

**CONFLICT MANAGEMENT METHODS USED BY SECONDARY
SCHOOLS HEAD TEACHERS: A CASE OF NANDI CENTRAL
DISTRICT, NANDI COUNTY, KENYA**

BY

LAGAT BENARD KIPYEGO

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DECLARATION

This project is my original work and has not been submitted for a degree or any other award in any other University.

.....
LAGAT BENARD KIPYEGO

E55/CE/14294/2009

.....
DATE

This project has been submitted with our approval as university supervisors.

.....
DR. GEORGE ADINO ONYANGO

Lecturer

Department of Education Management,

Policy and Curriculum Studies

Kenyatta University

.....
DATE

.....
DR. JACKLINE K.A NYERERE

Lecturer

Department of Education Management,

Policy and Curriculum Studies

Kenyatta University

.....
DATE

DEDICATION

This project is dedicated to my wife Loice Chepkirui and children Derrick Kiptoo, Eileen Chelang'at and Doreen Cheronno for their understanding while I was out conducting the research and my mother Ann Sang for her inspirational advice throughout my life.

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LIST OF ABBREVIATIONS

AEO:	Area Education Officer
BED:	Bachelor of Education
BOG:	Board of Governors
D.E.O:	District Education Officer
MED:	Master of Education
MOE:	Ministry Of Education
PHD:	Doctor of philosophy
PTA:	Parents Teachers Association
SRC:	Students Representative Council
TSC:	Teachers Service Commission
UNICEF:	United Nations International Children Fund

ABSTRACT

A great number of schools in Kenya have been experiencing a general wave of conflicts and have affected public schools. The purpose of this study was to investigate conflict management methods used by secondary school head teachers in Nandi Central District. The objectives of the study were to identify the causes of conflicts, establish the type of conflicts, find out how conflicts are managed, identify conflict management methods and determine techniques for conflict resolution in schools. The study adopted a descriptive survey design. The target population was 36 public secondary schools in the district with a population of 456 teachers. Stratified sampling techniques were used to select a study sample of 14 schools. The sampled schools provided the 14 head teachers and purposive sampling was used to select 90 teachers from the sampled schools. Three sets of questionnaire were used as the key data collection tool; one for the head teachers, one for teachers, and an interview schedule for B.O.G and D.E.O. The instruments were piloted in two schools which were not part of the randomly selected schools in the district. Reliability of the Pearson's product moment formula for the test-retest was employed to compute the correlation coefficient. A correlation coefficient of 0.5 was considered high enough to judge the instruments as reliable for the study. The study used content validity to measure the relevance of the research instrument. The researcher personally administered the questionnaires to all the groups. Data collected from the field were coded and entered into the computer for analysis using statistical package for social sciences (SPSS). Descriptive statistics were used to analyze the data obtained. The result of the data analysis was presented using frequency tables, bar graphs, pie charts and percentages. The findings indicated that the major causes of conflicts in secondary schools in Nandi central district includes; unimpressive conditions of service, administrative incompetencies of the head teacher, misappropriation/ embezzlement of funds, indiscipline in the parts of students, teachers or administrators, poor academic performance and inadequate resources. Notwithstanding, the major types of conflicts mostly experienced in Nandi Central District secondary schools include; conflict over image perceptions, role conflicts, conflict over basic values, interpersonal conflicts, structural conflicts and political conflicts. Political interference and patronage in the appointment of head teachers fueled conflicts in secondary schools and therefore in a school where there is no political interference and patronage in the management of schools, there are reduced conflicts in the school. Further majority of the respondents frequently have stakeholder meetings and consultations in their schools as a way of resolving conflicts. It was recommended that there is need to have trainings on conflict resolution strategies in schools to assist in management of conflicts. The study findings will be significant in that the findings may be useful to education researchers, educational planners and other scholars of educational administration as it will hopefully increase their awareness of the values of conflict as well as conflict management methods which are constructive and benefit the school. The findings will help head teachers of public secondary schools and other education stakeholders to adopt measures to minimize conflicts. The results of the study will help policy makers and educational planners to make adequate adjustments that enhance performance in management and administration of public secondary schools.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

The chapter presents a general introduction to the problem which includes: background to the study, the statement of the problem and the purpose of the study. Also addressed are objectives, assumptions, limitations and delimitations of the study, significance, theoretical and conceptual frameworks and finally definitions of central terms as used in the study.

1.1 Background of the Study

Like a body, every organ is vital in playing a complimentary role in the development and running of day- to - day functioning of the body. The function of each organ is important to the whole body, as much as they are unique to each other. In education cycles the law of Kenya is categorical in the complementary role played by the government and the community in management, provision of moral, spiritual and financial support of education. Therefore, the problems associated with management in our secondary schools have been of great concern especially with conflict management methods used by education officials and the head teacher.

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 how to manage conflicts (Republic of Kenya, 2002). The Ministry of Education report indicate 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 occur in secondary schools, middle level colleges and tertiary institutions (Republic of Kenya 2002). Many of the conflicts are 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(0.9%) to 300(7.5%) (Republic of Kenya, 2008).

Republic of Kenya (2001) indicates that conflicts in Kenya's secondary schools had become a major problem that all stake holders in education should take a great concern. It affects the community, the school administration and the government directly or indirectly. If allowed to continue, it will ruin educational institutions and education itself.

Misoi (2009) in a paper presented to the District Secondary Schools Heads Association, Uasin Gishu, for example, indicates that 10% of the head teachers in Uasin Gishu went on transfer and 2% left headship all together because of the conflicts. The Board of Governors or the teachers had either rejected the head teachers that were transferred or had faced frequent unrest among students in their schools. As a way of preventing and solving future conflicts, the Teachers Service Commission transferred other head teachers to put off conflicts in their stations. The 2% that left headship found educational administration too hot to remain around. In turn these conflicts may influence levels of work satisfaction among teachers and students' academic performances.

A report of the District Education officer Nandi Central District (2010) indicates that out of 36 public secondary schools, 15 schools representing 42% had experienced many cases of conflicts. This is a disturbingly very high statistic as compared to neighboring districts like Nandi North, Nandi South and Nandi East with 20%, 15% and 13% occurrence of conflicts in the same period respectively (District Education officer's reports 2010).

Omboko (2010) in a report presented to the area education stakeholders' forum in Kapsabet division of Nandi Central district indicates that 11 out of 36 secondary schools had experienced a lot of management problems mainly due to the conflict between the sponsor, head teacher, community and the government. As a result, head teachers and teachers were either transferred, interdicted or sacked; learning disrupted impacting negatively on students' academic results but worst of all, permanent tension created between the government, the community and the head teacher. The AEO further reported that the conflicts had seen at least six head teachers transferred while running of the schools faced a lot of difficulties due to student transfers and low morale with all the stakeholders.

In addition to the above, Omboko (2010) further indicates that conflicts in schools may reduce strengths and resources such as social support and integration among teachers and all those involved in education which ultimately increase problems in schools among students. Thus, conflicts not only threaten school functioning, but may trigger a chain of other educational and social problems which include abuse of office, disagreement, quarrels, hostility and violent fights which may have a negative

impact on the successful running of the school. There are more and more tussles about roles of school's stakeholders in education.

The role of each of these stakeholders is clearly stated in the Kenya Education Act (Cap 211 of 1980) which notes that commission responsible for the assignment of teachers to schools on behalf of the ministry shall assign teachers to schools after consultation with the Teachers Service Commission and so far as may be compatible with the maintenance of proper educational standards at the school and the economical use of Public funds.

The head teachers of secondary schools have a big responsibility as they give direction to their staff. They are responsible for all matters pertaining to the smooth running of the school. However some head teachers lack skills in human resource management such as conflict resolution. Conflicts arise due to different opinions each person has on some issues. Failure to resolve these conflicts greatly affect school performance and results in poor working relationship amongst teachers, students and the board members.

According to Newstorm and Davis (2002) prolonged interpersonal conflicts lead to deterioration of cooperation and team work, at personal level some people may feel defeated while the self image of others will decline and personal stress level will rise. Ability to manage conflict is probably one of the most important skills a head teacher can possess. Effective head teachers vary their methods of handling conflict to fit a special situation. Although Kenya Education Staff Institute (KESI) trains head

teachers and their deputies on managerial skills before they assume office, it cannot cope with the demand due to inadequate human and financial resources to undertake this task effectively. At times there is crisis appointment due to abrupt need for replacement and therefore some head teachers assume office before the induction course, consequently, most of them fail to handle conflicts constructively causing adverse effects on the smooth running of the institution as well as in staff morale. The purpose of this study was to investigate conflict management methods used by head teachers in secondary schools in Nandi Central District.

1.2 Statement of the Problem

Problems of conflicts in secondary schools in Kenya have been noted severally in various districts and schools. In Nandi County, conflicts in secondary schools have equally been noted. According to a report of the D.E.O Nandi Central District (2010), out of 36 public secondary schools, 15 schools representing 42% had experienced many cases of conflicts. This is a disturbingly very high statistic as compared to neighboring districts like Nandi North, Nandi South and Nandi East with 20%, 15% and 13% occurrence of conflict in the same period respectively (District Education Officer's report 2010).

Several studies have been done on the area of conflicts in schools. These studies include Sang (2009), Kogo (2002) and Okotoni and Okotoni (2003). However the studies reviewed did not provide clear empirical evidence as to the conflict management methods used by head teachers in secondary schools.

1.3 Purpose of the Study

The purpose of this study was to investigate conflict management methods used by head teachers in secondary schools in Nandi Central District.

1.4 Objectives of the Study

The study sought to achieve the following specific objectives;

- i. To find out the major causes of conflicts in secondary schools in Nandi Central District.
- ii. To establish the type of conflicts common in secondary schools.
- iii. To identify conflict management methods that are effective in resolving conflicts.
- iv. Determine techniques used for conflict Resolutions in public secondary schools.

1.5 Research Questions

The study was guided by the following research questions:

- i. What are the main causes of conflicts in public secondary school in Nandi Central District?
- ii. What are the types of conflicts in secondary schools?
- iii. What are the conflict management methods that are effective in resolving conflicts?
- iv. What techniques are effective for conflict resolution in public secondary schools?

1.6 Assumptions of the Study

The study was carried out with the following assumptions.

- i). Secondary schools in Nandi Central District experience conflicts in varying degrees.
- ii). Each school has a code of conduct and regulations explaining how conflicts should be resolved.
- iii). Effective conflict management leads to stability in school.

1.7 Limitations of the Study

The study was confined to selected public secondary schools in Nandi Central District hence the findings may not be representative of all public secondary schools in the country and therefore similar studies may need to be carried out in other public secondary schools.

1.8 Delimitations of the Study

The study confined itself to the following:

- It delimited itself to public schools in Nandi Central District.
- As conflicts exist in schools the study focused itself on conflict management methods used by head teachers.

1.9 Significance of the Study

The study will be significant in that the findings may be useful to education researchers, educational planners and other scholars of educational administration as it will hopefully increase their awareness of the values of conflict as well as conflict management methods which are constructive and benefit the school. The findings will

help head teachers of public secondary schools and other education stakeholders to adopt measures to minimize conflicts. The results of the study will help policy makers and educational planners to make adequate adjustments that enhance performance in management and administration of public secondary schools.

