EFFECTS OF WORKPLACE CONFLICTS ON PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN KENYA: A SURVEY OF PUBLIC SECONDARY SCHOOLS IN NYERI CENTRAL DISTRICT

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Effects of workplace conflicts on performance
DECLARATION

This research project is my original work and has not been presented for any award in any other institution of learning.

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This Research Project has been submitted for examination with my approval as the student's supervisor.

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DEDICATION

This study is dedicated to my daughters Doreen Muthoni and Eunice Hope Njeri; Watching them crave to acquire knowledge has been the driving force behind this study and to my dear my parents James Mwangi and Eunice Mwangi whose support and passion for education has been a great source of strength and inspiration.
ACKNOWLEDGMENT

My ultimate thanks goes to the Almighty God for the gift of life, good health and His Grace of provision to carry on this course and in particular this research. I am indeed grateful to my course supervisor Ms. Ann Muchemi who professionally and skillfully supported and guided me in this project. I also wish to sincerely thank the Ministry of Education office Nyeri for their support extended to me without which this proposal wouldn’t have been possible. Special gratitude goes to my lecturers, staff of Kenyatta University and my colleagues who whole heartedly assisted me in this research in all ways possible. I also wish to thank my friends Agnes, Sarah, Kennedy and Luke for their enormous support without which I could not have made it. May God bless them all.
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<tr>
<td>AIDS : Acquired Immune-Deficiency Syndrome</td>
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<tr>
<td>HIV : Human Immune Virus</td>
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<tr>
<td>KCSE : Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>MBTI : Myers-Briggs Personality Type Inventory</td>
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<tr>
<td>MOE : Ministry of Education</td>
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<td>PDE : Provincial Director of Education</td>
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<td>SMART : Specific Measurable Attainable Realistic Time bound</td>
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<td>TSC : Teachers Service Commission</td>
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DEFINITION OF OPERATIONAL TERMS

**Workplace conflict** can be defined as a sharp disagreement or opposition of interests or ideas.

**Work relationship conflict** refers to socio-emotional or interpersonal disagreements that are usually associated with feelings of annoyance and animosity in the workplace usually denoted by the presence of strong negative emotions, misperceptions or stereotypes, poor communication or miscommunication, or repetitive negative behaviors.

**Task conflict** refers to conflicts which arise over substantive issues such as differences of opinion or ideas about the correct way to approach a task or solve a problem i.e. disagreements about appropriate choices of alternative policies or differences of judgment about certain decisions.

**Structural conflict** is conflict between groups or units in the organizations which can be horizontal, between line and staff, different line organizations such as sales and production or it may be vertical, labor versus management or central headquarters versus field organizations.

**Goal conflict** is a business term that typically refers to either strategy or data plans that are made but cannot be effectively completed because of inherent differences and problems between goals.

**Performance** includes only those actions or behaviors that are relevant to the organization's goals and that can be scaled (measured) in terms of each individual's proficiency (that is, level of contribution). Performance is what the organization hires one to do, and do well.
ABSTRACT

Workplace conflict is a specific type of conflict that occurs in workplaces. The conflicts that arise in workplaces may be shaped by the unique aspects of this environment, including the long hours people spend at their workplace, the hierarchical structure of the organization, and the difficulties (e.g. financial consequences) that may be involved in switching to a different workplace. In this respect, workplaces share much in common with schools, especially pre-college educational institutions in which students were less autonomous. The study sought to examine the effects of workplace conflicts on performance of teachers. The main objective of the study was to establish the effects of the workplace conflict on performance of teachers in public secondary schools. The factors under investigation were work relationship conflicts, task conflicts, structural conflicts and the goal conflicts and how they influence the performance of teachers. A review of literature was conducted so as to find out what other researchers had found out on studies related to the topic. The researcher filled the gap by seeking the views of teachers in Nyeri Central District on the effects of workplace conflict on their performance. The study targeted a population of 292 respondents who are principals and teachers in the 17 public secondary schools. Due to the large number of the respondents, the researcher used the proportionate stratified random sampling whereby according to Mugenda and Mugenda (2005), 30% of the target population will be an ideal sample. This translated to 82 teachers who the researcher then collected data from using questionnaires. The collected data was analyzed using descriptive statistics and the data was presented in form of frequency tables, charts and graphs. Among the key findings established in the study were that task conflicts had a major influence on the performance of teachers (76%). The structural conflict was also found to have a high influence on teacher performance (75%) Goal conflicts had a relatively low influence on performance of teachers when compared to task and structural conflict (65%) while the work relationship conflict the lowest influence on the performance of teachers (46%). The researcher recommends that all the necessary efforts should be made to manage workplace conflicts by enhancing communication amongst teachers, provision of necessary materials, as well as the provision of a well designed job design and that teachers should come up with SMART individual and organizational goals. The researcher further recommends that more studies should be done on the strategies and mechanisms that need to be adapted to overcome workplace conflicts in public secondary schools.
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

According to Kessler and Undy (1996) industrial relations are basically the interactions between employers, employees and the government, and the institutions and associations through which such interactions are mediated. They further define employment relations as the interconnections that exist between employers and employees in the workplace. This relationship may be formal in forms of contracts of employment or on procedural agreements or may be informal in the shape of the psychological contract which expresses certain assumptions and expectations about what the employer and employee have to offer and are willing to deliver. They can have an individual dimension, which refers to individual contracts and expectations, or a collective dimension, which refers to relationships between management and trade unions, staff associations.

According to Adomi and Anie (2005) conflict in Nigerian industries has become perennial and disturbing so much that it has hampered the growth of some organizations in Nigeria. In many organizations in Nigeria today, internal (intrapersonal) and interpersonal conflicts are consuming so much organizational time and attention that organizations are starting to look as though conflict is their primary business. Human resource policies are vital in addressing both individual and group conflict in an organization.

Gupta (2008) posits that human resource policies provide guidelines for a wide variety of employment relationship in the organization. To effectively solve conflict an organization,
human resource policies need address areas where conflicts may arise such as management of
human resources and organizational development, compensation including profit sharing and
incentives, working conditions, employee's services and welfare relations. The policies should
provide checks and balances in the daily running of an organization at all levels, thereby
promoting a spirit of teamwork and loyalty. For the line and top management, the policies should
address the process of decision making and provide standards or yardsticks for control. With
respect to an organization's goals and objectives, apart from being clearly written, human
resource policies should be flexible.

In the Kenyan education system, various legislations serve as guidelines for management and
administration of educational institutions. However, it appears that most educational institutions
have been less successful in management of conflicts MOE (2002). The Ministry of Education
(2002) report indicated that in spite of the government policies put in place, Kenyan educational
institutions have continued to report increased cases of conflict. In the recent past, the concern
has shifted to the changing nature and increased number of organizational conflicts. Most of
these conflicts occurred in secondary schools, middle level colleges and tertiary institutions
MOE (2002). Many of the conflicts were characterized by violence and wanton destruction of
institutional property. Between 1980 and 2008, the number of conflicts in public secondary
schools alone increased from 22 to 300 (MOE, 2008). Individuals being heterogeneous; they
differ in the way they approach people and problems. Associates need to understand their own
style and learn how to accept conflicting styles. Personality tests, such as Myers-Briggs
Personality Type Inventory (MBTI), can help people explore their instinctive personality styles
(Bell, 2002). An example of conflicting styles would be where one worker works best in a very
structured environment while another worker works best in an unstructured environment. These
two workers could easily drive each other crazy if they constantly work in conflict with one another and do not learn to accept one another's work style.

1.1.1 Public Secondary Schools in Nyeri Central District

Nyeri central district has a total of 17 public schools which are either community or church sponsored schools. The district has a total of 4 provincial boarding and 1 provincial day school, 1 district boarding school and 11 mixed day schools which are all located in one of the Nyeri county districts. These schools are equipped with 292 trained TSC teachers with diverse cultures who are exposed to constant in-service training courses so as to enhance the overall performance in the region. The education sector in the district is based on the background of the county’s vision of value and virtue adding to all learners thus the need to inculcate effective teacher characteristics and practices on student self-efficiency for overall good performance in all schools so as to deliver timely quality and quantity services, (Nyagosio, 2010).

1.2 Statement of the Problem

Educational institutions in Kenya have occasionally experienced conflict of varied nature, due to different reasons. Many of the conflicts were characterized by violence and wanton destruction of institutional property. Between 1980 and 2008, the number of conflicts in public secondary schools alone increased from 22 to 300 representing 0.9% to 7.5% (MOE, 2008). The Ministry of Education (2011) report indicated that in spite of the government policies put in place, Kenyan educational institutions have continued to report increased cases of conflict. In the recent past, the concern has shifted to the changing nature and increased number of organizational conflicts. Most of these conflicts occurred in secondary schools, middle level colleges and tertiary
institutions. Recently, attention has been drawn to the level of violence in secondary schools and society (Ogosia, 2009).

According to the District Education Officer Nyeri Central District (2011) the performance of public secondary schools in Nyeri central district has been declining over the years. Strikes, a manifestation of conflict seem to be increasing in public secondary schools. Teachers have long work experience; almost all are on the verge of retiring. They are more or less running after salary increment, promotion and other benefits. The full day work has created grievances on the part of teachers. There seems to be an unfair assignment of school principals and other educational managers at various levels. The competitive market situations also negatively contribute to the dissatisfaction of individual teachers. The continued dissatisfaction of some teachers and other workers, unnecessarily dominating (authoritative) principals, dissatisfaction in performance evaluation systems, improper distribution of class load poses a challenge. In the light of this the study seeks to assess the effects of workplace conflicts on performance of teachers in public secondary schools.

1.3 Study Objectives

The study was guided by the following research objectives:-

1.3.1 General Objective

The general objective of this study was to establish the effects of workplace conflicts on performance of teachers in public secondary schools.
1.3.2 Specific Research Objectives

The study was guided by the following research objectives:

i. To determine how work relationship conflicts affect performance of teachers in public secondary schools in Nyeri Central District.

ii. To assess how task conflict affects performance of teachers in public secondary schools in Nyeri Central District.

iii. To establish how structural conflicts affects performance of teachers in public secondary schools in Nyeri Central District.

iv. To find out how goal conflicts affects performance of teachers in public secondary schools in Nyeri Central District.

