non-valued jobs. Teaching is viewed by many as a non-valued job. People in high level jobs find most of their needs satisfied than when they are in lower level jobs.

Variation in job content brings less repetitiveness which tasks have to be performed, this increases job satisfaction of individuals involved, (Barusman et al., 2014). At the same time, people like to be treated with consideration. Considerate leadership results in higher job satisfaction than inconsiderate leadership. Pay and promotional opportunities are also related to job satisfaction. Interaction in work group is also most satisfying when it results in cognition that the other person's attitude is similar to one's own, since this permits the ready validation of the other's behavior and one's self. This results into being accepted by others which facilitates achievement of goals.

Lotfi, (2013), the personal variables related to job satisfaction include: age, educational level and sex. To some people, it appears that most jobs will be dissatisfying, irrespective of organizational conditions involved, whereas, for others, most jobs will be satisfying. Personal variables are responsible for the difference. There is generally a positive relationship between age and job satisfaction up to the preretirement years and then there is a sharp decrease in satisfaction. Islam, (2012), says that, young employees aspire for better and more prestigious jobs in later years in life. As they advance in age and it becomes clear to them that the channels are blocked, the job satisfaction declines.

With occupational level held constant, there is a negative relationship between educational level and job satisfaction. Barusman et al.,(2014), the higher the education,

the higher the reference group which the individual looks to for guidance to evaluate their job results. Barasa, (2015), the reverse is true in the Kenyan education system as there are teacher who have attained PhDs, they are not remunerated in accordance to their grades, neither are they given preference when it comes to promotion,

There is yet no consistent evidence as to whether women are more satisfied with their jobs than men, holding such factors as occupational level constant. One might predict this to be the case considering the generally lower occupational aspiration of women, (Abedalhafiz 2014). Sex being a personal variable linked to job satisfaction, it is also linked to community conditions. Poor community conditions will pull down job satisfaction while better community conditions push it up. Employees compare their conditions with their job conditions. If they view job conditions as better than their community conditions, job satisfaction is higher. Workers compare job's way of life with the community way of living and are more satisfied when those two values come reasonably close together. If job's way of life is better than community's way of life, job satisfaction is higher, and if job's way of life is worse than the community way of living, job satisfaction will be lower.

2.15 Summary of Literature Review

Literature review as presented in this study captured confirmation of the variable on the previous scholarly works in the field. It established that motivation significantly influences performance which comes as a result of job satisfaction. Literature review was focused on the conflict management techniques used by principals and their influence on teacher job satisfaction. Teachers like all other people have needs to be satisfied. Besides the basic needs of food, shelter, clothing, safety from physical harm and social interactions, they also need recognition and appreciation from their principals and colleagues.

It was brought out in the American Manual of Conflict Management (2014), that managers spent 24 percent of their time managing conflicts. The literature in this chapter was reviewed bearing in mind the global, African and the Kenyan situations.

When teachers feel valued at work place, their job satisfaction is enhanced. People like to be treated with consideration. Considerate leadership results in higher job satisfaction than inconsiderate leadership. It is desirable that conflicts are managed patiently and as far as possible. If conflicts are not properly managed workers lose confidence in the management and are frustrated.

In this chapter, literature review was based on research objectives as: the types of conflicts that commonly arise in secondary schools. In this study, conflicts were majorly classified in to relationship and task conflicts. Literature on the sources of conflicts in secondary schools was classified into three, namely: competition for scarce resources, drivers for autonomy and goals divergence as a result of differences in opinion,

On the conflict management techniques used by principals, the five conflict management techniques are addressed in the literature review including: integrating, dominating, obliging, avoiding and compromising. From the findings by other scholars, it was revealed that integrating technique of conflict management was preferred above the other techniques.

Finding out the relationship between conflict management techniques and teacher job satisfaction, dominating and avoiding techniques were reported to have a negative correlation with teacher job satisfaction, compromising only brought moderate but only partial job satisfaction, whereas, obliging was found to be unsustainable. Apart from integrating, the principals use eclectic approach to conflict management which enhances teacher job satisfaction.

Variables related to job satisfaction were also brought out as: organizational and personal. Organizational variables include: pay and promotional opportunities, interaction in work group, occupational level, job content and considerate leadership. Personal variables included: age, educational level and sex. These variables influence job satisfaction positively or negatively. In relation to these variables, community condition was also viewed to influence job satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the methods that were used in carrying out this research study. The chapter contains the following sections: research design, target population, sample and sampling procedures, research instruments, validity and reliability of the instruments, administration of the instruments, data analysis techniques and ethical considerations involved in the study.

3.2 Research Design

The study was conducted using descriptive survey design. According to Creswell, (2013) descriptive survey can be used to describe some aspects of the population which include: opinions, attitudes and beliefs. This is also brought out by Laron, (2014), this design was appropriate because it was describing the types of conflicts that commonly arise in schools, the sources of conflicts and the conflict management techniques used by principals, thus, helped to determine the relationships that existed between specific events regarding the influence of conflict management techniques that are used by principals and teacher job satisfaction. Corbin & Strauss, (2015), noted that descriptive studies are concerned with determining 'what is'. This is supported by Creswell, (2013), who adds that descriptive survey designs are useful in quantitative research in which investigations administer a survey to a sample or to the entire population of people to describe attitudes, opinions, behaviors, or characteristics of the population. Descriptive survey design is thus applicable in this study as it is meant to collect the views, opinions and practices on conflict management.

3.3 Geographical Location of Study

The study was conducted in Uriri and Nyatike Sub Counties which are in Migori County in the Republic of Kenya. The Sub Counties have the following sub counties on their borders: Awendo on the north, Ndhiwa on the west, Migori on the south and Kilgoris on the east. The sub counties have five administrative divisions, namely: Oyani, Uriri, Kadem and Muhuru.

The Area was chosen because, from the County Education office statistical data, there are several cases of conflicts that are recorded in schools in the two sub counties to an extent that some teachers have had to lose their jobs. It is possible the teachers in schools which have had victims lose jobs are working under fear and low job satisfaction. This study was intended to investigate the conflict management techniques used by principals and how job satisfaction is influenced.

3.4 Research Population

The two counties have 87 public secondary schools, Uriri sub county had 34 public secondary schools while Nyatike sub county had 53 public secondary schools. The target population was constituting of 1960 teachers, 87 principals and 87 senior teachers from the 87 public secondary schools in the Sub Counties. There were 1,110 teachers in Nyatike Sub County while Uriri Sub County had 850 teachers.

Table 3. 1: Target Population

Target Population			
Number of Schools	Teachers	Principals	Senior Teachers
87	1960	87	87

3.5 The Sample and Sampling Procedure

3.5.1 Sample

Malterud et al., (2016) argue that no specific rules on how to obtain an adequate sample have been formulated. He suggests that in a homogenous situation a small sample would be required while in a heterogeneous situation a large sample is required. The sample of teachers was 20 percent of 1960 teachers which translated to 392 teachers while 30 percent of the 87 principals and 30 percent of the 87 senior teachers, was considered at 29 each, in conformity with Dikko, (2016) and Hamed, 2016) who state that a sample of between 10 percent and 30 percent is adequate. Proportionate sampling was used to decide on the sample sizes based on percentages.

3.5.2 Sampling Procedures

The study used stratified simple random sampling in order to improve the representativeness of sampling. This is important because the Sub Counties have several categories of secondary schools such as: Boys' Boarding Schools, Girls' Boarding Schools and Mixed Day schools. The study sample comprised of 392 teachers, 29 principals, and 29 senior teachers. Out of the 29 sample schools, there were 14 schools that had between 2 streams and 1 stream, these were categorized as small schools, 13 teachers from small schools took part in the study. The schools that had 3 streams and above were 15 and were categorized as large schools, 14 teachers from large schools took part in the study. Only teachers who had been in their stations for over 2 years were allowed to take part in the study. The researcher also used saturated sampling by having all the principals, teachers, and senior teacher from the same schools, (Monique et al., 2019). Purposive sampling was also used to capture the 3 schools in the 2 sub counties that were adversely affected by conflicts. A table summarizing representative numbers and percentages is shown in table 3.2.

Table 3. 2: Sampling Frame

Sampling Frame			
	Population	Sample	Percentage
Teachers	1960	392	20
Principals	87	29	30
Senior Teachers	87	29	30

3.6 Instruments for Data Collection

The research tools used in this study were Teachers' Questionnaires, principals' questionnaires and structured discussion questions for senior teacher's focus group discussions. Kothari, (2017), and Laron, (2014) state that questionnaires are cheap and reliable to administer to respondents who are scattered over a large area. As a result, two different types of questionnaires were developed and administered, one for the principals and another one for teachers. Although senior teachers may not always be involved by principals in management of conflicts in the school, by virtue of their positions, they were in a better position to give their views objectively about their principals' conflict management in the schools. This information from the senior teachers focused group discussion was used to strengthen the research and to complement data from questionnaires.

Furthermore, the research instruments elicited information on: the types of conflicts that commonly arise, the sources of conflicts, the conflict management techniques used by principals and the influence of conflict management techniques on teacher job satisfaction in selected secondary schools in Uriri and Nyatike sub counties. The questionnaires used likert scale which is used to measure attitude by measuring the extent to which the respondents agree or disagree with a particular question or statement, (Lozby & Wetmore, 2012). Likert scale is beneficial because it forces people to choose and eliminates possible misinterpretation.

3.6.1 Teachers' Questionnaires (TQ)

The teachers' questionnaires were developed and administered to the teachers to elicit information on the types of conflicts that commonly arise in schools, sources of conflicts that commonly arise in schools, conflict management techniques used to deal with the conflicts, and the relationship between conflict management techniques and teacher job satisfaction.

The teachers' questionnaires were divided into 7 sections. Section A was intended to elicit information about training, experience, age and gender, the research sought to find out whether the variables influence perception of conflict management techniques used by principals. Sections B-G delved into the information about the types of conflicts that commonly arise in schools, the sources of conflicts, the conflict management techniques used principals to deal with conflicts and teacher job satisfaction as perceived by the teachers.

Two research assistants, together with the researcher, administered the questionnaires school by school to the teachers in the 29 sample schools. The teachers' questionnaires were given to those who had been in the sample schools for 2 years or more, because it was viewed that they were in a better position to give consistent responses that would address the research questions. The sample schools were categorized into small schools and large schools. 13 teachers from 14 small schools and 14 teachers from 15 large sample school were expected to participate in the study making a total 392 teachers which was 20 percent of target population of teachers.

3.6.2 Principals' Questionnaires (PQ)

Principals are important in this study because they are the ones responsible for the accomplishment of all school programs and goals. The issue of conflict management is paramount for goal accomplishment. Principals' questionnaires were aimed at eliciting

information about the types and sources of conflicts that commonly arise in secondary schools, conflict management techniques that principals use to deal with conflicts that commonly arise in schools and the relationship between conflict management techniques and teacher job satisfaction. It is important to note that matching the conflict management technique to the conflict situation depends on the importance of the issue and the relationship importance. This is the guiding principle in conflict management.

The principals' questionnaires were divided into 5 sections. Section A was aimed at eliciting information about the principals' age, gender, experience and training. This information was valuable to this study as it was used to help the researcher know the respondents better. Section B was intended to elicit information about the sources and types of conflicts that commonly arise in secondary schools. Sections C, D and E asked about the conflict management techniques used by principals and how they are thought to be related to teacher job satisfaction as perceived by principals and teachers

3.6.3 Focus Group Discussions for Senior Teachers

The position of senior teachers in Kenyan secondary schools, carries with it membership to the school leadership team. It is from this premise that the researcher chose to get the views of senior teachers in regard to the principals' conflict management techniques and teacher job satisfaction. Focus Group Discussions (FGD) consisted of a total of 29 senior teachers 1 senior teacher from each of the 29 sample schools. The questions for discussion were designed to elicit information about: the common types of conflicts that arise in schools, the sources of conflicts in schools, conflict management techniques used by principals to deal with conflicts and their relationship to teacher job satisfaction.

Questions for the Focus Group Discussion for senior teachers were divided into 3 sections. Section A targeted information about the types and sources of conflicts.

Section B probed for information about the conflict management techniques used by principals. Section C aimed at eliciting information summarizing the sources and types of conflicts, the conflict management techniques used by principals and teacher job satisfaction in relation to the techniques.

The Focus Group Discussions was formal and controlled it took place at the pre-arranged time and place. (at a Youth Polytechnic). The discussions were audio-taped by the research assistants, moderated and transcribed later for analysis by the researcher. Transport of the teachers to the venue was facilitated by the researcher. The Focus Group discussions had 29 senior teachers. They were divided into 3 groups, 2 groups had 10 participants each, while one group had 9 participants. Each group had 2 hours for discussion.

The researcher was aided by 2 research assistants (who had been trained on the research objectives and their roles) were holders of bachelor's degrees and they are conversant with the operation of the electronic devices that were used to audio-tape the Focus Group Discussions, make observation and take notes. The researcher ensured that the research assistants were equipped with the right skills which enabled them undertake their responsibilities.

3.7 Piloting of Research Instruments

A pilot study was carried out in the 3 secondary schools in Uriri Sub County that did not form part of the sample; this gave a clear state of the research instruments, as the schools had similar characteristics with those within the sample. The schools for piloting were selected from among the schools outside the sample using purposive sampling in order to capture the boys', girls' and mixed secondary schools. The supervisors also advised and help sharpen research instruments.

The researcher and the research assistants booked appointments with the respondents in the piloting schools at convenient times when they could be given the questionnaires and fill them. From the 3 (three) piloting schools, 5 (five) teachers from each school took part in the piloting, 1 (one) principal, and 1 (one) senior teacher from each school. Test-Retest Reliability test was used to test reliability of research tools. Test-Retest involved collecting and analyzing data. The approach used split-half correlation. This involved splitting the items into two sets, such that the first and second half of the items or the even numbered and the odd numbered items. The scores were computed for each set of items and the relationship between the two sets of scores was examined. A split-half correlation test for reliability was conducted whereby coefficient of +0.70 or greater is considered good internal consistency, (Kothari, 2013). Pearson's r for piloted data was +0.81 for principals and +0.83 for teachers.

3.8 Validity and Reliability of the instruments.

Issues related to validity and reliability of research instruments are reviewed in this section. While reliability is important, it is not sufficient in itself. For an instrument to be reliable, it has to be valid.

3.8.1 Validity of the instruments.

To enhance validity, it is important to match the instruments well with the objectives of the study. To determine the validity of the instrument, this study used content validity because it measures the degree to which the research instruments elicit information required to address the research questions. According to (Corbin & Strauss, 2015), content and face validity is determined by experts' judgment. To achieve this, the instruments were prepared and forwarded to experts in Educational Management at Rongo University who are authorities in this area, to scrutinize critically. Their

comments and corrections were then used to improve the final draft of the research instruments.

3.8.2 Reliability of the instruments.

Reliability is the degree to which a research instrument produces stable and consistent results. Reliability was obtained by administering the same test twice over a period of time to a group of individuals. The reliability was tested using test-retest method and a Pearson's Product Moment Correlation coefficient used to determine the reliability of the questionnaires at the set alpha level of significance of 0.05. The output of the correlation was obtained as 0.83 for the Teachers questionnaire and 0.81 for the Principals' questionnaire which were considered reliable. The questionnaires were administered and re-administered after a period of 6 days. According to Hamed (2016), there are no absolute rules for internal consistencies, however, most agree on a minimum internal coefficient of 0.70. Excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below). The coefficient of 0.83 for teachers and 0.81 for principals was high and the instruments were suitable to the research questions and objectives.

3.9 Data collection methods and procedures.

Appointments with principals of schools were booked in order to agree on appropriate times to administer the questionnaires to principals and teachers. The sample schools were comfortable with afternoon. On the material day, the researcher visited the schools, created rapport with the participants (by sharing with them the objectives of the study) and administered the questionnaires to principals and teachers while the senior teachers met later for the Focus Group Discussions. The questionnaires were self- made by the guidance of the able supervisors.

3.9.1 Questionnaires for Teachers.

The respondents were requested to fill in the questionnaires on the same day to enable the researcher to take them back. The questionnaires were administered to the school by school to the principals and teachers of the 29 sample schools. 13 teachers in the 14 small sample schools and 14 teachers in the 15 large sample schools were given time to fill questionnaires. As the respondents filled in the questionnaires, the researcher and the research assistants were ready to assist them and ensure that the items in the questionnaires were understood. In large schools, 14 teachers sat together with the 2 research assistants as they responded to questionnaires. In small schools 13 teachers participated. The teachers took averagely 2 hours to fill in the questionnaires.

The questionnaires used likert scale. According to (Laron 2014), Likert scale is easily understood and is the best for asking a series of questions. It is quick, efficient and inexpensive method for data collection. Since the researcher was dealing with series of questions based on the research objectives, likert scale was found to be suitable.

3.9.2 Focus Group Discussions for Senior Teachers

Senior teachers that were involved in the Focus Group Discussions met at a central place that was be convenient for all (at a Youth Polytechnic). The discussants were guided to address the types of conflicts that might arise in schools, the possible sources of conflicts, the conflict management techniques used by principals and their influence on teacher job satisfaction. The discussions were recorded and transcribed later for analysis. The research assistants were trained by the researcher for one day, as they had to understand the research questions and objectives. They had to be aware of the research ethics and be equipped with note-taking skills. During the Focus Group Discussions, one research assistant and the researcher took notes.

3.10 Data analysis

The research yielded both quantitative and qualitative data from the structured and unstructured research instrument.

3.10.1. Quantitative Analysis

Quantitative data was cleaned, coded, organized and analyzed using Statistical Package for Social Sciences (SPSS). Nelson (2017) cleaning is the process of identifying and removing the incorrect data. To eliminate errors by respondents during data collection, editing was done by identifying items in questionnaires that were not responded to by the respondents. This method was used to interpret responses and it helps to remove unnecessary information provided by respondents in the open-ended questions.

Quantitative data from close-ended items were analyzed using descriptive statistics in form of frequency counts, percentages, mean scores and standard deviation. The descriptive statistics were used to analyze respondents' biographic information and teachers' and principals' responses on types of conflict, sources of conflict and conflict management techniques

In order to answer the research questions and test the research hypothesis, data was collected using 5-point Likert scale in form of; never, rarely, sometimes, often and always. A response of always was scored 1, always; 2, often, 3; sometimes, 4; rarely, 5; never.

The scores of respondents on a given aspect aggregated to give the total score per item. Then, the mean rating was calculated by dividing total score per item by number of respondents.

The quantitative data was also analyzed using inferential statistics such as independent sample t-test, Pearson's correlation and multiple regression and regression analysis to

test relationship between conflict management techniques and teacher job satisfaction. The independent t-test was used to measure the mean difference between teachers' and principals' mean scores by item. A p-value less than .05 ($p < .05$) meant there was statistically significant difference while a p-value greater than .05 ($p > .05$) meant there were no statistically significant difference. The Pearson's correlation was used to establish the strength and direction of relationship between conflict management technique and teacher job satisfaction while multiple linear regression analysis was used to test the research hypothesis, predict the level of teacher job satisfaction, and develop a model based on conflict management techniques. Statistical Package for Social Sciences (SPSS) Version 20 was used at the set .05 level of significance and the results presented in form of Tables.

3.10.2 Qualitative Data Analysis

Qualitative data was collected from both Focus Group Discussions and open-ended items from the questionnaires. The Focus Group Discussions were audio-taped, recorded and transcribed. Data from Focus Group Discussion was analyzed by listening to the recorded tapes. Themes were identified and categorized for analysis. The qualitative data was analyzed using content analysis. This is a research technique used to make replicable and valid inferences by interpreting and coding textual material by systematically evaluating texts sources such as documents and verbal communication (Kombo & Tromp, 2014).

According to Braum & Clarke's (2006), there are six simple steps used to carry out thematic analysis in relation to the research question and the available data as displayed in the table that follows:

Table 3. 3: Braun and Clarke’s (2006) Steps for Thematic Analysis.

Braun and Clarke’s (2006) Steps for Thematic Analysis.		
STEP		EXPLANATION
1	Familiarize yourself with your data.	This step requires the researcher to be fully immersed and actively engaged in data by firstly transcribing and the interactions and then reading (and re-reading) and listening to the recordings. Initial ideas should be noted down this step provides the foundation for subsequent analysis.
2	Generating initial codes	In this step the researcher identifies codes to represent data which is interesting and meaningful. Codes provide an indication of context of the conversation.
3	Searching for themes	The third step involves interpretive analysis of the collected codes. Relevant data extracts are sorted according to the overarching themes.
4	Reviewing themes	This step involves identification of themes data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes. Themes are checked and a thematic map generated.
5	Defining and naming themes	This step involves refining and defining themes and potential subthemes within the data. The researcher gives theme names and clear working definitions for each them
6	Producing the report	The analysis is finally transformed into an interpretable narrative by using vivid and compelling extract examples that relate to the themes, research question and literature.

3.11 Ethical considerations

Permission was granted from National Commission for Science and Technology (NACOSTI) to carry out research. The researcher explained to the participants the purpose of the study and sought their consent. The voluntary participation right and requirements of participants in regard to the study were orally explained to respondents. The respondents voluntarily signed the consent forms to participate in the study and voluntarily participated in the research and were assured that the information given was only for the purpose of the study and nothing else.

Confidentiality and privacy of their identity was observed. As such, all the sensitive Information that was provided by the respondents was kept confidential so as to avoid compromising their positions in their respective organizations. Secret codes were used to refer to participants in order to safeguard their identity. However, whenever the researcher wanted clarity from any of the participants regarding their responses, it was easy using the secret codes to trace them; the findings from this study were shared with all interested participants and stakeholders.

CHAPTER FOUR

DISCUSSION, ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the findings of the study on the Influence of Principals' Conflict Management Techniques on Teacher Job Satisfaction in Selected Secondary Schools in Uriri and Nyatike Sub-Counties, Kenya. The findings and discussions were guided by the following objectives, to: establish the types of conflicts that commonly arise in secondary schools, find out the sources of conflicts that commonly arise in secondary schools, determine the conflict management techniques used by principals to deal with conflicts in schools and establish the relationship between principals conflict management techniques and teacher job satisfaction in the public secondary schools in Uriri and Nyatike Sub-Counties.

4.2. Questionnaire Return Rate

Two sets of questionnaires were administered to respondents; one to teachers and another to principals. Questionnaires return rate were summarized in Table 4.1.

Table 4. 1: Questionnaire Return Rate

Questionnaire Return Rate			
Respondent	Administered questionnaire	Returned questionnaire	Percentage
Teachers	392	319	81.4
Principals	29	29	100.0
Senior Teachers	29	29	100.0
Total	450	377	84.7

Table 4.1 shows that the return rate of the teachers' questionnaires was 319, (81.4 percent), principals' questionnaire 29, (100 percent). The average return rate is the mean between teachers and principals return rate which according to this research is 82.7 percent. According to Laron, (2014), questionnaire return rate of 70 percent is

good enough for adequate analysis, therefore the return rates of 82.7 percent in this study were above the threshold and hence considered adequate.

4.3 Demographic Characteristics of Respondents

Conflict is part and parcel of the school and the school cannot shy away from it, because it is experienced daily in the teaching and learning process. It is demanded of the principal to use his personal characteristics to offer plausible solutions to grievances that emanate as a result of conflict among the school personnel so that the school goals and objectives will not be hindered. Bricker, (2015) also pointed out that the smooth running or failure of a school is attributed to the principal's personal characteristics. Knieger & Casey, (2015) stressed that it is critical to select the appropriate approach for each conflict situation as different strategies may lead to different outcomes.

Since conflict is inevitable and the school principals are aware of it, the management of conflict is highly dependent on his or her personal characteristics. Therefore, the study sought to establish the following demographic characteristics of the respondents; gender, age, highest academic qualification, years of professional experience and years of service in current school as either a teacher or principal. The data on respondents were presented in Tables 4.2 to 4.6.

4.3.1 Gender of Respondents

Men and women in leadership positions are exposed to different expectations in their careers due to the gender role stereotyping applied to male and female behavior. However, the gender role perspective, conceptualizes masculinity and femininity as independent dimensions. Following this role perspective, the competitive or dominating behavior appears to be consistent with the male role while obliging and avoiding behavior are more consistent with females.

Table 4.2, therefore, presents the gender distribution of principals and teachers in Uriri and Nyatike Sub-Counties, Kenya.

Table 4. 2: Distribution of Respondents Based on Gender

Distribution of Respondents Based on Gender				
Respondent		Male	Female	Total
Teachers	<i>Frequency</i>	165	154	319
	%	51.7	48.3	100.0
Principals	<i>Frequency</i>	23	6	29
	%	79.3	20.7	100.0

Table 4.2 indicates that 165, (51.7 percent) teachers were male and 154, (48.3 percent) were female while 23, (79.3 percent) principals were male and 6, (20.7 percent) were female. The distribution reveals that the sample public secondary schools in Uriri and Nyatike Sub Counties had more male principals than female principals. The finding indicates that the male gender roles are likely to influence the results of conflict management technique used by the principals in the study.