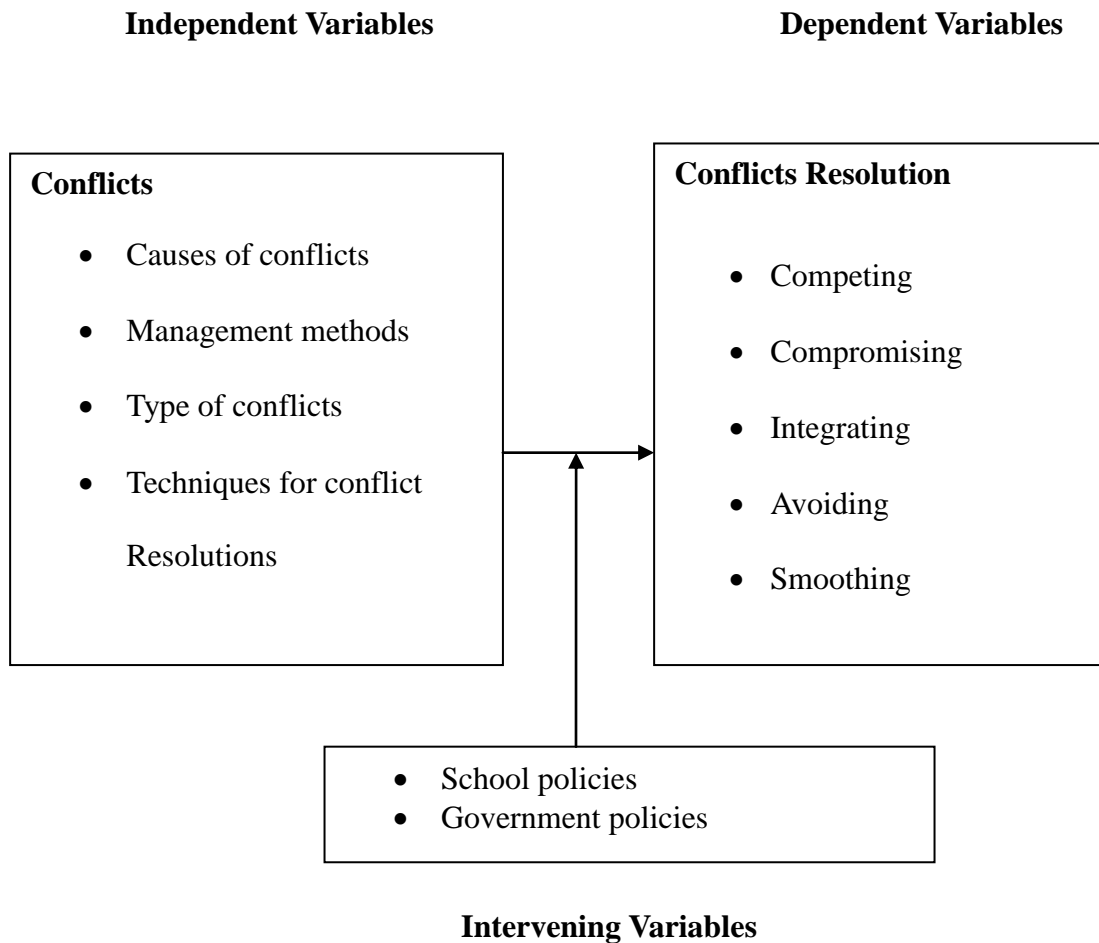
1.10 Theoretical Framework

The study was anchored in the Group Conflict Process Theory developed by Robbins (2003) that indicates that most organizational conflicts are managed through approaches to conflict management such as negotiations, resolution and stimulation. Robbins further identifies cooperativeness and assertiveness as the two dimensions in conflict handling intentions. From these two dimensions, he further generates and identifies five conflict-handling intentions as competing, collaborating, accommodating, and compromising. These dimensions were therefore generated as conflict resolution techniques in the study. Against this background, this theory helped the current study to investigate conflict management methods in secondary schools.

1.11 Conceptual Framework

Orodho (2009) defines a conceptual framework as a model of presentation where a researcher represents the relationship between variables in the study and shows the relationship diagrammatically. In the study, the hypothesized model in Figure 1.1 below identified the variables under study and shows their relationships. In the model conflicts is the dependent variable whereas conflict management method is the independent variables.

Fig. 1.1 Conceptual Model on Conflict Management Methods on Effectiveness of Schools



Source: Researcher, 2013

The presence of conflicts (Independent Variables) in a school may influence conflict resolution (dependent variable) in public secondary schools. The intervening variables in this study were the government policies and school policies. The intervening variables were integrated in the study to minimize their effects on the study findings.

1.12 Operational Definition of Central Terms

The following are the operational definitions of different terms as employed in the study:

1. **Area Education Officer:** Refers to the officer in charge of education within an administrative division in the schools under investigation.
2. **Conflict:** Refers to being in opposition or hostility, which leads to either passive or violent resistance in educational management by the head teacher, BOG, PTA, community or the sponsor in the schools under investigation.
3. **Conflict Management:** The act of resolving disagreement
4. **Community:** Refers to surrounding persons who live close to the schools for instance parents, leaders and suppliers in the schools under investigation.
5. **Head teacher:** Refers to head of Institution. For example head master, head mistress or principal in the schools under investigation.
6. **Interpersonal Conflict:** Disagreement between different persons over an issue.
7. **Misunderstanding:** refers to misinterpretation, disagreement and or quarrel among the education stake holders in public secondary schools in the district.
8. **Public school:** refers to a school that receives government support and its operations controlled by the government for example, posting of teachers and funding in the schools under investigation.
9. **Resolution Techniques:** Refers to the measures employed to resolve conflicts when they occur in public secondary schools so as to minimize and possibly eliminate them.

10. **Unrest:** Refers to a state of troubled or dissatisfied confusion, often with fighting by the stakeholders in the schools under investigation.
11. **Overt Conflict:** Refers to open conflict between stakeholders in public secondary schools. This can be manifested through exchange of words, quarrels and even physical fighting.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In the recent years, a great deal of management attention has been directed towards the development of an effective way of managing conflicts in schools. This is all intended to empower head teachers and teachers to perform and produce results which are essential for the survival of any school organization. The literature review for this study include causes of conflicts, types of conflicts, methods of minimizing conflicts, Techniques for conflict resolutions and summary of literature review.

2.2 Causes of Conflicts

2.2.1 Unimpressive Conditions of Service

Some schools associate conflicts in their schools with poor working conditions and lack of clear work and remuneration policy by the government. Some schools face a lot of difficulties in providing the necessary facilities and even teaching materials. According to the Republic of Kenya (2001), some schools did not have basic facilities including staffroom and teaching materials while some head teachers lack even offices to transact official duties. Okotoni and Okotoni (2003) indicate that teachers work in highly de-motivating conditions due to poor pay by the government coupled with lack of clear increments in salaries.

2.2.2 Administrative Incompetence of Head Teachers

Yee and Cuba (1996) found out that some head teachers were unable to adopt and respond to complexities in their institutions that fast. Some boards got impatient because they expect quick positive change, and when change fail to occur that fast, the head teacher is accused of being low performer. The head teacher was quickly ejected out of the school and a new one brought in. Rono (2001) shares the above views and indicates that some head teachers display poor leadership qualities that created conflicts in schools. Gordon (1991) indicates that inexperienced head teachers sometimes ran into serious problems when they fail to use their scarce resources properly. Meager resources available in the school may be used on trivial projects while major ones were untouched.

2.2.3 Misappropriation or Embezzlement of Funds

Rono (2001) further reveals that some head teachers have been locked out of their schools due to poor financial accountability. Some head teachers are not transparent in their financial matters of their school. The head teachers do not discuss financial issues of their school with their boards. When financial issues are brought in the agenda of the board meeting, it is usually the last item of the agenda when the member was tired and unable to discuss the item in detail, he further asserts. Members authorize use of school finance hurriedly without counter checking the implications. This gives a leeway to some head teachers to misappropriate school funds. Parents go to such schools and evict such head teachers withdrawing their children and sponsorship to the school. Some head teachers are not transparent and accountable in

financial issues of the school. They do not let people see value for money and how the money collected in school is used.

The findings of the Republic of Kenya (2001) indicate that head teachers create conflicts in their schools because of applying wrong managerial skills in planning, budgeting and expenditure control. In some cases, head teachers do not apply proper use of accounting instructions provided by the Ministry of Education. This leads to misallocation of resources resulting to lack of essential commodities and services. The Report also indicates that some head teachers are not transparent and accountable in handling the financial issues of their schools (Republic of Kenya, 2001).

2.2.4 Indiscipline on the Part of Students

A Republic of Kenya (2001) indicates that discipline of students have greatly contributed to a lot of instabilities in management of schools. The report further indicates that whenever a case of indiscipline arises in schools, the head teacher will always be blamed for being insensitive to the students' welfare. In such cases, the head teacher can be transferred as a remedial measure because students demand for removal of such head teacher. In some cases, the students receive the support of BOG and teachers in the indiscipline pursuit.

2.2.5 Indiscipline on the Part of Teachers and Administration

Survey studies carried out in the university college of Cape Town by Wyllie and reported by Seamus (1995) indicate that over working cause conflicts in educational administration with teachers who are unmotivated in their work. Some teachers go into

teaching profession as a last resort when other alternatives are absent. These teachers will never settle in their jobs as professionals. They work to earn a salary with the hope that they will soon leave the profession. Foster (1989) affirm this view and indicates that unmotivated teachers will not produce good results. Complaint, laxity, grumbling and fighting the head-teacher characterizes their work. The head teacher will always be in the centre of blame. He or she will not get anything done without running into trouble with the teachers.

Kingala (2000) concurs with the above authors and indicates that men and women who have no calling to teaching vocation take up the training as teachers but have no interest in looking after the young people. These teachers find themselves inside the classroom doing a job they do not like but because they need money, they stick. He also indicates that due to lack of interest in teaching, the teachers become increasingly brutal to the students. Such teachers also become patronize to the politicians and receive protection. A teacher in this category causes trouble to the head teacher because he is sure of protection from the politician who will use the teacher to tilt scales in the political battlefield.

Republic of Kenya (2001) demonstrates that some teachers are forced to teaching profession without commitment. These teachers cause problems, lack discipline, and are chronic absentees in schools. Some engage in immoral acts with students or incite them against the school administration. Philips (2000) affirms the above views and indicates that there are teachers who take up the noble teaching profession yet they have no interest in it. These teachers display incompetence, laziness and lack interest

in students' work. They lack self-discipline and are biased and inconsistent in their application of punishment meted out to students who break school rules. These teachers have no respect for school administration and sometimes incite students against the principal.

Some administrators perceive causes of conflicts in their school as due to lack of commitment to work in their schools. There are things that principals do in their schools that posed a serious challenge to school management. Some of these include absenteeism, perennial lateness, dishonesty, inaccessibility and being autocrat or dictatorial according to Katumanga (2000). He further reveals that some head teachers have been forced to deal with conflicts in their schools which are due to their own making. Some head teachers fail to perform well in educational administration because of frequent absenteeism in their schools.

Okotoni and Okotoni (2003) concur with these views and indicated that situations sometimes arose where the conflicts developed serious personal differences between the stakeholders were transferred into school environment. Cases arose sometimes when the head teacher was engaged in conflicts with a BOG member due to differences traced way back in their neighbour hood at home.