1.4 Research Questions

To address the above objectives, the following set of research questions were used;

i. Do work relationship conflicts affect performance of teachers in public secondary schools in Nyeri Central District?

ii. How do task conflicts affect performance of teachers in public secondary schools in Nyeri Central District?

iii. What are the effects of structural conflicts on performance of teachers in public secondary schools in Nyeri Central District?

iv. Do goal conflicts affect performance of teachers in public secondary schools in Nyeri Central District?
1.5 Significance of the Study

For the secondary schools policy makers the study would offer guidelines to the human resource decision makers on how to carry out conflicts management for increased teachers productivity. It would add value and enlighten the policy makers on the effects of workplace conflicts among the teachers. There was need therefore to know the divergent spectrum of conflicts that reduce teacher’s morale. This study would be significant to the secondary schools in that recommendations arrived at would guide the policy makers not to victimize the teachers and instead appreciate the importance of putting up mechanisms of enhancing conflicts mitigation. The teachers would also benefit from the findings of the study in that corrective measures would be put in place and policies formulated to harness workplace conflicts. The study would also act as a source of reference materials to future researchers who would wish to do a deeper study into this area.

1.6 Justification of the Study

Various studies about the workplace conflicts have been carried out globally but none has earmarked Nyeri central district. Academic performance is a major indicator of quality education. Quality education, in turn, is considered the key to economic and industrial growth and ultimately development. The national goals of economic recovery and industrialization are low performance in public secondary schools. The researcher chose to carry out the study within the public secondary in Nyeri Central District. This was due to ease of accessibility of data required since the researcher was a teacher stationed in Nyeri central district, as well as reduction of costs and time of data collection. Further, the researcher was familiar with the geography of the District hence the choice of the locality.
1.7 Study Limitations

The researcher was faced with suspicion from the teachers who were hesitant to fill in the questionnaires suspecting that they were being targeted for investigation. This was resolved by the universities introduction letter. The study focused only on one district hence might not reflect the full social diversity of the other districts in Kenya.

1.8 Scope of the Study

The study was carried out in the secondary schools in Nyeri municipality to ascertain the effects of workplace conflicts on organization performance in secondary schools. The target population of this study was 292 respondents who were teachers in the 17 Nyeri Central district secondary schools as at the time of the study. The study was carried out from August 2012 to April 2013 where a total of 82 teachers were sampled.

1.9 Assumptions of the Study

The assumptions of the research were that the responses given were honest, truthful and represented the respondents' accurate feelings and perceptions into the study, that the respondents were available for the study considering that they would still be on duty serving the students of Nyeri, and that once the data collection was through the report would be ready in due time.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the concept of workplace conflicts and captures critical review of past theories by other researchers on the area of conflict management. From the literature review, the researcher developed a conceptual framework where the relationship between the independent variables, dependent variable and the intervening variables was established.

2.1.2 The Concept of Workplace Conflicts

In the early 1990s a theory of job performance was proposed (Campbell, McCloy, Oppler, & Sager, 1993) that defines performance in a meaningful, explicit way and provides guidance to researchers and practitioners needing to choose performance measures for use in their studies and real-world settings, respectively. The theory defines performance as something that people actually do and can be observed. By definition, it includes only those actions or behaviors that are relevant to the organization's goals and that can be scaled (measured) in terms of each individual's proficiency (that is, level of contribution). Performance is what the organization hires one to do, and do well. Performance is not the consequence or result of action, or it is the action itself and consists of goal-relevant actions that are under the control of the individual, (Campbell et al., 1993) emphasis.

According to Dowling et al (2008) workplace conflict is a specific type of conflict that occurs in workplaces. The conflicts that arise in workplaces may be shaped by the unique aspects of this
environment, including the long hours many people spend at their workplace, the hierarchical structure of the organization, and the difficulties (e.g. financial consequences) that may be involved in switching to a different workplace. In this respect, workplaces share much in common with schools, especially pre-college educational institutions in which students are less autonomous. Unresolved conflict in the workplace has been linked to miscommunication resulting from confusion or refusal to cooperate, quality problems, missed deadlines or delays, increased stress among employees, reduced creative collaboration and team problem solving, disruption to work flow, decreased customer satisfaction, distrust, split camps, and gossip.

Murthy (2006) stated that the word conflict is derived from the Latin word configure meaning to strike together. It was anticipated that conflict may occurred in a physical sense when two or more different things moves to occupy the same space at the same time which there is logical inconsistency and the process of solution are identical. Armstrong (2006) expressed that conflict may arise when wants, needs and beliefs between two or more parties struggle to agree. Bricoe and Scholar (2004) mentioned that conflict happens whenever disagreements exist in a social situation over issues of substance, or whenever emotional antagonisms create frictions between individuals or groups. They agreed that conflict continues when either side do not believe in a certain agreement and intertwine of the other party is merely impossible.

Swift and Piff (2005) identifies that conflict takes various forms, such as dyadic conflict, involving persons or groups, and coalition behavior, involving more than two parties. They stressed that conflict is a fact of life in organizations. Conflict is not something that is a tangible product but it lies in the minds of the people who are parties to it. It does become tangible when it manifests itself in arguing, brooding, or fighting. The problem lies with the inability for people
to manage and resolve it effectively. If managed effectively, conflict can be constructive. If not, conflict can be a destructive force in people and organizations.

Brown (2002) opines that we live in an age of conflict. In most organizations, the level and number of conflicts seem to be increasing. Employees are becoming more assertive in demanding their share of organizational rewards such as status, recognition, pay, benefits, and autonomy. Conflicts among groups are also increasing. Organizational conflict occurs at several levels and appears in different forms such as intra-organizational conflict which occurs within the organization and inter-organizational conflict which occurs between two or more organizations including education institutions.

Griffin (2006) affirmed that conflict cannot be evaded even in education establishments as schools and colleges are a part of organizations. If conflict which arises in schools and colleges are not taken care of it will affect the educators as well as the students by creating unwanted divergence in their learning environment. Basically, the factors of organizational conflict in schools can be classified into two main categories: structural factors, which relate to the nature of the organization and the way in which work is organized; and personal factors, which relate to differences between organizational or school members.

According to Adler (2008) workplace conflict can be defined as a sharp disagreement or opposition of interests or ideas. Anytime people work together, conflict is a part of ‘doing business’. Conflict is a normal and natural part of any workplace. When it occurs, there is a tendency for morale to be lowered, an increase in absenteeism and decreased productivity. It has been estimated that managers spend at least 25 percent of their time resolving workplace conflicts – causing lowered office performance. Handling and resolving conflicts that arise in the
workplace is one of the biggest challenges managers and employees face. Typically there are two responses to conflict: run away (avoidance) or ‘battle it out’. In either case, we often feel uncomfortable or dissatisfied with the results because no resolution has been achieved. By learning to constructively resolve conflict, we can turn a potentially destructive situation into an opportunity for creativity and enhanced performance.

Fraenken and Wallen (2000) assert that organizations strive to develop cohesiveness and promote agreement on work environment that engenders positive thinking among the employees. However, it is candidly opined that conflict among the employees remains in some form or the other. Conflict at an initial stage could easily be controlled but which could lead to complications if allowed to aggravate. Hence a strategy of conflict resolution in any organizations becomes mandatory. It has been experienced that task conflict creates dissatisfaction among the employees. In the wake of such a situation, routine tasks are adversely affected than non routine tasks. It is imperative that conflict emergence be addressed and vigilance is maintained in such an environment to stall its adverse effect at an early stage. Usually dominant and avoiding approach creates conflict among the employees. These conflicts become noticeable during the meetings and general discussions on organizational objectives and goals. The phenomenon also takes place whereby useful and important decisions are at offing stage.

Muhammad et al (2009) agrees that conflict is not bad if it produces positive results but high level of task conflict leads to reduction in team commitment and team member’s satisfaction. In the wake of competition, management strives to on adopt efficient approach in the discharge of work by the employees to accrue the desired output. Such efforts make the management go in search of advanced practices. In this pursuit, the management brings about the changes whereby
conflict free environment is provided to the employees. Similarly, once the problem is identified, it is resolved in order to keep employees away from adverse situation, which arises at the time. Cognizance of the importance of conflict resolution, the researchers have embarked upon this study. It provides an opportunity to the management, to resolve the issue at the initial stages. Smooth and easy work environment would help the employee to apply his capabilities wholeheartedly in discharge of their primary function.

Jones et al (2000) affirms that workplace conflict may occur when people's ideas, decisions or actions relating directly to the job are in opposition, or when two people just don't get along. Conflict in the workplace may be productive if it leads to positive change, but can also be stressful and unpleasant. Resolving disputes and clashes at work is important for employers and employees. There are broadly two kinds of workplace conflict: when people's ideas, decisions or actions relating directly to the job are in opposition, or when two people just don't get along. The latter is often called 'a personality clash'. A conflict of ideas on any aspect of business can often be productive, if the parties involved are willing to 'brainstorm' solutions together. Sometimes, the compromise can be better for business than either of the original ideas. Conflict of this kind often generates better work practices and initiates positive changes that would otherwise never have occurred. Personality clashes, on the other hand, are very rarely productive (Dowling et al, 2008). A clash may start with a dispute on business practices and escalate from there to mutual loathing, or else the two people may simply have disliked each other from the beginning. This type of workplace conflict is bad for business, because it can lead to downturns in productivity and increases in absenteeism. On an individual level, workplace conflict is stressful and unpleasant. This anxiety may spill over into other areas of life and disrupt, for example, personal relationships.
Interpersonal conflicts resulting from personality variables such as dislikes, distrust, or prejudice usually hinder group performance. When interpersonal conflict occurs, people are more concerned with gaining advantage over others than with task performance. Since the value of conflict can be determined by how it is managed, managers should know its sources and consequences so that they can find ways of managing it. Bell (2002) posits that the role of conflict management in organizational performance depends on contingent circumstances.

2.2 Theoretical Literature Review

In the theoretical literature, the researcher reviews theories that are relevant to workplace conflicts and explains the applicability of these theories in the study.

2.2.1 The Contemporary Theory of Conflict Resolution

Conflict is defined as disagreement between individuals. It can vary from a mild disagreement to a win-or-lose, emotion-packed, confrontation (Kirchoff and Adams, 1982). This paper is based on the contemporary theory of conflict which recognizes that conflicts between human beings are unavoidable. They emerge as a natural result of change and can be beneficial to the organization, if managed efficiently. This theory by (Kirchoff and Adams, 1982) considers innovation as a mechanism for bringing together various ideas and viewpoints into a new and different fusion. An atmosphere of tension, and hence conflict, is thus essential in any organization committed to developing or working with new ideas. This theory therefore appreciates the presence of conflicts in an organization so long as they are resolved.
2.2.2 The Information Processing Theory

Dowling et al (2008) propose that the information processing theory is helpful in identifying important group process variables relevant to decision making. According to information processing theory, organizations are information processing systems, and strategic decisions require information processing by the managers. From an information processing perspective, members exchange, process, and interpret the information from a variety of sources and then act on it before making decisions. Team members acquire information for strategy formulation and send information during strategy implementation. Executives use exchange relationships in acquiring and disseminating information. Absence of complete knowledge of the information provided by the members involves considerable risk in accepting such information at face value. Thus, the high stakes involved and the risk associated with lack of complete knowledge of others’ inputs place the onus on members to interact in such a way as to reduce the risk and optimize the outcome.