The 6, (20.7 percent) of the principals were female, it turned out that they proved to favor accommodating and avoiding techniques of conflict management unlike men who prefer to be confrontational and competitive. This is in agreement with (Halperin et,al 2014) who reiterates the same.

4.3.2 Age of Respondents

Age group of respondents was considered in this research to ascertain if all the age bracted were represented in the study. The age group distributions would ensure that all the age brackets are represented in the study. Table 4.3 represents frequency distribution based on the age group of respondents.

Table 4. 3: Frequency Distribution Based on the Age Group of Respondents

Distribution Based on the Age Group of Respondents						
Respondent		Age in Years				Total
		20-30	31-40	41-50	51-60	
Teachers	<i>F</i>	108	116	70	25	319
	percent	33.9	36.4	21.9	7.8	100.0
Principals	<i>F</i>	0	6	15	8	29
	percent	0.0	20.7	51.7	27.6	100.0

From Table 4.3, it can be observed that the highest number of teachers in the study 116, (36.4 percent) were aged between 31 years to 40 years, followed by 108, (33.9 percent) in the age group of between 20 years to 30 years, 70, (21.9 percent) between 41 years to 50 years and 25, (7.8 percent) in the age group of between 51 years to 60 years. On the other hand, the highest number of principals in the study 15, (51.7 percent) were in the age group of 41 years to 50 years, followed by 8, (27.6 percent) in the age group between 51 years to 60 years and 6, (20.7 percent) between 31 years and 40 years.

The finding indicates that the majority of teachers were in the age group of 31 years to 40 years while the principals were in the age bracket of 41 years to 50 years. This suggests that the principals managing the secondary schools were generally older than the teachers. This is consistent with (Peter, 2006) who corroborates that age brings with it greater competence, self-confidence, self-esteem and high level of responsibility in which a person feels a greater sense of accomplishment. These attributes are crucial in the management of conflicts in schools in order to inculcate job satisfaction.

4.4 Academic Qualifications of Respondents

The teachers and principals were asked to indicate their highest academic qualifications, and then their responses were analyzed using descriptive statistics in form of frequencies and percentages and the results presented in table 4.4 below.

Table 4. 4: Teachers and Principals Highest Academic Qualification Distribution

Teachers and Principals Highest Academic Qualification Distribution						
Respondent		Highest Academic qualification				Total
		Diploma	B. Ed	Masters	PhD	
Teachers	<i>F</i>	111	180	23	5	319
	%	34.8	56.4	7.2	1.6	100.0
Principals	<i>F</i>	5	16	8	0	29
	%	17.2	55.2	27.6	0.0	100.0

Table 4.4, above, shows that 180, (56.4 percent) teachers had Bachelor of Education, 111, (34.8 percent) teachers attained Diploma, and 23, (7.2 percent) teachers were Masters’ holders and 5, (1.6 percent) teachers attaining PhDs. Similarly, 16, (55.2 percent) principals had Bachelor of Education, followed by 8, (27.6 percent) principals attaining Masters and 5, (17.2 percent) principals being Diploma holders. Although, the teachers and principals were not evenly distributed with regard to their educational levels, the majority of both teachers and principals attained Bachelor of Education as the highest academic qualification. This meant that the teachers and principals had the required expertise and professionalism to teach in secondary schools as stipulated by the teachers’ employer (TSC, 2017), and therefore in a position to provide reliable information on conflict and conflict management in the Uriri and Nyatike Sub-Counties.

Principals with higher academic qualifications tend to perform better in conflict management in the school system. This is consistent with the findings of Vokic & Sanja, (2009) who state that the academic qualifications of principals and teachers may be important in the management of conflicts and determination of job satisfaction. The highest academic qualification attained by principals and teachers could be one criterion of determining the professionalism.

4.3.4 Professional Experience of Respondents

The results of data analysis on the experience of the teachers and principals are shown in Table 4.5.

Table 4. 5: Teachers and Principals Professional Years of Experience

Teachers and Principals Professional Years of Experience						
Respondent		Years of working experience				Total
		1-5	6-10	11-15	16 & Above	
Teacher	<i>F</i>	125	82	47	65	319
	%	39.2	25.7	14.7	20.4	100.0
Principal	<i>F</i>	0	4	2	23	29
	%	0.0	13.8	6.9	79.3	100.0

Table 4.5 shows that 207, (64.9 percent) teachers had less than 11 years in the teaching profession, while 23, (79.3 percent) principals had more than 15 years of professional experience in teaching. Bass (2003) studying leadership, psychology and organizational behavior in New York submitted that principals with longer teaching experience perform better than their colleagues when it comes to resolving conflicts within the school.

Experience is a common mode of obtaining and that human beings learn through their experiences in life. Therefore, information about the professional experience of the school principals would understanding their approaches to conflict management. On the other hand, the teachers help in experience would also guide on understanding their expectations towards job satisfaction

4.3.5 Years of Service in Current School

The respondents' years of service in the current school would help in the giving of informed responses and objectiveness about the conflict situations in the schools. Consequently, teachers and principals were asked to state their years of service in the current school. The responses obtained were analyzed and the results presented in Table 4.6.

Table 4.6: Teachers and Principals Years of Service in the Current School

		Years of service in current school				Total
		0-2	3-4	5-7	8 & Above	
Teachers	<i>F</i>	115	88	64	52	319
	%	36.1	27.6	20.1	16.3	100.0
Principals	<i>F</i>	11	16	2	0	29
	%	37.9	55.2	6.9	0.0	100.0

With regard to years of service in their current school, Table 4.6 indicates that the majority of teachers that is one hundred and fifteen respondents (115) constituting 36.1 percent had less than 3 years of teaching experience. In addition, eighty eight respondents (88) constituting 27.6 percent were within 3 to 4 years of experience. Sixty four respondent teachers (64) constituting 20.1 percent had teaching experience of between 5 to 7 years and fifty two respondents (52) constituting 16.3 percent had a work experience of more than 7 years.

However, the majority of the principals at sixteen 16 respondents constituting 55.2 percent had 3 to 4 years of administrative experience in their current institutions. This was followed by eleven (11) respondents constituting 37.9 percent principals who had o

to 2 years of administrative experience in their current institutions. Lastly, 6.9 percent of the principals (2 respondents) had 5 to 7 years of service in their current schools.

4.4 Types of Conflicts in Schools

The research question responded to was: What are the types of conflicts that commonly arise in Secondary Schools? In order to respond to this research question, teachers and principals were asked to rate the frequency of occurrence of different types of conflicts that commonly arise in their schools.

The teachers' and principals' responses on types of conflicts were analyzed and the results of their analysis presented in Tables 4.7 and 4.8 respectively.

Table 4.7: Teachers' Response on Types of Conflict

KEY

NR= Never RA= Rarely ST= Sometimes OF= Often AL= Always

(Teachers, n=319)

Teachers' Response on Types of Conflict						
Types of Conflicts	NR	RA	ST	OF	AL	
1 Incompatible solutions for problems involving distribution of scarce resources	36	85	126	44	28	
2 Differences in opinion and view points	8	66	166	67	12	
3 Differences in opinion concerning the desired results	24	116	127	47	5	
4 Need to hurt others emotionally	48	123	108	28	12	
5 Work-related disagreements between the teachers themselves	23	84	153	51	8	
6 Conflicting entities feel the need to punish opponent	76	138	82	16	7	
7 Conflicting parties direct their frustrations or hostilities at those not in conflict	75	97	119	26	2	
8 Work-related disagreements between teachers and the administration	30	88	141	48	12	

Table 4.7 indicates that 36 (11.3 percent) teachers never experienced conflicts due to incompatible solution for problems involving distribution of scarce resources while 85

(26.6 percent) teachers rarely experienced, 126 (39.5 percent) sometimes experienced, 44 (13.8 percent) often experienced, and 28 (8.8 percent) teachers always experienced conflict as a result of incompatible solution for problems involving distribution of scarce resources. This suggests that a greater percentage of teachers experienced some level of conflict compared to those who never experienced conflict due to incompatible solution involving distribution of scarce resources. However, amongst the 283, (88.7 percent) teachers who affirmed some level of conflict in the schools, 126, (39.5 percent) teachers representing the majority indicated that sometimes conflict of incompatible solutions for problems involving distribution of scarce resources occurred.

On the aspect of conflict of differences in opinion and view point, 8, (2.5 percent) teachers affirmed never experiencing conflict between parties while 66, (20.7 percent) teachers rarely experienced, 166, (52.0 percent) teachers sometimes experienced, 67, (21.0 percent) teachers often experienced, and 12, (3.8 percent) teachers always experienced conflict of differences of views on certain issues between two parties. This means 311, (97.5 percent) teachers experienced such conflict of differences of views on certain issues and only 8, (2.5 percent) teachers confirmed that conflict never occurred in the schools based on differences of views on issues. Therefore, implying that conflict of differences in views on issues was common in the schools with 166, (52.0 percent) teachers supporting that it sometimes occurred.

On the conflict of conflicting views of differences in opinion concerning the desired results, 24, (7.5 percent) teachers indicated that they never experienced inconsistency on preferred outcome or end state while 116, (36.4 percent) teachers rarely experienced, 127, (39.8 percent) sometimes experienced, 47, (14.7 percent) often experienced, and 5, (1.6 percent) teachers always experienced inconsistency on preferred outcome or end

state. Consequently, 295, (92.5 percent) teachers were in support that inconsistency on preferred outcome or end state occurred while 24, (7.5 percent) teachers indicated it never occurred in the schools. This signifies the teachers identified inconsistency on preferred outcome or end state as sometimes a common conflict in the schools.

48, (15.0 percent) teachers indicated that they never experienced the need hurt others emotionally, while 123, (38.6 percent) teachers rarely experienced, 108, (33.9 percent) sometimes experienced, 28, (8.8 percent) often experienced, and 12, (3.8 percent) teachers always experienced need to hurt others emotionally. As a result, 271, (85.0 percent) teachers in total affirmed some level of need to release tension while the other 48, (15.0 percent) teachers never felt the need to release tension. Therefore, suggesting that the need to release tension was a rarely common conflict amongst the teachers.

Table 4.7 shows that 23, (7.3 percent) teachers never experienced work-related disagreements between the teachers themselves, 84, (26.3 percent) teachers rarely experienced, 153, (50.0 percent) teachers sometimes experienced, 51, (16.0 percent) teachers often experienced, and 8, (2.5 percent) teachers always experienced work-related disagreements between the teachers themselves. This means 311, (97.5 percent) teachers experienced work-related disagreements while 8, (2.5 percent) teachers confirmed that work-related disagreements never occurred in the schools. Therefore, indicating that work-related disagreement was sometimes common in the schools.

On the element of conflicting entities feeling the need to punish opponent, Table 4.7 shows that 76, (23.8 percent) teachers never felt the need to punish conflicting opponent while 138 (43.3 percent) teachers rarely experienced the need, 82, (25.7 percent) teachers sometimes experienced, 16, (5.0 percent) often experienced, and 7, (2.2 percent) teachers always felt the need to punish opponent. This indicated that 243, (76.2 percent) teachers experienced the need to punish their conflicting opponent while

76, (23.8 percent) teachers never felt the need to punish opponent. This implied that the need for conflicting entities to punish opponent was a rare experience in the schools.

Even so, on the element of conflicting parties directing their frustrations or hostilities at those not in conflict, Table 4.7 revealed that 75, (23.5 percent) teachers never experienced conflicts as a result of conflicting parties directing their frustration or hostilities at those not in conflict while 97, (30.4 percent) teachers rarely experienced, 119, (37.3 percent) teachers sometimes experienced, 26, (8.2 percent) teachers often experienced, and 2, (0.6 percent) teachers always expressed their frustrations or hostilities at those not in conflict. This means 244, (66.5 percent) teachers expressed their frustrations and hostilities at those not in conflict, while 8, (2.5 percent) teachers confirmed they never experienced such conflict in the schools. It further implied that conflicting parties sometimes directed their frustration or hostilities at teachers' not in conflict.

Lastly, 30, (9.4 percent) teachers never experienced work-related disagreements with the administration while 88, (27.6 percent) teachers rarely experienced such conflicts, 141, (44.2 percent) teachers sometimes experienced, 48, (15 percent) teachers often experienced, and 12, (3.8 percent) teachers always experienced work-related disagreement with the administration. This suggests 389, (90.6 percent) teachers had experience in work-related disagreements with the administration while 30, (9.4 percent) teachers confirmed that work-related disagreements with the administration never occurred in the schools. It was therefore concluded that work-related disagreement with the administration was sometimes a common experience.

Table 4.8 below presents the frequencies of principals' responses on the types of conflict witnessed in schools within the area of study.

Table 4. 8: Principals’ Response on Types of Conflict*(Principals, n=29)*

Principals’ Response on Types of Conflict						
	Types of Conflicts	NR	RA	ST	OF	AL
1	Incompatible solutions for problems involving distribution of scarce resources	5	13	5	0	6
2	Differences in opinion and view points	13	11	5	0	0
3	Differences in opinion concerning the desired results.	0	10	15	4	0
4	Need to hurt others emotionally.	3	15	11	0	0
5	Work-related disagreements between the teachers themselves	3	8	14	4	0
6	Conflicting entities feel the need to punish opponent	2	12	9	4	2
7	Conflicting parties direct their frustrations or hostilities at those not in conflict	5	15	5	4	0
8	Work-related disagreements between teachers and the administration	0	12	17	0	0

KEY*NR= Never**RA= Rarely**ST= Sometimes**OF= Often**AL= Always*

From Table 4.8, it is indicated that 5, (17.2 percent) principals never experienced incompatible solution for problems involving distribution of scarce resources while 13, (44.8 percent) principals rarely experienced, 5, (17.2 percent) sometimes experienced, and 6, (20.8 percent) principals always experienced incompatible solution for problems involving distribution of scarce resources. This meant incompatible solution for problems involving distribution of scarce resources rarely occurred in the schools at a frequency of 13, (44.8 percent) principals.

On the other hand, the element of conflict of two differences in opinion and view point revealed that 13, (44.8 percent) principals affirmed never experiencing conflict between parties while 11, (38.0 percent) principals rarely experienced and 5, (17.2 percent) principals sometimes experienced conflict of differences of views on certain issues between two parties. This means 16, (55.2 percent) principals experienced differences

of views on certain issues while the other 13, (44.8 percent) principals indicated they never had differences of views on issues. Therefore, conflict of differences in views over certain issues was rarely common in the schools.

Nevertheless, differences in opinion concerning the desired results, none of the 0, (0.0 percent) principals indicated that they never experienced inconsistency on preferred outcome or end state while 10, (34.5 percent) principals rarely experienced, 15, (51.7 percent) sometimes experienced, and 4, (13.8 percent) principals often experienced inconsistency on preferred outcome or end state. Consequently, the 29, (100 percent) principals were in support that inconsistency on preferred outcome or end state was sometimes a common conflict in the schools.

Moreover, 3, (10.3 percent) principals never experienced the need to release tension while 15, (51.7 percent) principals rarely experienced and 11, (38.0 percent) principals sometimes experienced need to release tension. As a consequence, 26, (89.7 percent) principals in total affirmed the need to hurt others emotionally while the remaining 3, (10.3 percent) principals never felt the need to hurt others emotionally. Therefore, suggesting that the need to release tension was a rare conflict among the teachers.

Furthermore, Table 4.8 shows that 3, (10.3 percent) principals never experienced work-related disagreements between the teachers themselves, 8, (267.6 percent) principals rarely experienced, 14, (48.3 percent) principals sometimes experienced, and 4, (13.8 percent) principals often experienced work-related disagreements between the teachers themselves. This means 26, (89.7 percent) principals experienced work-related disagreements while 3, (10.3 percent) Principals confirmed that work-related disagreements never occurred in the schools. Therefore, indicating that work-related disagreement was sometimes common in the schools.

In addition, on the element of conflicting entities feeling the need to punish opponent, Table 4.8 shows that 2, (6.9 percent) principals never felt the need to punish conflicting opponent while 12, (41.4 percent) principals rarely experienced the need, 9, (31.0 percent) principals sometimes experienced, 4, (13.8 percent) often experienced, and 2, (6.9 percent) principals always felt the need to punish opponent. This indicated that 27, (93.1 percent) principals felt the need to punish their conflicting opponent while 2, (6.9 percent) principals never felt the need to punish opponent. This signified that the need for conflicting entities to punish opponent was a rare experience in the schools.

On the element of conflicting parties directing their frustrations or hostilities at those not in conflict, it revealed that 5, (17.2 percent) principals never experienced conflicts of conflicting parties directing their frustration or hostilities at those not in conflict while 15, (51.7 percent) principals rarely experienced, 5, (17.2 percent) principals sometimes experienced, and 4, (13.8 percent) principals often experienced expressed their frustrations or hostilities at those not in conflict. This suggested that 24, (82.8 percent) principals expressed their frustrations and hostilities at those not in conflicts, while 5, (17.2 percent) principals never experienced such conflict in the schools. It further suggests that conflicting parties rarely directed their frustration or hostilities at teachers' not in conflict.

Finally, Table 4.8 indicates that the 29, (100 percent) principals experienced work-related disagreements with the teachers with 12, (41.4 percent) principals rarely experiencing such conflicts and seventeen (17), (58.6 percent) principals sometimes experiencing administrative work-related disagreements. It can therefore be concluded that work-related disagreement related to the administration was sometimes a common experience. The study further sought to determine the statistically significant difference between the teachers' and principals' responses on the types of conflicts. In order to test

the significant difference, the teachers' and principals' responses were transformed into continuous scale and a two-sample independent t-test computed using statistical package for social scientists (SPSS) version 24. The results of the analysis obtained were summarized and is presented in Table 4.9.

Table 4. 9: Independent Samples t-test on Types of Conflict between Teachers' and Principals'

Independent Samples t-test on Types of Conflict between Teachers' and Principals'			
Types of Conflicts	R	MR	t-test
Incompatible solutions for problems involving distribution of scarce resources	T P	2.82 2.62	t(346)= .765, p=.450
Two differences in opinion and view point	T P	3.03 1.72	t(346)= 8.273, p=.000
Differences in opinion concerning the desired results	T P	2.66 2.79	t(346)= -.955, p=.346
Need to hurt others emotionally	T P	2.48 2.28	t(346)= 1.516, p=.137
Work-related disagreements between the teachers themselves	T P	2.80 2.66	t(346)= .865, p=.388
Conflicting entities feel the need to punish opponent	T P	2.18 2.72	t(346)= -2.966, p=.003
Conflicting parties direct their frustrations or hostilities at those not in conflict	T P	2.32 2.28	t(346)= .240, p=.810
Work-related disagreements between teachers and the administration	T P	2.76 2.59	t(346)= 1.638, p=.108

Interpretation of Mean Rating:

1.00-1.44= *Never* 1.45-2.44= *Rarely* 2.45-3.44= *Sometimes* 3.45-4.44= *Often*
4.45-5.00= *Always*

Table 4.9 shows that the observed difference between the mean ratings of teachers (M=2.82) and principals (M=2.62) is not statistically significant, $t(346) = .765$, $p = .450$, since the p-value is greater than the chosen level of significance of .05. Therefore, it can be concluded that the teachers and principals affirmed that incompatible solution for problems involving distribution of scarce resources was sometimes a common type of conflict in the schools. This could imply that sometimes the teachers and principals preferred different interests and perspectives on resource allocation or decision making in the schools. It further implies that the allocation of money, time, space, facilities and equipment posed varied challenges in the schools.

On the element of differences of views on certain issues, the independent t-test result on the difference between the teachers' mean rating of 3.03 and the principals' mean rating of 1.72 was statistically significant, $t(346) = 8.273$, $p = .000$, since the p-value is smaller than the chosen level of significance $\alpha = .05$. Thereby, indicating the teachers' highly rated differences of views of conflicting parties on certain issues than principals. The significant difference may be attributed to the differences in the ideas and opinions of teachers in relation to the principals on issues relating to procedures, policies, managing expectations at work, and judgment and interpretation of fact. Such conflict should aim at finding the best possible solution rather than to win the argument and is much related to the decision-making ability of the social entities involved.

The observed difference between the mean rating of teachers at 2.66 and mean rating of principals at 2.79 on inconsistency between two conflicting parties on preferred outcome or end state was not statistically significant, $t(346) = -.955$, $p = .346$, since the p-value was greater than the chosen significance level of 0.05. Therefore, indicating that teachers and principals sometimes experienced inconsistency on the preferred

outcome or end state. This could be because the teachers or principals are not objective on their deliberations and resolutions on planned school activities and programs.

The independent two sample t-test result between the teachers' mean rating at 2.48 and principals' mean rating at 2.28 on the need to release tension showed that the observed difference was not statistically significantly different, $t(346) = 1.516$, $p = .137$, since the p-value is greater than the chosen, $\alpha = 0.05$, significance level. This suggests that teachers and principals experienced conflicts that gave rise to a lot of tension in them, thus becoming completely disturbed. The built-up tension may continue until a decision is taken and conflict is resolved. Ahmad & Marina, (2013) referred to this type of conflict as nonrealistic conflict and explained that it occurs as a result of a party's need for expressing hostility or ignorance.

Table 4.9 shows that the difference between the mean ratings of teachers at 2.80 and principals at 2.66 on work related disagreements between teachers or principals showed no statistically significant difference, $t(346) = .865$, $p = .388$, since the p-value is greater than the chosen, $\alpha = .05$, level of significance. Thus, implying that the teachers were in agreement with the principals that work-related disagreements between teachers or principals was sometimes resulting to conflict in the schools. Such disagreements could have been caused by strains in relationships or a situation at workplace. According to Richards, (2012), it is often sparked by personality clashes and cultural differences, varying work philosophies and ethics, conflicting needs and expectations, power struggles and change in work load or roles among others. He further states that conflicts can be good in organizations if they encourage open mindedness and discourage group thinking.

Even so, the observed difference between the teacher' mean rating at 2.18 and the principals' mean rating at 2.72 on conflicting entities need to punish their opponents

was statistically significantly different, $t(346) = -2.966$, $p = .003$, since the p-value was smaller than the chosen, $\alpha = .05$, significance level, thereby indicating that the principals observed more frequent, the need for conflicting entities to punish their opponents compared to the teachers observation of a rare occurrences. The significant difference might be because the teachers seek guidance and counseling on their interpersonal challenges with other teachers from the principals than amongst the teachers themselves. Such conflict is characterized by a situation where the conflicting entities or factions feel the need for a drawn-out conflict to punish the opponent. Equally, according to Richards, (2012), such conflicts occur in schools because individuals observe inequality in the treatment of school personnel when it comes to reward system or distribution of scarce resources.

Conversely, Table 4.9 shows that the observed difference between the mean ratings of teachers at 2.32 and principals at 2.28 on conflicting parties directing their frustrations or hostilities at those not in conflict was not statistically significantly different, $t(346) = .240$, $p = .810$, since the p-value was greater than the chosen significance level of 0.05. Therefore, it can be concluded that teachers and principals affirmed that conflicting parties in the schools rarely directed their frustrations or hostilities at those not in conflict. Such type of conflict occurs when the conflicting parties either direct their frustrations or hostilities to social entities that are not involved in conflict or argue over secondary issues or as a result of displaced aggression.

Lastly, Table 4.9 shows that the difference between the mean ratings of teachers at 2.76 and principals at 2.59 on work related disagreements between teachers and administration was not statistically significantly different, $t(346) = 1.638$, $p = .108$, since the p-value is greater than the chosen, $\alpha = .05$, level of significance. Thus, suggesting that both teachers and principals agreed that work-related disagreements between

teachers and the administration sometimes common in the schools. This concurs with Maler, (2014), who notes that both individuals and groups have undeniable needs for identity, dignity, security and equity in participation and making decisions that affect them; this may cause disagreements even between principals and teachers.

4.4.1 Discussion on Types of Conflict

From the foregoing data analysis and interpretation of questionnaire responses, it is clear that teachers affirmed that incompatible solution for problems involving distribution of scarce resources, differences of views on certain issues, inconsistency of differences in opinion concerning the desired results, need to hurt others emotionally, and work-related disagreements among teachers, and administration were sometimes the common types of conflict experienced in the schools while the need to punish opponent, and need to direct frustrations or hostilities at those not in conflict were rarely common.