2.2.6 Inferiority/Superiority Complex

Walker (1979) indicates that principals run into conflicts with other stakeholders because of the way they view their office. Such principals tend to be taken up by the status of their position and occupy its authority and privileges. They see the need to

defend the sanctity of their office as a fundamental obligation. He emphasizes that such head teachers regard themselves as inseparable from the status of the office. They often react with threat and counter aggressive behavior when under attack. The students, BOG and teachers who have different notion of such leadership are perceived to be perverse. Teachers are seen as impractical if not trouble makers while students as naïve, mischievous and easily influenced to commit acts against the head teacher. The BOG is perceived as non professionals who know nothing about running of schools. The BOG members on the other hand feel that they are better placed in school management than the other stakeholders including the head teacher. Such BOG members will always oppose any constructive agenda brought about by the head teacher.

2.2.7 Poor Academic Performance

In school situations, sometimes parents differ greatly with the teachers over academic performance of their children. According to A Republic of Kenya (2001), parents place a lot of pressure on the teachers claiming that they contribute to poor academic performance of the students. Such parents at times agitate for the removal of the head teacher and transfer of teachers to other schools. The students sometimes support the parents in the move and become indiscipline to the extent of physically demanding for the removal of the teachers. This is supported by Okotoni and Okotoni (2003) that poorly performing schools many at times are characterized by a lot of conflicts by the stakeholders.

2.2.8 Favouritism by the School Administration

Head teachers sometimes find themselves in problems with the perceptions of the stakeholders that sometimes the head teacher favours the other stakeholders and other students. A case of such favouritism was reported by Omboko (2010) where a head teacher was accused by the parents that he favours some BOG members to an extent of allowing their children to remain in school without paying fees. In some cases, some BOG members are allowed to express authority to supply goods to schools at inflated prices. This special treatment results in discontentment among the stakeholders.

2.2.9 Inadequate Resources

Some school managers perceived conflicts in educational administration with absence of needed financial resources. According to Some (2010), shortage of finances makes it hard for the head teacher to forge ahead in educational programmes. He indicates that head teachers have been forced to make ends meet in their schools where there is lack of finance and material resources. The situation is made worse by low student enrolment in some secondary schools. Lack of finance and resources in school sometimes is blamed on the head teacher. Once in a while, parents blame the head teacher for not trying to provide the required learning facilities.

Lunenburg and Ornstein (1996) emphasize the fact that principals face difficulties in their schools due to problems associated with lack of finances to run education programmes. The situation is made complicated when the board is left to decide on fees to be paid by the parents and draw a budget. Estimates are made and forwarded to the central office. Sometimes the central office rejects the proposals from the board

and cut down the budget. The two authors further indicate that some parents fail to pay fees yet they expect their children to participate in education programmes like other students who have paid fees. The head teacher is left in dilemma on how to provide quality education in the absence of money. The case become more complex when the central government insists there must be education for all. When students fail to perform well due to lack of learning facilities it is the head teacher who is blamed by some parents who fail to pay fees.

Nafukho (2001) in his view indicates that schools that perform well in national examinations have 70-80% of the required learning facilities. Three quarters of the schools in Kenya have 20%– 30% of the required facilities for good performance. These schools perform poorly due to lack of learning facilities coupled with financial difficulties.

2.3 Types of Conflicts

According to Stewart, J. and Dangelo, G. (1980) there are three types of conflicts. First is conflict over image perceptions. This is usually revolves around such questions as who is informed? Who has what kind of authority or power? Who has what duties or obligations? Who has what social habits or behaviours? and who has what ‘personality traits’.

The second is role conflict. This arises over different interpretations of what is; that is discrepancies in the various roles we play. Conflict over basic values is the third type of conflict. These conflicts are relatively rare. Most of the day-to-day disagreements

are over image perception, or content. Usually not resolvable, but can be handled interpersonally, for instance differences of ideology and religious beliefs, it mainly occurs over fundamental beliefs for example, corporal punishment is necessary in our schools and there is life after death.

In view of the literature above, this study was set to establish the types of conflicts in public secondary school in Nandi Central District.

2.4 Conflicts Management Methods

Rono (2001) in a conference paper indicated that many secondary schools did poorly in national examinations because there was no proper management of learning activities by head teachers. When students fail in national examinations head teachers face conflicts from parents, students and the community. The head teacher therefore needed to manage the curriculum to avoid failure of students in examinations. The principal should device ways to supervise teaching and to make sure what is going on in all classes and in all subjects. He further indicated that there was need for effective evaluation through examinations such as end term and end year examination, and continuous assessment tests, which should be valid and useful to students.

Okumbe (2008) agrees with the above view and indicated that personnel management was very important if learning activities have to succeed in schools. In managing personnel, there is need for head teachers to attract human resources required by their schools. It is not enough to acquire the personnel. It is also important to develop, motivate, and retain the human resource. There is need to ensure that the

organizational climate enhances employees' mutual relationship and co-operate effort. He asserts that the success of the organization depended entirely on how effectively its human resource is managed.

Hughes (1994) advocates that performing management functions is a continued activity for a head teacher who faces responsibility and is hampered by the amount of time available to carry them out. He indicates that successful principals should learn to lead and manage. The head teacher must lead a head of time and know how to administer and when to manage. In administration, less friction was realized when "craft" of administration is applied in ensuring that teachers do their work as expected in curriculum implementation. The syllabus is required to be covered adequately at the right time.

2.4.1 In service and Opportunities to attend Courses in Conflict Management

Jantzi (1996) found out that head teachers who are gifted in leadership experienced minimal brush conflicts in their institutions. Schools that experience fewer conflicts have a link between motivation, commitment and capacity building. Research done by Harckman and Old man and reported by Jantzi (1996) on motivation indicated that teachers who have control over their work activities and are able to exert reasonable influence become satisfied. These teachers also develop personal responsibilities for their work and are personally accountable for the outcome.

Okumbe (2008) concurs with the above author and points out that some teachers have taught for many years without being recognized or given promotion. Such teachers

lack motivation because there is nothing to look forward to in their work. The head teacher needs to find out the potentials and aptitudes then assist the teachers to acquire the necessary skills, knowledge and attitudes for effective job performance through in service and undertaking of courses related to conflict resolutions.

Teachers should also be helped in career growth where they will use their talents and have aspirations. He further showed that those teachers who temporarily or permanently stops in their career promotional grades. He asserts that a teacher in this state suffers from stress and psychological withdrawal. A teacher of this nature can be a problem to the head teacher. The head teachers need to motivate such teachers by putting in place additional career ladders. He further pointed out that when the worst comes to the worst the teacher should change the career.

Kempiles (1997) indicates that teachers are less troublesome when they have job security, high interaction opportunity and institutional support. He indicated that teachers are motivated to work when their efforts are recognized. He also indicates that teachers need good working conditions such as quality teaching materials, supervisory, supportive services and opportunities for initiative. Besides these, teachers need to be accorded with working environment conducive to efficient and effective delivery of educational services. Teachers of this category can be assisted by taking them for in-service courses for capacity building.

Hughes (1994) reported a general theory on human relations. The theory indicates that human relation was an important asset in school administration. It also indicates that

understanding workers behavior was important. Understanding similarities and differences in age, sex and outside interest are important for an administrator in creating good working relationships in place of work.

Foster (1989) concurred with the above view and indicates that head teachers need to relate in a way that teachers are ready to work with them. He indicates that the head teacher should be concerned with the needs of the teachers both emotional and material. The teachers must also be insulated from aggressive parents. When teachers are aware that the administration is concerned about them they will conform when the head teacher uses pressure and independent decision-making. Musvosvi (1998) shares the above view and asserts that a successful administrator has concern for people but at the same time keeps the overall objectives of the organization in view. He has also shown that teachers have needs which if not met will affect their output and morality in their place of work. Positive working relations enhance productivity.

Fraser and Hertzal (1990) affirm the above view when they emphasize that the principal encounter students, teachers and parents on daily basis and require the value of caring. Head teachers therefore require knowledge in conflict management in order to handle various situations well. The principal should communicate trust through actions. When teachers know that they can count on the principal's support and interest they may become more willing to try new practices, share information and are ready to co-operate with the principal.

2.4.2 Use of Students' Representative Council (SRC)

Okumbe (2008) indicated that students are not only the raw materials in education industry but also important human resources in the organization. Sound management of students is therefore required. The school management needs to ensure that the students' activities and operation in an organization are well monitored. This calls for an educational manager who is properly grounded in the techniques of educational management. For an educational manager (head teacher) to be an effective students' manager, he or she must not only be conversant with concepts and newer perspectives in secondary school management, but also be a constant operator of the management techniques.

Management of students requires that the head teacher should show concern and drive towards student's achievement through teaching and learning, constantly communicating appropriately and effectively to and with students. Lack of proper communication may lead to conflicts with students; make the right decisions at the right time. Right decisions can only be made if the management invests its resources in effective decision-making, solve problems by applying the appropriate problem solving techniques speedily, equitably, and cautiously, take disciplinary measures consistently and timely, motivate students by maintaining an organizational climate conducive to all stakeholders, show respect and economy in time management. In order to do this effectively, the head teacher can employ use of student government through use of Students' Representative Council (SRC). Through this the head teacher will ensure that the students' issues were addressed promptly through the right procedure (Okotoni & Okotoni, 2003).

2.4.3 Absence of Political Interference

Nafukho (2001) revealed that the school was like a center of business where profit making was crucial. Head teachers in the 21st century are expected to run institutions of learning like business concerns and be free from political interference if conflicts have to be avoided in schools. Politicians and other persons not directly involved in school management must not interfere in management of schools. Schools like any other organizations must perform to attract customers.

Sound management requires that the head teachers should gain knowledge by all means and all the time and build on knowledge. He also indicates that attitudes of the head teacher should shift depending on change in the society. The head teachers should be facilitators of learning who encourage teamwork among teachers and not agents of political personalities. There should be a shared vision for the school and both teachers and students should have a mission (Nafukho, 2001).

Katumanga (2000) also indicates that in order for the head teacher to be insulated from politicians' interference, he or she must be fully aware of the rules and regulations governing school management. The head teacher must work according to the rules completely. This way, the politicians will have no basis to accuse the head teacher.

2.4.4 Frequent Stakeholders Meeting and Consultation

It is important for the principal to know both educational expectations and attitudes of the people in the community. With this knowledge he was in a position to put in place educational programmes that meet the needs of the community (Gordon and Ernest

1996). Community norms need to be taken into consideration. The principal needs to change the education programmes that are in conflict with the norms of the community. When the school interferes with the norms of the community, then the community will tend to negatively act, causing difficulty to the school and the principal, they further assert. Parents and other members of the community no longer accept the word of educators that the school is doing well. The people want to see the results of the schools' effectiveness and even be involved in decision-making process of the school (ibid. 1996).

Sergiovanni (1980) also indicate that principal can avoid conflicts in their schools if the community is in full support of the educational programmes. The parents on the other hand should be made to feel that their children are in good hands. Partnership, participation and conversation should characterize the school and community relations. To achieve the community needs to be aware of what the school does. It is the work of the administrator to teach the community not only on what it desires but also raise aspiration level about what the school is doing. He has also indicates that conflicts can be avoided if the principal can interpret the educational programmes to the community. The citizens need to be aware of what is happening in the school.

The principal needs to work closely with official representatives of the community. These include members of the board and parents representatives. The representatives become important means for spreading reliable information and enhancing aspiration of the community about the school. The school administrators need to work closely with those interested in the school and particularly the youths. By linking together

various agencies, the school principal plays a key role in dealing with problems in secondary schools created by family, economic and social conditions. The head teachers need to develop lines of communication and transmit information to the community. The principal also needs to seek information from the community (Sergiovanni, 1980).