Browarys and Price (2008) defined cognitive diversity in terms of differences of beliefs concerning cause-effect relationships relating to various goals of the organization. Diversity research recognizes that key group processes occur within decision making but rarely examines these processes. Information processing theory can help ascertain applicable processes. The aspect of gaining information from a variety of sources and perspectives suggests cognitive diversity; the facet of accepting knowledge while striving to minimize risk connotes trust in others’ abilities; and the exchange of acquiring and sending information implies task conflict. Task conflict arises from judgmental differences about the task at hand. Task conflict is created from diverse perspectives’ being expressed and challenged. Competence-based trust will likely
encourage diverse teams to openly discuss and even disagree with other members, because members may feel confident that their views, even if challenged, will lead to an in-depth analysis of the issues. Task conflict provides a conduit to actualize the benefits of cognitive diversity on decision outcomes. Diverse teams must allow members to put forward their different views and ideas relative to the decision in order for effective decision making to occur.

2.3 Empirical Literature Review

2.3.1 Effects of Workplace Conflicts on Performance of Teachers in Public Secondary Schools

Conflict may have either a positive or a negative effect on organizational performance, depending on the nature of the conflict and how it is managed Armstrong (2006). For every organization, an optimal level of conflict exists which is considered highly functional as it helps to generate good performance. When the conflict level is too high (dysfunctional), performance suffers. Consequently, innovation and change may become unmanageable and the organization may not adapt to change in its environment (Beardwell and Claydon, 2007). According to Advisory, Conciliation and Arbitration Service (2004) the informal resolution of dissatisfaction is an essential part of effective day-to-day management. Most difficulties can be resolved as they arise but more formal arrangements are necessary when dissatisfaction in the employment relationship becomes unresolved conflict.

According to Hart (2000) it is now becoming more evident that this is something that companies and managers need to recognize, and deal with. Conflict significantly affects employee morale, turnover, and litigation, which affects the prosperity of a company, either constructively or
destructively. Workplace conflict is a specific type of conflict that occurs in workplaces. The conflicts that arise in workplaces may be shaped by the unique aspects of this environment, including the long hours many people spend at their workplace, the hierarchical structure of the organization, and the difficulties (e.g. financial consequences) that may be involved in switching to a different workplace. In this respect, workplaces share much in common with schools, especially pre-college educational institutions in which students are less autonomous.

2.3.2 Work Relationship Conflicts

According to Dowling et al (2008) work relationship conflict refers to socio-emotional or interpersonal disagreements that are usually associated with feelings of annoyance and animosity in the workplace. Moreover, in relationship conflict, the cause of the conflict is attributed to factors associated with the conflict partner or the relationship between the partners. Relationship conflicts occur because of the presence of strong negative emotions, misperceptions or stereotypes, poor communication or miscommunication, or repetitive negative behaviors. Relationship problems often fuel disputes and lead to an unnecessary escalating spiral of destructive conflict. Supporting the safe and balanced expression of perspectives and emotions for acknowledgment (not agreement) is one effective approach to managing relational conflict.

According to Beardwell and Claydon (2007) data conflicts occur when people lack information necessary to make wise decisions, are misinformed, disagree on which data is relevant, interpret information differently, or have competing assessment procedures. Some data conflicts may be unnecessary since they are caused by poor communication between the people in conflict. Other data conflicts may be genuine incompatibilities associated with data collection, interpretation or communication. Most data conflicts will have "data solutions."
According to Browarys and Price (2008) corporate values, also known as "beliefs and ideas about what kinds of goals members of an organization should pursue and ideas about the appropriate kinds or standards of behavior organizational members should use to achieve these goals. From organizational values develop organizational norms, guidelines, or expectations that prescribe appropriate kinds of behavior by employees in particular situations and control the behavior of organizational members towards one another. The value acts as the roots of all culture which provides the organization with both stability and solidity. It also helps in sustaining the organization the values are put as the roots of tree. The institution includes formal or informal where the values and the beliefs take shape in a diverse area of experience, structuring the behavior and the ways of acting of the members of the society in question. This is achieved by offering a frame work in which the values take shape in different area of experience.

According to Browarys and Price (2008) value conflicts are caused by perceived or actual incompatible belief systems. Values are beliefs that people use to give meaning to their lives. Values explain what is good or bad, right or wrong, just or unjust. Differing values need not cause conflict. People can live together in harmony with different value systems. Value disputes arise only when people attempt to force one set of values on others or lay claim to exclusive value systems that do not allow for divergent beliefs. It is of no use to try to change value and belief systems during relatively short and strategic mediation interventions. It can, however, be helpful to support each participant's expression of their values and beliefs for acknowledgment by the other party.

According to Campbell et al (1993) conflicting roles can occur when an associate is asked to perform a function that is outside his job requirements or expertise or another associate is
assigned to perform the same job. This situation can contribute to power struggles for territory. This causes intentional or unintentional aggressive or passive-aggressive (sabotage) behavior. Everyone has experienced situations where associates have wielded their power in inappropriate ways. Just as two or more workers can have conflicting styles, they can also have conflicting perceptions. They may view the same incident in dramatically different ways. Bell (2002) gives an example of what might happen if a new administrative assistant were hired in the organization. One associate might see the new hire as an advantage (one more set of hands to get the job done), while another associate might see the same new hire as an insult (a clear message that the current associates are not performing adequately). Corporate culture is the social glue that bonds people together and makes them feel part of the organizational experience. Finally, corporate culture assists the sense-making process. It helps employees understand organizational events.

A strong culture thus is better than a weak one. A strong corporate culture exists when most employees across all subunits hold the dominant values. The values are also institutionalized through well-established artifacts, thereby making it difficult for those values to change. Strong cultures are long lasting. In many cases, they can be traced back to the beliefs and values established by the company's founder. This makes the company more successful than the one with a weak culture. Companies have weak cultures when the dominant values are short lived, poorly communicated, and held mainly by a few people at the top of the organization. However strong culture increases organizational performance only when the cultural content is appropriate for the organization's environment. Companies that operate in a highly competitive environment might be better served with a culture that engenders efficiency. Companies in environments that require dedicated employees will be more successful with an employee-oriented culture.
According to Beardwell and Claydon (2007) in many organizations even in school, manager or principal is granted privilege denied to other employees or teachers. For instance, manager and principal may enjoy flexible hours, free personal long-distance calls, and longer breaks. In the words of one management consultant, “If you want to know who is really important in the organization, just observe the signs in the parking lot and watch for the distance between the parking and the office building; the bigger the sign and the closer to the building, the higher the status of the incumbent. Bell (2002) stated that human beings are unique who possesses a variety of physical, intellectual, emotional, economic, and social differences. However, some organizations are creating a more egalitarian appearance to reduce conflicts that result from status differences.

Adomi and Anie (2005) posit that a common cause of conflict is poor communication, which can lead to misunderstandings and allow barriers to be erected. Probably the easiest way to prevent conflict is to ensure good communication. However, both too little and too much communication can lead to conflict. On the one hand, when there is too little communication, associates do not know enough about each other’s intentions, goals, or plans. Coordination becomes difficult, and misunderstandings are more likely to occur, which can result in conflict. On the other hand, too much communication can also result in misunderstandings that cause conflict. For instance, a principal should be clear in details when he notices a new discipline for all teachers and students in school.

2.3.3 Task Conflicts

According to Swift and Piff (2005) task conflict refers to conflicts which arise over substantive issues (such as differences of opinion or ideas about the correct way to approach a task or solve a
problem). Task conflict is interrelated with beneficial and other events in the reorganizations. Task conflict becomes pronounced while decision taking place are complex in nature or highly skilled in its manifestation. It leads to negativism in the development and maintainability of the team hence performance is being marred in such like situations.

It may, however, be pointed out that task conflict creates simmering but it doesn’t have any relationship between performance and satisfaction of the team work. The evaluation of the past experiences and accruing benefits from the same could have positive effect on the performance.

Task conflict will likely occur during the process of creating alternatives and expending resources because of the interaction of executive team members. Armstrong (2006) found that although all forms of diversity may contribute to task conflict, task-related diversity is more associated with task conflict than is non-task-related diversity.

According to Dowling et al (2008) employees in an organization either have general or specific tasks which when the majority of them are specialist, conflicts may arise. For example when one may have insufficient knowledge of the others job responsibilities, dissatisfaction in either party may exists and anticipated that the management of organizational conflict involves channeling the energies, expertise, and resources of the members of conflicting groups for synergistic solutions to their common problems or attainment of overall organizational goals. In many work situations, we are obliged to share resources, the scarcer the resource the greater potential for conflict. For example, having a class with extensive workload which only have one computer may create high chances of conflict.
Murthy (2006) defined task conflict as disagreements about the issues such as appropriate choices of alternative policies or differences of judgment about the decision. Executive teams with diverse beliefs concerning the preferences of various strategic goals would undoubtedly have discussions that would lead to disagreements during the decision-making process.

Beardwell and Claydon (2007) asserted that task conflict is inevitable in strategic decision making because executives will view environments differently and thus voice different perspectives. Some scholars even suggest that the benefits of diversity will not be materialized in strategic decision making without important processes, one of which is task conflict. Although task conflict can generate relationship conflict, which can be detrimental, we affirm that task conflict is extremely important in highly complex decisions that are crafted in an ever-changing environment.

Because individuals are heterogeneous they differ in the way they approach people and problems. Associates need to understand their own style and learn how to accept conflicting styles. Personality tests, such as Myers-Briggs Personality Type Inventory (MBTI), can help people explore their instinctive personality styles (Bell, 2002). An example of conflicting styles would be where one worker works best in a very structured environment while another worker works best in an unstructured environment. These two workers could easily drive each other crazy if they constantly work in conflict with one another and do not learn to accept one another's work style.