On the other hand, the principals indicated that incompatible solution for problems involving distribution of scarce resources, differences in opinion concerning the desired results, the need to punish opponent, and work-related disagreements among teachers, and administration were sometimes the most common types of conflict while differences of views on certain issues, need to release tension, and the need to direct frustrations or hostilities at those not in conflict were rare types. These findings indicate that the teachers and principals experienced different types of conflicts based on the nature of conflict, departmental needs and resource allocation criterion, psychological state of the conflicting parties, and the dynamics of interaction in the school environment. Focus group discussion findings indicated that principal-teacher(s) conflicts were caused by communication at cross-purpose, inadequate resources, lack of motivation, poor relation between principals and teachers, use of threats by principals to manage teachers and inability to abide by the professional ethics.

A participant in the Focus Group Discussion (FGD 2) attested to this when responding to the question on types of conflicts by saying that:

Sometimes, teachers and principals do not work in harmony as a result of not using formal communication platforms and tools to pass information, failure to avail necessary teaching and learning resources in good time, failure to reinforce one another in the professional duties and use of threats and intimidation in management of personnel. FGD-2

Similarly, another participant in Focus Group Discussion (FGD 5) supported by stating that:

Principals should know what to share out and how to share it, as careless and loose speeches from a leader may result to disaster that might end up interfering with the smooth operations in school. Many times they intimidate and humiliate the teachers in the process of carrying out the duties and as a result they end up engaging in unnecessary exchange of words. For instance, if you are working in a tensed environment, where the principal can even humiliate in the assembly, before students and your colleagues, for not accomplishing tasks or improper dressing, who will respect? FGD-5

The findings are consistent with some of the findings by Mostert, (2015) who noted that workplace conflicts can be caused by a variety of issues, such as: different work methods where employees have the same goal but different approaches to achieve the goal, different goals that are inconsistent with each other, differences in personalities where people annoy each other because of who they are or how they act, biases that people have against different groups of people, issues, actions, or comments that cause stress, different viewpoints or perspectives about various issues that may relate to people's upbringing, gender, age, or other such characteristics, different levels of interpersonal skills and verbal and/or written communication capabilities, competition for financial or other resources; and unique subcultures that establish "us vs. them" situations. However, apart from this study determining the types of conflict in schools, it also establishes the frequency of occurrence of these common types of conflicts in the

secondary schools; a gap not filled by (Mostert, 2015) in his study of workplace conflict.

Furthermore, Neck & Manz, (2017) confirming this, determined that there are two essential types of conflict in organizations: task conflict and relationship conflict. Task conflict concentrates on how to resolve problems caused by differences in viewpoints, ideas and opinions, and result in creativity and improved decision making while relationship conflicts involve disagreements about values, personal or family norms, or about personal taste and is known to lower the productivity and motivation amongst team members. The study finding concur with the findings of this present study, except that (Vokic & Sanja, 2009), in their study broadly classified the types of conflict into two conflict types.

Similarly, Pokalova, (2015) explains that task conflict also known as cognitive conflict is related with issues that emerge as a result of disagreement among team members that focus on the attainment of common objectives and common organizational goals. The second type of conflict also described as interpersonal conflict is related to issues that emerge as a result of personality clashes or emotional interaction among team members in the organization Thomas, (1992). These findings on types of conflict corroborate the findings of this study, but their study did not disaggregate the findings in terms of teachers and principals.

In this study, teachers and principals concurred that both relationship and task conflicts commonly occurred in the selected secondary schools. Findings indicated that there were more relationship related conflicts than task conflicts.

4.5 Sources of Conflicts in Schools

The research question responded to was: What are the sources of conflicts that commonly arise in Secondary Schools? In order to respond to this research question, teachers and Principals were asked to indicate the frequency of occurrence to several statements intended to describe the sources of conflict in the schools. Data from teachers' questionnaire on this research question was analyzed and the responses are summarized in Table 4.10.

Table 4. 10: Teachers Response on Sources of Conflict

Teachers Response on Sources of Conflict						
	Sources of Conflicts	NR	RA	ST	OF	AL
1	Administrative issues	16	80	143	55	25
2	Social relations with a member of the opposite sex	68	130	80	28	13
3	Indiscipline on the part of teacher or students	18	92	120	61	28
4	Negligence of duty	41	105	120	39	14
5	Personality clashes	25	105	140	43	6
6	Perceived favoritism	48	104	117	38	12
7	Role conflict	22	92	146	40	19
8	Misunderstanding of other people's views and motives	25	103	125	56	10
9	Politics	107	105	74	31	2
10	Games and social issues	38	112	114	41	14

KEY

NR= Never RA= Rarely ST= Sometimes OF= Often AL= Always (Teachers, n=319)

Table 4.10 indicates that 16, (5.1 percent) teachers viewed administrative issues as never a cause of conflict, 80, (25.1 percent) teachers viewed it as a rare cause of conflict, 143, (44.8 percent) viewed it as sometimes a cause of conflict, 55, (17.2 percent) had the view that it was an often cause, and 25, (7.8 percent) teachers viewed administrative issues as always a cause of conflict in the schools. The frequency distribution shows that 303, (94.9 percent) teachers identified administrative issues as a

common source of conflict in the schools at varied frequencies compared to 16, (5.1 percent) teachers who did not view it as a cause of conflict. Based on the response, it can be concluded that a greater proportion of teachers viewed administrative issues as a likely source of conflict in the schools.

Similarly, although 68, (21.2 percent) teachers never considered social relations with a member of the opposite sex as a cause of conflict, 130, (40.8 percent) teachers considered it a rare cause, 80, (25.1 percent) teachers considered it as sometimes a cause of conflict, 28, (8.8 percent) teachers considered it an often cause and 13, (4.1 percent) teachers considered it as always, a cause of conflict in the schools. This further shows that 251, (78.8 percent) teachers viewed social relations with a member of the opposite sex as a source of conflict in the schools compared to 68, (21.2 percent) teachers felt it was not a source of conflict. From the frequency distribution, it can be concluded that majority of teachers identified social relations with a member of the opposite sex as a common source of conflict in the schools.

Equally, while 18, (5.6 percent) teachers never viewed indiscipline of teachers or students as a cause of conflict in the schools, 92, (28.8 percent) teachers viewed it as a rare cause of conflict, 120, (37.6 percent) teachers point out that it was sometimes a cause of conflict, 61, (19.1 percent) teachers considered it often a cause of conflict and 28, (8.8 percent) teachers perceived it as always a cause of conflict in the schools. Therefore, suggesting that 301, (94.4 percent) teachers confirmed indiscipline of teachers or students as a common source of conflict in the schools compared to 18, (5.6 percent) teachers who indicated that indiscipline of teachers or students was never a cause of conflict.

Moreover, 41, (12.9 percent) teachers never perceived negligence of duty as a cause of conflict while 105, (32.9 percent) teachers considered it a rare cause, 120, (37.6

percent) teachers considered it as sometimes a cause of conflict, 39, (12.2 percent) teachers considered it an often cause and 14, (4.4 percent) teachers considered it as always a cause of conflict in the schools. As a consequent, 278, (87.1 percent) teachers viewed negligence of duty as a likely source of conflict in the schools compared to 41, (12.9 percent) teachers who affirmed it was not a source of conflict. It can then be concluded that greater percentage of teachers perceived negligence of duty as a common source of conflict in the schools.

Furthermore, 25, (7.8 percent) teachers never considered personality clash as a cause of conflict, 105, (32.9 percent) teachers viewed it a rare cause, 140, (43.9 percent) teachers viewed it as sometimes a cause of conflict, 43, (13.5 percent) teachers viewed it an often cause and 6, (1.9 percent) teachers considered it as always a cause of conflict in the schools. The distribution of responses shows that 294, (92.2 percent) teachers viewed personality clash as a source of conflict in the schools compared to 25, (7.8 percent) teachers affirmed it was not a source of conflict. This is a clear indication that a significant proportion of teachers viewed personality clash as a more likely source of conflict in the schools than the teachers who considered it as never a source of conflict.

In addition, even though 48, (15.1 percent) teachers never viewed perceived favoritism as a cause of conflict in the schools, 104, (32.6 percent) teachers viewed it as a rare cause of conflict, 117, (36.7 percent) teachers pointed out that it was sometimes a cause of conflict, 38, (11.9 percent) teachers considered it often a cause of conflict and 12, (3.8 percent) teachers perceived it as always a cause of conflict in the schools. Therefore, it implied that 271, (84.9 percent) teachers indicated that perceived favoritism was a common source of conflict in the schools while 48, (15.1 percent) teachers indicated that indiscipline of teachers or students was never a cause of conflict.

Consequently, it can be concluded that a significant percentage of teachers considered perceived favoritism as a likely cause of conflict in the schools.

At the same time, 22, (6.9 percent) teachers never viewed role conflict as a source of conflict in the schools, 92, (28.8 percent) teachers viewed it as a rare cause of conflict, 146, (45.8 percent) teachers perceived that it was sometimes a cause of conflict, 40, (12.5 percent) teachers considered it often a cause of conflict and 19, (6.0 percent) teachers perceived it is always a cause of conflict in the schools. As a result, 297, (93.1 percent) teachers considered role conflict as a source of conflict in the schools compared to 22, (6.9 percent) teachers who thought of role conflict as never a cause of conflict, an indication that a significant number of teachers identified role conflict as a likely source in the schools.

Misunderstanding of other people's views and motives was never regarded as a source of conflict in schools by 25, (7.8 percent) teachers, (32.3 percent) teachers viewed it as a rare cause of conflict, 125, (39.2 percent) teachers asserted that it was sometimes a cause of conflict, 56, (17.6 percent) teachers considered it often a cause of conflict and 10, (3.1 percent) teachers asserted misunderstanding of motives always a cause of conflict in the schools. Therefore, indicating that 294, (92.2 percent) teachers were of the opinion that misunderstanding of other people's views and motives was a likely cause of conflict in the schools as compared to 25, (7.8 percent) teachers who indicated that misunderstanding of other people's views and motives.

Politics was never regarded as a source of conflicts in schools by 107, (33.5 percent) teachers, while 105, (32.9 percent) teachers viewed it as a rare cause of conflict, 74, (23.2 percent) teachers indicated that it was sometimes a cause of conflict, 31, (9.7 percent) teachers considered it often a cause of conflict and 2, (0.7 percent) teachers perceived it as always a cause of conflict in the schools. The frequency distribution of

responses, informs that 212, (66.5 percent) teachers viewed politics as a source of conflict in the schools while 107, (33.5 percent) teachers indicated that politics was never a cause of conflict. It can then be concluded that a relatively high number of teachers viewed politics as not a source of conflict compared to the proportion in the other sources of conflict.

Finally, Table 4.10 shows that 38, (11.9 percent) teachers never considered games and social issues as a cause of conflict in the schools, 112, (35.1 percent) teachers viewed it as a rare cause of conflict, 114, (35.7 percent) teachers pointed out that it was sometimes a cause of conflict, 41, (12.9 percent) teachers considered it often a cause of conflict and 14, (4.4 percent) teachers perceived it as always a cause of conflict in the schools. This meant that 281, (88.1 percent) teachers affirmed games and social issues as likely source of conflict in the schools compared to 38, (11.9 percent) teachers who indicated that games and social issues was never a cause of conflict. Similarly, data from principals' questionnaire on the sources of conflict that commonly arise in the secondary schools was analyzed and the results of analysis are presented in Table 4.11.

Table 4. 11: Principals Views on Sources of Conflict

Principals Views on Sources of Conflict						
Sources of Conflicts	NR	RA	ST	OF	AL	
1 Administrative issues	3	6	18	0	2	
2 Social relations with a member of the opposite sex	16	11	2	0	0	
3 Indiscipline on the part of teacher or students	6	15	6	2	0	
4 Negligence of duty	3	13	11	2	0	
5 Personality clashes	2	9	16	2	0	
6 Perceived favoritism	5	24	0	0	0	
7 Role conflict	0	12	13	2	2	
8 Misunderstanding of other peoples' views	0	12	13	0	4	
9 Politics	9	12	6	2	0	
10 Games and social issues	15	10	4	0	0	

KEY

NR= Never RA= Rarely ST= Sometimes OF= Often AL= Always (Principals,

n=29)

Table 4.11 shows that 3, (10.3 percent) principals viewed administrative issues as never a cause of conflict, 6, (20.7 percent) principals viewed it as a rare cause of conflict, 18, (62.1 percent) viewed it as sometimes a cause of conflict, and 2, (6.9 percent) principals viewed administrative issues as always, a cause of conflict in the schools. The distribution indicates that 26, (89.7 percent) principals identified administrative issues as a common source of conflict in the schools compared to 3, (10.3 percent) teachers who did not view it as a cause of conflict. Based on the response, it can be concluded that a significant proportion of principals viewed administrative issues as a likely source of conflict in the schools.

Social relations with a member of the opposite sex was never regarded as a cause of conflict by 16, (55.2 percent) of principals, while 11, (37.9 percent) principals viewed it a rare cause and 2, (6.9 percent) principals considered it as sometimes a cause of conflict in the schools. This shows that 13, (44.8 percent) principals viewed social relations with a member of the opposite sex as a source of conflict in the schools compared to 16, (55.2 percent) principals who considered social relations with a member of the opposite sex not to be a source of conflict. Therefore, it can be concluded that a relatively greater proportion of principals identified social relations with a member of the opposite sex as never a common source of conflict in the schools. All the same, 6, (20.7 percent) principals never viewed indiscipline of teachers or students as a cause of conflict in the schools, while 15, (51.7 percent) principals viewed it as a rare cause of conflict, 6, (20.7 percent) principals asserted that it was sometimes a cause of conflict and 2, (6.9 percent) principals considered it often a cause of conflict in the schools. Therefore, indicating that 23, (79.3 percent) principals affirmed indiscipline of teachers or students as a likely source of conflict in the schools

compared to 6, (20.7 percent) principals who indicated that indiscipline of teachers or students was never a cause of conflict.

Similarly, 3, (10.3 percent) principals never viewed negligence of duty as a cause of conflict while 13, (44.8 percent) principals viewed it a rare cause, 11, (37.9 percent) principals considered it as sometimes a cause of conflict, and 2, (6.9 percent) principals viewed it an often cause of conflict in the schools. Consequently, 26, (89.7 percent) principals viewed negligence of duty as a likely source of conflict in the schools compared to 3, (10.3 percent) principals who indicated it was not a source of conflict. It can therefore be concluded that significant percentage of principals perceived negligence of duty as a common source of conflict in the schools.

Moreover, 2, (6.9 percent) principals never affirmed personality clash as a cause of conflict, 9, (31.0 percent) principals considered it a rare cause, 16, (55.2 percent) principals viewed it as sometimes a cause of conflict, and 2, (6.9 percent) principals perceived it as an often cause of conflict in the schools. The responses show that 27, (93.1 percent) principals viewed personality clash as a source of conflict in the schools compared to 2, (6.9 percent) principals affirmed it was never a source of conflict. This clearly indicates that a significant proportion of principals viewed personality clash as a likely source of conflict in the schools than the principals who considered it as not a source of conflict.

In addition, 5, (17.2 percent) principals never viewed perceived favoritism as a cause of conflict in the schools while 24, (82.8 percent) principals viewed it as a rare cause of conflict in the schools. This implied that 24, (82.8 percent) principals were in support that perceived favoritism was a common source of conflict in the schools while only 5, (17.2 percent) principals indicated that indiscipline of teachers or students was never a

cause of conflict. Consequently, it can be concluded that a significant proportion of principals viewed perceived favoritism as a likely cause of conflict in the schools.

Furthermore, 12, (41.4 percent) principals viewed role conflict as rare a source of conflict in the schools, while 13, (44.8 percent) principals viewed it as sometimes a cause of conflict, 2, (6.9 percent) principals perceived that it was sometimes a cause of conflict, and 2, (6.9 percent) principals considered it often a cause of conflict in the schools. As a result, 29, (100.0 percent) principals considered role conflict as a likely source of conflict in the schools, an indication that all principals identified role conflict as a source of conflict in the schools. Also, 12, (41.4 percent) principals regarded misunderstanding of other people's views and motives as a rare cause of conflict in the schools, 13, (44.8 percent) principals viewed it as sometimes a cause of conflict, and 4, (13.8 percent) principals asserted it is always a cause of conflict in the schools. Therefore, indicating that 29, (100.0 percent) principals were in support that misunderstanding of motives was a cause of conflict in the schools.

Nevertheless, 9, (31.0 percent) principals never regarded politics as a cause of conflict in the schools, while 12, (41.4 percent) principals viewed it as a rare cause of conflict, 6, (20.7 percent) principals indicated that it was sometimes a cause of conflict, and 2, (6.9 percent) principals considered it often a cause of conflict in the schools. The frequencies of responses implied that 20, (69.0 percent) principals viewed politics as a source of conflict in the schools while 9, (31.0 percent) principals indicated that politics was never a cause of conflict. It can be concluded that a significant proportion of principals viewed politics as a source of conflict in the school.

Lastly, Table 4.11 shows that 15, (51.7 percent) principals never considered games and social issues as a cause of conflict in the schools, 10, (34.5 percent) principals viewed it as a rare cause of conflict, and 4, (13.8 percent) principals considered games and social

issues as sometimes a cause of conflict in the schools. This meant that 15, (51.7 percent) principals affirmed games and social issues as not likely source of conflict in the schools compared to 14, (48.3 percent) principals who indicated that games and social issues was a cause of conflict. Therefore, it can be concluded that relatively principals viewed games and social issues as not a source of conflict.

To further determine the statistically significant difference between the teachers' and principals' responses on the types of conflict, the teachers' and principals' responses were transformed into continuous scale and a two-sample independent t-test computed using statistical package for social scientists (SPSS) version 24. The results of the analysis obtained were summarized and presented in Table 4.12 below

Table 4. 12: Independent t-test between Teachers' and Principals' mean ratings on Sources of Conflict

(Teachers, n=319; Principals, n=29)

Independent t-test between Teachers' and Principals' mean ratings on Sources of Conflict				
Sources of Conflicts	R	MR	t-test	
1 Administrative issues	T 2.98		t(346)= 1.356, p=.176	
	P 2.72			
2 Social relations with a member of the opposite sex	T 2.34		t(346)= 6.237, p=.000	
	P 1.52			
3 Indiscipline on the part of teachers or students	T 2.97		t(346)= 4.206, p=.000	
	P 2.14			
4 Negligence of duty	T 2.62		t(346)= 1.099, p=.273	
	P 2.41			
5 Personality clashes	T 2.69		t(346)= .346, p=.693	
	P 2.62			
6 Perceived favoritism	T 2.57		t(346)= 8.134, p=.000	
	P 1.83			
7 Role conflict	T 2.82		t(346)= .137, p=.891	
	P 2.79			
8 Misunderstanding of other people's views and motives	T 2.76		t(346)= -.565, p=.572	
	P 2.86			
9 Politics	T 2.11		t(346)= .390, p=.697	
	P 2.03			
10 Games and social issues	T 2.63		t(346)= 5.301, p=.000	
	P 1.63			

Interpretation of Mean Rating:

1.00-1.44= Never

1.45-2.44= Rarely

2.45-3.44= Sometimes

3.45-4.44= Often

4.45-5.00= Always

From the Table 4.12, it is observed that the difference between the mean rating of teachers at 2.98 and mean rating of principals at 2.72 on administrative sources of conflict was not statistically significantly different, $t(346) = 1.356, p=.176$, since the p-value was greater the chosen level of significance, $\alpha=.05$. This suggests that administrative disagreements and incompatibilities between teachers and principals sometimes caused conflict in the secondary schools. Okotoni & Okotoni, (2003) in their examination of management of conflicts in administration of secondary schools in Osun

state, Nigeria, show that administration of secondary schools was hampered by high rate of conflicts. The findings were in agreement with the findings of this study that administrative issues of conflicts were a source of conflict in the schools, (Barasa, 2015). Nevertheless, this study apart from establishing administrative issues as a source of conflict also compares the frequency of occurrence of conflict as perceived by the teachers and principals, and further reveals that it was sometimes a common source of conflict in the schools.

On the social relations with a member of opposite sex, the difference between the mean ratings of teachers at 2.34 and principals at 1.52 was statistically significant, $t(346) = 6.237$, $p=.000$, since the p-value was smaller than the chosen level of significance, $\alpha=.05$. Therefore, indicating that teachers and principals had different perceptions on the frequency of occurrence regarding social relations with a member of the opposite sex as a source of conflict in the secondary schools with teachers viewing it as a more frequent source of conflict than principals. The disparity between teachers and principals could be as a result of principals considering relationships in the staff as normal social interactions unlike the teachers who may be considering themselves as sharing some professional and cultural references. This shared space has the effect of ensuring that the issues at stake in the conflict are recognized by the actors who oppose one another, struggling to control the same resources, the same values or the same power.

Similarly, an independent t-test analysis showed that the difference between the mean ratings of teachers at 2.97 and principals at 2.14 on indiscipline of teachers or students was statistically significantly different, $t(346) = 4.206$, $p=.000$, since the p-value was smaller than chosen level of significance, $\alpha=.05$. Therefore, it meant the teachers and principals perceived the frequency of occurrence of conflict due to indiscipline of

teachers or students differently. This finding is in line with Halperin, (2014) who defines indiscipline as the unwillingness of teachers or students to respect the constituted authority, observe and obey rules and regulations and to maintain high standards of behavior conducive to the achievement of educational objectives. His finding indicated that indiscipline was a source of conflicts. In this case, the views of the teachers are dependable. It could mean that the principals did not give honest responses. Mostert, (2015) reiterates that men and women who have no calling to teaching vocation take up the training as teachers but have no interest in looking after the young people. He also indicates that due to lack of interest in teaching, they become increasingly brutal to the students. Equally, Ghaffar, (2019) affirms the view and indicates that there are teachers who take up the noble teaching profession yet they have no interest. These teachers display incompetence, laziness and lack of interest in their duties. These findings are thus in support that indiscipline of teachers or students is a source of conflict in schools.

Nevertheless, the observed difference between the teachers' mean rating of 2.62 and the principals' mean rating of 2.41 on negligence of duty as a source of conflict was statistically not significantly different, $t(346) = 1.099$, $p = .273$, since the p-value was greater than the chosen, $\alpha = .05$, significance level, implying that teachers and principals agreed that sometimes negligence of duty was a source of conflict in the schools. This study finding corroborates Mostert, (2015) findings explaining that for an action in negligence to be brought against a teacher or institution it must be established that a duty of care existed, that it was breached by either an act or omission, which the student suffered damage or injury was a reasonably foreseeable consequence of the breach. For instance, according to Teachers Service Commission (TSC), negligence of duty includes; willful neglect to perform any work or careless or improper performance of

any work assigned to the teacher, failure to teach scheduled lessons and prepare professional document, allowing examination cheating and grading fake marks, failure to attend school assemblies and official meeting, and failure to take students for official duty or functions.

In addition, Table 4.12 shows that the difference between the mean rating of teachers at 2.69 and the mean rating of principals at 2.62 on personality clash was not statistically significantly different, $t(346) = .346$, $p = .693$, given that the p-value was greater than the chosen significance level, $\alpha = .05$. It therefore suggests that conflicts were fueled by emotions and perceptions about others' motives and character. In this source of conflict members lack understanding of their style differences and how to work cooperatively and are more tied to their own interests than those of others. Being a negative source of conflict, it can result in unproductive behaviors such as gossip, jealousy, insults, forming of cliques, playing favorites and even resigning from the job.

On the other hand, the difference in the mean ratings of teachers at 2.57 and principals' at 1.83 on perceived favoritism indicated that it was statistically significantly different, $t(346) = 8.134$, $p = .000$, since the p-value was smaller than the chosen, $\alpha = .05$, level of significance. Kim, (2012) defines favoritism as a type of corruption in public bureaucracy and political decision-making process. Rights, positions and titles unrightly gained due to favoritism would cause non-recoverable negativity in an organization. In order to avoid these challenges, some organizations determine appropriate norms within themselves to prevent favoritism. The disparity in rating could mean that the teachers and principals felt insecure about the consequences of favoritism in schools and thus did not give honest response.

However, on the role conflict, the difference between mean rating of teachers at 2.82 and the mean rating of principals at 2.79 showed no statistically significant difference, t

(346) = .137, $p=891$, given the p-value was greater than chosen level of significance at $\alpha=.05$. Bar-Tal & Halperin, (2014) argue that role conflict affects the teacher adversely and can make the teacher consider one role to be more dominant than the other roles in order to relieve role conflict. This occurs when expectations are perceived as incompatible for multiple roles or positions in society.

Similarly, teachers and principals indicated that misunderstanding of motive was a common source of conflict with mean ratings of 2.76 and 2.86 respectively, and with the difference between the mean ratings of teachers and principals showing that there was no statistically significant difference, $t(346) = -.565$, $p=.572$, since the p-value was greater than the chosen level of significance, $\alpha=.05$.