Fraser and Hertzell (1990) concur with the above authors and indicated that parents need to be involved in the schools mission; making them develop an ownership in the school's mission. The principal needs to interact with parents and other community members. Through interaction with the community the principal will get an opportunity to prevent fighting or if a rumour is loose the principal should share the truth so that people are equipped to deal with it in a healthy way. The principal should arm the community with facts so that they can act as rumour exterminators. The principal should keep in contact with the community and let them know the school and its mission.

Holloway (2000) carried out research study in Missouri and North Carolina and found out that head teachers may minimize conflicts if they understood the people they work with. There is need to collaborate with the families and the community. There is also need to understand the political, social, legal, economic and cultural climate of the community. This will help the head teacher work well with those around him or her. Kempiles (1997) shares this view and indicate that the head teacher needs to study his or her environment and develop leadership style that suit the school community.

Gordon (1976) concurred with the above view and indicated that the school principal needed to understand the total community and develop good relationship with the local community that the school serves. The author indicated that it was necessary for the principal to know the people who reside around the school. It is also necessary for the school administrator to know the groups and organizations available in the community where the school is found. It is important for the principal to meet the leaders of these groups and organizations because they are useful in time of crisis. By trying to understand the community, the administrator will know the expectations and the attitudes of the people in the community.

The above author further indicates that expectations constitute standards by which the people evaluate the performance of the school. As a result of such knowledge, the principal was in a position to recognize the direction to take so as to satisfy the community's feeling of a successful school. He further indicates that the community involvement is necessary but care should be taken to make sure that the ultimate goal of this involvement is to improve educational programmes. In the literature reviewed, the authors have rightly indicated that it is important for the principal to work with the community if he has to avoid conflicts in his administrative work. The above authors seem to also agree that knowledge of the community is important for the principal. But the parents and the community have sometimes rejected principals long before they report to their new stations.

Weic (1996) in her lecture given at the State University Utah in USA cited that the head teachers' alertness is a valuable asset. When the alertness is compromised the

head teacher should do what is possible to restore it. Small events may not be necessarily simple events because they may take a complete turn. Musvosvi (1998) shares the same view and has shown that the head teachers should be on the lookout on possible symptoms of conflicts. Head teachers must act fast and deal with symptoms before they turn out to be unmanageable. The leader must find a way of diffusing situations which are likely to be explosive. However, some head teachers may get so involved watching for symptoms of conflicts in the school at the expense of other activities. There is need to balance between watching for fires and doing duty as an administrator, he further asserts.

Hart (2000) in her papers presented at a conference in Ohio for University Council for Educational Administration shares the above view with the above authors and demonstrates that teachers need to assess the “news” and “no news”. The head teacher should then act appropriately on “rumours” especially those touching management. If the head teachers are keen on these rumors they can easily stop the conflicts from materializing.

2.5 Techniques for Conflict Resolutions

Sergiovanni (1980) emphasized that conflicts were natural and expected in a dynamic organization. Conflicts are not abnormal, nor are they necessarily a symptom of a breakdown in the organization. Conflicts are considered a natural outgrowth process and indeed seen as a sign of organizational health rather than pathology. In the present times, conflict resolution make up the major part of the administrative job. There is

turmoil surrounding education sector today; as such the role of conflict mediator is an essential part for secondary school administration.

Musvosvi (1998) asserts that conflicts arise when people are barred from realizing their expectations, desires and ideals that may not be in line with other people's values within the organization. Some values, desires and ideas may also be in conflict with those of the organization. He further asserts that common conflicts in place of work are those between subordinates and the administration. The workers on the same level can also have conflicts especially if they are competing over the attention of those in the administration. He also indicates that many conflicts in an organization are a product of human interaction. It is therefore important to put in place peace making process.

According to Robbins (2003) conflict in an organization has got two possible outcomes. This outcome may be functional in that the conflicts results in an improvement in the group's performance or dysfunctional in that it hinders group performance. According to him, if a conflict is dysfunctional, then the parties needs to de-escalate it and if a conflict is too low then the parties need to increase it and make it more functional. These are done using conflict management techniques, which use resolution and stimulation techniques to achieve the desired level of conflict. He identified nine conflict resolution techniques to achieve the desired level of conflict.

He identified the nine conflict resolutions techniques as:

A Super-ordinate goal. This involves creating a shared goal that cannot be attained without the cooperation of each of the conflicting persons.

Altering the human variable. This involves using the behavioural change techniques such as human relation training to alter attitudes and behaviours that influence conflict.

Altering the structural variable. This entails changing the formal organization structure and the interaction patterns of the conflicting parties through job redesign, transfers, creation of coordinating position and the like.

Authoritative command. This is where the management uses its formal authority to resolve the conflict then communicates its desires to the parties involved.

Avoidance. This involves withdrawal from, or suppression of the conflict.

Compromise. This is where each party to the conflict gives up something of value.

Expansion of resources. When a conflict is caused by the scarcity of a resource. For example money, promotion opportunities and office space then expansion of the resource can create a win-win solution.

Problem solving. This involves face-to-face meeting of the conflicting parties for the purpose of identifying the problem and resolving it through open discussion.

Smoothing. This entails playing down differences while emphasizing common interests between the conflicting parties.

Robbins (2003) also identified four conflict stimulation techniques as: Communication involving use of ambiguous or threatening messages to increase conflict levels.

Bringing in outsiders. This involves adding employees to group whose background values, attributes or managerial styles differ from those of present members.

Restructuring the organization. This is realigning workgroups, altering rules and regulations, increasing interdependence and making similar structural changes to disrupt the status quo. Appointing a devil advocate which involves designating a critic to purposely argue against the majority positions held by the group.

2.6 Summary of Literature Review

The review of related literature did not find any empirical study on literature and study on conflicts management methods used by head teachers in public secondary schools. Researchers have rarely investigated on the techniques used for conflict resolution methods used in schools. In particular, not much has been done in regard to methods of managing conflicts in public secondary schools. A few studies such as those of Kogo (2002) discussed the head teachers' perceptions of conflicts in secondary school administration in Uasin Gishu district. Sang (2009) discussed the perceived causes and effects of management conflicts in church sponsored public secondary schools in Kipkaren Division of Nandi North District and that of Okotoni (2003) discussed about conflict management of secondary schools in Osun state. It is upon this gap that the present study has been deemed necessary

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The study sought to investigate conflict management methods used by school head teachers in secondary schools. This chapter describes the methodology that was used in the study. It includes an account of the research design, study locale, the target population, the study sample and sampling design, research instruments, validity and reliability of instruments, data collection procedures and statistical treatment of data.

3.2 Research Design

This study employed a descriptive survey design as the researcher was interested in gathering information on the existing conflict management methods. A descriptive survey attempts to describe characteristics of subjects or phenomena, opinions, attitudes, preferences and perception of persons of interest to the researcher. Moreover a descriptive survey aims at obtaining information from a representative of the population and from that sample; the researcher was able to present the findings as being representative of the population (Orodho, 2009).

The research design was therefore descriptive survey. The survey in the methods of conflicts essentially consisted of assessments of the present management techniques. Questionnaire and interview schedule were employed as tools for collecting data. It is on the basis of the foregoing reasons that the design was found suitable for this study.

3.3 The Study Locale

The study was carried in Nandi Central District of Nandi County, Kenya. The district borders Nandi North District to the North, Western province to the west, Nandi South District to the South and Nandi East District to the East. The Educational head quarter is at Kapsabet. The district is made up of four educational divisions namely: Kapsabet, Emgwen, Kosirai and Kilibwoni. The district is densely populated with rapidly growing population. The central part is an agriculturally high potential area with high rainfall of about 3000mm per year, where tea is the major cash crop while the remaining parts engage in maize growing and livestock rearing. The rest of the population engage in commercial activities such as trade or employed in government and private firms.

3.4 Target Population

3.4.1 The Schools

The target population for this study was the public secondary schools in Nandi Central District. According to the District Education Office (D.E.O) records, the district has 36 secondary schools, all are public, nine are girls' schools; five are boys' schools and twenty two mixed schools. Seven of the thirty six schools are provincial schools while the rest are district schools.

3.4.2 Respondents

The target participants for this study comprised the 36 head teachers since it is their role to manage conflicts in their respective schools. Teachers were targeted to give details concerning conflict management methods in their schools. According to the

D.E.Os records the district has 456 teachers, one D.E.O., 36 B.O.G Chairmen who form part of the population.

3.5 Sample and Sampling Design

Purposive sampling was utilized which involves selecting samples using set criteria such as type of school, boarding status or whether the school is Boys, Girls or Mixed (Orodho 2009). For this study, D.E.O, H/T's and B.O.G was purposively sampled to avail information based on their competences and positions in the institutions or education sector.

Random sampling is a sampling procedure where each and every item in the population is given equal chance of inclusion in the sample (Orodho, 2009). Random sampling was used to select the teachers from different categories of secondary school in Nandi Central District.

3.5.1 Schools

For the purpose of this study out of the 36 public secondary schools, 14 schools were sampled. According to Wisker (2001), a percentage of at least 20% of the total population of less than 100 is acceptable sample in descriptive research. This sample will account for 39% of the total population which enhanced the study representation.

Stratified sampling was used to select the sample. This method aims at achieving desired representation from various sub groups in the population. The 36 schools were categorized into Boys, Girls and Mixed schools. This ensured gender differentiation.

Simple random sampling was used to select two boy's schools, four girl's school and eight mixed schools.

3.5.2 The Respondents

The sampled schools provided 14 head teachers used in the study. Purposive sampling was used to select 90 teachers accounting for 19.74% of their total population in the district. According to Mugenda and Mugenda (1999), purposive sampling is a technique that allows a researcher to use cases that have the required information with respect to his or her study. The teachers were chosen according to the criteria of boy's, girls or mixed schools. 12 teachers were selected from 2 boy's school, 40 teachers from 4 girl's school and 38 from the 8 mixed schools.

3.6 Research Instruments

The main research instruments were questionnaires and interview schedules while secondary data was obtained from official documents. Questionnaires offer the advantage of being easy and cost effective to administer to a large population (Orodho, 2009).

3.6.1 Head Teacher's Questionnaire

The Head teacher's questionnaires had five sections. Section one collected the personal and school details. Section two comprised of causes of conflicts. Section three comprised of types of conflicts. Section four and five comprised of matrix questions on conflict management methods and resolution techniques. The last statement in each part was open-ended questions aimed at capturing what the closed

ended questions may not have established. The open ended questions gave participants freedom of response.

3.6.2 Teacher's Questionnaire

The teacher's questionnaires had five sections. Section one collected the personal and school details. Section two comprised of causes of conflicts. Section three comprised of types of conflicts. Section four and five comprised of matrix questions on conflict management methods and resolution techniques. The last statement in each part was open-ended questions aimed at capturing what the closed ended questions may not have established. The open ended questions gave participants freedom of response.

3.6.3 Interview Schedule for D.E.O and B.O.G Chairpersons

The D.E.O and B.O.G Chairpersons were interviewed due to time schedules while head teachers were also interviewed to supplement information on questionnaires. This instrument was appropriate for this category of participants because they have a diverse knowledge on the area of study. This instrument was constructed in line with the set objectives of the study.

3.7 Pilot Study

The research instrument was piloted in two schools in the district which were not included in the study sample. Piloting is important because it helps in revealing any deficiencies that may be in a questionnaire (Mugenda and Mugenda, 1999) so as to address them on time.