Whenever workers compete for scarce resources, recognition, and power in the company's pecking order, conflict can occur. Since everyone requires a share of the resources (office space, supplies, the boss's time, or the budget fund) to complete their jobs (Hart, 2000), it should come
as no surprise when the have-nots gripe and plot against the haves. A role refers to the behaviors and activities expected of an employee. Every employee plays one or more roles within the organization. These roles are usually defined through a combination of such elements as job title, description of duties, and agreements between the employee and the organization. Manager-subordinate conflict can result when the subordinate’s role is not clearly defined and each party has a different understanding of that role.

2.3.4 Structural Conflicts

According to Beardwell and Claydon (2007) structural conflict is the conflict between groups or units in organizations, can be horizontal, between line and staff, different line organizations such as sales and production or it may be vertical, labor versus management or central headquarters versus field organizations. There are two different kinds of structural conflict. One of them is known as symmetrical schizmogenesis. This is a term used to describe the dynamics of individual in a group context, such as how he reacts within his own group and with members of another group. The theory says that if individual act in a dramatically different way in these situations, it eventually leads to a continuous cycle of negative feeling between the two groups, and ultimately the breakdown of structure between the groups. They continue to note that the second type of structural conflict is complementary schizmogenesis. This is the opposite case to symmetrical schizmogenesis, in that instead of responding to the hostility of an individual with a greater degree of hostility, the standard response is instead one that is complementary non-confrontational or submissive. This may not seem like a scenario that could escalate a structural conflict, but it is a compromise and not an actual solution to the problem. Therefore, the problem still exists, as does the hostility that it creates.
Browarys and Price (2008) posits that the key to effective management of such conflicts in the short-run are an understanding of the organizational dynamics of each inter-group conflict and the use of modern conflict resolution techniques to deal with them. In the longer run, such conflicts can only be kept within tolerable limits if the top management of organizations articulate a clear vision of overall objectives and take measures to instill in the work force at all levels a strong sense of identification with, and loyalty to, the organization as a whole, a process which is difficult to maintain under modern conditions of rapid technological change and economic insecurity.

According to Swift and Piff (2005) structural conflicts are caused by forces external to the people in dispute. Limited physical resources or authority, geographic constraints (distance or proximity), time (too little or too much), organizational changes, and so forth can make structural conflict seem like a crisis. It can be helpful to assist parties in conflict to appreciate the external forces and constraints bearing upon them. Structural conflicts will often have structural solutions. Parties' appreciation that a conflict has an external source can have the effect of them coming to jointly address the imposed difficulties.

Whenever company policies are changed, inconsistently applied, or non-existent, misunderstandings are likely to occur. Associates need to know and understand company rules and policies; they should not have to guess. Otherwise, unpredictable things can occur such as associates dressing inappropriately or giving out wrong information. The absence of clear policies or policies that are constantly changing can create an environment of uncertainty and conflict (Hart, 2000). Conflicting pressures can occur when two or more associates or departments are responsible for separate actions with the same deadline.
Gupta (2008) asserts that sometimes one employee must depend on another to complete a task. When workers are in an interdependent situation, it is easy to blame a co-worker when something goes wrong. For example, a principal may clash with a teacher who works in registration department because he/she provides inaccurate data of students. Jurisdictional ambiguities occur when the lines of responsibility in an organization or school are uncertain. When it is unclear who does what, teacher has a tendency to pass unwanted tasks onto the next teacher.

### 2.3.5 Goal Conflicts

According to Swift and Piff (2005) goal conflict is a business term that typically refers to either strategy or data plans that are made but cannot be effectively completed because of inherent differences and problems between goals. Some goals are independent and do not affect each other at all, but many goals are interdependent and depend on the same resources, systems or workers to be accomplished. When multiple goals intersect, goal conflict can occur and reduce work efficiency. Goal conflict occurs when employees are burdened with multiple goals.

Browary’s and Price (2008) identified that normally groups or departments in the organization have different and incompatible goals, increasing the chances of employees experiencing conflict. For example, a principal and a head of academic department have different goals for improving the way of teaching in school. The principal needs to recruit newcomer teachers who have more advance teaching techniques than long-teaching teachers in school. On the other hand, a head of academic department needs to train a new technique of teaching to long-teaching teacher. Resentment and conflict can also occur when one department is viewed as more valuable and more competitive to the institution than others (Hart, 2000). Relationship-based
conflicts are focused on characteristics of the conflict partners or their relationship. Often, there is underlying tension between managers and employees (it means principal and teacher). This is because most people do not like being told what to do such as manager (principal) who is overly strict is frequently in conflict with their employees (teachers)-hence, the growing popularity of team approaches and empowerment strategies.

Bricoe and Scholar (2004) put it that employees have both personal goals in the workplace (such as winning a specific commission or a certain position) and external goals that are given to them by management. Conflict occurs when the employee is given a task with a much more complex goal than their personal goals, requiring more work and a different focus than the standard that they set for themselves. When this occurs, the employee's productivity drops.

Gupta (2008) posits that many tasks are designed not to produce only one effect, but several. Employees who work with these tasks have several goals that they are trying to meet: This produces a conflict of multiple outcomes. Which goal should the employee focus on? If only one goal should be emphasized, which should it be? These concerns can waste time and cause employees to lose productivity as they try to satisfy too many demands for a single task.

According to Griffin (2006) goal balancing occurs when a single employee is given several different tasks with separate goals. Employees tend to focus on one goal and give it more attention than others at any given time. As a result, productivity is lowered and problems can occur. To achieve a balance in which each goal gets adequate attention, you must widen focus to include multiple goals at once. In many companies, departments and employees must share a limited amount of resources to complete their tasks and fulfill their goals. This leads to unhealthy
interdepartmental competition as workers back the needs of their own goals, sometimes at the expense of the goals of others.

Associates may have different viewpoints about an incident, plan, or goal. Problems in the workplace can occur when associates are responsible for different duties in achieving the same goal. Take for instance the scenario of a patient being admitted to a hospital. The business office is responsible for documenting financial information and getting paid, whereas the nursing staff is responsible for the patient's physical assessment and immediate admission. Both objectives are important and necessary, but may cause conflict (Bell 2002).

Conflict can be caused by differing personal values. Segregation in the workplace leads to gossiping, suspicion, and ultimately, conflict (Hart, 2000). Associates need to learn to accept diversity in the workplace and to work as a team. Usually the members of a department or work team have different levels of skills and abilities. Conflict can result when an experienced employee must work with a novice who has good theoretical knowledge but few practical skills. For example, a long-teaching teacher in school who was graduated many years ago and she is familiar to teach in the old way of teaching will have a conflict with young newcomer teacher who has an advance technique of teaching. Hart admitted that personality conflicts are a reality in any group setting, including the workplace. There always seems to be at least one co-worker who is difficult to get along with. One of the most difficult personality traits is abrasiveness. An abrasive person is often hardworking and achievement-oriented, but critical and insensitive to others' feelings. Other irritating personality traits include laziness and gossiping.
Armstrong (2006) suggested that conflict may be simply described as a clash between two individuals who are unwillingly or unable to fulfill expectations of each other. Much organizational conflict stems from the fact that employees and managers have different perceptions of situations. For example, a principal may feel that a teacher is underperforming in teaching, whereas the teacher may feel that the best job possible is being done. There are increasingly heterogeneous. Differences in age, cultural background, ethics, and values can be a source of conflict among employees. For instance, long-serving staffs who feel loyal to the school may clash with a young newcomer staff that sees the school as nothing more than a stepping stone. When we bring our personal problems to work, our performance tends to suffer and we may clash with co-workers who are obliged to pick up the slack. For example, some teachers have a problem at their home then they could not teach effectively in their class because they lack concentration.

2.4 The Conceptual Frame work

The conceptual framework defines the relationship between the independent variables which are the types of workplace conflicts which are brought about by the different aspects of relationships, tasks, school structures and the individual teacher and school goals; the intervening variable which are the employment act, the board of governor and the parents teachers association concerns and the quality assessment of the teacher performance and the dependent variable which is the performance of teachers which in a school setting are measured by their duty and responsibilities attendance and the students output in the national examination.
Figure 2.1 Conceptual Framework

Independent Variables

- Relationships conflicts
  - Values
  - Status
  - Communication

- Task conflicts
  - Job design
  - Material resources
  - Compensation

- Structural conflicts
  - Leadership style
  - Company policies
  - Work environment

- Goal conflicts
  - Personal
  - Group
  - Organizational

Dependent Variable

- Performance
  - Learning and growth
  - Business process
  - Customer perspective
  - Financial perspective

Intervening variable

- Employment act
- Stakeholders concern
- Quality assessment

(Researcher 2013)
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The chapter discusses research methodology that was used in the study. It focuses on the target population and the procedure of collecting data. The instruments used in collection of data are discussed and justified. It also focuses on the analysis and presentation of data.

3.2 Research Design

The research design was descriptive survey. The design was adopted because descriptive studies are useful for fact finding and result in the formulation of important principles of knowledge and solution to significant problems. (Orodho, 2003). Kombo and Tromp (2007) observes that descriptive approach is designed to obtain information concerning the current phenomenon and wherever possible to draw valid conclusions from facts discussed. Kothari (2003) the use of descriptive research method is a process of data collection in order to answer questions concerning the current status of the subjects being studied. This method was preferred because it makes enough provision for protection against bias and maximizes reliability. The findings from the public secondary schools in Nyeri central district were generalized and applied in all the public secondary schools in Kenya.

3.3 Target Population of the Study

The target population of this study was 292 employees who are principals, deputy principals and teachers of public secondary schools in Nyeri central district as at the time of the study.
3.4 Sampling Technique and Sample size

The researcher used the proportionate stratified random sampling whereby according to Mugenda and Mugenda (2005), 30% of the target population will be an ideal sample. Data was collected from 82 teachers in 17 public secondary schools in Nyeri central district.
<table>
<thead>
<tr>
<th>Public Secondary Schools</th>
<th>Population size</th>
<th>Sample size (30%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nyeri high school</td>
<td>39</td>
<td>11</td>
</tr>
<tr>
<td>Kagumo High school</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>Kahiga secondary school</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>Rware secondary school</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td>Kihatha secondary school</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Kihuyo secondary school</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Gachika secondary school</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Riamukurwe secondary school</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>Ihwa secondary school</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Marwa secondary school</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Gitathiini secondary school</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Giakanja secondary school</td>
<td>31</td>
<td>9</td>
</tr>
<tr>
<td>Muthuaini secondary school</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>St. Vincent secondary school</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Muruguru secondary school</td>
<td>26</td>
<td>7</td>
</tr>
<tr>
<td>Ngangarithi secondary school</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Ithenguri secondary school</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>292</strong></td>
<td><strong>82</strong></td>
</tr>
</tbody>
</table>
3.5 Research Instruments

Mugenda and Mugenda (2005), suggest the use of questionnaires while undertaking research. Data collection was done by use of questionnaires which contained both closed-ended and open-ended questions. The questionnaires were administered to a cross-section of respondents drawn from various categories of school organizations since they were objective. They required the respondents to give their approaches, attitudes and effects of conflict in their respective secondary schools. They further required the respondents to reflect on the extent of conflict in their respective secondary schools. The survey instrument was pre-tested to improve its validity and relevance to the objectives of the study. The questionnaires were scrutinized for errors and omissions, ambiguity, legibility and relevance. The questionnaires' content, structure and sequence were thus appropriately amended to remove any ambiguities and to enhance content validity.