4.5.1 Discussion on Sources of Conflict

The second objective of the study was to establish the sources of conflict in the Secondary Schools in Uriri and Nyatike Sub-Counties. The data analysis and interpretation of questionnaire responses from the teachers and principals revealed the following sources of conflict; administrative issues, negligence of duty, personality clashes, role conflict and misunderstanding of other people's views and motives were sometimes the common sources of conflicts and showed no statistically significant differences between the teachers and principals. This finding was supported by the focus group discussion finding indicating that messages can be distorted by the sender or recipient hence leading to miscommunication and misunderstanding between the staff and the administrators.

One participant in the Focus Group Discussion (FGD 7) attested to this while stating that:

Teachers may sometimes interpret circulars and policy guidelines in various ways when summarizing them. They interpret the policy statement in order to favor their interest and action, thus, resulting in conflict between the principals and teachers. Equally, some of the teachers paraphrase the policy statement and post in the social media platforms. This becomes a source of conflict as it makes principals feel that teachers are attacking them indirectly. FGD 7

The theme brought about in the Focus Group Discussion (FGD) response above was on communication and misunderstanding of other people's views and motives. In any organization, communication is a very important factor reducing conflict incidences, providing solutions to conflicts and managing conflicts. Powel & Maoz, (2014) contended that an important message may be distorted if effective communication was not done. They further reiterate that this may occur due to misinterpretation or decision makers arriving at a different conclusion because of poor communication and misinformation.

Also, the two sample independent t-test computed between the mean ratings of teachers' at 2.11 and the principals' mean rating at 2.03 on politics as a source of conflict in the secondary schools, revealed that there was no statistically significant difference between the ratings of teachers and principals, $t(346) = .390$, $p=.697$, since the p-value was greater than the chosen level of significance, $\alpha=.05$. Politics is the activity through which people make, preserve and amend the general rules under which they live and work. It is linked to conflict and cooperation. Ghaffar, (2019), reiterates that "Wherever there is power to be acquired, resources to be divided, recognition to be earned, or influence to be brokered, there is politics". Thus, throughout any school system, politics must be everywhere. The decisions made by the school administrators, regarding educational processes for students in the school, potentially have a greater overall impact than the decisions made by other certified personnel. While Mostert, (2015) acknowledges that politics must be everywhere, this study finding indicates that

politics was never a common source of conflict in the schools. This may have happened because the respondents did not understand politics in its many sheds.

Lastly, the observed difference between the mean rating of teachers at 2.63 and mean rating of principals at 1.63 on games and social issues as a source of conflict in the secondary schools, was statistically significantly different, $t(346) = 5.301$, $p = .000$, since the p-value was smaller than the chosen, $\alpha = .05$, significance level. Therefore, suggesting that there was some disparity between the opinion of teachers and principals regarding games and social issues as a source of conflict in the schools. In games, conflict results when trying to meet objectives in the following ways: when challenging the players by forcing them to employ a particular skill or range of skills; when creating a sense of competition which is enjoyable so that players will submit themselves to the efficient means of meeting objectives in order to gain a sense of achievement from game participation. Therefore, conflicts in games are caused by opponents, obstacles and dilemmas.

On the whole, teachers indicated that administrative issues were the most common sources of conflict, followed by indiscipline on the part of students, role conflict, misunderstanding of other people's views and motives, and with social relation with a member of the opposite sex and politics being the least common sources of conflict in the secondary school. On the other hand, the principals indicate that misunderstanding of other people's views and motives was the most common source of conflict, followed by role conflict, administrative issues, personality clashes, and with perceived favoritism, games and social issues, and social relation with a member of the opposite sex and politics being the least common sources of conflict in the secondary school.

In evidence, the teachers indicate that administrative issues were the most significant source of conflict and politics the least while the principals indicate that

misunderstanding of other people's views and motives was most significant source of conflict and the politics being the least. This disparity could be because the teachers are cynical about the rationale and effects of administrative issues on the teachers. Nevertheless, Badubi, (2017) explains that misunderstanding becomes part of the root cause of conflict in the schools.

Bricker, (2015) in his study of causes of administrative conflict between teachers and principals in secondary schools, found that non-involvement of teachers in decision making, leadership style of the principal, lack of motivation and communication barrier were the major causes of conflict. The study concurs with the finding of this study identifying administrative issue and misunderstanding of motives as the main sources of conflicts in the secondary schools.

Sometimes principals don't take time to explain to teachers why budgets are reduced, especially when teachers are going out with students for games, music or scouting. Most principals would just say that that is what is available, if explanations were given, unnecessary conflicts would be averted. Treating teachers differently on this manner is usually perceived as favoritism.

FGD 24

Equally, the findings agree with Iravo, (2011) positing that among the various factors that cause conflicts in secondary schools include: administrative incompetence of principals, misappropriation and embezzlement of funds, indiscipline on the part of teachers and students, negligence of duties, personality clashes, perceived favoritism, role conflict and misunderstanding of motives. However, this study establishes new knowledge that distribution of scarce resources, administrative problems, such as incompetence of principals, indiscipline of students and policy matters, communication problems (poor communication skills of principals), administrative issues and misunderstanding of motives were the most prevalent sources of conflict, (major sources of conflicts).

From the perspective of teachers and principals respectively, indiscipline on the part of teachers, perceived favoritism, personality clashes, social relations with a member of the opposite sex, negligence of duty, games, social issues and politics were the least common sources of conflict (minor sources of conflicts) in the secondary schools.

On the other hand, Ghaffar, (2019) has his findings in line with the findings of this study, he identifies the four factors known to contribute to conflicts, as work dependence, differences in goals, differences in conceptions and increased demands for specialist while Ashby and Saduman, (2010) identify three broad sources of workplace conflict which according to them are scarce resources and conflicts of interest which give rise to these resource conflicts; Secondly the desire to maintain and promote a positive aspect of oneself which invariably gives rise to identity and value conflicts. And lastly, the need to hold the same shared and socially accepted views and beliefs which also can give rise to conflicts of understanding.

Similarly, Bell & Art, (2002), is in agreement with the findings of this study and suggests six reasons for conflict in the workplace: conflicting needs, conflicting styles, conflicting perceptions, conflicting goals, conflicting pressures, and conflicting roles.

A typology that further categorizes similar sources of conflict is offered by (Nelson & Quick 2019) who differentiate between structural factors (causes) i. e. those that develop from within the organization and originate from the manner in which work is organized, and secondly, personal factors, which emerge as a result of individual differences among employees. Although the potential sources of conflict seemingly abound, the important role of communication as a potential source of conflict appears to be understated. However, despite the frequency with which causes (sources) of conflict are nominated or suggested, empirical support for the claimed validity of these

causes or typologies is substantively lacking, which suggests that any and each categorization framework is as helpful or unhelpful as the next.

4.6 Principals Conflict Management Techniques

The research question responded to was: What are the conflict management techniques used by the principals in the public secondary school? The response to this research question by teachers and principals in public secondary schools are presented in Tables 4.13 to 4.24 descriptively in form of frequencies and mean scores, and inferentially using independent two sample t test to analyze the statistical significance difference between the teachers mean scores and principals mean scores of techniques of managing conflict in the schools.

4.6.1 Integrating Techniques

The technique is also known as collaborating style or problem-solving style. It refers to a situation in which the parties to a conflict each desire to satisfy fully the concerns of all parties involved in conflict. Thus, it involves high concern for self and high concern for others. People using this technique attend to the issue openly, frankly and neutrally by communicating with the other party as (David, 2014) confirms.

4.6.1.1 Descriptive Analysis of Teachers Responses on Integrating Techniques

Table 4.13 presents the responses elicited from teachers and principals on the use of integrating technique to manage conflicts in the school in Uriri Sub County and nyatike Sub County.

Table 4. 13: Teachers Response on Integrating Conflict Management Technique
(n=319)

Teachers Response on Integrating Conflict Management Technique						
Statement	NR	RA	ST	OF	AL	
1 My principal allows us to be heard when involved in conflict	2	4	57	113	143	
2 My principal is willing to meet our needs in relation to the improvement of work environment	0	11	58	113	137	
3 My principal views cooperation on conflict management as effective because it enhances job satisfaction	2	12	47	116	142	
4 My principal uses conflict management technique that ensure harmony is created	6	20	50	105	138	
5 My principal encourages exchange of information during conflict management	4	13	62	103	137	
6 My principal aims at mediating solutions that enhance feelings of being valued by the institution	6	21	61	101	130	

KEY

NR= Never RA= Rarely ST= Sometimes OF= Often AL= Always

Table 4.13 shows that 2, (0.6 percent) teachers affirm that the principals do not allow parties involved in conflict to be heard while 4, (1.3 percent) teachers confirm that the principals rarely allowed parties involved in conflict to be heard and 57, (17.9 percent) teachers suggest that the principals sometimes allowed conflicting parties to be heard. However, 113, (35.4 percent) teachers confirm that principals often allow the conflicting parties to be heard and 143, (44.8 percent) teachers support that principals always allow parties involved in conflict to be heard. The finding shows that 317, (99.4 percent) teachers indicates that principals allowed conflicting parties to be heard at varied frequencies compared to 2, (0.6 percent) teachers observed that principals never allowed the parties involved to be heard.

Secondly, Table 4.13 shows that 11, (3.5 percent) teachers confirm that the principals are rarely willing to meet teachers' needs in relation to the improvement of work environment, 58, (18.2 percent) teachers support that principals are sometimes willing to meet the needs of teachers in relation to the improvement of work environment, 113, (35.4 percent) teachers affirm that principals are often willing to meet the needs and 137, (42.9 percent) teachers support that principals are always willing to meet the needs of the teachers in relation to the improvement of work environment. This suggests that 319, (100 percent) teachers agreed that the principals are willing to meet the needs of teachers in relation to the improvement of work environment.

Thirdly, on the construct "my principal views cooperation on conflict management as effective because it enhances job satisfaction", 2, (0.6 percent) teachers affirm that the principals do not view cooperation on conflict management as effective while 12, (3.8 percent) teachers confirm that the principals rarely view cooperation on conflict management as effective and 47, (14.7 percent) teachers suggest that the principals sometimes viewed cooperation on conflict management as effective. Conversely, 116, (36.4 percent) teachers confirm that principals often viewed cooperation on conflict management as effective and 142, (44.5 percent) teachers support that principals always viewed cooperation on conflict management as effective because it enhances job satisfaction. The distribution of responses shows that a significant majority of teachers, 317, (99.4 percent), viewed cooperation on conflict management as effective compared to 2, (0.6 percent) teachers who indicated that principals viewed cooperation on conflict management as never effective.

Equally, 6, (1.9 percent) teachers indicated that the principals never ensured harmony is created while 20, (6.2 percent) teachers affirmed that the principals rarely ensured harmony is created, 50, (15.7 percent) teachers suggest that the principals sometimes

ensured harmony is created, 105, (32.9 percent) teachers confirmed that principals often ensured harmony is created and 138, (43.3 percent) teachers support that principals always ensured that harmony is created. This shows that 313, (98.1 percent) teachers were in support that principals' ensured harmony is created between conflicting parties compared to 6, (1.9 percent) teachers who affirmed that principals' never ensured harmony is created in the schools.

Fifthly, Table 4.13 shows that 4, (1.3 percent) teachers asserted that the principals never encouraged exchange of information during conflict management while 13, (4.1 percent) teachers confirm that the principals rarely encourages exchange of information during conflict management and 62, (19.4 percent) teachers indicates that the principals sometimes encouraged exchange of information during conflict management. However, 103, (32.3 percent) teachers confirm that principals often encouraged exchange of information and 137, (42.9 percent) teachers supported that principals always encouraged exchange of information during conflict management. The distribution of responses shows that 315, (98.7 percent) teachers indicated that principals encouraged exchange of information during conflict management compared to 4, (1.3 percent) teachers who support that principals never encouraged exchange of information.

Lastly, 6, (1.9 percent) teachers affirmed that the principals never aimed at mediating solutions while 21, (6.6 percent) teachers confirm that the principals rarely aimed at mediating solution, 61, (19.0 percent) teachers support that the principals sometimes aimed at mediating solutions, 101, (31.7 percent) teachers confirmed that principals often aimed at mediating solution and 130, (40.8 percent) teachers support that principals always aimed at mediating solution that enhance feeling of being valued by the institution. Therefore, 313, (98.1 percent) teachers indicates that principals aimed at

mediating solutions that enhance feeling of being valued compared to 6(1.9 percent) teachers who asserts that principals never aimed at mediating solution.

4.6.1.2 Descriptive Analysis of Principals Response on Integrating Techniques

Also, Table 4.14 below presents the frequency responses of principals on the aspects of integrating technique of conflict management.

Table 4.14: Principals Response on Integrating Conflict Management Technique (n=29)

Principals' Responses on Integrating Conflict Management Technique					
Statement	NR	RA	ST	OF	AL
I allow conflicting parties to be heard when involved in conflict	0	0	4	8	17
I am willing to meet teachers needs in relation to the improvement of work environment	0	0	2	14	13
I view cooperation on conflict management as effective because it enhances job satisfaction	0	0	1	9	19
I use conflict management technique that ensure harmony is created	0	0	0	13	16
I encourage exchange of information during conflict management	0	0	3	15	11
I aim at mediating solutions that enhance feelings of being valued by the institution	0	0	4	14	11

KEY

NR= Never

RA= Rarely

ST= Sometimes

OF= Often

AL= Always

Table 4.14 shows that 4, (13.8 percent) principals suggest that sometimes they allowed conflicting parties to be heard, 8, (27.6 percent) principals confirm that they often allow the conflicting parties to be heard and 17, (58.6 percent) principals support that they always allow parties involved in conflict to be heard. The finding shows that 29, (100 percent) principals indicated that principals allowed conflicting parties to be heard in conflict management situation.

Similarly, Table 4.14 shows that 2, (6.9 percent) principals support that they are sometimes willing to meet the needs of teachers in relation to the improvement of work environment, 14, (48.3 percent) principals affirm that they are often willing to meet the needs and 13, (44.8 percent) principals support that principals are always willing to meet the needs of the teachers' in relation to the improvement of work environment. This suggests that 29, (100 percent) principals agreed that they are willing to meet the needs of teachers in relation to the improvement of work environment.

On the construct "my principal views cooperation on conflict management as effective because it enhances job satisfaction", 1, (3.4 percent) principal suggested that the principals sometimes viewed cooperation on conflict management as effective, 9, (31.0 percent) principals confirm that principals often viewed cooperation on conflict management as effective and 19, (65.5 percent) principals support that principals always viewed cooperation on conflict management as effective because it enhances job satisfaction. The distribution of responses shows that 29, (100 percent) principals viewed cooperation on conflict management as effective because it enhances job satisfaction.

Moreover, 13, (44.8 percent) principals confirmed that they often ensured harmony is created and 16, (55.2 percent) principals support that principals always ensured that

harmony is created. This shows that the 29, (100 percent) principals were in support that principals' ensured harmony is created between conflicting parties in the schools.

Furthermore, Table 4.13 shows that 3, (10.4 percent) principals indicated that the principals sometimes encouraged exchange of information during conflict management. However, 15, (51.7 percent) principals confirm that principals often encouraged exchange of information and 11, (37.9 percent) principals supported that principals always encouraged exchange of information during conflict management. The distribution of responses shows that the 29, (100 percent) principals encouraged exchange of information during conflict management.

Finally, 4, (13.8 percent) principals supported that they sometimes aimed at mediating solutions, 14, (48.3 percent) principals confirmed that principals often aimed at mediating solution and 11, (37.9 percent) principals support that principals always aimed at mediating solution that enhance feeling of being valued by the institution. Therefore, the 29, (100 percent) principals indicated that they aimed at mediating solutions that enhance feeling of being valued by the institution.

4.6.1.3 Inferential Analysis on Integrating Technique of Conflict Management for Teachers and Principals' Responses.

In order to test whether the observed differences between the teachers and principals on the aspects of integrating technique of conflict management were statistically significant, an independent two sample t test was computed and the results of analysis obtained presented in Table 4.15.

Table 4. 15: Independent t-test between Teachers' and Principals' mean ratings on Integrating Conflict Management Technique
(Teachers, n=319; Principals, n=29)

Independent t-test between Teachers' and Principals' mean ratings on Integrating Conflict Management Technique				
Statement	R	MR	t-test	
1 My principal allows us to be heard when involved in conflict	T P	4.23 4.45	t(346)= -1.832, p= .068	
2 My principal is willing to meet our needs in relation to the improvement of work environment	T P	4.18 4.38	t(346)= -1.243, p= .215	
3 My principal views cooperation on conflict management as effective because it enhances job satisfaction	T P	4.20 4.62	t(346)= -4.852, p= .000	
4 My principal uses conflict management technique that ensure harmony is created	T P	4.09 4.55	t(346)= -4.529 , p= .000	
5 My principal encourages exchange of information during conflict management	T P	4.12 4.28	t(346)= -1.822, p= .076	
6 My principal aims at mediating solutions that enhance feelings of being valued by the institution	T P	4.03 4.24	t(346)= -1.298, p= .202	

Interpretation of Mean Rating:

1.00-1.44= Never 1.45-2.44= Rarely 2.45-3.44=Sometimes 3.45-4.44=Often 4.45-5.00=Always

Table 4.15 shows that the observed difference between the mean ratings of teachers (M=4.23) and principals (M=4.45) is not statistically significant, $t(346) = -1.832$, $p=.068$, on the construct, “my principal allows us to be heard when involved in conflict”, since the p-value is greater than the chosen level of significance of .05. Therefore, it can be concluded that the teachers and principals acknowledged that the principals always allowed parties involved in conflict to be heard. By allowing the teachers to express themselves, the principals manifest the intent to understand the problem and the feelings underlying what the teachers say. This finding agrees with the findings of Ghaffar, (2019) who contends that integrating technique is suitable in conflict management as it ensures that even if someone is wrong, he/she is given an opportunity to be heard.

Secondly, on the construct, “my principal is willing to meet our needs in relation to the improvement of work environment”, Table 4.15 shows that the observed difference between the mean ratings of teachers (M=4.18) and principals (M=4.38) is not statistically significant, $t(346) = -1.243$, $p=.215$, since the p-value is greater than the chosen level of significance of .05. This confirms that the principals were often willing to meet the needs of the staff in relation to improvement of work environment. According to human needs theory conflicts occur when certain individuals or groups do not see any other way to meet their needs, or when they need understanding, respect and consideration for their needs: Therefore, the principals’ willingness to meet the needs of the staff indicates that the principals’ readiness to cooperate in fulfill the needs of teachers is high.

Furthermore, on the element “my principal views cooperation on conflict management as an effective way of enhancing job satisfaction”, it showed that the observed difference between the mean ratings of teachers (M=4.20) and principals (M=4.62) was

statistically significant, $t(346) = -4.852$, $p=.000$, since the p-value is smaller than the chosen level of significance of .05. It can be concluded that teachers asserted that principals often view cooperation on conflict management as an effective way of enhancing teacher job satisfaction while the principals always viewed cooperation on conflict management as an effective way of enhancing teacher job satisfaction.

Moreover, Table 4.15 shows that the observed difference between the mean ratings of teachers ($M=4.09$) and principals ($M=4.55$) is statistically significant, $t(346) = -4.529$, $p=.000$, on the construct, “my principal uses conflict management technique that ensure harmony is created”, since the p-value is smaller than the chosen level of significance of .05. Therefore, teachers posit that their principals often ensured harmony was created in the schools while principals acknowledged that they always applied conflict management technique that ensured harmony was created amongst the staff. Harmony refers to the balance achieved in relationships. This could mean that the principals’ main focus was on the harmonious relationship between parties involved.

Furthermore, on the aspect “my principal encourages exchange of information during conflict management”, Table 4.15 shows that the observed difference between the mean ratings of teachers ($M=4.12$) and principals ($M=4.28$) is not statistically significant, $t(346) = -1.822$, $p=.076$, since the p-value is greater than the chosen level of significance of .05. This means teachers and principals asserted that the principals often encouraged exchange of information during conflict management. Information sharing is one of the main components of integrating conflict management technique – the more information exchanged between the parties, the better the parties can understand their expectations and therefore facilitating the process of conflict management and resolution for enhanced teacher job satisfaction.

Finally, Table 4.15 shows that the observed difference between the mean ratings of teachers (M=4.03) and principals (M=4.24) on the principals' aim at mediating solutions that enhance feeling of being valued by the institution is not statistically significant, $t(346) = -1.298$, $p=.202$, since the p-value is greater than the chosen level of significance of .05. Consequently, teachers and principals confirmed that principals often aimed at mediating solutions that enhanced feelings of being valued by the institution. Mediation helps identify the key issues and explore practical ways to manage and assist the parties involved in conflict to arrive at a negotiated agreement.

4.6.1.3 Discussion on Integrating Technique of Conflict management

In overall, the result of this study on integrating technique reveals that there were no statistical significant differences between teachers and principals on some of the elements of integrating technique of conflict management, thus, indicating that the principals' always allowed teachers to be heard in conflict situation, often showed willingness to meet the needs of teachers, often encouraged exchange of information, and often aimed at mediating solutions that enhanced feeling of being valued. Nevertheless, the study result on integrating technique also showed that there were statistically significant differences between the observation of teachers and principals on how principals viewed cooperation on conflict management as an effective way of enhancing teacher job satisfaction, and on ensuring harmony is created amongst conflicting parties. These findings demonstrated that the principals' used integrating technique of conflict management in promoting teachers' job satisfaction. By using integrating technique of conflict management in itself, is a way of enhancing teacher job satisfaction, even when amicable solutions to conflicts are not reached.

The finding was further reiterated by a member of the Focus Group Discussion (FGD

3) who said that:

My principal is performance oriented and is interested in inculcating good relations with teachers by integrating and encouraging the staff to work as a team. He involves the teachers in decision making, encourages exchange of information amongst the staff and shows the willingness to meet the needs of staff. He views conflict as an opportunity for growth and to hone the problem-solving skills.

FGD-3

This focus group discussion finding is a further indication that if the principals were good listeners and disseminators of information who expressed high concern for teachers' success and personal well-being, empowered teachers, and if they did not micromanage and had technical skills, it would help in enhancing teachers' competence and satisfaction.

The findings are in agreement with the finding of Powel & Maonz, (2014), indicating that integrating strategy was used in dealing with group conflict to a significant degree in higher than in lower performing organizations, and that integrating strategy resulted in high joint benefits for the parties involved in conflict.

Equally, in giving preference for management of conflict through integration", (Follett 1940) agrees with this study finding on integration, in his argument that when conflicting interest meet, they needed not oppose, but only confront in order to give all parties involved what they really desire in their differing interests. This received the approval of Follett as the best strategy since it makes each party involved in conflict to recognize the importance of exposing all the various aspects of the conflict to be put forward for discussion and stimulates the possible alternatives to resolve the conflict.

Also, Pakalova, (2015) supports the finding on integrating technique by indicating that conflict management strategies should be designed to enhance critical and innovative thinking to learn the process of diagnosis and intervention in the right problems. He

further explains that integrating strategy aims at involving the parties in the conflict in a problem solving process that leads to collective learning and organizational effectiveness leading to high performance of employees in an organization.

Moreover, Neck and Manz, (2017) suggested in their study that the use of more integrative conflict management strategies is likely to have higher commitment than in employees that use less integrative strategy while a supportive leader engendered respect, job satisfaction and higher productivity from his employees. Therefore, integrating strategy is seen as an integral factor and best approach for conflict management which can lead to performance improvement of employees.

Vigil-King, (2000) in his study in Turkey suggested that organizations eager to accomplish strategic goals implemented well defined integrated strategies and explains that a well-defined strategy is one that involves employees and aligns with the organization's business goals. Similarly, Azamosa, (2004) in his study in Nigeria suggested that, integrating strategy realizes that employees are proactive rather than passive inputs into productive processes, they are capable of development, and worthy of trust. Thereby, emphasizing that performance and job satisfaction of a teacher is achieved through collaboration, participation and informed choice. This proves that integrating technique does not require either side to give up a valued position. Rather, both sides honestly to seek new and common higher grounds. Thus, requiring an atmosphere of trust and mutual respect, openness in sharing of hidden agendas, and a genuine willingness by parties involved to resolve the conflict.

Equally, Powel & Maoz, (2014) support that integration is suitable for solving employee conflicts as it implies a direct confrontation, with disagreement addressed directly. Therefore, in schools conflict should be treated as a problem for which teachers are interested in finding a mutually acceptable solution. This approach requires

a give-and-take attitude between the conflicting teachers. It may call for the conflicting teachers to pinpoint the issue and resolve them objectively by defining the problem, gathering necessary information, generating and analyzing alternatives, and finally selecting the best alternative under the circumstances.