3.7.1 Validity of Instruments

Validity refers to the degree to which the sample of the test represents the content that the test is designed to measure (Orodho, 2009). In order to maintain consistency and relevance to the problem, questionnaire items were formulated around aspects of the problem being investigated. The instruments were first validated. This was done by giving it to three experts at Kenyatta University school of Education to confirm that the items solicited the required information and based on their suggestions necessary corrections was effected to improve validity of the instruments. The experts are experienced professors and statisticians in the Department of Mathematics and Curriculum studies.

The content validity of the instruments was also done by the experts and based on their recommendation necessary corrections effected accordingly. This was done in consideration of the face validity check by ascertaining whether at face value, the questions appeared to be measuring the construct as per the research objectives. This largely was a common sense assessment, but also relies on knowledge of the way people respond to survey questions. The content validity was also done where the researcher checked whether all important aspects of the construct were covered. Similarly criterion validity or predictive validity to check whether scores on the questionnaire successfully predicted a specific criterion or construct as per the objective was done. The other validity check is concurrent validity which was used to check whether results of a new questionnaire were consistent with results of established measures. The researcher undertook these validity tests to boost accuracy and meaningfulness of the research instruments.

3.7.2 Reliability of Instruments

A data collection instrument must be reliable. This means it should have the ability to consistently yield the same results when repeated measurements are undertaken of the same individuals under the same conditions (Orodho, 2009). To determine reliability of research instruments, the researcher re-administers the same test two weeks after the first administration in a pilot study that was conducted in two schools. From the responses, the researcher categorizes all the responses and assigned values to them depending on the response given. The questions were then divided into two equal halves using the odd and even numbered items

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

This was used to compute the co-efficient of correlation (r) between the first and the second scores. A correlation coefficient of 0.5 or more was considered appropriate to ascertain the reliability of the instruments. A reliability coefficient of 0.89 was obtained which was a strong enough measure of reliability.

3.8 Data Collection Techniques

The researcher sought an introduction letter from Kenyatta University and a research permit from the Ministry of Higher Education Science and Technology. Once permission was granted the researcher booked appointments with the selected schools through the D.E.O and the head teachers. The researcher visited each of the sampled schools and administered the questionnaires himself. The participants were given relevant instructions verbally and assured of confidentiality after which they were

given enough time to fill in the questionnaires, and then the researcher collected the filled in questionnaires.

3.9 Data Analysis

Descriptive Statistics were used to analyze qualitative data obtained. Data collected from the field was coded on the computer coding sheets. Once all the data for the total number of respondents had been coded onto coding sheets, Statistical Package for Social Sciences (SPSS) was used to analyze the data. The results of data analysis were presented in frequency tables, bar graphs, pie charts, means and percentages. The interview results and official documents were first analyzed to check on their content and be put in related themes using qualitative methods and integrated with results from questionnaires. Relevant interpretation, discussion and recommendations were drawn from the analyzed data.

CHAPTER FOUR

RESEARCH FINDINGS PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter discusses the interpretation and presentation of the findings. The purpose of this study was to investigate conflict management methods used by head teachers in secondary schools in Nandi Central District. It also sought to provide the way forward in order to minimize conflicts among the school stakeholders. In particular the following were the objectives of the study: to find out the major causes of conflicts in secondary schools in Nandi Central District, establish the type of conflicts common in secondary schools, identify conflict management methods that are effective in resolving conflict and determine techniques used for conflict resolution in public secondary schools in Nandi Central District. The data collected was coded and entered in SPSS package where analysis was done. Frequency tables, bar graphs and pie-charts were used together with means, percentages and frequency to present the findings as per the research objectives upon which interpretations and conclusions were made.

4.2 Response Rate

The study sought to establish data from 90 teachers, 14 head teachers, and interview 14 BOG Chairpersons and 1 District Education Officer as a representative sample. The cross sectional nature of the sample was intended to collect views regarding the subject from several perspectives as shown in the table below.

Table 4.1: Respondents

Group	Sample	Response Rate	Percentage
Teachers	90	88	98
Head Teachers	14	14	100
BOG	14	7	50

4.3 Demographic Characteristics

This section presents the demographic characteristics of the sampled schools including head teachers and teachers. The sampled schools were 2 boys' schools, 4 girls' schools and 8 mixed schools.

Table 4.2: Respondents

Group	Type	Sample	Response Rate	Percentage
Teachers	Boys	12	12	100
	Girls	40	38	98
	Mixed	38	38	100
Head teachers	Boys	2	2	100
	Girls	4	4	100
	Mixed	8	4	100

A total of 88 out of 90 teachers participated in the study. Therefore the return rate for the questionnaire used for the data analysis was 97.8% which is an acceptable standard. While 14 head teachers (100%) participated. The demographic description of

the participants based on gender age, marital status, education level and school type are presented below.

4.3.1 Age of the Respondents

The participants were requested to indicate their age bracket in the questionnaire. The results are presented in Figure 4.1.

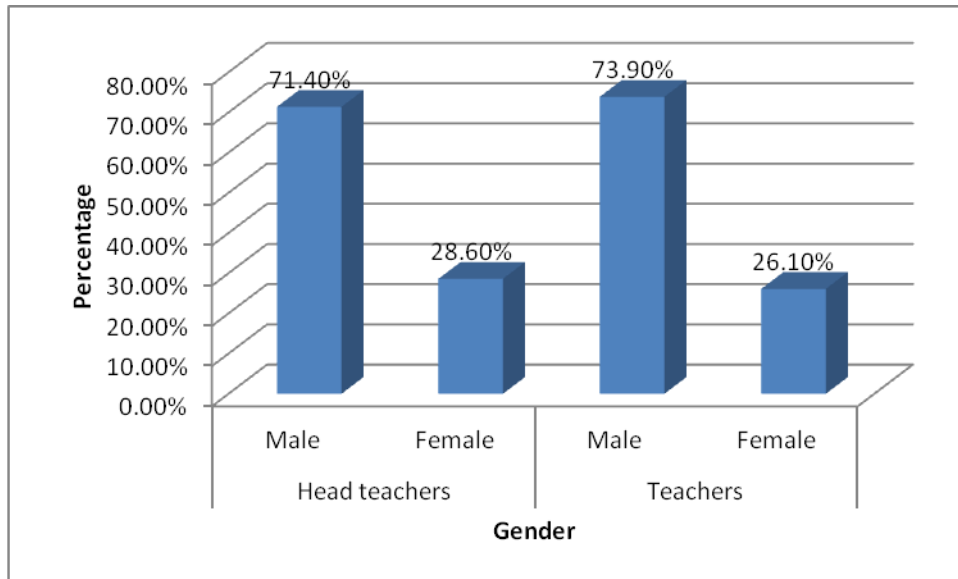


Figure 4.1: Gender of Respondents

From the Figure 4.1, it was found out that 65(73.9%) respondents were male teachers as compared to 23(26.1%) female respondents. Similarly, 10 (71.4%) of head teachers were male and 4 (28.6%) were female. This shows that there are more male teachers and head teachers in secondary schools in Nandi Central District as compared to the female teachers and head teachers.

4.3.2 Age of the Respondents

The participants were requested to indicate their age bracket. The results are presented in Figure 4.2.

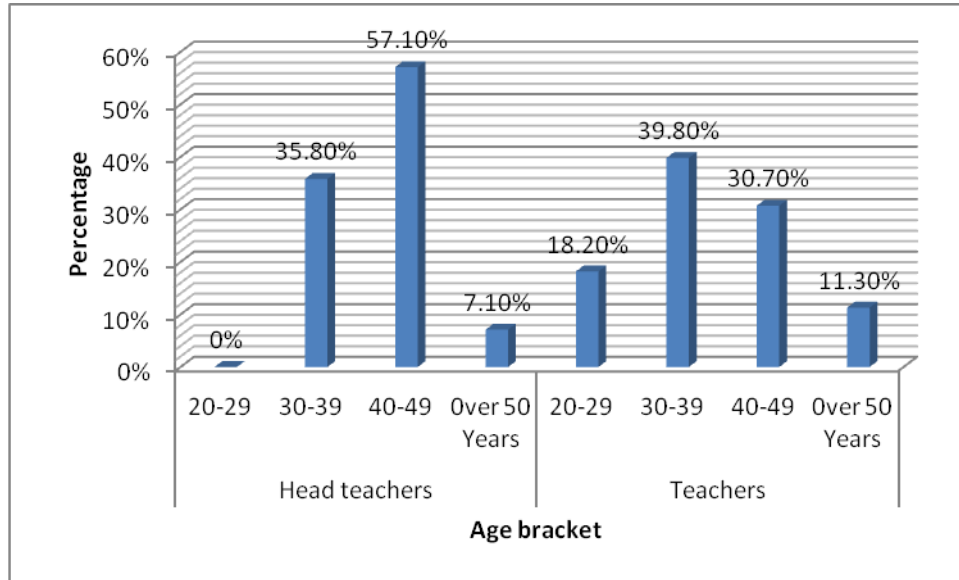


Figure 4.2: Age Bracket of the Respondents

From the Figure 4.2, it was found out that 35(39.8%) teachers were aged 30-39 years, 27(30.7%) respondents were aged 40-49 years, 16(18.20%) teachers were aged 20 -29 years while 10(11.4%) teachers were aged over 50 years. Similarly, 8(57.1%) head teachers were aged 40-49 years, 5(35.8%) respondents were aged 30-39 years, 0(0%) head teachers were aged 20-29 years while 1(7.1%) head teacher was aged over 50 years. It appears therefore that majority of the teachers in secondary schools in Nandi Central District are aged 30-39 years while majority of the head teachers were aged 40-49 years.

4.3.3 Marital Status of the Respondents

The participants were requested to indicate their age brackets. The results are presented in Figure 4.3.

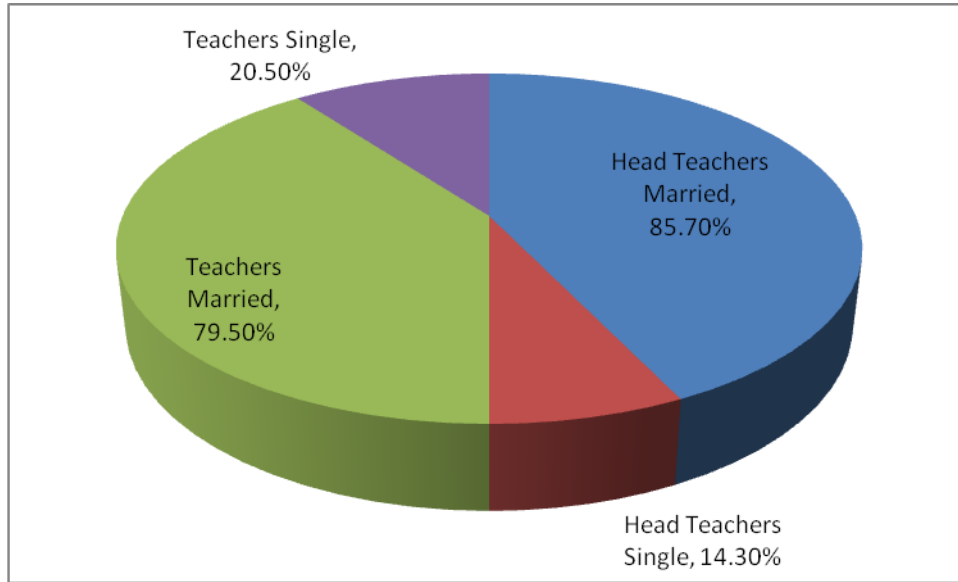


Figure 4.3: Marital Status of Respondents

From the Figure 4.3, it was found out that 70 (79.5%) respondents were married teachers while 18(20.5%) were single teachers. Similarly, 12(85.7%) head teachers were married while 2(14.3%) head teachers were single. It can therefore be shown that majority of the teachers and head teachers in secondary schools in Nandi Central District are married in comparison to those who are single teachers.