3.6 Validity and Reliability

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 2005). In other words, validity is the degree to which results obtained from the analysis of data actually represents the subjects under study. According to Borg and Gall (1996), validity is the degree to which a test measures what it purports to measure. Borg and Gall argue that content validity of an instrument is improved through expert judgment. Hence the variables and data collection instruments were scrutinized by experts mainly my supervisors who ascertained their validity.
3.7 Data Collection Procedure

The researcher sought a recommendation letter from the university. The letter was given to the selected school principals to seek their permission. The school principals were personally contacted and informed by the researcher about the study and why the school was selected and an assurance of privacy was provided. The researcher being a teacher in Nyeri central District requested the principals and deputy principals to be allowed to personally distribute and collect the questionnaire to the selected staff on the stipulated dateline.

3.8 Data Analysis and Presentation

The data collected was validated, screened and then coded. During the screening and validation process, the questions were checked for accuracy, missing values and errors. After going through all the questionnaires, uniform categories of responses were identified, classified and entered into appropriate categories. Swift and Piff (2005) observe that in any study, it is imperative that an appropriate analytical technique be adopted that brings out the quantitative meaning of the data. Quantitative data was analyzed using descriptive statistics to meaningfully describe the distribution of scores and the information presented using different methods including frequency tables, percentages, pie charts and graphs. Discussions were also made based on the presented information.
4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter reports on the main results obtained by analysis of data and presentation of results of the questionnaire data. The results are on the effects of workplace conflicts on performance of teachers in public secondary schools in Nyeri Central District, Kenya. The focus was on how relationship, task, structural and goal conflicts affect teacher performance. Data generated from this research was both qualitative and quantitative. Quantitative data was presented in form of frequencies, means, modes and percentages. Qualitative data was presented by way of narration. Presentation was done using tables, charts and graphs for easy yet effective communication.

4.2 Response Rate

Table 4.1 Response rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Questionnaires administered</th>
<th>Questionnaires returned</th>
<th>Percentage response rate%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>82</td>
<td>72</td>
<td>87</td>
</tr>
</tbody>
</table>

Source (Field data 2013)

From table 4.1 above, the researcher distributed 82 self-administered questionnaires to the sampled respondents, 73 questionnaires were returned out of which one was rejected for incomplete information leaving 72 questionnaires for analysis. This represents an 87% response
rate which the researcher found sufficient to proceed with data analysis. The high response rate is attributed to the fact that the researcher personally administered the questionnaires to the teachers in various schools.

4.3 Background Information of the Respondents

As part of the background information, the researcher enquired on the following, the gender, age, education level and work experience of the respondents.

4.3.1 Gender Distribution

The researcher sought to establish the gender of the respondents and the results are presented in the table below.

Table 4.2: Gender Distribution (n=72)

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>38</td>
<td>52.8</td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>47.2</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

Source (Field data, 2013)

From the table 4.2 above, 52.8% of the respondents were males where as 47.2% of the respondents were females. Thus majority of the respondents were males indicating there was small gender parity and therefore the responses would not be gender biased.
4.3.2 Age Distribution

The researcher sought to establish the age distribution of the respondents and the findings are shown in the table below.
Table 4.3: Age Distribution (n=72)

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-25 years</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>26-35 years</td>
<td>21</td>
<td>29.2</td>
</tr>
<tr>
<td>36-45 years</td>
<td>32</td>
<td>44.4</td>
</tr>
<tr>
<td>Over 45 years</td>
<td>17</td>
<td>23.6</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

Source (Field data, 2013)

From the table 4.3 above, majority (44.4%) of the participants were aged between 36 and 45 years followed by those aged between 26 to 35 years (29.2%), then by those over 45 years (23.6%). Respondents aged between 18 and 25 years formed the minority group with only (2.8%).

Figure 4.2: Age Distribution of the Respondents

Source (Field data, 2013)
4.3.3 Highest Education Level Attained

The researcher sought to establish the highest education level attained by the respondents and the results are presented in the table below.

Table 4.4: Highest Education Level Attained (n=72)

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>13</td>
<td>18.1</td>
</tr>
<tr>
<td>Degree</td>
<td>47</td>
<td>65.3</td>
</tr>
<tr>
<td>Masters</td>
<td>11</td>
<td>15.3</td>
</tr>
<tr>
<td>PHD</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

Source (Field data, 2013)

From the table 4.4 above, all the respondents in the study had acquired formal education albeit to academic levels. The majority (65.3%) held a university degree, 18.1% of the respondents had a college diploma, 15.3% of the respondents has a master’s degree and the rest had attained a PHD. This shows that the respondents in the study were well learned and thus would be able to comprehend and provide the relevant information sought by the study.
4.3.4 Work Experience

The researcher sought to establish the work experience of the respondents and the findings are shown in the table below.

Table 4.5: Work Experience of the Respondents (n=72)

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 5 years</td>
<td>16</td>
<td>22.2</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>11</td>
<td>15.3</td>
</tr>
<tr>
<td>11-15 years</td>
<td>17</td>
<td>23.6</td>
</tr>
<tr>
<td>Over 15 years</td>
<td>28</td>
<td>38.9</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

Source (Field data)
From the table 4.5 above, a majority (38.9%) of the respondents had an experience of over 15 years, 23.6% of the respondents had a work experience of 11 to 15 years, 22.2% of the respondents had a work experience of 1 to 5 years and the rest of the respondents had a work experience of between 6 and 10 years. The researcher was satisfied that the study participants had acquired enough experience in their respective schools to enable them provide valid and relevant information as regard the study questions.

Figure 4.4: Work Experience of the Respondents

Source (Field data 2013)

4.4 Effects of Workplace Conflicts on Performance of Teachers in Public Secondary

The researcher sought to establish effects of workplace conflicts on performance of teachers in public secondary schools. The rating by respondents on various aspects of workplace conflict which are: relationship conflicts, task conflicts, structural conflicts and goal conflicts was subjected to descriptive analysis through the use of frequency distribution each time.
4.4.1 Relationship Conflicts

The researcher sought to establish if work relationship conflicts had an effect on the performance of teachers in public secondary schools in Nyeri Central District. The findings are illustrated in the table below.

**Table 4.6: Relationship Conflict**

<table>
<thead>
<tr>
<th>Category</th>
<th>S.D</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>S.A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The values prevalent in the teachers determines their performance</td>
<td>5.3%</td>
<td>5.6%</td>
<td>15.3%</td>
<td>26.4%</td>
<td>45.6%</td>
<td>100</td>
</tr>
<tr>
<td>Teachers status have an influence on their performance</td>
<td>12.1%</td>
<td>20.8%</td>
<td>9.7%</td>
<td>24.5%</td>
<td>32.9%</td>
<td>100</td>
</tr>
<tr>
<td>Communication within the teachers has an influence on their performance</td>
<td>3.8%</td>
<td>5.6%</td>
<td>8.3%</td>
<td>26.0%</td>
<td>56.3%</td>
<td>100</td>
</tr>
<tr>
<td>Social groups influence the teacher’s performance</td>
<td>4.2%</td>
<td>18.1%</td>
<td>9.7%</td>
<td>38.5%</td>
<td>29.5%</td>
<td>100</td>
</tr>
<tr>
<td>Level of education has an influence on teacher’s performance.</td>
<td>11.1%</td>
<td>12.5%</td>
<td>12.9%</td>
<td>27.8%</td>
<td>35.7%</td>
<td>100</td>
</tr>
<tr>
<td>Gender plays a vital role on the teacher’s performance.</td>
<td>43.4%</td>
<td>25.7%</td>
<td>15.3%</td>
<td>11.4%</td>
<td>4.2%</td>
<td>100</td>
</tr>
<tr>
<td>Mean response</td>
<td>13.3%</td>
<td>14.7%</td>
<td>11.8%</td>
<td>25.8%</td>
<td>34%</td>
<td>100</td>
</tr>
</tbody>
</table>

S.D=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; S.A=Strongly Agree

Source (Field data, 2013)
The researcher sought to establish the values prevalent in the teachers which affect their performance. From table 4.6 above, majority of the respondents (72%) indicated that they agreed with the statement that the values prevalent in the teachers determine their performance with 45.6% strongly agreeing, 10.9% disagreed with 5.3% strongly disagreeing while 15.3% were neutral. This is supported by Browarys and Price (2008) findings that value conflicts are caused by perceived or actual incompatible belief systems and arise only when people attempt to force one set of values on others or lay claim to exclusive value systems that do not allow for divergent beliefs.

The researcher sought to establish the influence of teacher status on their performance. From table 4.6 above, 57.4% of the respondents agreed with the statement that teacher’s status had an influence on their performance with 32.9% of the respondents agreeing strongly. However, 32.9% of the respondents disagreed with the statement with 12.1% strongly disagreeing, 9.7% of the respondents were neutral on the effect of teacher status on their performance. This therefore indicated that teachers’ status had an influence on their performance and according to Beardwell and Claydon (2007) in many organizations even in school, manager or principal is granted privilege denied to other employees or teachers to depict an individual’s status which can consequently be a source of conflict.

The researcher sought to establish the effect of communication on teacher performance. From table 4.6 above, majority of the respondents 82.3% agreed with the statement that communication within the teachers had an influence on their performance with 56.3% strongly agreeing. Similar findings were noted by Adomi and Anie (2005) who posit that a common cause of conflict is poor communication, which can lead to misunderstandings and allow barriers to be
erected. 9.4% of the respondents disagreed with the statement while 8.3% were neutral on whether communication amongst teachers had an influence on their performance.

The researcher sought to establish if teacher's social groups had an influence on their performance. From the table 4.6 above, 68% of the respondents agreed with the statement that social groups influence the teacher's performance with 38.5% just agreeing while 29.2% strongly agreed. This response therefore indicates that a social group that an individual ascribes to tends to influence their mind set which could influence their attitudes and perceptions consequently affecting their performance. However 22.3% disagree with the statement that social groups influence the teacher's performance while 9.7% of the respondents were neutral.