4.6.2 Obliging Technique

The technique refers to the willingness of one party in a conflict to place the opponent's interest above his or her own. It expresses low assertiveness for self-satisfaction and high cooperation for the satisfaction of others desires.

4.6.2.1 Descriptive Analysis of Teachers Responses on Obliging Techniques

Table 4.16 below shows the responses elicited from teachers on the use of obliging technique.

Table 4. 16: Teachers Response on Obliging Conflict Management Technique
(*n=319*)

Responses on obliging Conflict management techniques					
Statement	NR	RA	ST	OF	AL
My principal ensures management of conflict satisfies everyone whenever possible	6	9	81	107	116
Teachers manage conflicts by giving up some of their demands to help the principal make suitable decisions	4	29	100	124	62
My principal puts aside his/her demands during conflict management process	21	31	93	109	65
My principal's conflict management techniques ensure harmony and cooperation between parties involved	2	26	64	90	137
My principal tries to meet the needs of those involved in conflict whenever possible	2	25	70	123	99
My principal accommodates views of all teachers involved in conflict	4	22	59	82	152

KEY

NR= Never

RA= Rarely

ST= Sometimes

OF= Often

AL= Always

Table 4.16 shows that 6, (1.9 percent) teachers confirm that the principals ensure management of conflict never satisfies everyone while 9, (2.8 percent) teachers confirm that the principals rarely ensure management of conflict satisfies everyone, and 81, (25.4 percent) teachers suggest that the principals sometimes ensure management of conflict satisfies everyone. However, 107, (33.5 percent) teachers confirm that principals often ensure management of conflict never satisfies everyone and 116, (36.4 percent) teachers support that principals always ensure management of conflict never satisfies everyone. The finding shows that 313, (98.1 percent) teachers indicated that principals' ensured management of conflict satisfies everyone whenever possible compared to 6, (1.9 percent) teachers who ensure management of conflict never satisfied everyone.

Similarly, Table 4.16 shows that 4, (1.3 percent) teachers confirm that they manage conflicts by giving up some of the demands to help the principal make suitable decision, 29, (9.1 percent) teachers affirmed that they rarely manage conflicts by giving up some of the demands, 100, (31.3 percent) teachers affirmed that sometimes they manage conflicts by giving up some of the demands to help the principal make suitable decision, 124, (38.9 percent) teachers support that they often manage conflicts by giving up some of the demands and 62, (19.4 percent) teachers always manage conflicts by giving up some of the demands to help the principal make suitable decision. This suggests that 315, (98.7 percent) teachers confirmed that they manage conflicts by giving up some of the demands to help the principal make suitable decision compared to 4, (1.3 percent) teachers who confirmed that they manage conflicts by giving up some of the demands to help the principal make suitable decision.

On the construct "my principal puts aside his/her demands during conflict management process", 21, (6.6 percent) teachers affirm that the principal never puts aside his/her

demands during conflict management process while 31, (9.7 percent) teachers confirm that the principals rarely puts aside his/her demands during conflict management process and 93, (29.2 percent) teachers suggest that the principals sometimes puts aside his/her demands during conflict management process. However, 109, (34.2 percent) teachers confirm that principals often put aside his/her demands during conflict management process and 65, (20.4 percent) teachers support that principals always puts aside his/her demands during conflict management process. The responses show that 298, (93.4 percent) teachers asserts that they put aside their demands during conflict management process compared to 21, (6.6 percent) teachers who indicated that the principals put aside his/her demands during conflict management process.

Moreover, on the construct “my principal's conflict management techniques ensure harmony and cooperation between parties involved” 2, (0.6 percent) teachers indicated that the principals never ensured harmony and cooperation between parties involved, 26, (8.2 percent) teachers affirmed that principals rarely ensured harmony and cooperation between parties involved, 64, (20.1 percent) teachers suggested that principals sometimes ensured harmony and cooperation between parties involved, 90, (28.2 percent) teachers confirmed that principals often ensured harmony and cooperation between parties involved and 137, (42.9 percent) teachers support that principals always ensured harmony and cooperation between parties involved in conflict. This shows that 317, (99.4 percent) teachers were in support that principals’ ensured harmony and cooperation between parties involved compared to 2, (0.6 percent) teachers who affirmed that principals’ never ensured harmony and cooperation between parties involved in conflict.

In addition, Table 4.16 shows that 2, (0.6 percent) teachers asserted that the principals never tried to meet the needs of those involved in conflict while 25, (7.8 percent)

teachers confirm that the principals rarely tried to meet the needs of those involved in conflict and 70, (21.9 percent) teachers indicates that the principals sometimes tried to meet the needs of those involved in conflict. However, 123, (38.6 percent) teachers confirm that principals often tried to meet the needs of those involved in conflict and 99, (31.0 percent) teachers supported that principals always tried to meet the needs of those involved in conflict. The distribution shows that 317, (99.4 percent) teachers indicates that principals tried to meet the needs of those involved in conflict compared to 2, (0.6 percent) teachers who support that principals never tried to meet the needs of those involved in conflict.

Lastly, 4, (1.3 percent) teachers affirmed that the principals never accommodated views of all teachers involved in conflict while 22, (6.9 percent) teachers confirm that the principals rarely accommodated views of all teachers involved in conflict. On the other hand, 59, (18.5 percent) teachers supported that the principals sometimes accommodated views of all teachers involved in conflict, 82, (25.7 percent) teachers confirmed that principals often accommodated views of all teachers involved in conflict and 152, (47.6 percent) teachers support that principals always accommodated views of all teachers involved in conflict. Therefore, 315, (98.7 percent) teachers indicate that principals accommodate views of all teachers involved in conflict compared to 6, (1.9 percent) teachers who asserts that principals never accommodate views of all teachers involved in conflict.

4.6.2.2 Descriptive Analysis of Principals Response on Obliging Techniques

Also, Table 4.17, presents the frequency responses of principals on the aspects of obliging technique of conflict management.

Table 4. 17: Principals Response on Obliging Conflict Management Technique (n=29)

Principals' Response on Obliging Conflict Management Technique					
Sources of Conflicts	NR	RA	ST	OF	AL
I ensure management of conflict satisfies everyone whenever possible	0	0	4	4	21
Teachers manage conflicts by giving up some of their demands to help me make suitable decisions	0	1	5	6	17
I put aside his/her demands during conflict management process	0	5	2	13	9
My conflict management techniques ensure harmony and cooperation between parties involved	0	0	6	10	13
I try to meet the needs of those involved in conflict whenever possible	0	0	2	9	18
I accommodate views of all teachers involved in conflict	0	1	9	11	8

KEY

NR= Never RA= Rarely ST= Sometimes OF= Often AL= Always

Table 4.17 shows that 4, (13.8 percent) principals suggest that the they sometimes ensure management of conflict satisfies everyone, however, 4, (13.8 percent) principals confirm that principals often ensures management of conflict never satisfies everyone and 21, (72.4 percent) principals support that principals always ensure management of conflict never satisfies everyone. The finding shows that 29, (100 percent) principals indicated that principals' ensured management of conflict satisfies everyone whenever possible.

Similarly, Table 4.17 shows that 1, (3.5 percent) principals affirmed that they rarely manage conflicts by giving up some of the demands, 5, (17.2 percent) principals affirmed that sometimes they manage conflicts by giving up some of the demands to help the principal make suitable decision, 6, (20.7 percent) principals support that they often manage conflicts by giving up some of the demands and 17, (58.6 percent) principals always manage conflicts by giving up some of the demands to help the principal make suitable decision. This suggests that 29, (100 percent) principals confirmed that they manage conflicts by giving up some of the demands to help the principal make suitable decision.

On the construct “my principal puts aside his/her demands during conflict management process”, 5, (17.2 percent) principals affirm that the principals rarely puts aside his/her demands during conflict management process while 2, (6.9 percent) principals confirm that the principals sometimes puts aside his/her demands during conflict management process, 13, (44.8 percent) principals suggest that the principals often puts aside his/her demands during conflict management process and 9, (31.0 percent) principals confirm that principals always puts aside his/her demands during conflict management process. The distribution shows that 29, (100 percent) teachers assert that they put aside their demands during conflict management process.

On the construct “my principal's conflict management techniques ensure harmony and cooperation between parties involved” 6, (20.7 percent) principals suggest that principals sometimes ensured harmony and cooperation between parties involved, 10, (34.5 percent) principals confirmed that principals often ensured harmony and cooperation between parties involved and 13, (44.8 percent) principals support that principals always ensured harmony and cooperation between parties involved in

conflict. This shows that 29, (100 percent) teachers were in support that principals' ensured harmony and cooperation between parties involved.

Also, Table 4.17 shows that 2, (6.9 percent) principals indicate that the principals sometimes tried to meet the needs of those involved in conflict, however, 9, (31.0 percent) principals confirm that principals often tried to meet the needs of those involved in conflict and 18, (62.1 percent) principals supported that principals always tried to meet the needs of those involved in conflict. The distribution shows that 29, (100 percent) principals indicated that principals tried to meet the needs of those involved in conflict.

Lastly, 1, (3.5 percent) principals confirm that the principals rarely accommodated views of all teachers involved in conflict. On the other hand, 9, (31.0 percent) principals supported that the principals sometimes accommodated views of all teachers involved in conflict, 11, (37.9 percent) principals confirmed that principals often accommodated views of all teachers involved in conflict and 8, (27.6 percent) principals support that principals always accommodated views of all teachers involved in conflict. Therefore, 29, (100 percent) principals indicate that principals accommodated views of all teachers involved in conflict.

4.6.2.3 Inferential Analysis on Obliging Technique of Conflict Management for Teachers and Principals' Responses.

In order to test whether the observed differences between the teachers and principals on the aspects of integrating technique of conflict management were statistically significant, an independent two sample t test was computed and the results of analysis obtained presented in Table 4.18.

Table 4. 18: Independent t-test between Teachers’ and Principals’ Mean Ratings on Obliging Conflict Management Technique

(Teachers, n=319; Principals, n=29)

Independent t-test between Teachers’ and Principals’ Mean Ratings on Obliging Conflict Management Technique			
Statement	RES	MR	
My principal ensures management of conflict satisfies everyone whenever possible	T	4.00	t(346)= -2.861, p=.004
	P	4.59	
Teachers manage conflicts by giving up some of their demands to help the principal make suitable decisions	T	3.66	t(346)= -4.604, p=.000
	P	4.34	
My principal puts aside his/her demands during conflict management process	T	3.52	t(346)= -2.447, p=.020
	P	3.90	
My principal's conflict management techniques ensure harmony and cooperation between parties involved	T	4.05	t(346)= -1.736, p=.084
	P	4.24	
My principal tries to meet the needs of those involved in conflict whenever possible	T	3.92	t(346)= -3.163, p=.002
	P	4.55	
My principal accommodates views of all teachers involved in conflict	T	4.12	t(346)= -2.063, p=.040
	P	3.90	
Interpretation of Mean Rating:			
1.00-1.44= Never	1.45-2.44= Rarely	2.45-3.44=Sometimes	
3.45-4.44=Often	4.45-5.00=Always		

Table 4.18 shows that the observed difference between the mean ratings of teachers (M=4.00) and principals (M=4.59) is statistically significant, $t(346) = -2.861, p=.004$, since the p-value is smaller than the chosen level of significance of .05. This indicates that teachers acknowledged that the principals often ensured management of conflict satisfies everyone whenever possible. Conversely, principals indicated that they always

ensured management of conflict satisfies everyone whenever possible. This finding indicates that the principals' care about the desires of teachers by refusing their own wants, presenting that principals have a low anxiety for self and high anxiety for others. (Vivar, 2006) argued that most organizations use obliging strategy if they want to be harmonious and create good will and ensure that performance is not affected by conflicts thus maintaining good employee and management relations.

Secondly, Table 4.18 shows that the observed difference between the mean ratings of teachers ($M=3.66$) and principals ($M=4.34$) is statistically significant, $t(346) = -4.604$, $p=.000$, since the p-value is smaller than the chosen level of significance of .05. The difference suggests that the teachers often acknowledged giving up some of their demands to help the principals make suitable decision. Yet, principals acknowledged that teachers always gave up some of their demands to facilitate decision making. The finding indicate similarities with Gordon, (2003) noting that dwelling on the differences affects employee performance negatively as it causes disagreement, but residing on the similarities ensures peace and improved employee performance, this means that this strategy has a tendency to give in to the other's concerns while giving up one's own needs and interests.

Thirdly, Table 4.18 indicates that the observed difference between the mean ratings of teachers ($M=3.52$) and principals ($M=3.90$) is statistically significant, $t(346) = -2.447$, $p=.020$, since the p-value is smaller than the chosen level of significance of .05. Therefore, implying teachers disagreed that the principals often put aside their demands during conflict management process and principals responded that they often put aside their demands during conflict management process. The teachers' responses can be relied upon because they are the ones whose job satisfaction is given prominence in this

study. It is possible that the principals did not give honest responses for fear of being judged as unfair to teachers.

Similarly, Table 4.18 shows that the observed difference between the mean ratings of teachers (M=4.05) and principals (M=4.24) is not statistically significant, $t(346) = -1.736$, $p=.084$, since the p-value is greater than the chosen level of significance of .05. This signifies that teachers acknowledged that the principals' always promoted harmony and cooperation between parties involved in conflict. Also, principals' suggested they often promoted harmony and cooperation between parties involved in conflict. The findings are in agreement with Thomas (1992) observation, insisting that this strategy involves sacrificing one's own needs or desires to end conflict. In an organization, when there are conflicts arising from misunderstandings, or conflicts stemming from personal differences and interests among the employees or between the management and employees, one party surrenders ensuring harmony in the organization, thus builds conducive environment for the employees to carry out their duties hence generating a high quality performance

Moreover, Table 4.18 shows that the observed difference between the mean ratings of teachers (M=3.92) and principals (M=4.55) is statistically significant, $t(346) = -3.163$, $p=.002$, since the p-value is smaller than the chosen level of significance of .05. It meant teachers asserted that their principals often tried to meet the needs of those involved in conflict whenever possible. However, principals indicated that they always tried to meet the needs of those involved in conflict whenever possible.

Lastly, Table 4.18 shows that the observed difference between the mean ratings of teachers (M=4.12) and principals (M=3.90) is statistically significant, $t(346) = -2.063$, $p=.040$, since the p-value is smaller than the chosen level of significance of .05. The teachers indicated that principals rarely accommodated views of all teachers involved in

conflict. Yet, principals asserted that they often accommodated views of all teachers involved in conflict at a mean of 03.90. The views of teachers can be depended upon in this case. Principals may not have given honest views. The use of accommodation often occurs when one of the parties wishes to keep the peace or perceives the issue as minor (Bar-Tal & Halperin, 2013) concur with this finding. Badubi, (2017) also confirms the same, determines that when one party in an organization ignores issues which can interrupt peace and cause disagreement creating enmity between employees, if employees requests a pay rise and they are given, then a feeling of motivation and appreciation is created and a good relationship is enhanced leading to increased employee morale, better customer care as well as increased productivity and in general the performance is improved.

4.6.2.4 Discussion on Obliging Technique of Conflict management

The results on obliging technique indicates that the principals' using this technique often managed conflicts by; satisfying everyone involved, giving up demands, ensuring harmony and cooperation between parties involved, trying to meet the needs and accommodating views of all teachers. This demonstrates that the principals had low assertiveness for self-satisfaction and high cooperation for the satisfaction of teachers' desires in order to promote teacher job satisfaction.

The senior teachers in Focus Group Discussion (FGD 5) asserted that obliging technique encourages laziness in teachers since the principals using the style fail to follow up on the resolution and as a result making the teachers complacent. The discussant had this to say;

Whenever we have disagreement in our staff meetings, my principal would advocate for peaceful coexistence amongst the staff; my principal urges for cooperation in crises situation and always concedes to the needs of the staff members as long as he feels the observation contributes towards the good of the learners. This in my view fosters laziness and complacency in the school system.

FGD-3

The finding further support studies by Nelson & Quick, (2019) concluding that obliging technique essentially entails giving the opposing side what it needs. This he proposes is associated with pleasing the partner, passively accepting the decisions the partner makes, yielding or conceding statements, denying or failing to express ones needs, and explicitly expressing accord and cooperation in a conflict episode Powel & Maoz, (2014) confirm the same. Bar-Tal & Halperin, (2013) support this by insisting that this strategy is excellent when implemented in an organization as it ensures a state of agreement between employees and the management since in times of disputes they compromised reaching an agreement thus ensuring superb performance as decisions were made easily without opposition.

Furthermore, the findings are in line with Badubi, (2017), in her study observed that in Kenyan organization when management comes up with new harsh rules employees are likely to agree to the new rules, in quest to retain their jobs and in pursuit to maintain good relationship with the management. Consequently, employees continue to carrying out their tasks and maintaining a good performance. Obliging involves negotiation and a high degree of flexibility, this concurs with Nelson & Quick, (2019). It is referred to as the lose-win, since both parties in the conflict gets some of what they want, while at the same time giving up something in the process. Mostert, (2015) also confirms this, states that sometimes in conflict one has to give up something so as to ensure tranquility. He further says that in an organization where one employee leaves early to attend classes and an urgent project comes up requiring attention and need to be accomplished within a specified time, the employee therefore is likely to take an academic leave and go back for classes after the termination of the project, here the employee gives in to avoid disagreement, consequently taking long time in school.

Bar-Tal, (2013), in his study, concurs that this agreement guarantees the achievement of organizational goals and objectives through performance. The strategy has a non-confrontation element characterized by the attempt of minimizing differences, it is used when goal to be reached are overarching, any solution is adequate, when stakes are low and when one is sure to lose in the conflict at the end (Ghaffar, 2019) confirms the same.

This result is supported by Bricker, (2015) who writes that obliging strategy has aspects of deliberately elevating others which is useful especially if your position within the company is not a politically precarious; use of obliging by raising another's status is a good way of managing conflicts. Badubi, (2017) suggested that this strategy ensures minimal conflicts and improved performance of the employees, he also adds that this strategy is useful at work place if a manager is unsure of a position by using the obliging strategy; the manager passively passes the power of others, buying time to assess situations and survey alternatives. The obliging strategy gives power to other employees. If you've got expendable power, it can build trust and confidence in employees. If you are secure in your position, it can be used as a method of delegation (Bricker, 2015) concluded.

4.6.3 Dominating Strategy

The strategy refers to a desire to satisfy one's interest, regardless of the impact on the other party to the conflict. It is regarded as assertive and not co-operating. Here you work to achieve your goals at all costs, even if it means sacrificing relationship and may involves the use of coerciveness and other forms of power to dominate other people or groups in order to pressurize them in accepting your own view of the situation. It involves being non co-operative but assertive, working against the wishes of the other party and engaging in a win-lose competition and/ or forcing through the

exercise of authority (Schermerhorn, 2000). Bell & Art, (2002) asserts that competitors are people who have low concern for their own needs. They always want to impose their will and are low in co-operation.

4.6.3.1 Descriptive Analysis of Teachers Responses on Dominating Techniques

Table 4.19 presents the responses elicited from teachers on the use of dominating technique in conflict management.

Table 4. 19: Teachers Response on Dominating Conflict Management Technique

Response on Dominating Conflict Management Technique					
Statement	NR	RA	ST	OF	AL
My principal convinces others to accept his/her views during conflict management	22	74	92	73	58
Accepting the leader's views maximizes response to conflict	21	39	103	97	59
My principal views convincing others to accept his/her views as effective in conflict management	17	53	111	80	58
Accepting the principal's views during conflict management is effective because it saves time	41	41	110	73	54
My principal uses his/her position to convince others to adopt his/her views about conflicts	53	73	100	52	41

KEY

NR= Never RA= Rarely ST= Sometimes OF= Often AL= Always

Table 4.19, on the construct “my principal convinces others to accept his/her views during conflict management”, 22, (6.9 percent) teachers affirm that the principals never convinces others to accept his/her views during conflict management while 74, (23.3 percent) teachers confirm that the principals rarely convinces others to accept his/her views during conflict management and 92, (28.8 percent) teachers suggest that the

principals sometimes convinces others to accept his/her views during conflict management. Conversely, 73, (22.9 percent) teachers confirm that principals often convinces others to accept his/her views during conflict management and 58, (18.2 percent) teachers support that principals always convinces others to accept his/her views during conflict management. The distribution shows that 297, (93.1 percent) teachers confirm that principals convince others to accept his/her views during conflict management compared to 22, (6.9 percent) teachers who indicated that principals convince others to accept his/her views during conflict management.

Secondly, on the construct “accepting the leader's views maximizes response to conflict”, 21, (6.6 percent) teachers affirm that never accepting leader's views maximizes response to conflict while 39, (12.2 percent) teachers confirm that rarely accepting leader's views maximizes response to conflict and 103, (32.3 percent) teachers suggest that sometimes accepting leader's views maximizes response to conflict. Conversely, 97, (30.4 percent) teachers confirm that often accepting leader's views maximizes response to conflict and 59, (18.5 percent) teachers support that always accepting leader's views maximizes response to conflict. This suggests that 298, (93.4 percent) teachers support that accepting leader's views maximizes response to conflict compared to 21, (6.6 percent) teachers who indicated that accepting leader's views never maximizes response to conflict.

Thirdly, on the construct “my principal views convincing others to accept his/her views as effective in conflict management”, 17, (5.3 percent) teachers confirm that the principals never views convincing others to accept his/her views as effective in conflict management while 53, (16.6 percent) teachers confirm that the principal rarely views convincing others to accept his/her views as effective in conflict management and 111, (34.8 percent) teachers suggest that the principals sometimes views convincing others

to accept his/her views as effective in conflict management. Conversely, 80, (25.1 percent) teachers confirm that principals often view convincing others to accept his/her views as effective in conflict management and 58, (18.2 percent) teachers support that principals always viewed cooperation on conflict management as effective because it enhances job satisfaction. The distribution indicates 302, (94.7 percent) teachers support that the principal views convincing others to accept his/her views as effective in conflict management compared to 17, (5.3 percent) teachers who indicated that principal views convincing others to accept his/her views as effective in conflict management.

Fourthly, Table 4.19 shows that 41, (12.9 percent) teachers affirm that accepting the principal's views during conflict management is never effective while 41, (12.9 percent) teachers confirm that rarely accepting the principal's views during conflict management is effective because it saves time and 110, (34.5 percent) teachers suggest that sometimes accepting the principal's views during conflict management is effective because it saves time. Conversely, 73, (22.9 percent) teachers confirm that often accepting the principal's views during conflict management is effective and 54, (16.9 percent) teachers support that always accepting the principal's views during conflict management is effective. The distribution of responses shows 278, (87.1 percent) teachers accepting the principal's views during conflict management is effective in saving time compared to 41, (12.9 percent) teachers who indicated that never accepting the principal's views during conflict management is effective because it saves time.

Finally, on the construct “my principal uses his/her position to convince others to adopt his/her views about conflicts”, 53, (16.6 percent) teachers affirm that the principals use their position to convince others to adopt their views about conflict while 73, (22.9 percent) teachers confirm that the principals rarely uses his/her position to convince

others to adopt his/her views about conflicts and 100, (31.4 percent) teachers suggest that sometimes principals uses his/her position to convince others to adopt his/her views about conflicts. Conversely, 52, (16.2 percent) teachers confirm that often my principal uses his/her position to convince others to adopt his/her views about conflicts and 41, (12.9 percent) teachers support that principals always uses his/her position to convince others to adopt his/her views about conflicts. This implies that 266, (83.4 percent) teachers affirmed that principals' uses his/her position to convince others to adopt his/her views about conflicts compared to 53, (16.6 percent) teachers who indicated principal never using his/her position to convince others to adopt his/her views about conflicts.

4.6.3.2 Descriptive Analysis of Principals Responses on Dominating Techniques

Equally, Table 4.20 below presents the frequency responses of principals on the aspects of dominating technique of conflict management.

Table 4. 20: Principals Response on Dominating Conflict Management Technique (n=29)

Principals Response on Dominating Conflict Management Technique					
Statement	NR	RA	ST	OF	AL
My principal convinces others to accept his/her views during conflict management	0	5	4	12	8
Accepting the leader's views maximizes response to conflict	0	2	11	6	10
My principal views convincing others to accept his/her views as effective in conflict management	0	3	4	14	8
Accepting the principal's views during conflict management is effective because it saves time	0	0	5	18	6
My principal uses his/her position to convince others to adopt his/her views about conflicts	2	7	2	12	6

KEY

NR= Never RA= Rarely ST= Sometimes OF= Often AL= Always

Table 4.19, on the construct “my principal convinces others to accept his/her views during conflict management”, 22, (6.9 percent) teachers affirm that the principals never convinces others to accept his/her views during conflict management while 74, (23.3 percent) teachers confirm that the principals rarely convinces others to accept his/her views during conflict management and 92, (28.8 percent) teachers suggest that the principals sometimes convinces others to accept his/her views during conflict management. Conversely, 73, (22.9 percent) teachers confirm that principals often convinces others to accept his/her views during conflict management and 58, (18.2 percent) teachers support that principals always convinces others to accept his/her views during conflict management. The distribution shows that 297, (93.1 percent) teachers confirm that principals convince others to accept his/her views during conflict management compared to 22, (6.9 percent) teachers who indicated that principals convince others to accept his/her views during conflict management.