4.3.4 Education Level of the Respondents

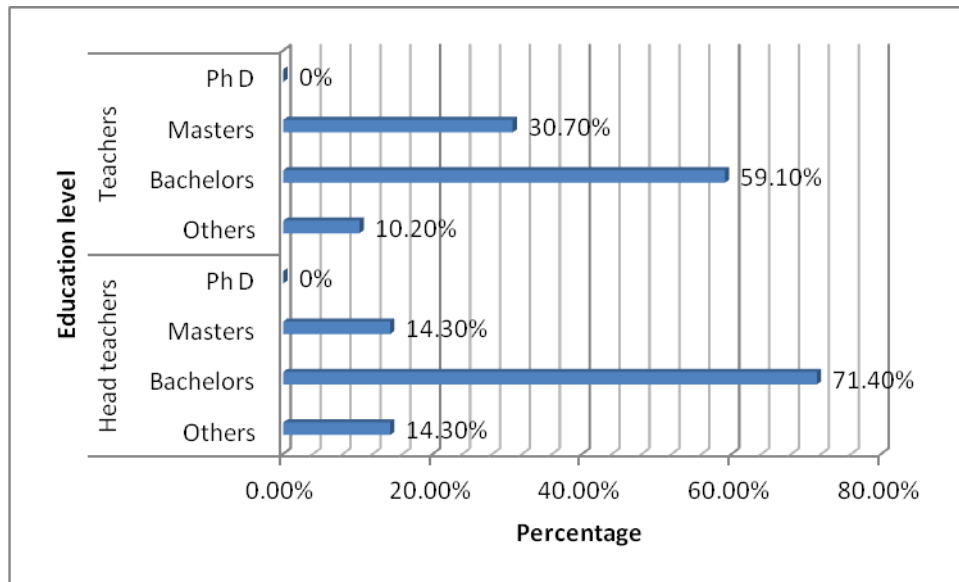


Figure 4.4: Education Level of Respondents

From the Figure 4.4, it was shown that there were 52(59.10%) teachers with Bachelors degree, 27(30.7%) teachers with masters degree and 9(10.2%) teachers with other qualifications which included Post Graduate Diplomas in Education and ordinary diplomas and no teacher had PhD degree. likewise, 10(71.4%) of head teachers had bachelors degree, 2(14.3%) head teachers had masters degree while 2(14.3%) of the head teachers had other qualifications. Similarly, there was no head teacher with a PhD degree. It can therefore be inferred that majority of the teachers and head teachers in secondary schools in Nandi Central District have the minimum qualifications that allows one to enter into the teaching profession as well head ship respectively and therefore are able to handle the different types of conflicts that arises in schools.

4.3.5 Experience of the Respondents

The participants were asked to indicate their experience in years of their teaching and head ship respectively. The results are presented in Figure 4.5.

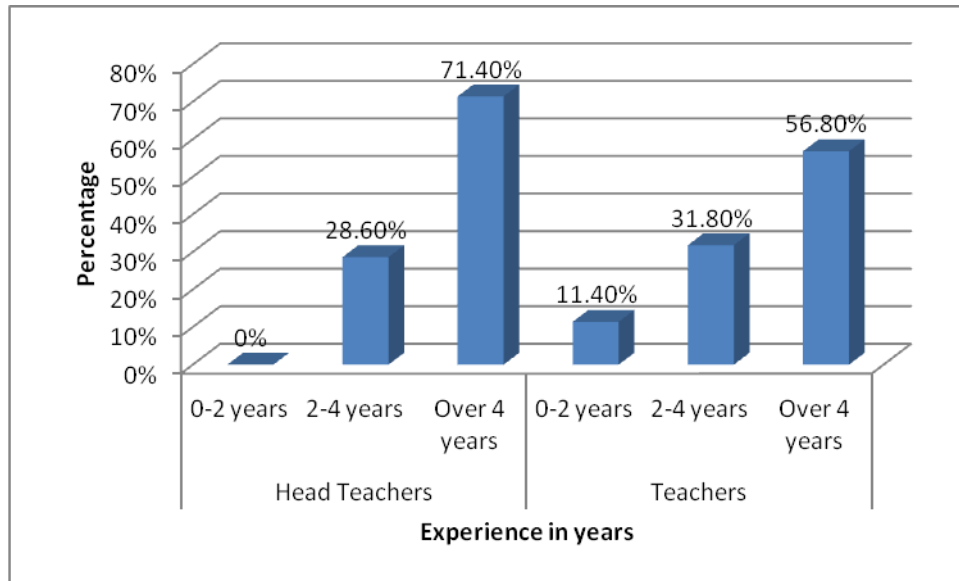


Figure 4.5: Experience Respondents

From the Figure 4.5, it was found that 10(71.4%) of head teachers had been in headship for over 4 years, 4(28.6%) had been in headship for 2-4 years while no head teachers had been in headship for less than 2 years. On the other hand, 50(56.80%) teachers had teaching experience of over 4 years, 28 (31.8%) of teachers had been taught for 2-4 years while 10 (11.4%) of teachers had taught for less than 2 years. This indicates that majority of head teachers and teachers had working experience of over 4 years while a few had worked for less than 2 years.

4.4 Causes of Conflicts in Secondary Schools in Nandi Central District

The first objective of this study was to find out the major causes of conflicts in secondary schools in Nandi Central District. To achieve this objective, a research

question was formulated. The research question stated that: What are the main causes of conflicts in secondary schools in Nandi Central District? To answer this question, the participants were asked to respond to items in the questionnaire on the major causes of conflicts in secondary schools. The results are presented in Table 4.3.

Table 4.3: Causes of Conflicts in Secondary Schools

Causes of Conflicts	Teachers		Head teachers	
	n	%	n	%
Unimpressive Conditions of Service	80	90.9	5	35.7
Administrative in Competencies of Head Teacher	75	85.2	1	7.1
Misappropriation or Embezzlement of Funds	60	68.2	1	7.1
Indiscipline on the Parts of Students	55	62.5	10	71.4
Indiscipline on the Parts of Teachers and Administration	10	11.4	4	28.6
Poor Academic Performance	50	56.8	7	50
Inadequate Resources	25	28.4	10	71.4

From the Table 4.3, it was found out that, 80(90.9%) teachers and 5(35.7%) head teachers cited unimpressive conditions of service, 60(68.2%) teachers and 1(7.1%) indicated misappropriation or embezzlement of funds, 75(85.2%) teachers and 1(7.1%) head teacher cited administrative incompetencies of head teacher, 55(62.5%) teachers and 10(71.4%) head teachers indicated indiscipline on the part of students. Further, 50(56.8%) teachers and 7(50%) head teachers indicated poor academic performance as a major cause of conflicts in secondary schools with another 25(28.4%) teachers and 10 (71.4%) head teachers citing inadequate resources in

schools. On the other hand, 10 (11.4%) teachers and 4(28.6%) cited indiscipline on the parts of teachers and administration as a major cause of conflicts in secondary schools. It can therefore be shown that the causes of conflicts in secondary schools in Nandi Central District includes; unimpressive conditions of service, administrative incompetencies of the head teacher, misappropriation/ embezzlement of funds, indiscipline in the parts of students, teachers or administrators, poor academic performance and inadequate resources; all in varying degrees .

In the study area one of the Board of Governors chairpersons indicated that:

Two years ago, we had an incompetent headmaster who could not handle all school matters well. This caused us a lot of problems with the students since the students were demanding more than what the head teacher could do. This scenario forced us to demand for the removal of the head teacher from our school....

This shows that incompetencies on the parts of the head teacher can result in conflicts in secondary schools.

4.5 Types of Conflicts

The second objective of this study was to establish the type of conflicts common in secondary schools in Nandi Central District. To achieve this objective a research question was formulated. The research question stated that: What are the types of conflicts in secondary schools? To answer this question, the participants were requested to indicate the types of conflicts they have experienced in their schools. The results are presented in Table 4.4.

Table 4.4: Types of Conflicts

Types of Conflicts	Teachers		Head teachers	
	n	%	n	%
Role Conflict	72	81.8	12	85.7
Conflict over Image Perception	67	76.1	10	71.4
Interpersonal Conflicts	23	26.1	8	57.1
Political Conflict	36	40.9	7	50
Structural Conflict	45	51.1	6	42.9
Conflict over Basic Values	18	20.5	5	35.7

From the Table 4.4, it was found out that 72(81.8%) teachers and 12(85.7%) head teachers cited role conflicts as a source of conflicts in secondary schools in Nandi Central District, 45(51.1%) teachers and 6(42.9%) teachers indicated structural conflicts while 67(76.1%) teachers and 10(71.4%) head teachers cited conflicts over image perceptions. On the other hand, 12(13.6%) respondents cited political conflicts, 36(40.9%) teachers and 7(50%) head teachers indicated interpersonal conflicts while 18 (20.5%) teachers and 5(35.7%) head teachers cited conflicts over basic values. The responses indicate that the types of conflicts mostly experienced in Nandi Central District secondary schools include; conflict over image perceptions, role conflicts, conflict over basic values, interpersonal conflicts, structural conflicts and political conflicts all in varying degrees.

In regard to interview results from the respondents, the DEO responded:

Most secondary school stakeholders normally portray conflicts associated with misunderstanding of their roles. This is common with BOG and head teachers conflicting over their roles in school management....

4.6 Conflict Management Methods Applied in Schools

The third objective of this study was to identify conflict management methods that are effective in resolving conflicts in secondary schools in Nandi Central District. To achieve this objective a research question was formulated and it stated that: What are the conflict management methods that are effective in resolving conflicts? To answer this question, the participants were requested to respond to the questionnaire. The results are presented in Table 4.5.

Table 4.5 Conflict Management Methods

Conflict Management Methods	Teachers		Head Teachers	
	n	%	n	%
Use of student representative council(SRC) in management decision making and administration	80	90.9	10	71.4
Adequate coverage of syllabus in a session	75	85.2	12	85.7
Transparency and accountability in financial and resource allocation and management in school	71	80.7	8	57.1
Absence of political interference and patronage in school management	68	77.3	13	92.9
Frequent stakeholders meeting and consultation in school management	66	75	6	42.9
Clear definition and description of roles and responsibility on school management between stakeholders	64	72.7	11	78.6
Professionalism and meritocracy in appointment of teachers and administration	58	65.9	7	50
In service of education managers, teachers and education stakeholders on management and conflict resolution	54	61.4	7	50
Opportunity to attend courses in conflict management	48	4.5	10	71.4

From the Table 4.5, it was found out that the use of adequate coverage of syllabus in a session had 75(85.2%) teachers and 12(85.7%) head teachers indicating that majority of the respondents sometimes use adequate coverage of syllabus in secondary schools as a way of conflict management strategy. On the other hand, 48(54.5%) teachers and 10(71.4%) head teachers was obtained on the statement that teachers have an opportunity to attend courses in conflict management an implication that once in a while some teachers are given opportunities to attend courses on how to resolve conflicts while in schools.