The researcher sought to establish if the level of education has an influence on the performance of teachers. From the table 4.6 above, 63.5% of the respondents agreed that the teacher's level of education had an influence on their performance with 35.7% strongly agreeing this could partly be attributed to individual views that the higher the level of education the better the performance since this could be seen to influence the reasoning power thus resulting into conflict. However 23.6% of the respondents disagreed with the statement with 11.1% strongly disagreeing while 12.9% of the respondents were neutral.

The researcher sought to establish if gender played a vital role on the teachers performance. From the table 4.6 above, 69.1% of the respondents disagreed with the statement that gender plays a vital role on teacher's performance with 43.4% strongly disagreeing while 25.7% disagreed. 15.3% of the respondents took a neutral stand on the statement while 15.6% agreed with 4.2% strongly agreeing. These responses contrasted with the other variables on relationship conflict since the majorities tended to strongly disagree with the statement. This response was
therefore in agreement with the abolishment of gender discrimination and promoted the provision of an equal platform for all being female or male; this is why gender roles did not seem to influence performance of teachers.

The researcher presented an analysis of the respondents’ response the effect of values, status, communication, social groups, level of education and gender on performance of teachers. The responses are shown in the graph below.

**Figure 4.5 Relationship Conflict variables**

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>values</th>
<th>status</th>
<th>communication</th>
<th>social groups</th>
<th>level of education</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERCENTAGE</td>
<td>72%</td>
<td>57.40%</td>
<td>80.60%</td>
<td>68%</td>
<td>63.50%</td>
<td>15.60%</td>
</tr>
</tbody>
</table>

Source (Field data 2013)

From the respondent’s analysis in figure 4.5 above, on effect of relationship conflicts variables, the study revealed that communication within the teachers was the leading factor in workplace conflict that affected the teacher’s performance. Up to 80.6% of the respondents agreed with the
statement that communication influenced performance. It was followed by values prevalent in teachers as they play a major role in influencing their performance as presented by 72%. The teachers social groups had an influence on teacher performance as the study revealed with a 68% presentation. Up to 63.5% of the respondents supported the statement that the teacher’s level of education had an influence in their performance thus the higher the level of education the higher the performance. A teacher’s status as indicated by the study had a 57.4% influence on their performance. On the other hand gender had a minimal influence on the performance of teacher as presented by 15.6% response. in conclusion, communication within the teachers and values prevalent had a major influence on performance of teachers in public secondary schools in Nyeri Central District.

4.4.2 Task Conflicts

The researcher sought to find out if task conflict had an influence on teacher’s performance. This section shows findings to the questions that sought to determine if task conflicts affect performance of teachers in public secondary schools in Nyeri Central District.

The researcher sought to establish if job design had an influence on performance of teachers and the response is shown in the chart below
From the figure 4.6 above, 40% of the respondents agreed with the statement that the job design significantly influences the teacher's performance, 26% of the respondents strongly agreed, 17% of the respondents were neutral, 10% of the respondents strongly disagreed and the rest disagreed with the statement. Thus majority of the respondents agreed with the statement that indeed job design had an influence on the performance of teachers this could be as a result of conflicting elements such as job title, description of duties, and agreements between the employee and the organization.
The researcher sought to establish if materials and facilities within the school on performance of teachers and the response is presented in the chart below.

**Figure 4.7 Influence of Materials and Facilities on performance**

Source (Field data, 2013)

From figure 4.7 above, 81% of the respondents agreed with the statement that materials and facilities within the school determine teachers’ performance with 60% agreeing strongly. 13% of the respondents disagreed with 5% disagreed strongly with the statement while 6% of the respondents were neutral on the effect of materials and facilities within the school on performance of teachers. Thus majority of the respondents strongly agreed with the statement that material and facilities within the school influences performance of teachers this is because they facilitate the smooth running of activities and if they are limited, teachers will tend to compete for the resources that are available resulting in conflict.
The researcher sought to establish the influence of compensation levels on performance of teachers and the response were presented in the chart below.

**Figure 4.8 Compensation Levels**

From the figure 4.8 above, 73% of the respondents agreed that compensation levels determine performance of teachers with 39% of them strongly agreed, 10% of the respondents were neutral, while 14% of the respondents disagreed with 8% of these strongly disagreeing with the statement. Thus majority of the respondents strongly agreed with the statement that compensation levels influences performance of teachers. Compensation should be commensurate with the work done, there if the teachers are inadequately compensated for the work they do, conflict will arise.
The researcher sought to establish if influence of motivation on performance of teachers and the results of the findings is presented in the chart below.

**Figure 4.9 Influence of Motivation of performance**

![Pie chart showing the distribution of responses to the influence of motivation on performance.](source)

Source (Field data, 2013)

From the figure 4.9 above, 63% of the respondents strongly agreed with the statement that motivation is a key determinant of teachers performance, 23% of the respondents agreed with that statements, 4% of the respondents were neutral and also disagreed while as the rest of the respondents strongly disagreed. Majority of the respondents indicated that indeed motivation influences the performance of teachers in secondary schools. This is could be attributed to whenever workers compete for scarce resources, recognition, and power in the company's pecking order, conflict can occur.
In conclusion the researcher presented an analysis of the respondents’ response the effect of values, status, communication, social group’s level of education and gender on performance of teachers. The responses are shown in the graph below.

**Figure 4.10 Analysis of Task Conflicts**

![Graph showing percentage of responses](image)

Source (Field data, 2013)

From figure 4.10 above, the study revealed that motivation of teachers was the leading factor in determining the effect of task conflicts on performance of teachers. Up to 86% of the respondents agreed that motivation had a high influence on performance of teachers. It was followed by materials and facilities which played a major role in influencing the performance of a school as presented by 81% presentation. Teacher compensation levels also had a great influence on performance of teachers as presented by 76%. On the other hand, Job design had a relatively minimal influence on performance of teachers as compared to other variables as
presented by 66%. In conclusion teacher motivation and materials and facilities had a major influence on performance of teachers in Nyeri Central District.

4.4.3 Structural Conflicts

The respondents sought to establish if structural conflict has an influence on performance of teachers. This section shows findings to the questions that sought to determine if structural conflicts affect performance of teachers in public secondary schools in Nyeri Central District. The findings are illustrated in table 4.7 below.

**Table 4.7: Structural Conflict**

<table>
<thead>
<tr>
<th>Category</th>
<th>S.D</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>S.A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work environment within schools influences the teacher’s performance</td>
<td>8.3%</td>
<td>5.6%</td>
<td>4.2%</td>
<td>31.9%</td>
<td>50.0%</td>
<td>100%</td>
</tr>
<tr>
<td>Leadership style adopted by principal hinders/ lowers teacher’s performance.</td>
<td>11.1%</td>
<td>4.6%</td>
<td>11.7%</td>
<td>27.8%</td>
<td>44.8%</td>
<td>100%</td>
</tr>
<tr>
<td>The school philosophy and policy steers teacher’s performance.</td>
<td>2.8%</td>
<td>8.8%</td>
<td>16%</td>
<td>42.5%</td>
<td>29.9%</td>
<td>100%</td>
</tr>
<tr>
<td>The school culture leads to increased performance of teachers</td>
<td>2.8%</td>
<td>6.7%</td>
<td>13.1%</td>
<td>39.5%</td>
<td>37.9%</td>
<td>100%</td>
</tr>
</tbody>
</table>

S.D=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; S.A=Strongly Agree

Source (Field data, 2013)
The researcher sought to find out the influence of the work environment on the performance of teachers. From table 4.7 above, 81.9% of the respondents agreed with the statements that work environment within schools influences the teacher’s performance with 50% strongly agreeing, 13.9% of the respondents however disagreed with 8.3% strongly disagreeing while 4.2% were took a neutral stand on the same. This response could be due to absence of clear policies or policies that are constantly changing can create an environment of uncertainty and conflict.

The researcher sought to establish if the leadership style adapted by the principal influenced performance of teachers. From the table 4.7 above, a majority 72.2% of the respondents agreed with the statement that the leadership style adopted by the principal hinders/lowers teacher’s performance with 44.8% strongly agreeing, 15.7% disagreed with the statement with 11.1% disagreeing strongly while 11.17 took a neutral stand on the same. This response therefore indicates that the key to effective leadership/management of structural conflicts in the short-run are an understanding of the organizational dynamics of each inter-group conflict and the use of modern conflict resolution techniques to deal with them.

The researcher sought to establish if the school philosophy and policy steers teacher’s performance. From table 4.7 above, 72.4% of the respondents agreed with the statement that the school philosophy and policy steered teacher’s performance with 29.9% strongly agreeing and 42.5% just agreeing; however 11.6% disagreed with the statement with 2.8% disagreeing strongly while 16% of the respondents were neutral. Whenever company policies are changed, inconsistently applied, or non-existent, misunderstandings are likely to occur and this also
concurs with the findings of Hart (2000) that say in the absence of clear policies or policies that are constantly changing can create an environment of uncertainty and conflict (Hart, 2000).

The researcher sought to establish if the school culture lead to increased performance of teachers. From the Table 4.7 above, 77.4% of the respondents agreed with the statement that the school culture leads to increased performance of teachers with 37.9% agreeing strongly, 9.5% disagreed with the statement with 2.8% strongly disagreeing while 13.1% of the respondents took a neutral stand. These responses therefore leads to the conclusion that school culture leads to increased performance of teachers when the school culture conforms with the individual and organizational goals short of which will result into conflict.

In conclusion the researcher presented an analysis of the respondents' response on the structural conflicts variables and their effect on performance. The variables were: the environment, Leadership style, Philosophy and policy and Culture status, communication, social group's level of education and gender on performance of teachers. The responses are shown in the graph below.
From the figure 4.11 above, the study revealed that work environment was the leading factor on the structural conflicts in determining the performance of teachers. 81.9% of the teachers agreed that the work environment had an influence on performance. This was followed by school culture which rated at 77.4% thus indicating that cultures played a big role in influencing performance. The leadership style adapted by the administration and the school philosophy and policy were also rated relatively highly with a rating of 72% and 72.4% respectively. In conclusion, the respondents seemed to agree that structural conflicts had a major influence on performance as presented by the high percentage rating with the work environment being rated the highest.

Source (Field data, 2013)
4.4.4 Goal Conflicts

The researcher sought to establish whether goal conflicts affect performance of teachers. This section shows findings to the questions that sought to determine if goal conflicts affect performance of teachers in public secondary schools in Nyeri Central District.