Secondly, on the construct “accepting the leader's views maximizes response to conflict”, 21, (6.6 percent) teachers affirm that never accepting leader's views maximizes response to conflict while 39, (12.2 percent) teachers confirm that rarely accepting leader's views maximizes response to conflict and 103, (32.3 percent) teachers suggest that sometimes accepting leader's views maximizes response to conflict. Conversely, 97, (30.4 percent) teachers confirm that often accepting leader's views maximizes response to conflict and 59, (18.5 percent) teachers support that always accepting leader's views maximizes response to conflict. This suggests that 298, (93.4 percent) teachers support that accepting leader's views maximizes response to conflict compared to 21, (6.6 percent) teachers who indicated that accepting leader's views never maximizes response to conflict.

Thirdly, on the construct “my principal views convincing others to accept his/her views as effective in conflict management”, 17, (5.3 percent) teachers confirm that the principals never views convincing others to accept his/her views as effective in conflict management while 53, (16.6 percent) teachers confirm that the principal rarely views convincing others to accept his/her views as effective in conflict management and 111, (34.8 percent) teachers suggest that the principals sometimes views convincing others to accept his/her views as effective in conflict management. Conversely, 80, (25.1 percent) teachers confirm that principals often views convincing others to accept his/her views as effective in conflict management and 58, (18.2 percent) teachers support that principals always viewed cooperation on conflict management as effective because it enhances job satisfaction. The distribution indicates 302, (94.7 percent) teachers support that the principal views convincing others to accept his/her views as effective in conflict management compared to 17, (5.3 percent) teachers who indicated that principal views convincing others to accept his/her views as effective in conflict management.

Fourthly, Table 4.19 shows that 41, (12.9 percent) teachers affirm that accepting the principal's views during conflict management is never effective while 41, (12.9 percent) teachers confirm that rarely accepting the principal's views during conflict management is effective because it saves time and 110, (34.5 percent) teachers suggest that sometimes accepting the principal's views during conflict management is effective because it saves time. Conversely, 73, (22.9 percent) teachers confirm that often accepting the principal's views during conflict management is effective and 54, (16.9 percent) teachers support that always accepting the principal's views during conflict management is effective. The distribution of responses shows 278, (87.1 percent) teachers accepting the principal's views during conflict management is effective in

saving time compared to 41, (12.9 percent) teachers who indicated that never accepting the principal's views during conflict management is effective because it saves time.

Finally, on the construct “my principal uses his/her position to convince others to adopt his/her views about conflicts”, 53, (16.6 percent) teachers affirm that the principals use their position to convince others to adopt their views about conflict while 73, (22.9 percent) teachers confirm that the principals rarely uses his/her position to convince others to adopt his/her views about conflicts and 100, (31.4 percent) teachers suggest that sometimes principals uses his/her position to convince others to adopt his/her views about conflicts. Conversely, 52, (16.2 percent) teachers confirm that often my principal uses his/her position to convince others to adopt his/her views about conflicts and 41, (12.9 percent) teachers support that principals always uses his/her position to convince others to adopt his/her views about conflicts. This implies that 266, (83.4 percent) teachers affirmed that principals’ uses his/her position to convince others to adopt his/her views about conflicts compared to 53, (16.6 percent) teachers who indicated principal never using his/her position to convince others to adopt his/her views about conflicts.

4.6.3.3 Inferential Analysis on Dominating Technique of Conflict management

In order to test whether the observed differences between the teachers and principals on the aspects of dominating technique of conflict management were statistically significant, an independent two sample t test was computed and the results of analysis obtained presented in Table 4.21 below.

Table 4. 21: Independent t-test between Teachers’ and Principals’ Mean Ratings on Dominating Conflict Management Technique (Teachers, n=319; Principals, n=29)

Statement	RES	MR	t-test
My principal convinces others to accept his/her views during conflict management	T	4.00	t(346)= -2.492, p=.013
	P	4.59	
Accepting the leader's views maximizes response to conflict	T	3.66	t(346)= -1.890, p=.060
	P	4.34	
My principal views convincing others to accept his/her views as effective in conflict management	T	3.52	t(346)= -3.230 , p=.003
	P	3.90	
Accepting the principal's views during conflict management is effective because it saves time	T	4.05	t(346)= -6.308, p=.000
	P	4.24	
My principal uses his/her position to convince others to adopt his/her views about conflicts	T	3.92	t(346)= -2.433, p=.015
	P	4.55	

Interpretation of Mean Rating:

1.00-1.44= Never	1.45-2.44= Rarely	2.45-3.44=Sometimes
3.45-4.44=Often	4.45-5.00=Always	

Table 4.21 indicates that the observed difference between the mean ratings of teachers (M=4.00) and principals (M=4.59) is statistically significant, $t(346) = -2.492, p=.013$, since the p-value is smaller than the chosen level of significance of .05. This shows that teachers agreed that their principals sometimes convinced others to accept their views during conflict management while principals indicated that they often convinced others to accept their views during conflict management. The teachers’ responses may mean that there are times that principals held to their views without even trying to convince others to accept willingly. In this case, principals were high handed to the teachers because of their position as heads of schools. On the other hand, principals may not

have wanted to be viewed negatively as dictators, while there are circumstances that require dictatorship in leadership. This statistically significant difference may have been caused by misunderstanding of motives.

Moreover, Table 4.21 shows that the observed difference between the mean ratings of teachers (M=3.66) and principals (M=4.34) is not statistically significant, $t(346) = -1.890$, $p=.060$, since the p-value is greater than the chosen level of significance of .05. This meant teachers and principals indicated that accepting leaders views sometimes maximized response to conflict.

Equally, Table 4.21 indicates that the observed difference between the mean ratings of teachers (M=3.52) and principals (M=3.90) is statistically significant, $t(346) = -3.230$, $p=.003$, since the p-value is smaller than the chosen level of significance of .05. It can be concluded that teachers confirmed that their principals sometimes viewed convincing others to accept their views as effective in conflict management while principals agreed that they often viewed convincing others to accept their views as effective in conflict management.

Similarly, Table 4.21 reveals that the observed difference between the mean ratings of teachers (M=4.05) and principals (M=4.24) is statistically significant, $t(346) = -6.308$, $p=.000$, since the p-value is smaller than the chosen level of significance of .05. It suggests that teachers accepted that sometimes accepting the principals' views during conflict management was effective because it saved time. However, the principals acknowledged that convincing those in conflict to accept their views often saved time.

Finally, Table 4.21 indicates that the observed difference between the mean ratings of teachers (M=3.92) and principals (M=4.55) is statistically significant, $t(346) = -2.433$, $p=.015$, since the p-value is smaller than the chosen level of significance of .05. This

suggests that teachers subscribed to the fact that their principals sometimes used their position to convince others to adopt their views about conflict while principals who participated in the study indicated that they often used their position to convince others to adopt their views about conflict. This is in line with Bar-Tal & Halperin, (2014) who point out that exercising power to alleviate conflict poses something of a dilemma for managers, since the use of direct power can also “exacerbate” conflict in the group or may shift conflict towards the managers themselves. Coercing subordinates can never be viewed positively even if it done with upright intentions, the victim is likely to take it personal and shift the conflict from the issue to the person.

4.6.3.4 Discussion on Dominating Technique of Conflict management

The results on dominating technique indicates that the principals’ often convinced teachers to accept their views and believed that response to conflict would be maximized by teachers accepting their views and respecting authorities in power. This demonstrates the principals’ tendency in managing conflict with no regard to the needs of the teacher involved in the conflict. The significant differences observed in the result may suggest that the teachers and principals view themselves as administrative opponents who owe great mistrust and egocentrism to one another. This is evident in the low mean ratings of teachers and corresponding high mean ratings for principals on the aspects of dominating techniques.

Pokalova, (2015) supports the finding by urging that this strategy be implemented in an organization when relationship among employees is not important and he further says that when employees are not in good terms with one another they tend to concentrate on what they are doing, and never spend much time in gossip or talking, as a result conflicts are reduced and strikes caused by incitements are unheard off, as a

consequence employee performance becomes splendid with high growth in the organization.

Nevertheless, Rahim, (2011) is in support of this, he argues that this technique has patronizing apprehension for self and little apprehension for others. As a result, it involves a person forcing problems to fulfill his or her wants, and is the most confrontational technique, Rahim, (2011) also concurs. This technique of conflict management, therefore, is characterized by the use of forceful tactics such as threats and put-downs, an unwillingness to move from one's initial position, and a focus on defeating the opponent (Powel and Maoz, 2014). The argument are in agreement with Focus Group Discussion (FGD 4) resolution pointing out that some principals were very dictatorial because they manifested intolerance on other teachers in order to achieve their goals, through threats and intimidation in order for teachers to accept and adopt their views on how conflict in a school should be managed.

Furthermore, Ngu, (2008) supports, in his study in Nigeria that if an organization has a highly competitive business deal at stake and two or more sales people in the organization are fighting for the same account and continued fighting resulting to losses; the management is forced to use power and threats, to ensure that performance is not affected. Badubi, (2017) also points out that, when there is no common ground on which to bargain or negotiate and both parties are uncooperative and strong-willed; management is obliged to use dominating strategy when an issue is vital to the wellbeing of the project or organization. Under such circumstances, Management takes the risk and simply dictates the action in order to move things forward.

This concurs to one senior teacher's sentiment, in Focus Group Discussion (FGD-5), pointing out that;

Dominating technique not only helps subdue the strong-willed members of staff but also discipline, saves time, instils respect of the authority and conformity to professional standards of conduct which are integral components of teaching profession. Some teachers deliberately decide to do what in their mind they just know is not right for teamwork and coexistence. This calls for stringent measures to manage such teachers, regardless of their emotional state.

FGD-5

The finding of this study is consistent with Rahim, (2011) who indicates that when the management of an organization is harsh, employees fear making mistakes and involving themselves in conflicts as they avoid being reported to the management, thus keeping away from making mistakes thereby bringing about improved performance. This strategy of conflict management is appropriate when time is core and when quick decisions are required or when unpopular issues such as budget cuts, fast-tracking, or staff cutbacks are essential in a project or organization. Nelson & Quick, (2019) view dominating technique as having positive effects. They insist that forcing usually takes less time than compromise and negotiation, and is implemented when time is of essence in an organization (Rahim, 2011), supports this position.

However, Powel & Maoz, (2014) also have different views, indicated that this technique of conflict management is described as a win-lose technique of handling interpersonal conflict and is associated with dysfunctional outcome; usually, the focus of winning the conflict at all costs, rather than seeking the most appropriate solution for everyone concerned, is an attempt at complete victory. Power is used to end disputes when dialogue fails, and when accommodation and avoidance are unsuccessful. Badubi, (2017) maintained that, dominating technique should be implemented in an organization to ensure that employees continue carrying out their tasks and conflicts are stopped immediately ensuring employee performance is not affected and productivity of the organization is also not interfered with.

Teachers and principals agreed that dominating strategy is linked with high concern for self and low concern for others, whereby one party goes all out to succeed his or her objective and, as a result, often ignores the needs and expectations of the other party (Stephen & Magen, 2011). Here each party strives to gain at other's expenses. In extreme cases, one party achieves its desire to exclusive of other party's want. Bell & Art, (2002), therefore, claim that the technique is more likely to be used in African countries by most presidential leaders to rule and as a result a solution in which one person seems willing to yield. Ghaffar, (2019) in tandem also posits that if there are conflicts between core employees and the management, the employees may take advantage forcing the management to give them a pay rise, and so the management gives in to the employee demands thus ensuring performance is not affected by the employee quitting employment. Dominating may mean that individual's stands up for others 'rights and defends positions that they believe to be correct and right to (Rahim, 2011), supports the same.

Finally, it is evident from the discourse that dominating technique of conflict management has the merits highlighted, however, its major challenge in the school set up could be that it constrains the teachers' creativity and encourages conformity and biases in the management of conflict.

4.6.4 Avoiding Technique

Avoiding technique of conflict management involves an individual restraining or moving back, buck-passing, or sidestepping situations (Rahim, 2011). He argued that when both employees and managements avoid confronting each other, then calm is achieved and the possibility of having conflicts is minimal, thus it is a conducive environment for work leading to employee improved performance (Rahim, 1992).

4.6.4.1 Descriptive Analysis of Teachers Responses on Avoiding Techniques

Equally, Table 4.22 below presents the frequency responses of teachers on the aspects of avoiding technique of conflict management.

From Table 4.22 shown below, it is observed that 104, (32.6 percent) teachers indicated that their principals never tended to let conflict resolve on its own, 110, (34.5 percent) teachers rarely observing the principals let conflict resolve without their intervention, and 54, (16.9 percent) teachers confirm that sometimes the principals let the conflict resolve without arbitrating. Equally, 28, (8.8 percent) teachers assert that the principals often tended to let conflicts resolve without their mediation while 23, (7.2 percent) teachers suggest they always let conflict resolve without their mediation to offer solution. This meant the principals preferred arbitrating in conflict situations in order create conducive educational environment for effective and satisfactory teaching and learning in the secondary schools.

Table 4. 22: Teachers Responses on Avoiding Conflict Management Technique (n=319)

Teachers Responses on Avoiding Conflict Management Technique					
Statement	NR	RA	ST	OF	AL
My principal tends to let conflicts resolve themselves	104	110	54	28	23
My principal encourages those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school	4	21	88	91	115
Leaving conflicts to resolve themselves sometimes leads to further conflicts	13	34	78	77	117
Teachers prefer resolving their own conflicts instead of the principal taking an active role	12	65	130	71	41
Conflict management is delegated to the deputy principal	12	46	171	70	20
My principal does not resolve conflict as soon as they arise	74	111	74	44	16

KEY

NR= Never RA= Rarely ST= Sometimes OF= Often AL= Always

Conversely, 4, (1.3 percent) teachers affirmed that the principals never encouraged those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school, 21, (6.6 percent) teachers confirmed the principals rarely encourage those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school, 88, (27.5 percent) teachers supported that the principals sometimes encouraged those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school, 91, (28.5 percent) teachers affirmed that the principals often encouraged those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school, and 11, 5, (36.1 percent) teachers submitted that the principals always encouraged those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school. This indicates the Principals generally encouraged those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school.

Also, Table 4.22 shows 13, (4.1 percent) teachers were never in support that leaving conflicts to resolve themselves leads to further conflicts, 34, (10.7 percent) teachers confirmed that leaving conflicts to resolve themselves rarely leads to further conflicts, 78, (24.5 percent) teachers supported that leaving conflicts to resolve themselves sometimes leads to further conflicts, and 77, (24.0 percent) teachers asserted that leaving conflicts to resolve themselves often leads to further conflicts. However, 117, (36.7 percent) teachers supported that leaving conflicts to resolve themselves always leads to further conflicts. Therefore, it can be concluded that leaving conflicts to resolve themselves leads to further conflicts.

On the construct “teachers prefer resolving their own conflicts instead of the principal taking an active role“, 12, (3.8 percent) teachers confirmed never, 65, (20.4 percent)

teachers confirmed rarely, 1301, (40.7 percent) teachers confirmed sometimes, 71, (22.3 percent) teachers confirmed often, and 41, (12.8 percent) teachers confirmed that preference in resolving their own conflicts to principals taking an active role in the resolution process. Furthermore, suggesting that 307, (96.2 percent) teachers preferred resolving their own conflicts instead of the principal taking an active role compared to 12, (3.8 percent) teachers who indicated objection on the construct.

Moreover, Table 4.22 shows 12, (3.8 percent) teachers confirmed that conflict management was never delegated to the deputy principal, 46, (14.4 percent) teachers confirmed that conflict management was rarely delegated to the deputy principal, 171, (53.6 percent) teachers supported that conflict management was sometimes delegated to the deputy principal, and 70, (21.9 percent) teachers asserted that conflict management was often delegated to the deputy principal. However, 20, (6.3 percent) teachers supported that conflict management was always delegated to the deputy principal. Therefore, it can be concluded that conflict management was delegated to the deputy principal in the secondary schools more frequently.

Lastly, Table 4.22 shows 74, (23.2 percent) teachers never supported that the principals' did not resolve conflict as soon as they arise, 111, (34.8 percent) teachers confirmed that the principal rarely did not resolve conflict as soon as they arise, 74, (23.2 percent) teachers supported that principal sometimes did not resolve conflict as soon as they arise, and 44, (13.8 percent) teachers asserted that principal often did not resolve conflict as soon as they arise. However, 16, (5.0 percent) teachers supported that principal always did not resolve conflict as soon as they arise. It can be concluded that principal sometimes did not resolve conflict as soon as they arise.

4.6.4.2 Descriptive Analysis of Principals Responses on Avoiding Technique

Table 4.23 below presents the frequency responses of principals on the aspects of dominating technique of conflict management.

Table 4. 23: Principals Responses on Avoiding Conflict Management Technique

Principals Responses on Avoiding Conflict Management Technique					
Statement	NR	RA	ST	OF	AL
My principal tends to let conflicts resolve themselves	3	0	6	12	8
My principal encourages those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school	9	2	6	8	4
Leaving conflicts to resolve themselves sometimes leads to further conflicts	4	5	8	12	0
Teachers prefer resolving their own conflicts instead of the principal taking an active role	3	0	4	12	10
Conflict management is delegated to the deputy principal	6	5	4	6	8
My principal does not resolve conflict as soon as they arise	4	4	15	6	0

KEY

NR= Never RA= Rarely ST= Sometimes OF= Often AL= Always

Table 4.22 shows that 3, (10.3 percent) principals indicated that they never tended to let conflict resolve on its own, 6, (20.7 percent) principals confirm that sometimes they let the conflict resolve without arbitrating. Equally, 12, (41.4 percent) principals assert that they often tended to let conflicts resolve without their mediation while 8, (27.6 percent) principals suggest they always let conflict resolve without any mediation to offer

solution. This meant the principals sometimes preferred arbitrating in conflict situations in the secondary schools.

Conversely, 9, (31.0 percent) principals affirmed that they never encouraged those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school, 2, (6.9 percent) principals confirmed they rarely encourage those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school, 6, (20.7 percent) principals supported that they sometimes encouraged those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school, 8, (27.6 percent) principals affirmed that they often encouraged those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school, and 4, (13.8 percent) teachers submitted that the principals always encouraged those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school. This indicates the Principals encouraged those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school.

Also, Table 4.22 shows 4, (13.8 percent) principals were never in support that leaving conflicts to resolve themselves leads to further conflicts, 5, (17.2 percent) principals confirmed that leaving conflicts to resolve themselves rarely leads to further conflicts, 8, (27.6 percent) principals supported that leaving conflicts to resolve themselves sometimes leads to further conflicts, and 12, (41.4 percent) principals asserted that leaving conflicts to resolve themselves often leads to further conflicts. Therefore, it can be concluded that leaving conflicts to resolve themselves leads to further conflicts.

On the construct “teachers prefer resolving their own conflicts instead of the principal taking an active role, 3, (10.3 percent) principals confirmed never, 4, (13.8 percent) principals confirmed sometimes, 12, (41.4 percent) principals confirmed often, and 10, (34.5 percent) principals confirmed that preference in resolving their own conflicts to

principals taking an active role in the resolution process. Furthermore, suggesting that 26, (89.3 percent) principals preferred resolving their own conflicts instead of the principal taking an active role compared to 3 (10.3 percent) principals who indicated never.

Moreover, Table 4.22 shows 6, (20.7 percent) principals confirmed that conflict management was never delegated to the deputy principal, 5, (17.2 percent) principals confirmed that conflict management was rarely delegated to the deputy principal, 4, (13.8 percent) principals supported that conflict management was sometimes delegated to the deputy principal, and 6, (20.7 percent) principals asserted that conflict management was often delegated to the deputy principal. However, 8, (27.6 percent) principals supported that conflict management was always delegated to the deputy principal. Therefore, it can be concluded that conflict management was delegated to the deputy principal in the secondary schools more frequently.

Lastly, Table 4.22 shows 4, (13.8 percent) principals never supported that the principals' did not resolve conflict as soon as they arise, 4, (13.8 percent) principals confirmed that the principal rarely did not resolve conflict as soon as they arise, 15, (51.7 percent) principals supported that principal sometimes did not resolve conflict as soon as they arise, and 6, (20.7 percent) principals asserted that principal often did not resolve conflict as soon as they arise. It can be concluded that principal sometimes did not resolve conflict as soon as they arise.

4.6.4.3 Inferential Analysis on Avoiding Technique of Conflict management

In order to test whether the observed differences between the teachers and principals on the aspects of avoiding technique of conflict management were statistically significant, an independent two sample t test was computed and the results of analysis obtained presented in Table 4.24 below.

Table 4. 24: Teachers Responses on Avoiding Conflict Management Technique (n=319)

Teachers Responses on Avoiding Conflict Management Technique			
Statement	RES	MR	
My principal tends to let conflicts resolve themselves	T	2.24	t (346)= -6.543, p=.000
	P	3.76	
My principal encourages those involved in conflict to focus beyond the details of the conflicts to the bigger picture of the school	T	3.92	t (346)= 3.751, p=.001
	P	2.86	
Leaving conflicts to resolve themselves sometimes leads to further conflicts	T	3.79	t (346)= 3.647, p=.000
	P	2.97	
Teachers prefer resolving their own conflicts instead of the principal taking an active role	T	3.20	t (346)= -3.443, p=.001
	P	3.90	
Conflict management is delegated to the deputy principal	T	3.13	t (346)= -.162, p=.872
	P	3.17	
My principal does not resolve conflict as soon as they arise	T	2.43	t (346)= -1.974, p=.056
	P	2.79	

Interpretation of Mean Rating:

*1.00-1.44= Never 1.45-2.44= Rarely 2.45-3.44= Sometimes 3.45-4.44= Often
4.45-5.00= Always*

Table 4.24 shows that the observed difference between the mean ratings of teachers (M=2.24) and principals (M=3.76) is statistically significant, $t(346) = -6.543, p=.000$, since the p-value is smaller than the chosen level of significance of .05. This suggests that teachers confirmed that their principals rarely tended to let conflicts resolve

themselves while principals assert that they often tended to let conflicts resolve themselves.

Equally, Table 4.24 indicates that the observed difference between the mean ratings of teachers ($M=3.92$) and principals ($M=2.86$) is statistically significant, $t(346) = 3.751$, $p=.001$, since the p-value is smaller than the chosen level of significance of .05. The difference suggests that teachers indicated that their principals always encouraged those involved in conflict to focus beyond the details of the conflict while principals acknowledged that they never encouraged those involved in conflict to focus beyond the details of the conflict.

Similarly, Table 4.24 indicates that the observed difference between the mean ratings of teachers ($M=3.79$) and principals ($M=2.97$) is statistically significant, $t(346) = 3.647$, $p=.000$, since the p-value is smaller than the chosen level of significance of .05. This meant teachers asserted that leaving conflict to resolve always lead to further conflicts while principals agreed that leaving conflict to resolve themselves often lead to further conflicts.

Moreover, Table 4.24 shows that the observed difference between the mean ratings of teachers ($M=3.20$) and principals ($M=3.90$) is statistically significant, $t(346) = -3.443$, $p=.001$, since the p-value is smaller than the chosen level of significance of .05. Therefore, it can be concluded that teachers acknowledged that they sometimes preferred resolving their own conflict instead of the principals taking an active role. Nevertheless, principals indicate that teachers often preferred resolving their own conflict instead of the principals taking an active role.

Furthermore, Table 4.24 indicates that the observed difference between the mean ratings of teachers ($M=3.13$) and principals ($M=3.17$) is not statistically significant, t

(346) = $-.162$, $p=.872$, since the p-value is greater than the chosen level of significance of $.05$. The result suggests that teachers said conflict management was sometimes delegated to the deputy principal while principals indicated that conflict management was always delegated to the deputy principal.

Lastly, Table 4.24 indicates that the observed difference between the mean ratings of teachers ($M=2.43$) and principals ($M=2.79$) is not statistically significant, $t(346) = -1.974$, $p=.056$, since the p-value is greater than the chosen level of significance of $.05$. This implies teachers confirmed that principals rarely did not resolve conflict as soon as they arose while principals asserted that they sometimes did not resolve conflict as soon as they arose.