On the statement that there is use of student representative council (SRC) in management decision making and administration 80(90.9%) teachers and 10(71.4%) head teachers was obtained on the statement indicating that majority of the respondents were in agreement with the statement. This shows that majority of the schools use student representative councils to solve conflicts which may be affecting the students and the administration. Furthermore, professionalism and meritocracy in appointment of teachers and administration was obtained as a method used to solve conflicts. This clearly illustrates that the teachers' appointments are done in a professional manner to avoid conflicts between teachers and teachers and teachers and administration.

On the statement that there is transparency and accountability in financial and resource allocation and management in school, it was agreed that majority of the respondents fairly often are transparent in the use of finance and resource allocation to students, teachers and non-teaching staff. If there is no transparency and accountability in

management of financial and resource allocations, most school administrators are bound to have conflicts with the students, teachers and non-teaching staff.

On the statement that there is absence of political interference and patronage in school management, most of the respondents were in agreement with the statement. This shows that political interference and patronage in the appointment of head teachers' fuels conflicts in secondary schools and therefore in a school where there is no political interference and patronage in the management of schools, there are reduced conflicts in the school.

The use of frequent stakeholders meeting and consultation in school management as a conflict management method was indicated by majority of the respondents. This implies that stakeholders frequently have meetings and consultations in their schools. Consultations always prevent conflicts in public secondary schools. Furthermore, the use of clear definition and description of roles and responsibility on school management between stakeholders by the schools' management was also a method of solving conflicts. This indicates that sometimes school administrators in Nandi Central District use this technique to avoid conflicts in their schools. While on the other hand, in service of education managers, teachers and education stakeholders on management and conflict resolution was also another method of solving conflicts. This clearly indicates that there is need to have trainings on conflict management strategies in schools to assist in management of conflicts.

One of the interviewed BOG chairpersons in regard to conflict management methods quipped:

Most management conflicts in secondary schools in Nandi Central District have been minimized through student representative council and frequent meetings between school stakeholders... This has greatly helped to defuse conflicts in the secondary schools...

4.7 Techniques used for Conflict Resolutions in Public Secondary Schools

The fourth objective of this study was to determine the techniques used for conflict resolutions in public secondary schools in Nandi Central District. To achieve this objective, a research question was formulated. It stated that: What techniques are effective for conflict resolution in public secondary schools? To answer this question, the respondents were requested to respond to items in the questionnaire on conflict resolution techniques. The results are presented in Table 4.6.

Table 4.6: Resolution Techniques on Conflicts between Head teacher and BOG

	Means of Resolution Techniques	
	Teachers	Head teachers
Role conflict between education stakeholders	2.5000	2.0909
Religious affiliation/difference	2.1705	2.1773
Inadequate staffing	2.4773	2.4359
Unimpressive condition of service	2.3750	2.4773
Staff promotion	2.9205	2.6300
Staff recruitment	3.4318	2.7705
Procurement procedures	3.2045	2.7955
Disciplining staff	3.1932	2.8773
Academic performance	2.9659	2.9205
Examination malpractice	3.2045	2.9659
Low enrolment/transfer of students	3.5114	2.9659
Disruption of academic programmes	3.0909	2.9705
Inadequate resources	3.5000	3.0000
Student admission	2.7955	3.0909
Resource allocation	3.2045	3.1845
Inferiority/superiority complex	2.9205	3.2045
Staff withdrawals from active participation	3.0000	3.3750
Personal clashes between stakeholders	2.9659	3.4610
Misappropriation of funds/embezzlement	2.8068	3.5000

Where

≥ 1.5 - Giving in to the other party and ignoring one's own goals

1.6 - 2.5 - Staying away from or withdrawing from a conflict

2.6 - 3.5 - Forcing an issue to own's way

3.6 - 4.5 - Giving in on one need in order to get another satisfied

Over 4.5 - Forcing on one mutually satisfying outcome

From the Table 4.6, it was found out that religious affiliation/difference, inadequate staffing, unimpressive condition of service and role conflict between education stakeholders had means of 1.6-2.5. This indicates that most of the respondents from Nandi Central District secondary schools stay away from or withdraw from a conflict where there are religious differences, inadequate staffing, unimpressive conditions of service and where there is a role conflict between education stakeholders.

Further it was found out that the following conflicts between the head teacher and BOG had means of 2.6-3.5; misappropriation of funds/ embezzlement, procurement procedures, staff recruitment, disciplining staff, resource allocation, student admission, staff promotion, inadequate resources, academic performance, personal clashes between stakeholders, examination malpractice, disruption of academic programmes, inferiority/ superiority complex, staff withdrawals from active participation and low enrolment/ transfer of students. This indicates that majority of the teachers force an issue on their own way when confronted with such conflicts with the BOGs.

Further, the respondents were requested to indicate the resolution techniques when there are conflicts between head teacher and teachers in secondary schools. The results are presented in Table 4.7.

Table 4.7: Resolution Techniques on Conflicts between Head teacher and Teachers

	Means on Resolution Techniques	
	Teachers	Head teachers
Resource Allocation	2.5114	2.5253
Opportunity to Attend in-Service Courses	2.5795	2.6781
Indiscipline	2.6818	2.9874
Appointment of Deputy Head teacher	2.6818	3.0561
Favouritism	2.8182	2.9183
Syllabus Coverage	2.8864	2.9754
Performance of Duty	2.9091	3.1284
Absenteeism	3.0795	3.2785
Inadequate Resources	3.1136	3.0730
Welfare Issues	3.1591	3.2782
Appointment of HODs	2.6023	3.4323

Where

≥ 1.5 - Giving in to the other party and ignoring one's own goals

1.6 - 2.5 – Staying away from or withdrawing from a conflict

2.6 -3.5 – Forcing an Issue to owns' way

3.6 - 4.5 – Giving in on one need in order to get another satisfied

Over 4.5 – Forcing on one mutually satisfying outcome

From the Table 4.7, the following conflict resolution techniques had means of 2.5-3.5; syllabus coverage, absenteeism, appointment of HODs, opportunity to attend in-service courses, resource allocation , indiscipline, favouritism, appointment of deputy head teacher, inadequate resources, performance of duty and welfare issues. This showed that respondents force issues on their own ways to solve conflicts that arises between the head teacher and the teachers in public secondary schools in Nandi Central District.

Further, the respondents were requested to indicate the resolution techniques when there are conflicts between head teacher and students in secondary schools. The results are presented in Table 4.8.

Table 4.8: Resolution Techniques on Conflicts between Head teacher and Students

	Means on Resolution Techniques	
	Teachers	Head teachers
Absenteeism	2.6045	2.8367
Student Teacher Relationship	2.6136	2.9674
Favouritism	2.8182	2.6435
Punishment	2.9205	2.8653
Indiscipline	2.9318	3.1253
Resource Allocation	3.1023	3.2764
Fees Payment	3.1023	3.3752
Student Relationship	3.3068	3.4673
Appointment of Prefects	3.4205	3.4652
Welfare	3.4886	3.4053
Inadequate Resources	3.6023	3.9752
Poor Academic Performance	3.6818	3.7563

Where

≥ 1.5 – Giving in to the other party and ignoring one's own goals

1.6 - 2.5 – Staying away from or withdrawing from a conflict

2.6 - 3.5 – Forcing an Issue to owns' way

3.6 - 4.5 – Giving in on one need in order to get another satisfied

Over 4.5 – Forcing on one mutually satisfying outcome

From the Table 4.8, it was found out that all the conflicts management techniques on conflicts between head teachers and students had means of between 2.6-3.5 except inadequate resources and poor academic performance which had a mean of 3.6-4.5. This shows that the head teachers force an issue on their way in managing student conflicts and also give in on one need in order to get another satisfied.

Further, the respondents were asked to indicate the resolution techniques when there are conflicts between head teacher and community/ PTA in secondary schools. The results are presented in Table 4.9.

Table 4.9: Resolution Techniques on Conflicts between Head teacher and Community/ PTA

	Means on Resolution Techniques	
	Teacher	Head teachers
Interference by Sponsor	2.5114	2.6325
Stakeholders Meeting	2.5227	2.9145
Misappropriation of Funds	2.8182	2.6234
Academic Performance	2.8750	2.7562
Political Interference	3.0000	3.4423
Appointment of BOGs	3.1023	3.3216
Student Admission	3.1136	3.2158
Use of School Resources	3.4545	3.3562
Procurement of Materials	3.5909	3.6542
Fees Payment	3.7045	3.8452
Project Implementation	3.9205	4.0642
Recruitment of Staff	3.9318	4.1427

From the Table 4.9, it was found out most of the conflicts management techniques on conflicts between head teachers and community/PTA had means of 2.6-3.5. However, fees payment, recruitment of staff, procurement of materials, and project implementation had means of 3.6-4.5. This shows that the head teachers force an issue on their way and giving in on one need in order to get another satisfied in managing

community/PTA conflicts. For a group to be effective, individual members need to be able to work in a positive conflict environment.

Concerning conflict resolution techniques used by the principals in the secondary schools, one interviewed BOG member stated:

Most head teachers force out an issue in their way whenever a conflict occurs. Such an issue is simply decided by the head teachers and communicated forcefully to the concern without expectation of any input from the other stakeholders...

This implies most head teachers in Nandi Central District use authoritative command while resolving conflicts in their schools.

4.8 Discussion of Findings

The a foregone findings on causes of conflicts concur with the Republic of Kenya (2001), where it was reported that some schools which did not have basic facilities including staffroom and teaching materials were involved in student unrests while some head teachers lack even offices to transact official duties leading to conflicts with other administrators and students. Further, Yee and Cuba (1996) found out that some head teachers were unable to adopt and respond to complexities in their institutions causing conflicts with the Board of Governors, students and the teachers. This is further supported by Rono (2001) and findings of the Republic of Kenya (2001) which indicates that head teachers create conflicts in their schools because of applying wrong managerial skills in planning, budgeting and expenditure control. In some cases, head teachers do not apply proper use of accounting instructions provided

by the Ministry of Education. This leads to misallocation of resources resulting to lack of essential commodities and services.

The report further point out that sometimes parents differ greatly with the teachers over academic performance of their children leading to conflicts in schools.

In regard to types of conflicts in schools, the results concurs with the findings of Nzuve (2007) who argued that interpersonal conflicts resulting from personality variables such as dislikes, distrust, or prejudice usually hinder group performance such as academic performance of a school. Nzuve (2007) further stated that when interpersonal conflict occurs, people are more concerned with gaining advantage over others than with task performance.

It can be shown that interpersonal conflicts in public secondary schools may result from distrust amongst the students, teachers and administrators. These findings on types of conflicts also concur with Stewart and Dangelo (1980) that conflicts in work place include conflict over image perceptions which usually revolve around conflicting parties disapproving each other and role conflict which arises over different interpretations of discrepancies in the various roles we play. This is possible in school where stakeholders perceive others negatively and sometimes the stakeholders disagree on matters to do with their roles. Moreover, these findings corroborate those of Stewart and Dangelo (1980) that conflicts in institutions are associated with conflict over basic values.

In regard to conflict management methods, the results is supported by Rono (2001) who reveals that some head teachers have been locked out of their schools due to poor financial accountability. Furthermore some head teachers are not transparent in their financial matters of their school. He adds that the head teachers do not discuss financial issues of their school with their boards but sometimes financial issues are brought in the agenda of the board meeting usually the last item of the agenda when the members are tired and unable to discuss the item in detail. This will open up disputes between the administrators and the board members and sometimes with the students.