The researcher sought to find out the influence of individual goals on the performance of teachers and the response is shown in the chart below.

**Figure 4.12: Influence of Individual Goals on performance**

![Pie chart showing responses](image)

Source (Field data, 2013)

Form the figure 4.12 above, 34% of the respondents agreed with the statement that individual goals affect teachers performance in public secondary schools, 32% of the respondents strongly
agreed, 14% of the respondents were neutral, 6% of the respondents just disagreed and the rest strongly disagreed. Thus majority of the respondents agreed with the statement that individual goals affects teacher’s performance in public secondary schools and according to Armstrong (2006) suggestion that conflict may be simply as a result of a clash between two individuals who are unwillingly or unable to fulfill expectations of each other.

The researcher sought to find out the influence of departmental goals on the performance of teachers; and the response is presented in the chart below.

**Figure 4.13: Influence of Departmental Goals on performance**

Source (Field data, 2013)

From the figure 4.13 above, 37% of the respondents agreed with the statement that the departmental goals enhances teachers performance in public secondary schools, 32% of the respondents strongly agreed, 14% of the respondents were neutral, 11% of the respondents

56
disagreed and the rest strongly disagreed. Thus, majority of the respondents agreed with the statement that departmental goals enhances teacher's performance in public secondary schools as Browary's and Price (2008) identified that normally if groups or departments in the organization have different and incompatible goals, there is an increased chance of employees experiencing conflict.

The researcher sought to find out the influence of school goals on the performance of teacher and the response is shown in the chart below.

**Figure 4.14 Influence of School Goals on performance**

Source (Field data, 2013)

From the figure 4.14 above, 34% of the respondents agreed with the statement that school goals have an effect on teachers performance in public secondary schools, 33% of the respondents strongly agreed, 13% of the respondents were neutral, 10% of the respondents disagreed with the statement while the rest strongly disagreed with the statement. Thus majority of the respondents
agreed with the statement that school goals have an effect on teachers’ performance in public secondary school.

The researcher sought to establish the influence of interpersonal goals on the performance of teachers in public secondary schools

Figure 4.15 Influence of Interpersonal Goals on performance

Source (Field data, 2013)

From the figure 4.15 above, 37% of the respondents agreed with the statement that interpersonal goals influences teachers performance in public secondary schools, 35% of the respondents were neutral, 21% of the respondents strongly agreed with the statement, 4% of the respondents strongly disagreed and the rest disagreed with the statements. Majority of the respondents agreed with the statement that Interpersonal goals influences teacher’s performance in public secondary schools and conflict occurs when the employee is given a task with a much more complex goal.
than their personal goals, requiring more work and a different focus than the standard that they set for themselves.

In conclusion the researcher presented an analysis of the respondents’ response on the effects of values, status, communication, social group’s level of education and gender on performance of teachers. The responses are shown in the graph below.

**Figure 4.16 Goal Conflict Variables**

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>Individual</th>
<th>Departmental</th>
<th>School</th>
<th>Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>66%</td>
<td>69%</td>
<td>67%</td>
<td>58%</td>
<td></td>
</tr>
</tbody>
</table>

Source (Field data, 2013)

From the figure 4.16 above, the study revealed that the departmental goals were the leading factor in influencing the performance of teachers in public schools. 69% of the respondents agreed that departmental goals have an influence on performance of teachers. It is followed by school goals as they play a big role in influencing the performance of teachers. The individual goals also had an influence on teacher performance as the study revealed with a 66% followed by
interpersonal goals which had a relatively minimal influence on performance as presented by 58% of the respondents. In conclusion therefore, goals have a high influence on performance of teachers with departmental goals having a major influence.

4.5 Rating of Current Performance of Teachers in Public Secondary Schools

The researcher sought to establish the rating of the current performance of teachers in public secondary schools and their responses are indicated in the table below:

Table 4.8: Rating of Current Performance of Teachers in Public Secondary Schools

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Average</td>
<td>37</td>
<td>51.4</td>
</tr>
<tr>
<td>Good</td>
<td>33</td>
<td>45.8</td>
</tr>
<tr>
<td>Very Good</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source (Data 2013)
From the figure 4.17 above, the respondents were asked to rate their current performance and 51.4% of them indicated that their performance was average, 45.8% of the respondents’ their performance was good and 1.4% of the respondents indicated that their current performance was poor.

4.6 Quantitative Analysis

In this section the researcher sought to establish the measures that the teachers would recommend for workplace conflict management among teachers in public secondary schools in Kenya. Content analysis was used to discuss this section and the responses were divided into five broad categories these are: Relationship, Task, Structural and Goal workplace conflicts. Another
category was added for the responses that did not fall in the above four categories that included other measures to improve work place conflict.

4.6.1 Relationship Conflict Measures

Measure that should be taken to improve relationship workplace conflicts among teachers in public schools include: guidance on spiritual matters like forgiveness be addressed, schools should have more bonding sessions to enhance team building, conflicting individuals should be moved to other places and avoid compromising the performance of teachers, strengthening of guidance and counseling in secondary schools, have guidance and counseling seminars for teachers, communication should be enhanced at all levels, enhance teamwork within the school, the schools should adopt proper and effective communication amongst all the stakeholders and ensure fair treatment to all teachers. Respondents felt that teachers should be exposed to seminars/workshops that deal with stress and stress management, should be motivated for better performance, there should be impartiality by the principal and other heads, teachers should be candid and communicate their hindrances to the administration and there should be capacity building workshop for teachers. It is also important to enhance communication among the teachers and with the school administration, teachers should be well motivated and their success rewarded and not viewed of part of their jobs, schools heads should strive to improve their communication skills and channels to avoid situations where teachers feel used or harassed in work place.
4.6.2 Task Conflict Measures

Measures that should be taken to improve task related workplace conflicts include: better remuneration of teachers and less work load, the administration needs to be more sensitive to teachers’ welfare and be more gender sensitive, increased motivation through remuneration, materials and facilities should be provided fully in public schools, teachers’ remunerations to be regularly reviewed, allow the teachers be given a level of independence/freedom while performing their tasks, let their opportunities count in their contribution to duty and have teachers remuneration should be revised upwards to create satisfaction in teachers.

4.6.3 Structural Conflict Measures

Measures that should be taken to improve structural related workplace conflicts include: improvements in physical facilities in schools; facilities should be provided so as to enable full performance of the teachers and avoid conflict between the administration and teachers and also motivate the teachers to encourage their morale, schools should be well equipped in all departments without discrimination, the leadership of the school should see that which encompasses the diversity among the teachers in terms of social behaviors. Respondents felt that school managers and principals should desire from being draconian to avoid situations where they lead teachers who are hurting and therefore very unproductive, leadership style adopted by administration should be inclusive and participation by teachers should be enhanced, there should always be team work well coordinated responsibilities from the top, head teachers should strive to lead and not to push teachers to achieve their head teacher’s target and the administration should create a conducive environment for teachers to work in.
4.6.4 Goal Conflict Measures

Measures that should be taken to improve goal related workplace conflicts include: having instruction courses on emerging issues which are a result of goal conflict, constant seminars on career expectation to avoid where members sees as being forced things which they do not like, institution to develop workplace policies to guide teachers, teachers should be given seminars to induct and sensitize them on good interpersonal relationship, schools management should revise the tradition set goals to reflect the changed society, the stakeholders should enhance all the areas to ensure that there is no conflict between the interpersonal goals and school goals, the schools should have clear vision and mission statement and involvement of all teachers as much as possible in mapping the way forward/setting goals and other issues concerning the running of the school.

There is also need to realize that every teacher has something to offer in the institution therefore support for the common good of all, there should be properly laid down school’s policies and philosophies that clearly stipulate the role of teachers, close monitoring of interpersonal relations, development of advanced interpersonal conflict resolution among teachers in a given area. At the same time the concerned parties should be brought together and in case their mistakes consultative meetings should also be held at least once in a term so that the teachers can share their views for better realization of set objectives as well as enhancing collective responsibility from all quarters so as to enhance good performance. Every stakeholder’s decision should be heard, teachers should be inducted into conflict resolution mechanism so as to enhance interpersonal relationships among teachers as well as teachers’ student relations through creation
of more free and open environment and finally there should be effective communication that improves on interpersonal relationship

4.6.5 Others Workplace Measure

Other measures that should be taken to improve on workplace conflict as identified by the respondents include; Understaffed institutions should be provided with teachers who institute professionalism at all levels, equally distribute the teachers in school, effective curriculum be developed and implemented in all subjects, address challenges and agree on the best way forward, correct and encourage/commend good performance, teachers ought to be signing a performance contract to ensure that they are focused towards the key goals other than participating in minor things, dealing with conflicts as they arise as opposed to letting them pass, democracy should be highly encouraged in staff meetings other than autocratic strategies, improve the teacher-administrators relationship and teachers should be given leaves without intimidations in case of a misunderstanding.
CHAPTER FIVE

5.0 SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the major findings from the results of the study and the conclusions made from them. It also presents the recommendations made by the researcher. This was done in respect to the stipulated objectives in a bid to answer the research questions.

5.2 Summary of the Major Findings

The following are the major findings of the study as per the objectives:

The findings from the study show that a majority of the study participants were of the males aged between 36 and 45 years. All the respondents in the study had acquired formal education albeit to academic levels with the majority holding a university degree. Majority of the respondents had an experience of over 15 years. This shows that the respondents in the study were well learned, would be able to comprehend and provide the relevant information sought and had acquired enough experience in their respective schools to enable them provide valid and relevant information as regard the study questions.

5.2.1 Effect of work relationship conflicts on performance of teachers in public secondary schools in Nyeri Central District.

The findings indicated that the respondents agreed with five out of the six listed relationship workplace conflicts. They however, indicated that they strongly agreed with the statements that
the values prevalent in the teachers determines their performance (45.6%), communication within the teachers has an influence on their performance (56.3%), level of education has an influence on teacher’s performance (35.7%) and teachers status have an influence on their performance (32.9%). Respondents agreed with the statement that social groups influence the teacher’s performance (38.5%). However respondents strongly disagreed with the statement that gender plays a vital role on the teacher’s performance (43.4%).

5.2.2 Effect of task conflict on performance of teachers in public secondary schools in Nyeri Central District.

Looking at task related workplace conflicts, the study found out that majority of the respondents strongly agreed with three out of four statements highlighted under task conflicts. These are materials and facilities within the school determines teachers performance (60%), compensation levels determines performance of teachers (39%) and motivation is a key determinant of teachers performance (63%). However, respondents agreed with the statement, the job design significantly influences the teachers’ performance (39%).