4.6.4.4 Discussion on Avoiding Technique of Conflict management

All in all, the result of this study on avoiding technique indicates that the principals' sometimes avoided conflict management in their institutions as indicated by the mean rating of 3.00 . The finding is supported by Ghaffar, (2019) when he posits in his study that there is a belief in the traditional view that conflict is destructive, and its impact is always negative as it usually leads to gradual loss of employee performance, and as such, it is good to avoid conflict. He further maintains that fear of having conflict in an organization makes employees keep away from making mistakes and fear stepping on other employee or management, hence respect is maintained, and disagreements and conflicts are minimized. With this strategy implemented in any organization wonderful performance is then going to be observed.

Similarly, the finding is in agreement with the focus group discussion findings indicating that some principals always stayed away from conflict or ignored conflict situations and if confronted, they pretended that everything is fine. It was also observed

that avoiding conflict helped maintain relationships; however, it also did not resolve the conflict at hand and instead enhanced the resentment between the parties involved.

A participant in Focus Group Discussion (FGD 4) said that;

Why would the principal expect teachers to care about the student discipline when he is never keen with indiscipline cases? The deteriorating state of discipline in our school is because we only do the little we can and keep our peace. Whenever there is any conflict, he encourages the disputants to focus beyond the details and a times delegate the duty to resolve such conflict to the deputy principal. FGD-4

It can be concluded that principals used avoiding technique to manage conflicts for reasons supported by (Baele et al., 2014) who describes avoiding as a strategy of dealing with conflict by not dealing with conflict, it is often employed when the cost of dealing with the conflict is very high or the probability of winning is very low. This brings both sides in the conflict to withdraw and therefore helps to ensure that one party does not feel superior over the other, shunning away from a competitive environment and from a loss, win scenario which is caused by one party succeeding the other. This is in line with Powel & Maoz,, (2014) who noted that avoiding conflict reduces the expense and saves time of going through the process of solving a conflict, thus, ensures that employee performance is not interfered with and organizations productivity is not reduced.

The technique is often described as a lose–lose technique of managing of interpersonal conflict which does not satisfy the concern of either party and is associated with dysfunctional outcomes, because neither side is able to deal with the issue, much less manage or resolve it, (Badubi, 2017) confirms. In a lose-lose situation conflict of personal interests which hinder performance are eliminated as no one wants to be involved in disputes and constant fights (Ghaffar, 2019) echoes the same.

Rahim, (2011) agrees to findings while suggesting that this strategy may take the form of pushing back a concern until a better time, or simply pulling out from a hazard

situation. The technique of conflict management often reflects little concern toward the issues or parties involved in conflict, and denying to acknowledge the existence of a conflict in public. Nelson & Quick, (2019) adds in their argument that implementing this form of conflict management technique could be of huge benefit as denying of existence of conflicts in public paints a very good image ensuring that business deals are not affected and the number of sales are maintained or better increased and employee performance remains impressive. In addition, Singsuruya, (2016) notes that when one pulls out from a conflict then the conflict is not likely to escalate and the other party is likely to imitate thus evading conflict which affects performance.

Nevertheless, Ngu, (2008) in his study in Nigeria disagrees that withdrawing constitutes a refusal to deal with the conflict by ignoring it as much as possible. Studies for the British workers emphasizes that this is appropriate when a cooling-off period is needed to gain better understanding of the conflict situation and also when the other party is both unassertive and uncooperative they further maintain that withdrawal is a passive, stopgap way of handling conflict and it is useful when implemented in an organization as by buying time proper investigation is done before handling the conflict reassuring employees of undisturbed peace hence maintaining good performance (Janeb & Ameli, 2013) hold the same views.

Avoiding purportedly occurs because either the benefit in pursuing the conflict is small or because the other party to the conflict is unlikely to make satisfactory concessions (Mostert, 2015). Sloboda, (2010) confirms that this technique of conflict management is implemented if parties involved gain nothing from the conflicts. Employees engaged in the conflict may hope that, if left alone, the conflict will somehow go away (Bar-Tal & Halperin, 2013). Pokalova, (2015), states that when an issue is ignored for some time, the party involved tends to forget about it, the problem fading out with time

preventing conflicts from happening and evading performance from being influenced negatively.

Therefore, withdrawing incline towards ignoring or delaying tactics, which do not resolve conflict but temporarily slows down the situation he suggests that avoiding strategy of conflict management may be appropriate when confrontation with other parties' effects on the relationships, exceeds the benefits solution of conflict (Mostert, 2015). Jenab & Ameli (2013) observes that, an organization will choose to maintain its relationship if it's more important to the employee performance than the solution to the conflicts and as a result the differences will be ignored. Powel & Maoz, (2014) writes, this form of conflict management may be useful when the task or problem to solve is simple.

Avoiding is unassertive and uncooperative. Trying to sidestep or postpone the conflict, satisfying neither person's concerns. The technique seeks to put off conflict indefinitely. By delaying or ignoring the conflict, the avoider hopes the problem resolves itself without a confrontation. Those who actively avoid conflict frequently have low esteem or hold a position of low power.

The technique, therefore, should not be implemented if the conflict deals with an issue that is of immediate concern or is important to the successful employee performance. In the short term, it fails to provide a permanent long-term solution to the undying conflict and conflict reappears again in another form as in the finding of (Bricker, 2015).

4.6.5 Conflict Management Techniques

Generally, the teachers and principals indicated that the most significantly used conflict management technique was integrating, followed by obliging, dominating and least used technique was avoidance. The teachers and principals regarded integration and

obliging strategies as the most effective on teacher job satisfaction while dominating and avoiding as the least effective strategies on teacher job satisfaction.

Nelson & Quick, (2019) noted that results from empirical studies show that men and women tend to endorse conflict handling techniques that complement gender role expectations. In handling conflict, women, unlike men, favor accommodating techniques, whereas men, unlike women, prefer to be more confrontational, aggressive, and competitive. According to a research on Conflict Management Styles in Croatian Enterprises by (Bat-Tal & Halperin, 2013), women had higher avoiding and collaborating scores, but lower competing scores than men.

On the other hand, Kotite, (2012) asserts that it is first and foremost, through education that the values of nonviolence, tolerance, democracy, solidarity and justice which are the very lifeblood of peace, are passed on to individuals at a very early age. He further explains that Education promotes open mindedness which is vital in a world where the interdependence of nations and people and their interactions are becoming increasingly important on day to day. Kotite, (2012) concurring with the findings of this study, therefore concludes that conflict prevention is dependent on human decision making and visionary education can successfully help local communities and nations to resolve root causes before inter group disagreement erupt. He argued that education contributes to mitigating conflict along the three primary aspects of conflict: structural, behavioral and attitude. Education can therefore help to alter societal contradictions, improve relations and interactions and change in attitudes in ways that can reduce the risks of conflict and help build a sustainable peace.

This study, however, did not give prominence to the participants' ages. Although, Ghaffar, (2019) revealed that younger participants, 36 years or less, tended to make more use of the dominating conflict-handling style than the 36-45 years and the 45

years and older group. Except for the dominating conflict-handling style, the remaining styles of managing interpersonal conflict were used to the same extent by the different age groups. Equally, Baele et al., (2014) found out that the older the participants were, the lesser dominating or competitive the style used while, Salleh & Adulpakdee, (2012) found out that older generations preferred compromising and used more collaborating style of conflict management. The findings are in agreement with the finding of the present study identifying that integrating and obliging were the most frequently used conflict management techniques by the principals. It also corroborates the demographic finding of this study on the age of participants indicating that the majority of principals were aged between 41-60 years while the highest number of teachers was between 20-40 years. Thus, explaining the finding of the study.

In line with these arguments, Nelson & Quick, (2019) argued in favor of exercising indirect rather than direct use of power in managing conflicts. They drew attention to negative effects of reward and coercive power because these may breed negative feelings and result in superficial solutions to conflicts. Instead, they advocated methods such as structuring the group, directing an inclusive group process, and managing the external boundaries of the group. Restructuring would rely on legitimate power. Creating inclusive group processes are facilitated by referent power. Boundary management requires expert power, as well as charisma, for filtering negative feedback from the environment in order to manage group performance.

In contrast to these arguments, use of more power has also been advocated. Halperine et al., (2014) reported that people high in power were more likely to perform actions such as acting out against environmental threats, and managers may be more likely to exercise their power decisively when conflict arises. When supervisors are perceived to have power that they don't use in service of subordinates, subordinates can become

withdrawn (Bar-Tal & Halperin 2013). Culture may also play a role. For example, Hansen & Wernerfelt, (2004) found that referent power was positively related to effectiveness in the US, while in Bulgaria legitimate power predicted effectiveness. In high power distance cultures managers may be expected to intervene forcefully on persistent conflicts.

4.7 Relationship between Conflict Management Techniques and Teacher Job Satisfaction

The research question responded to was: To what extent are the principals' conflict management techniques related to teacher job satisfaction? The response to this research question by the principals was presented in Tables 4.25-4.29 which established the relationship and the extent of influence of principals' conflict management techniques on the teacher job satisfaction.

In order to assess the relationship between the conflict management techniques and teacher job satisfaction, a Karl Pearson Correlation analysis was conducted on the data using SPSS version 20 and the results presented in Table 4.25.

Correlation coefficients values were then interpreted in line with the recommendations by (Orodho, 2012) as: Values of r between 0.9 and 1.0 as very highly correlated; between 0.7 and 0.8 as highly correlated; between 0.5 and 0.6 as moderately correlated; between 0.3 and 0.4 as a low correlation and correlation coefficients whose magnitude are less than 0.3 as of little if any (linear) correlation.

Table 4. 25: Relationship between Principals’ Conflict Management Techniques and Teacher Job Satisfaction

Relationship between Principals’ CMT and Teacher Job Satisfaction						
		Integratin g	Obligin g	Dominatin g	Avoidin g	Job satisfaction
Integrating	Pearson	1	.752*	-.001	.007	.692*
	Correlation Sig. (2- tailed)		.000	.980	.906	.000
Obliging	Pearson	.752*	1	.074	.041	.663*
	Correlation Sig. (2- tailed)	.000		.188	.468	.000
Dominating	Pearson	-.001	.074	1	.316*	.092
	Correlation Sig. (2- tailed)	.980	.188		.000	.101
Avoiding	Pearson	.007	.041	.316*	1	.015
	Correlation Sig. (2- tailed)	.906	.468	.000		.784
Job satisfaction	Pearson	.692*	.663*	.092	.015	1
	Correlation Sig. (2- tailed)	.000	.000	.101	.784	

*. Correlation is significant at the 0.05 level (2-tailed).
a. Listwise N=319

Table 4.25 shows that the relationship between integrating technique and teacher job satisfaction was positively highly correlated and statistically significant ($r = .692$, $p < .05$), since the p-value is smaller than the set significance level of 0.05. Similarly, the relation between obliging technique and teacher job satisfaction was positive high and significant ($r = .663$, $p < .05$), since the p-value was smaller than the 0.05 level of significance. However, dominating and avoiding techniques had little linear and positive correlation with teacher job satisfaction. Furthermore, the relationships between dominating and avoiding techniques with teacher job satisfaction were not

statistically significant, ($r = .092$, $p > .05$) and ($r = .015$, $p > .784$) respectively, since the p-values were greater than the set significance level of 0.05.

The study findings indicated that integrating and obliging techniques highly relate with teacher job satisfaction concurs to Newstrom & Davis, (2002) proposition that cooperative problem solving goes through diagnosis, initiation, active listening, clarifying and planning evaluation of solution. This creates respect, satisfaction, and parties feel enriched rather than belittled with a win – win settlement. Despite this development by Kemi & Kwezi, (2015) identified five effective styles of managing conflicts and indicates that the techniques vary depending on the degree of assertiveness and cooperation. However, the findings revealed that principals use an eclectic approach to conflict management, that in one conflict, it is possible for the principal to use integrating technique by allowing the involved person give their views, use dominating, by upholding authority and giving direction, use avoiding by not addressing all the aspects of the conflict and obliging by trying to meet some of the needs of those involved in conflict.

Similarly, organizational conflict researchers, generally assert that principals who exhibit integrating, compromising, and obliging techniques are more prone to foster cordial relationships between the principals and teachers. These techniques are related to effective conflict management and results in high levels of teacher job satisfaction. Moreover, several other studies on the integrating, compromising, and obliging techniques of handling conflict show consistent results in satisfaction with supervision (Brickr et al., 2015). However, the findings did not establish the influence of principals' conflict management techniques on the teacher job satisfaction.

Therefore, in order to determine the relationship between conflict management techniques and teacher job satisfaction, data on the status of teachers job satisfaction

was established by asking the teachers to rate on a scale of 1 to 5, the extent to which integrating, obliging, dominating and avoiding practices inspired them to be more innovative, excellent in service delivery and loyal to the administration and the school. The responses to the items in the questionnaires were analyzed and the results presented in Table 4.26.

Table 4. 26: Status of Teachers’ Job Satisfaction

Status of Teachers Job Satisfaction			
	Conflict Management Practice	Mean	SD
1	Integrating	3.95	.834
2	Obliging	3.88	.895
3	Dominating	2.71	.910
4	Avoiding	1.73	.875
	Overall Mean	3.07	.743

Interpretation of Mean Rating

1.00-1.44 *Not Satisfied at all*

1.45-2.44 *A little Satisfied*

2.45-3.44 *Moderately Satisfied*

3.45-4.44 *High Satisfied*

4.45-5.00 *Very High Satisfied*

Generally, Table 4.26 indicates that teachers are moderately satisfied (M=3.07, SD=.743) in the workplace. It further shows that integrating and obliging practices inspired high level of job satisfaction as evidenced by (M=3.95, SD=.834) and (M=3.88, SD=.895) respectively. This suggests that integrating practices motivate higher job satisfaction than obliging techniques. However, dominating practices showed moderate level of satisfaction (M=2.71, SD=.910) and avoiding low satisfaction (M=1.73, SD=.875).

Furthermore, to test the research hypothesis: Conflict management techniques have no significant influence on teacher job satisfaction, multiple regression analysis was computed and results presented in Table 4.27.

Table 4.27: Influence of Principals' Conflict Management Techniques on Teacher Job Satisfaction

Influence of Principals' Conflict Management Techniques on Teacher Job Satisfaction					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.729 ^a	.531	.525	.51171	1.829

a. Predictors: (Constant), Avoidance, Integrating, Dominating, Obliging

b. Dependent Variable: Job satisfaction

Table 4.27 shows that the conflict management techniques had a high positive linear relationship with teacher job satisfaction, $R = .729$. The adjusted r-square of .525 indicated that the principals' conflict management techniques explained 52.5 percent of variation in the teacher job satisfaction. Nevertheless, the other 47.5 percent of the variation in the teacher job satisfaction may have been due to other factors that were not subject to this study. Some of these factors could be teacher attitude towards teaching profession,

Furthermore, in order to assess the statistical significance of the model, it was necessary to study the ANOVA output on principals' conflict management and teacher job satisfaction as presented in Table 4.28.

Table 4. 28: ANOVA Output on Principals’ Conflict Management Techniques and Teacher Job Satisfaction

ANOVA Output on Principals’ CMT and Teacher Job Satisfaction						
		ANOVA				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93.183	4	23.296	88.969	.000 ^a
	Residual	82.219	314	.262		
	Total	175.402	318			

a. Predictors: (Constant), Avoidance, Integrating, Dominating, Obliging

b. Dependent Variable: Job satisfaction

Table 4.28 indicates that the regression model significantly predicted the teacher job satisfaction ($F(4, 314) = 88.969, p < .05$). This implied that the model was highly significant and adequate enough to explain the variance in teacher job satisfaction, since the F-ratio p-value was smaller than set level of significance of 0.05. In other words, the results show that the studied aspects of principals’ conflict management techniques statistically and significantly predicted teacher job satisfaction, meaning that: of integrating, obliging, dominating and avoiding conflict management techniques, at least one was significantly influence teacher job satisfaction and hence the regression model was a good fit of the data.

Finally, to test the significance of the principals’ conflict management techniques and the extent to which they influenced the teacher job satisfaction, the coefficient output was analyzed and presented as shown below in Table 4.29.

Table 4.29: Coefficients: Linear Regression Analysis of Principals' Conflict Management Techniques on Teacher Job Satisfaction

Analysis of Conflict Management Techniques on Teacher Job Satisfaction						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.475	.249		1.903	.058
	Integrating	.488	.063	.455	7.727	.000
	Obliging	.314	.059	.316	5.361	.000
	Dominating	.066	.035	.077	1.881	.061
	Avoiding	-.035	.058	-.025	-.611	.542

a. *Dependent Variable: Job satisfaction*

Table 4.29 shows that integrating technique had the greatest influence of .488, followed by obliging at .314, then dominating at .066, and lastly avoiding technique had the least influence on teacher job satisfaction. However, the influence of dominating and avoiding techniques were not statistically significant ($p > .05$) since the p-value was greater than set level of significance, 0.05. The result indicates that only integrating and obliging techniques had statistically significant influence on teacher job satisfaction. Thus, the prediction model was;

$$Y = 0.475 + 0.488\beta_1 + 0.314\beta_2$$

Where β_1 is the integrating technique, β_2 is the rating on obliging technique and Y is the level of teacher job satisfaction. This means that a unit improvement of integrating technique contributed to 0.488 on teacher job satisfaction. Equally, a unit change in obliging technique contributed to 0.314 on teacher job satisfaction. However, dominating and avoidance were not statistically significant ($p > 0.05$). Therefore, this study rejects the null hypothesis that conflict management techniques have no significant influence on teacher job satisfaction and concluded that conflict management techniques have significant influence on teacher job satisfaction.

Consequently, suggesting that integrating and obliging techniques are the main significant influencing and predicting teacher job satisfaction Uriri and Nyatike sub counties. Apart from other studies, this study has added new knowledge by further determining the extent to which the conflict management techniques accounted for in teacher job satisfaction, which is 53.1 percent. It has also established that integrating and obliging techniques are statistically significant in predicting the level of teacher job satisfaction in Uriri and Nyatike sub counties.

Non-integrative conflict management strategies (competition, domination and avoidance) showed a negative statistically determinate effect on organizational performance. Thus, the findings corroborated with the assertions of (Mba, 2013) and (Gordon, 2003) that managers prefer the use of integrative management techniques which are relatively useful in minimizing the incidence of disruptive conflict and having positive impact on corporate productivity and organizational performance. With integrative conflict management technique, there is often high confidence and trust in one another among organizational members, loyalty to the work group and to the organization in the achievement of corporate performance.

4.8 Hypothesis Test on Relationship between Conflict Management Technique's and Teacher Job Satisfaction

The hypothesis test below was used to test Conflict management techniques have no significant influence on teacher job satisfaction.

H₀: Conflict management techniques have no significant influence on teacher job satisfaction.

Table 4. 30: Teacher Experience on Teacher Job Satisfaction

Regression Analysis Test					
	Sum of Squares	Df	Mean Square	f	Sig.
Regression	6.622	1	6.622	.254	.525 ^b
Residual	9027.126	318	26.090		
Total	9033.747	319			

a. Predictors: Conflict management techniques

b. Dependent Variable: Teacher Job Satisfaction

Table 4.30 specified a regression coefficient was 0.525 or Fifty-Two-point Five (52.5) percent. There is thus strong relationship between conflict management techniques and Teacher Job Satisfaction. In other words, secondary school's teacher job satisfaction can be explained by the prevailing conflict management techniques. therefore the null hypothesis was rejected.

In summary, the findings of this present study further concur with earlier empirical studies on conflict management and organizational performance that the use of integrative technique of conflict management yields positive results on teacher job satisfaction (Kazimoto, 2013; Badubi, 2017; & Barasa, 2015).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the key findings of the study, draws conclusions and makes recommendations for policy and practice according to the objectives. Additional research areas have also been given. Key findings are briefly highlighted in the sections that follow.

5.2. Summary of the Key Study Findings

This study was conducted for the purpose of investigating the conflict management techniques and teacher job satisfaction in Uriri and Nyatike sub counties, Kenya. The study adopted mixed method approach and its research design was descriptive survey. It was conducted in the twenty nine (29) selected secondary schools in the sub counties. The study sample involved three hundred and ninety two teachers (392), twenty nine (29) principals and twenty nine (29) senior teachers. Using simple random sampling, purposive sampling techniques and Glen's Israel formula of getting the sample size was used to get a sample size of 29 secondary schools.

The study was guided by the following objectives:

- i. To establish types of conflicts that commonly arise in secondary schools in relation to teacher job satisfaction
- ii. To find out the sources of conflicts that commonly arise in secondary schools in relation to teacher job satisfaction.
- iii. To determine the conflict management techniques used by principals to deal with the conflicts in secondary schools in relation to teacher job satisfaction.
- iv. To investigate the relationship between principals' conflict management techniques and teacher job satisfaction in the schools under study.

5.2.1 Types of conflicts that commonly arise in the selected secondary schools.

The first objective sought to establish the types of conflicts that commonly arise in secondary schools, and categorized conflicts into two broad categories: relationship related conflicts and task related conflicts. Teachers and principals concurred that both relationship and task related conflicts commonly arise in the selected secondary schools.

- i) The findings indicated that there were more relationship-related conflicts arising in secondary schools than task-related conflicts. The relationship conflicts that commonly arise in secondary schools include: need to release tension, need to punish opponent and need to direct frustrations and hostilities to those not involved in conflict.
- ii) Task-related conflicts that commonly arise in the selected secondary schools included: incompatible solutions for problems involving distribution of scarce resources, communication breakdown, different views concerning the desired results and work-related disagreements between teachers and the administration. The study established that there were significant differences between teachers and principals on the need to punish opponent with the principals rating higher than teachers. On conflicting parties differing in views on certain issues, teachers rated higher than principals.

5.2.2 Sources of conflicts that commonly arise in the selected secondary schools

The second objective was to find out the sources of conflicts that commonly arise in secondary schools.

- i) The findings established that: distribution of scarce resources, administrative issues, negligence of duty, personality clashes, role conflicts and misunderstanding of other people's views and motives were sometimes the

common sources of conflicts since they showed no statistical differences between teachers and principals. Senior teachers' in the Focus Group Discussion (FGDs) concurred with the questionnaire findings by asserting that competition for scarce resources, intolerance of divergent views, differences in cultural orientation and miscommunication as some common sources of conflicts in schools.

- ii) Social relations with a member of the opposite sex, perceived favoritism and indiscipline of teachers or students were minor sources of conflicts.

5.4.1 Conflict management techniques used by principals

The third objective sought to determine the conflict management techniques used by principals to deal with conflicts in schools.

- i) The findings revealed that principals use eclectic approach to conflict management.
- ii) Integrating technique was predominantly used.
- iii) Teachers, principals and senior teachers regarded integrating and obliging as the most effective on teacher job satisfaction.
- iv) Dominating and avoiding were the least effective on teacher job satisfaction.

5.2.3 Relationship between principals' conflict management techniques and teacher job satisfaction in secondary schools

The fourth objective sought to determine the relationship between principals' conflict management techniques and teacher job satisfaction.

- i) Data analyzed revealed that integrating technique of conflict management had a highly positive and a statistically significant relationship of 0.488 with teacher job satisfaction.

- ii) Obliging technique of conflict management and teacher job satisfaction had a positive and statistically significant relationship of 0.314.
- iii) Dominating and avoiding techniques of conflict management had little linear positive correlation with teacher job satisfaction, and the relationships were not statistically significant.
- iv) The study established that principals' conflict management techniques accounted for 52.5 percent of variation in teacher job satisfaction. The study predictively established that integrating and obliging techniques of conflict management had significant influence on teacher job satisfaction.

5.3 Conclusions

Based on the purpose of the study which intended to investigate conflict management techniques and teacher job satisfaction in selected secondary schools in Uriri and Nyatike Sub-Counties, Kenya. A summary of findings is hereby given per objective.

5.3.1. Types of Conflicts that commonly arise in secondary schools

In the study, teachers and principals concurred that both relationship-related and task-related conflicts commonly occurred in secondary schools. Findings indicated that there were more relationship-related conflicts than task-related conflicts.

5.3.2. Sources of Conflicts that Commonly Arise in Secondary Schools

The sources of conflicts were categorized into major sources and minor sources of conflicts. The major sources of conflicts included: distribution of scarce resources, principals' communication styles, administrative such as; incompetence on the part of the principals, indiscipline of students and policy matters.

The minor sources of conflicts included: indiscipline on the part of teachers, perceived favoritism, personality clashes, negligence of duty and politics.

5.3.3. Conflict Management Techniques used by Principals to deal with conflicts

The study revealed that principals use eclectic approach to conflict management. That it is possible for a principal to use a multiple of conflict management techniques in dealing with one conflict.

5.3.4. Relationship between Conflict Management Techniques and Teacher Job Satisfaction

Integrating technique of conflict management was found to have a highly positive and statistically significant relationship of 0.488 with teacher job satisfaction, it also had a p value of 0.000. This means that a unit increase of integrating technique of conflict management would increase teacher job satisfaction by 0.488. Obliging technique of conflict management had a positive and statistically significant relationship of 0.314 with teacher job satisfaction and also had a p value of 0.000, meaning that a unit increase in obliging technique of conflict management would improve teacher job satisfaction by 0.314. Dominating technique had little linear positive correlation with teacher job satisfaction and was not statistically significant. On the other hand, avoiding technique of conflict management had a negative relationship with teacher job satisfaction, though the relationship was not statistically significant.

The study also revealed that conflict management techniques accounted for 52.5% of teacher job satisfaction, the remaining 47.5% was accounted for by other factors including: work environment, welfare package for teacher, professional development of teachers and students' discipline which were not part of this study. It therefore means that conflict management is a big aspect of school management which requires the desired attention. Therefore, principals have to be equipped with the right techniques for conflict management before they can be allowed take over management of schools.

In view of the findings, the study proposed the following mathematical model for effective management of conflicts in schools and illustrates this on figure 5.1 below;

$$Y = 0.475 + 0.488\beta_1 + 0.314\beta_2$$

Where β_1 is the rating on integrating technique, β_2 is the rating on obliging technique and Y is the level of teacher job satisfaction

Therefore, the study concludes that integrating and obliging conflict management techniques have positive influence on teacher job satisfaction with integrating technique accounting for the greatest influence, of 0.488, followed by obliging which showed an influence of 0.314.

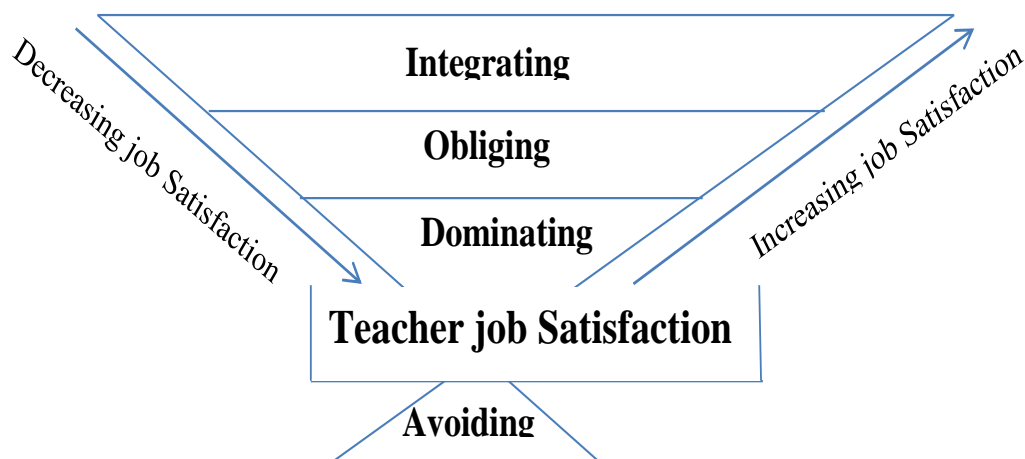


Fig. 5.1: Proposed model for influence of conflict management techniques on teacher job satisfaction

The diagrammatic model explains the relationship between the conflict management techniques and teacher job satisfaction. Integrating technique of conflict management is at the top with an influence of +0.488. This means that one unit increase in use of integrating technique of conflict management would improve teacher job satisfaction by the same fraction. Obliging technique showed an influence of +0.314. This means that one unit increase in use of obliging technique of conflict management would improve teacher job satisfaction by the same fraction. Integrating and obliging

techniques had statistically significant positive relationship with teacher job satisfaction.

Dominating technique of conflict management showed +0.066 influence on teacher job satisfaction. This relationship had a p value of 0.066 which is not statistically significant. Avoiding technique of conflict management had -0.035 influence on teacher job satisfaction. It means that avoiding technique has a negative influence on teacher job satisfaction which is not statistically significant.

5.4 Recommendations

Based on the findings and conclusions of the study, the researcher made a number of recommendations for further action by the following stakeholders:

5.4.1 Recommendations for Principals

- i. Since the findings cited that integrating technique and obliging techniques of conflict management inspired higher levels of conflict management, school principals should use the two techniques to manage conflicts in schools whenever possible. The findings of this study brought out the two techniques of conflict management as fostering cordial relationship between teachers and principals.
- ii. The study reported avoiding technique of conflict management being beneficial to preserving good relationship at work stations, principals should be challenged to consider conflict situations and if possible apply the technique because it saves time.
- iii. Problems of shared scarce resources should be dealt with by principals before they have emotional impact on teachers.
- iv. There should be sufficient and effective communication between and among all stakeholders in schools to reduce conflicts caused by communication breakdown.

5.4.2 Recommendations for Ministry of Education

- i. Administrative issues and misunderstanding of motives came up as the common sources of conflicts in public secondary schools. MOE should provide guidelines to school managers on how to better handle administrative issues.
- ii. The study found out relationship conflicts to be more common in secondary schools than task conflict when the reverse should be expected. Ministry of Education (MOE) should give prominence to counselling to ensure that mental health of teachers, principals and students is addressed. This would lower the relationship conflicts that are not adding value in schools.
- iii. It is the need of time that the Ministry of Education may establish an independent department for conflict management to sort out all types of conflicts as soon as they arise.
- iv. The Ministry of Education should embark on training and retraining of all its teachers in the area of conflict management so as to create a congenial working environment in schools.

5.5 Recommendations for further research

Based on the scope and findings of the study, recommendations for further research were made as follows:

- i) Influence of physical work environment on teacher job satisfaction in secondary schools needs to be investigated as it came up from respondents as a factor.
- ii) Relationship between personal characteristics of principals and teacher job satisfaction in secondary schools need to be investigated.
- iii) Principals' communication styles on teacher job satisfaction in secondary schools also needs to be established.
- iv) Students' discipline on teacher job satisfaction in secondary schools needs to be found out.

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APPENDIX I: QUESTIONNAIRE FOR PRINCIPALS

The purpose of this questionnaire is to solicit information on the conflict management techniques and their influence on teacher job satisfaction in public secondary schools in Uriri Sub-County. You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated with confidentiality. Please answer all the questions provided as honestly as possible and to the best of your knowledge.

SECTION A:

1. Please indicate your gender.

Male ()

Female ()

2 What is your age?

30-40 ()

41-50

()

51-60

()

3 What is your highest academic qualification?

Diploma ()

B.ed ()

Masters ()

PhD

()

Others (specify).....

4 Indicate your professional experience in years by ticking one option.

6-10 years ()

11-15 ()

16 and above ()

5 How long have you been in this school?

0-5years ()

6-10 years ()

11-15years ()

16 and over ()

6 For how long did you serve as a teacher prior to the appointment as a principal?

0-5 years () 6-10 years () 11-15 years () 16 and above ()

7 How long have you served as a principal in this school?

2 years and below () 3-5 years () 6-10 years () 11 years and above ()

SECTION B:

1. How often do conflicts arise in your school because of reasons given below?

1 Always 2 Often 3 Sometimes 4 Rarely 5 Never

Statement	1	2	3	4	5
Administrative issues					
Misunderstanding between teachers and the administration					
Indiscipline on the part of teachers					
Negligence of duty					
Personality clashes					
Disagreements arising from roles/responsibilities assigned in the school					
Social relations with a member of the opposite sex					
Perceived favoritism					

Sharing of resources					
Indiscipline on the part of students					
Politics					
Games and social issues					
Teacher exhibiting incompetence within classroom					

Others,(specify)(i).....

.....

(ii).....

.....

.....

(iii).....

.....

.....

SECTION C

1. To what extent does delegation of conflict management to the deputy influence teachers' job satisfaction in your school?

1. Very great extent () 2. Great extent () 3. Small extent () 4. No extent ()

2. Please indicate how often the following happens in your school.

1 Always 2 Often 3 Sometimes 4 Rarely 5 Never

Statement	1	2	3	4	5
Since teachers are grown -ups they should and can solve their own conflicts with each other					
Sometimes I evade management of conflicts to preserve people's dignity and feelings					
The deputy principal deals with most of the conflicts in the school					
It is better to manage conflicts as soon as they arise					
I do not take an active role in conflict management if relationship is more important than the issue					

3. How often do the following reasons cause conflicts in your school?

1 Always 2 Often 3 Sometimes 4 Rarely 5 Never

Statement	1	2	3	4	5
Disagreement between two parties on their preference for allocation of resources					
Politics					
Differences in opinion and view points					
Those involved in conflict direct their frustrations at others not in conflict.					

Rational work-related disagreement between teachers themselves or between teachers and the administration					
Conflicting entities feel need to punish the opponent					
Games and other social issues					

Section D:

1. Please tick what is applicable to you using the scale below for each of the statements.

1 Always 2 Often 3 Sometimes 4 Rarely 5 Never

Statement	1	2	3	4	5
I negotiate with my teachers who are involved in conflict					
I view negotiation as effective in dealing with all types of conflicts					
I ask teachers to give up some of their demands during conflict management to help me make acceptable decision					
I negotiate with those involved in conflict because it helps in managing conflicts					
I encourage exchange of information during conflict management					
Negotiating with those involved in conflict may sometimes lead to further conflicts					

2. To what extent does elevating your views above the other people's views during conflict management influence teachers' job satisfaction?

1. Very great extent () 2. Great extent () 3. Small extent () 4. No extent ()

SECTION E

1. Indicate how often you handle conflicts in your school in the manner stated below by ticking in the appropriate box.

1 Always 2 Often 3 Sometimes 4 Rarely 5 Never

Statement	1	2	3	4	5
I allow teachers to be heard whenever they are involved in conflict					
I am willing to listen to teachers and if possible meet their needs to enhance performance and job satisfaction					
I allow those involved in conflict to give their views					
I try to create harmony during conflict management					
I encourage exchange of information during conflict management					
I am able to mediate solutions that satisfy the parties involved in conflict whenever possible					

13. To what extent does allowing openness, exchange of information and examination of differences during conflict management inspire your teachers to be more innovative, excellent in service delivery and loyal to the administration and the school?

1. Very great extent () 2. Great extent () 3. Small extent () 4. No extent ()

SECTION E

1. When you give up some of your demands and uphold the demands of teachers involved in conflict, to what extent does it inspire them to be more innovative, excellent in service delivery and loyal to the school and the administration?

Very great extent () Great extent () Small extent () No extent ()

Comment.....

2. How often do you always handle conflicts in your school as stated below?

1 Always 2 Often 3 Sometimes 4 Rarely 5 Never

Statement	1	2	3	4	5
As a principal, I have to let teachers know that conflicts disrupt school functions					
I lead teachers to see their mistakes during conflict management					
Concern for school objectives and learning comes before the teachers because they are grown ups					
Teachers are led to see how their conflicts affect what the school is trying to achieve					
Conflicts are dealt with so that the goals related to school achievement are preserved					

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to solicit information on the conflict management techniques and their influence on teacher job satisfaction in public secondary schools in Uiri Sub County. You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer the questions as honestly as possible and to the best of your knowledge.

SECTION A

1. Please indicate your gender

Male () Female ()

2. What is your age?

20-30 () 31-40 () 41-50 () 51-60 ()

3. What is your highest academic qualification?

Diploma () B.ed () Masters () PhD ()

Others)(Specify.....
.....

4. Indicate your professional experience in years, (tick one)

1-5 years () 6-10 years () 11-15 years () 16 and above ()

5. How long have you served as a teacher in this school?

0-2 years () 3-4 years () 5-7 years () 8 and above ()

SECTION B

6. To what extent does cooperating and allowing openness during conflict management inspire teachers to be more innovative, excellent in service delivery and loyal to the administration and the school?

Very great extent () Great extent () Small extent () No extent

7. Please rate the following statements based on the scale given below.

1 Always 2 Often 3 Sometimes 4 Rarely 5 Never

Statement	1	2	3	4	5
My principal allows us to be heard when involved in conflict					
My principal is willing to meet our needs in relation to the improvement of work environment					
My principal views cooperation on conflict management as effective because it enhances job satisfaction					
My principal uses conflict management techniques that ensure harmony is created					
My principal encourages exchange of information/views during conflict management					
My principal aims at mediating solutions that enhance feelings of being valued by the institution.					

8. Indicate the extent to which you are satisfied with your job as a result of your principal handling conflicts as stated above.

1. Very satisfied 2. Satisfied 3. Moderately satisfied 4. A little satisfied 5. Not satisfied at all.

Section C.

1. Does placing high value on others during conflict management influence your job satisfaction as a worker?

Yes () No ()

2. If yes, is the influence positive?

Yes () No ()

3. How often are conflicts handled in your school as stated below?

1 Always 2 Often 3 Sometimes 4 Rarely 5 Never

Statement	1	2	3	4	5
My principal ensures management of conflicts satisfies everyone whenever possible					
Teachers manage conflicts by giving up some of their demands to help the principal make suitable decisions					
My principal puts aside his/her demands during conflict management processes					
My principal's conflict management techniques ensure harmony and cooperation between the parties involved.					

My principal tries to meet the needs of those involved in conflict whenever possible					
My principal accommodates views of all teachers involved in conflict.					

4. Indicate the extent to which you are satisfied with your job as a result of your principal handling conflicts as stated above.

1. Very satisfied 2. Satisfied 3. Moderately satisfied 4. A little satisfied 5. Not satisfied at all

5. Who handles conflicts in your school? Please tick what is appropriate according to your own estimation.

Principal 20 percent [] 40 percent [] 60 percent [] 80 percent and above []

Deputy principal [] 20 percent [] 40 percent [] 60 percent [] 80 percent and above []

SECTION D

6. Please tick the most appropriate for your school.

1 Always 2 Often 3 Sometimes 4 Rarely 5 Never

Statement	1	2	3	4	5
My principal convinces others to accept his/her views during conflict management					
Accepting the leader's views maximizes response to conflict					

My principal views convincing others to accept his/her views as effective in conflict management					
Accepting the principal's views during conflict management is effective because it saves time.					
The principal uses his/her position to convince others to adopt his/her views about conflicts					

Others,(specify)(i).....

.....

(ii).....

.....

(iii).....

.....

7. Indicate the extent to which you are satisfied with your job as a result of your principal handling conflicts as stated above.

1. Very satisfied 2. Satisfied 3. Moderately satisfied 4. A little Satisfied 5. Not satisfied at all

SECTION E

1. To what extent does delegation of conflict management to the deputy principal inspire teachers to be more innovative, loyal and excellent in service delivery?

Very great extent [] Great extent [] Small extent [] No extent []

2. Indicate how often your principal handles conflicts in your school as stated below.

1 Always 2 Often 3 Sometimes 4 Rarely 5 Never

Statement	1	2	3	4	5
My principal tends to let conflicts resolve themselves					
My principal encourages those involved in conflicts to focus beyond the details of the conflict to the bigger picture of the school					
Leaving conflicts to resolve themselves sometimes leads to further conflicts					
Teachers prefer resolving their own conflicts instead of the principal taking an active role in conflict management					
Conflict management is delegated to the deputy					
My principal does not resolve conflicts as soon as they arise					

18. Indicate the extent to which you are satisfied with your job as a result of your principal handling conflicts as stated above.

1. Very satisfied 2. Satisfied 3 Moderately satisfied 4. A little satisfied 5. Not satisfied at all

SECTION F

1. To what extent are those involved in conflicts in your school asked to give up some of their demands?

Very great extent [] Great extent [] Small extent [] No extent []

b) Whenever those involved in conflicts are asked to give up some of their demands, to what extent does it inspire teachers to be more innovative, excellent in service delivery, loyal and willing to take extra duties?

1. Very great extent () 3. Great extent () 3. Small extent () 4. No extent ()

2. Indicate how often you handle conflicts in your school as stated below.

1 Always 2 Often 3 Sometimes 4 Rarely 5 Never

Statement	1	2	3	4	5
My principal negotiates with teachers whenever they are involved in conflict					
My principal views negotiation as effective in dealing with all types of conflicts					
Teachers give up some of their demands whenever in conflict to enable the principal make acceptable decisions					
My principal heavily relies on negotiation as appropriate and as not leading to further conflicts					

21. Indicate the extent to which you are satisfied with your job as a result of your principal handling conflicts as stated above.

1. Very satisfied 2. Satisfied 3. Moderately satisfied 4. A little satisfied 5. Not satisfied at all

SECTION G

3. Please indicate how frequent the following sources of conflict arise in your school using the scale below.

1= Always 2= Often 3= Sometimes 4= Rarely 5=Never

Sources	1	2	3	4	5
Administrative issues					
Social relations with a member of the opposite sex					
Indiscipline on the part of teachers/students					
Negligence of duty					
Personality clashes					
Perceived favoritism					
Role conflicts					
Misunderstanding of other people's views and motives					
Politics					
Games/social issues					

Any other source(s) not mentioned; kindly specify

(i).....

(ii).....

.....

(iii).....

.....

4. How often do conflicts arise in your school because of the following reasons?

1 Always 2 Often 3 Sometimes 4 Rarely 5 Never

Reason	1	2	3	4	5
Incompatible solutions for problems involving distribution of scarce resources					
Differences in opinion and view points					
Differences in opinion concerning the desired results					
Teachers needing to hurt others emotionally					
Work-related disagreements between the teachers themselves					
Conflicting entities feel the need to punish opponent					
Conflicting parties direct their frustrations or hostilities at those not in conflict					
Work-related disagreements between teachers and the administration					

**APPENDIX III: STRUCTURED ORAL INTERVIEW FOR DEPUTY
PRINCIPALS**

The purpose of this study is to elicit information on the conflict management techniques on teacher job satisfaction in public secondary schools in Uriri Sub-County. You are requested to participate in the study by answering the questions as honestly as possible and to the best of your knowledge. You are assured that your identity will be treated with confidentiality.

SECTION A

- i. Types of conflicts that commonly arise in your schools. (probe on the various types of conflicts that are experienced in schools)

SECTION B

- ii. The sources of conflicts that commonly arise in your school. (probe on the sources of the various types of conflicts that are experienced in schools)
- iii. Briefly explain the circumstances where conflicts have risen in your school as a result of:
 - a. A party's need for releasing tension, expressing hostility, ignorance or error
 - b. Rational goal oriented disagreement between teachers themselves or between teachers and the administration.
 - c. Limited resources.
 - d. Interdependent work activities or differentiation of activities.
 - e. Communication problems.
 - f. Differences in perceptions and environment of the school.

SECTION C

- i. Conflict management techniques used by principals in selected secondary schools in Uriri Sub County. (probe on the various conflict management techniques used by principals in schools)

What is usually the view of the teachers in your school whenever their needs for resources are not met by the administration? For example, when their department budget is cut, do they blame the principal, the deputy or the head of department?

- ii. Describe how your principal handles different types of conflicts in your school.
 - a) Does the principal address the conflicts immediately?
 - b) Does the Principal delegate the responsibility of handling to other administrators?
 - c) Is the principal always to allow those involved in conflict to take part in the resolution.
 - d) Always willing to meet the needs of others?
 - e) Are those involved in conflict always asked to give up their demands?
 - f) Is the principal always assertive during conflict management?
 - g) Are the parties involved in conflict always willing to give up something for the principal to make a mutually acceptable decision?
 - h) What has always the feeling of teachers after conflict management?

SECTION D

- i. Principals conflict management techniques in relation to teacher job satisfaction in selected secondary schools in Uriri Sub County. (probe on how teachers are satisfied with the various conflict management techniques used by principals in schools)

Briefly comment on the behavior of teachers in your school after involvement in conflict. Are they inspired to be more determined, excellent in service delivery, innovative and loyal to the administration and school?

APPENDIX IV: QUESTIONNAIRES FOR THE FOCUS GROUP DISCUSSION
BY SENIOR TEACHERS

The purpose of this study is to discuss and to solicit information on conflict management techniques and their influence on teacher job satisfaction in public secondary schools in Uriri and Nyatike Sub-Counties. You are assured that your identity will be treated with uttermost confidentiality. Please give your views as honestly as possible and to the best of your knowledge.

SECTION A

1. The types of conflicts that arise in your institution. (probe the discussants on the various types of conflicts that are experienced in schools)

2. The sources of conflicts that commonly arise in your school. (probe the discussants on the sources of the various types of conflicts experienced in schools)

SECTION B

3. Conflict management techniques used by principals in selected secondary schools in Uriri Sub Country. (probe the discussants on the various conflicts used by principals)

Describe how you think your principal handles different types of conflicts.

- a) Is the principal always cooperative or assertive?
- b) Do the parties involved in conflict give up some of their demands to enable the principal make acceptable decisions?
- c) Does the principal handle conflicts as soon as they arise?
- d) Does the principal delegate the responsibility of managing conflicts to other administrators?

- e) Does the principal play down the differences in order to satisfy the concerns of others?

SECTION C

- 4. Principals conflict management techniques in relation to teacher job satisfaction in selected secondary schools in Uriri Sub County. (probe the discussants on how the teachers are satisfied with the conflict management techniques used by principals in schools.

Has your school experienced any major conflicts within the past 2 or 3 years? If yes:

- a) How were they managed?
- b) What were the sources of the conflict(s)?
- c) What were the results?
- d) How did the teachers feel? Were they motivated or demotivated?

**APPENDIX V: SAMPLE OF VERBATIM EXCERPTS FROM FOCUS GROUP
DISCUSSIONS.**

Themes/Subthemes and codes from Focus Group Discussions.		
Verbatim Excerpts	Themes/ Subthemes	Codes
<p>Whenever we have disagreement in our staff meetings, my principal would advocate for peaceful coexistence amongst the staff, my principal urges cooperation in crisis situation and always concedes to the needs of staff members as long as she is convinced that it is for the good of learners. This in my view this fosters laziness and complacency in the school and at the same time teachers feel valued. (FGD5)</p>	Obliging	4
<p>My principal is never keen on addressing conflicts whenever they arise. As teachers, we are left to do the least we can to keep our peace. The principal always encourages those involved in conflict to look beyond the details. Mostly the deputy is given the responsibility to handle conflicts is left to the deputy. (FGD26)</p>	Avoiding	5
<p>My principal is an all-round person and passionate about good relationship with teachers. Those involved in conflict are allowed to give their views, she also encourages them to give up some of their demands so that rational decisions are made. (FGD10)</p>	Integrating	2

Scarce resources are known to cause conflict in our school Avoiding 5

always every time, this could be the reason why my principal keeps pushing issues under the carpet. It would be better if we had conflict management guidelines for such recurrent conflicts because leaving them to take care of themselves denies the parties involved the recognition that comes by allowing them to express themselves. Teachers in this case end up feeling disregarded. (FGD 8)

Whenever my principal remains firm and uses position Dominating 5

power to have his way, it instills respect to authority and conformity to professional ethics, but the disputants always have their morale lowered. This causes teachers become disloyal and feel devalued. (FGD17)

APPENDIX V: LETTER OF INTRODUCTION

Rongo University
P.O. Box 103, 40404
Rongo

The Principal

.....
.....
.....

RE: CONFLICT MANAGEMENT TECHNIQUES AND TEACHER JOB
SATISFACTION IN SELECTED SECONDARY SCHOOLS IN URIRI AND
NYATIKE SUB COUNTIES, KENYA

Dear Sir/Madam,

I am a post graduate student conducting research on the Conflict Management Techniques on Teacher Job Satisfaction in Selected Secondary Schools in Uriri and Nyatike Sub Counties, Kenya.

Your school has been selected for the study. I am humbly requesting your assistance in collection of data for the purpose of this study.

Alabu Pamela Farhya
Cell Phone +254720842701

APPENDIX VI: RESEARCH LICENSE (NACOSTI)

THIS IS TO CERTIFY THAT:
MS. PAMELA FARHYA ALABU
of RONGO UNIVERSITY, 123-40400
SUNA, has been permitted to conduct
research in Migori County

Permit No : NACOSTI/P/17/66159/20355
Date Of Issue : 5th December,2017
Fee Received :Ksh 2000

on the topic: INFLUENCE OF
PRINCIPALS' CONFLICT MANAGEMENT
TECHNIQUE ON TEACHER JOB
SATISFACTION IN SELECTED
SECONDARY SCHOOLS IN URIRI AND
NYATIKE SUB COUNTIES, KENYA



for the period ending:
4th December,2018


.....
Applicant's
Signature

J.P. Kalewa
.....
Director General
National Commission for Science,
Technology & Innovation

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Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A 16813

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APPENDIX VI: MAP OF KENYA (WITH MIGORI COUNTY)



APPENDIX VII: MAP MIGORI WITH NYATIKE AND URIRI SUB-COUNTIES