5.2.3 Effect of structural conflicts on performance of teachers in public secondary schools in Nyeri Central District.

Based on structural workplace conflicts, the study revealed that majority of the respondents strongly agreed with the statements that work environment within schools influences the teacher’s performance (50.0%) and leadership style adopted by principal hinders/ lowers teacher’s performance (44.8%). Respondents however, seemed to agree with the statement that
the school philosophy and policy steers teacher's performance (42.5%) and the school culture leads to increased performance of teachers (39.5%).

5.2.4 Effect of goal conflicts on performance of teachers in public secondary schools in Nyeri Central District.

Finally on the goal related workplace conflicts, the study reveals that majority of the respondents agreed with the statements that individual goals affect teachers' performance in public secondary schools (34%) and the departmental goals enhances teachers performance in public secondary schools (37%). However the respondents were divided on the responses that school goals have an effect on teachers' performance in public secondary schools with both agree and strongly agree scoring highly at 34%. The same was for the statement that interpersonal goals influences teachers' performance in public secondary schools as both neutral and agreed scored highly at 37%. Respondents were asked to rate their current performance and 51.4% of them indicated that their performance was average, 45.8% of the respondents' their performance was good and 1.4% of the respondents indicated that their current performance was poor.

5.3 Discussion and Conclusions

To answer the question as to whether work relationship conflicts affect performance of teachers in public secondary schools in Nyeri Central District, the researcher found out that indeed given the various variables used to measure relationship workplace conflict, it does affect the performance of teachers. This is so because, all the variables, that is, communication, teachers' status, level of education of the teachers, values prevalent in teachers and social groups the
teachers belong to all scored highly on the likert scale as the teachers seemed to agree with them as being factors that influence the performance of public secondary school teachers.

According to the findings as to whether task conflicts affect performance of teachers in public secondary schools in Nyeri Central District, the study reveals that indeed all the variables used to measure task conflicts affect the performance of teachers in public schools. These variables include; materials and facilities within the school, motivation as a key determinant, compensation levels and the job design all of which rated highly on the likert scale as the respondents unanimously agreed with the fact that they affect the performance of teachers.

Again looking at the effects of structural conflicts on performance of teachers in public secondary schools in Nyeri Central District, the study established that all the listed factors used to measure structural conflict affect the performance of teachers in schools. These factors include work environment within schools, the school’s culture, and leadership skills adopted by the principals and the school philosophy and policies all of which rated highly on the likert scale as the respondents seemed to agree with them.

Finally to answer the question as to whether goal conflicts affect performance of teachers in public secondary schools in Nyeri Central District, the researcher found out that all the factors used to measure goal conflict indeed affect the performance of teachers in public secondary schools. These factors include; departmental goals, interpersonal goals, schools and individual goals which rated highly on the likert scale as indicated by the responses of the respondents as they seemed to agree with the variables.
In conclusion, relationship, task, structural, and goal workplace conflicts affect the performance of teachers in public secondary schools. Overall, the current performance of teachers was noted to be average again as indicated by the respondents and quite a number of things need to be implemented to improve the performance of teachers.

5.4 Recommendations

In light of the above findings, the researcher made the following recommendations:

The study recommends that the teachers need to learn how to communicate with each other, never let their status and that of their colleagues influence their performance, hold tight to their prevalent values and to accommodate those of others, discourage gender discrimination and interact in social group that build them morally and socially.

The study also recommends that all the necessary materials and facilities need to be put in place by the authorities responsible, put in place adequate motivation and compensation mechanism that are geared to improving the morale of the teachers and come up with an appropriate job design that is all inclusive. The work environment within the school should be conducive to all stakeholders coupled with a flexible school culture, leadership style and school philosophies and policies.

Finally, the study recommends that the teacher should come up with specific Measurable Attainable Realistic and Time bound (SMART) individual goals that are achievable and also be able to accommodate interpersonal, departmental and school goals so as not to be in conflict with either of them.
5.5 Suggestions for Further Studies

The researcher recommends that more studies should be carried out on strategies and mechanisms that should be adopted to overcome workplace conflicts in public secondary schools.
REFERENCES


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Mike A. Iravo (2010) *Conflict Management in Kenyan Secondary Schools*, Jomo Kenyatta University of Agriculture and Technology, Nairobi


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APPENDICES

APPENDIX I: INTRODUCTION LETTER TO RESPONDENTS

MARY MWANGI,
KIHUYO SECONDARY SCHOOL,
P. O. BOX 234,
NYERI.

Dear Respondents,

RE: EFFECTS OF WORKPLACE CONFLICTS ON PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS

(A survey of public secondary schools in Nyeri Central District)

I am a student of Kenyatta University, Nyeri Campus. I am currently undertaking a research on effects of workplace conflicts on performance of teachers in public secondary schools in Nyeri central district. After the completion of the research it will give recommendations on how to resolve workplace conflicts in secondary schools. I therefore request your assistance and cooperation in attaining the above requirements and I am kindly requesting you to fill in the attached questionnaire as an individual. I assure you that the information you will give will be treated confidentially and will be used purely for academic purposes only. Please do not write your name on the questionnaire.

Yours sincerely,

Mary Mwangi
APPENDIX II: QUESTIONNAIRE

The researcher is carrying out a study to establish the effects of workplace conflicts on performance of teachers in public secondary schools in Nyeri central district. Please answer all the questions as objectively and truthfully as possible. Do not indicate your name in the questionnaire. Using a tick, indicate your responses in the boxes provided.

SECTION A. RESPONDENTS PROFILE

1. Name of school (optional) ______________________________________________________

2. Gender

   Male [ ]       Female [ ]

3. Age (Years)

   18-25 [ ]       26-35 [ ]
   36-45 [ ]       Over 45 [ ]

4. Level of Education

   Diploma [ ]       Degree [ ]
   Masters [ ]       PhD [ ]

5. Work Experience

   1-5 years [ ]       6-10 years [ ]
6. Tick appropriately in the tables below

| Effects of workplace conflicts on performance of teachers in public secondary schools |  
| (Nyeri Central district) |  
| For sections B,C,D and E; tick appropriately using the following scale; |  
| where: 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree and 5= Strongly Agree |  
| To what extent do you agree with the following statements? |  

### Section B: Relationship Conflicts

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The values prevalent in the teachers determines their performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teachers status have an influence on their performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Communication within the teachers has an influence on their performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Social groups influence the teacher’s performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Level of education has an influence on teacher’s performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Gender plays a vital role on the teacher’s performance.

**Section C: Task Conflicts**

1. The job design significantly influences the teachers performance

2. Materials and facilities within the school determines teachers performance

3. Compensation levels determines performance of teachers

4. Motivation is a key determinant of teachers performance

**Section D: Structural Conflicts**

1. Work environment within schools influences the teacher’s performance

2. Leadership style adopted by principal hinders/ lowers teacher’s performance.

3. The school philosophy and policy steers teacher’s performance.

4. The school culture leads to increased performance of teachers

**Section E: Goal Conflicts**
1. Individual goals affect teachers performance in public secondary schools

2. The departmental goals enhances teachers performance in public secondary schools

3. School goals have an effect on teachers performance in public secondary schools

4. Interpersonal goals influences teachers performance in public secondary schools

Section F

How would you rate the current performance of teachers in public secondary schools in Nyeri central district?

Poor □ Average □ Good □ Very Good □

In your own opinion, what measures should be taken to improve workplace conflicts among teachers in public secondary schools in Kenya?

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

THANK YOU
<table>
<thead>
<tr>
<th>STAGE IN RESEARCH PROCESS</th>
<th>ESTIMATED TIME IN WKS</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identification of topic</td>
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<td>August 2012</td>
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<td>2. Writing the research proposal</td>
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<td>August-December 2012</td>
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<td>3. Defense</td>
<td>1</td>
<td>February 2013</td>
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<td>4. Data Collection</td>
<td>3</td>
<td>March -April 2013</td>
</tr>
<tr>
<td>5. Report writing</td>
<td>2</td>
<td>May 2013</td>
</tr>
<tr>
<td>6. Presentation &amp; analysis of data</td>
<td>3</td>
<td>May 2013</td>
</tr>
<tr>
<td>7. Typing &amp; binding of final report</td>
<td>2</td>
<td>June 2013</td>
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<tr>
<td>8. Submission to the Supervisor</td>
<td>1</td>
<td>June 2012</td>
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### APPENDIX IV: PROPOSED BUDGET PLAN FOR YEAR 2012/2013

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount (Ksh)</th>
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<tbody>
<tr>
<td>Transport</td>
<td>5,000</td>
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<tr>
<td>Stationery</td>
<td>8,000</td>
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<tr>
<td>Telephone charges and Internet</td>
<td>5,000</td>
</tr>
<tr>
<td>Typing and binding services</td>
<td>15,000</td>
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<tr>
<td>Miscellaneous</td>
<td>6,400</td>
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<tr>
<td>Data collection</td>
<td>10,000</td>
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<tr>
<td><strong>TOTAL EXPENDITURE</strong></td>
<td><strong>49,400</strong></td>
</tr>
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</table>
### Public Secondary Schools in Nyeri Central District

<table>
<thead>
<tr>
<th>Public Secondary Schools</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nyeri high school</td>
<td>39</td>
</tr>
<tr>
<td>Kagumo secondary school</td>
<td>40</td>
</tr>
<tr>
<td>Kahiga secondary school</td>
<td>17</td>
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<tr>
<td>Rware secondary school</td>
<td>27</td>
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<tr>
<td>Kihatha secondary school</td>
<td>8</td>
</tr>
<tr>
<td>Kihuyo secondary school</td>
<td>7</td>
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<tr>
<td>Gachika secondary school</td>
<td>13</td>
</tr>
<tr>
<td>Riamukurwe secondary school</td>
<td>19</td>
</tr>
<tr>
<td>Ihwa secondary school</td>
<td>8</td>
</tr>
<tr>
<td>Marwa secondary school</td>
<td>7</td>
</tr>
<tr>
<td>Gitathiini secondary school</td>
<td>7</td>
</tr>
<tr>
<td>Giakanja secondary school</td>
<td>31</td>
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<tr>
<td>Muthuaini secondary school</td>
<td>13</td>
</tr>
<tr>
<td>St. Vincent secondary school</td>
<td>10</td>
</tr>
<tr>
<td>Muruguru secondary school</td>
<td>26</td>
</tr>
<tr>
<td>Ngangarathi secondary school</td>
<td>3</td>
</tr>
<tr>
<td>Ithenguri secondary school</td>
<td>3</td>
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</tbody>
</table>

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