Similarly in regard to absence of political patronage, the findings correspond with Kingala (2000) who posits that teachers who have no interest in teaching have political patronage for protection purposes causing trouble to the head teacher because he/she is sure of protection from the politician who will use the teacher to tilt scales in the political battlefield. Moreover, the findings concur with Jantzi (1996) that in service and opportunities to attend courses in conflict management helps to reduce cases of conflicts. This is possible in school when stakeholders are taken through relevant curriculum on conflict management.

Additionally, the findings supports those of Okumbe (2008) that conflicts with students could be minimized through use of students' representative council (SRC). Since students are not only the raw materials in education industry but also important human resources in the organization, sound management of students is therefore required. The school management needs to ensure that the students' activities and

operation in an organization are well monitored. This calls for an educational manager who is properly conversant with the techniques of educational management.

Similarly, the findings agree with those of Gordon and Ernest (1996) that conflicts could be defused through frequent stakeholders meeting and consultation in school. It is important for the principal to know both educational expectations and attitudes of the people in the community. With this knowledge the principal is in a position to put in place educational programmes that meet the needs of the community to be taken into consideration.

In regard to conflict resolution techniques, the findings concur with Robbins (2003) that resolution of conflicts could be done through smoothing. This entails playing down differences while emphasizing common interests between the conflicting parties. This is possible in school where the principal can emphasis common good between stakeholders while minimizing the divergence. Similarly, avoidance could be used to resolve conflicts in school. This involves withdrawal from, or suppression of the conflict. The principal could bring in situations where conflicts are suppressed while emphasizing on the goals of the school curriculum and its implementations.

The findings also confirm that compromise is another technique for conflict resolution in secondary schools in Nandi Central District. This is where each party to the conflict gives up something of value. In a school situation, the principal could bring conflicting parties together and introduce give and take conformities where all parties end up getting satisfied. These findings further corroborate Robbins (2003) that authoritative command is another technique of conflict resolution. This is where the management

uses its formal authority to resolve the conflict then communicate its desires to the parties involved. The principal could force an issue in his/ her own way and simply communicate to the conflicting parties.

Briscoe and Schuler (2004) have offered procedures for turning dysfunctional conflict into functional conflict, stating that too many organizations tend to take a win-lose, competitive approach to conflict or at worst avoid conflict altogether. Such a negative view of conflict ensures that a group is ineffective and the activity within it becomes destructive. However, a positive view of conflict leads to a win-win solution. Within a group, the member can take any one of the three views of conflict: dysfunctional conflict, conflict avoidance and functional conflict. In this study some head teachers avoid conflicts especially with the BOGs while others use the functional conflict techniques.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to find out conflict management methods used by head teachers in secondary schools in Nandi Central District. This section presents the summary of the research process starting with purpose, problem statement, objectives, literature review, methodology, data analysis and interpretation. The study targeted 90 teachers, 14 head teachers, 14 BOG chairpersons and one district education officer from the 14 sampled secondary schools in Nandi Central District. The response rate was over 90% in the targeted schools.

5.2 Summary

The study aimed to investigate conflict management methods used by head teachers in secondary schools in Nandi Central District, the study specifically sought to find out the major causes of conflicts, establish the type of conflicts common in secondary schools, identify conflict management methods that are effective in resolving conflicts and determine techniques used for conflict resolutions in public secondary schools. The findings of the study could be generalized as those affecting secondary schools across the country. The researcher singled out lack of basic facilities such as staffroom and teaching materials, offices for head teachers for transacting official duties leading to conflicts with the administrator and student. Interpersonal conflicts resulting from personality variable such as dislikes distrust hinder group performance such as

academic performance. Use of Student Representative Council was found to minimize conflict in secondary schools in Nandi Central District as the school needs to ensure that student's activities and operations in organizations are well monitored. Compromise and authoritative command was found to be most effective technique of resolving conflicts.

5.2.1 Causes of Conflict in Secondary Schools in Nandi Central District

The first objective of the study was to find out the major causes of conflicts in secondary schools in Nandi Central District. The study revealed that unimpressive conditions of service, administrative in competencies of the head teacher, misappropriation and embezzlement of funds were the major causes of conflicts in secondary schools.

5.2.2 Types of Conflicts

The second study objective sought to find out the types of conflicts mostly experienced in Nandi Central District secondary schools the study revealed that role conflicts, conflict over image perceptions, structural conflicts, political conflicts, interpersonal conflicts, and conflicts over basic values were identified in the order in which it has been experienced in Nandi Central District secondary schools.

5.2.3 Conflict Management Methods in Secondary School in Nandi Central District

In regard to the third objective on conflict management methods in the secondary schools in Nandi Central District, the study revealed that majority of the respondents frequently had stakeholders meetings and consultations in their schools as a way of resolving conflicts. Similarly, Use of Student Representative Council, adequate coverage of syllabus, transparency and accountability in financial and resource allocations and absence of political interference and patronage were also found out as conflict management methods.

5.2.4 Techniques of Conflict Resolution in Secondary Schools in Nandi Central District

Regarding the fourth objective on techniques of conflict resolution in secondary schools in Nandi Central District, the study revealed that the most commonly used techniques were smoothing (playing down differences while emphasizing common interests between conflicting parties), avoidance (withdrawal from or suppression of the conflict), compromise (each party to the conflict gives up something of value) and authoritative command (use of formal authority to resolve the conflict) all in varying degrees.

5.3 Conclusion

The following conclusions were made based on the findings of the study:

- i. Conflicts in secondary schools were caused by unimpressive conditions of service, administrative incompetencies of the head teacher, misappropriation/ embezzlement of funds, indiscipline in the parts of students, teachers or administrators, poor academic performance and inadequate resources.
- ii. Conflicts varies from one school to another but the most experienced types of conflict in secondary schools in Nandi Central District include conflict over image perceptions and role conflicts.
- iii. Conflict management methods include Use of Student Council Representative, adequate coverage of syllabus; transparency and accountability in financial and resource allocation were used in secondary schools in Nandi Central District.
- iv. The most commonly used techniques in conflict resolution include authoritative command (forcing and issue to one's own way) and avoidance (stay away from or withdrawing from conflicts).

5.4 Recommendations

The following recommendations were made based on the findings of the study

- i. The school administration should try to find out the root cause of conflicts in public secondary schools and involve all the education stakeholders in the school in order to enhance discipline for effective conflict management strategies to be put in place.
- ii. There is need to limit role conflict and political patronage in the management of public secondary schools as these stimulate conflicts in schools.

- iii. The school administration should involve the students more in conflict management methods in public secondary schools to allow for the creation of positive student to student, students to teachers, students to administration and students to non-teaching staff relationships.
- iv. There is need to have trainings on conflict resolution techniques in schools to assist in management of conflicts.

5.5 Suggestions for Further Research

The following recommendations are made for further research following the findings of this study:

- i. A similar study need to be undertaken in private secondary schools to allow for generalizations of the study findings.
- ii. A study needs to be undertaken on the effects of various conflict management strategies applied by various schools on the academic performance of students.

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APPENDICES

APPENDIX A

LETTER

BENARD LAGAT,

KENYATTA UNIVERSITY

P.O. BOX 43844

NAIROBI

Dear sir/madam,

**REF: RESEARCH ON CONFLICTS MANAGEMENT METHODS USED BY
HEAD TEACHERS IN PUBLIC SECONDARY SCHOOLS**

I am a post graduate student in Kenyatta University, pursuing Master of Education in administration. I am conducting a study on the above subject in public secondary schools in Nandi Central District.

I am humbly requesting you to create time out of your busy schedule to respond to the questionnaire attached and set aside time to fill.

The responses will be treated with confidentiality.

Yours sincerely

Benard Lagat

APPENDIX B

HEAD TEACHER'S QUESTIONNAIRE

Please tick (√) where appropriate or fill in the required information on spaces provided.

Section I: Background information

1. Your gender Male () Female ()
2. Your age (in years)
 Between 20-29 () Between 40-49 ()
 Between 30-39 () Over 50 ()
3. Marital status Single () Married ()
4. Level of education
 PhD () Masters () Bachelors degree ()
 others specify ()
5. Category of the school National () Provincial () District ()
6. Size of the school?
 Single stream () Double () Triple ()
 Four streams () Over four ()
7. Experience as a head teacheryears.
8. What is the number of teachers in your school?
 Male () Female () Total ()

Section II: Major Causes of Conflicts in Secondary Schools

Instructions: The following are causes of conflicts in school. Please tick (√) where appropriate in your school.

9. What do you think is the main cause of conflicts in your school,
- i) Unimpressive conditions of service ()
 - ii) Administrative incompetence of Head teacher ()
 - iii) Misappropriation or Embezzlement of funds ()
 - iv) Indiscipline on the part of students ()
 - v) Indiscipline on the part of Teachers and administration ()
 - vi) Inferiority or superiority complex ()
 - vii) Poor academic performance ()
 - viii) Favoritisms by the school administration ()
 - ix) Inadequate resources ()

Section III Types of conflicts

10. Please tick the types of conflicts which you have experienced in your school.

- i) Conflict over image perceptions ()
- ii) Role conflict ()
- iii) Conflict over basic values ()
- iv) Interpersonal conflict ()
- v) Structural conflict ()
- vi) Political conflict ()

11. From the above which type of conflict(s) is most common in your school?

Section IV: Conflict Management Methods

The following are statements about conflict management methods in schools. Please respond appropriately to the extent to which each is applicable in your school. Tick (√) appropriately;

Conflict Management Methods	Tick (√)
12. Adequate coverage of the syllabus in a session.	
13. Opportunity to attend courses in conflict management.	
14. Use of student representative council (SRC) in management, Decision – making and administration.	
15. Professionalism and meritocracy in appointment of school Administrators.	
16. Transparency and accountability in financial and resource allocation and management in school.	
17. Absence of political interference and patronage in school Management.	
18. Frequent stakeholders meeting and consultation in school management.	
19. Clear definition and description of roles and responsibility on school management between stake holders.	
20. In service of education managers, teachers, and education Stakeholders on management and conflicts resolution.	

21. What are the other methods for conflict management methods in your school?

Section V: Resolution Techniques

The following are statements on how head teachers resolve conflicts with stakeholders in your school. Please respond appropriately to the extent to which each is applicable in your school in resolving of the conflicts.

1. Giving in to the other party and ignoring one's own goals.
2. Staying away from or withdrawing from a conflict
3. Forcing an issue to my own way
4. Giving in on one need in order to get another satisfied
5. Forcing on one mutually satisfying outcome

Tick or circle appropriately against the items below.

22. Head teacher and BOG

	Source of Conflict	Tick
i.	Misappropriation of funds/Embezzlement	[1] [2] [3] [4] [5]
ii.	Staff recruitment	[1] [2] [3] [4] [5]
iii.	Disciplining staff	[1] [2] [3] [4] [5]
iv.	Administrative incompetence	[1] [2] [3] [4] [5]
v.	Resource allocation	[1] [2] [3] [4] [5]
vi.	Students admission	[1] [2] [3] [4] [5]
vii.	Religious affiliation/differences	[1] [2] [3] [4] [5]
viii.	Staff promotion	[1] [2] [3] [4] [5]
ix.	Inadequate resources	[1] [2] [3] [4] [5]
x.	Academic performance	[1] [2] [3] [4] [5]
xi.	Personal clashes between stakeholders	[1] [2] [3] [4] [5]
xii.	Change process	[1] [2] [3] [4] [5]
xiii.	Inadequate staffing	[1] [2] [3] [4] [5]
xiv.	Examination malpractice	[1] [2] [3] [4] [5]
xv.	Disruption of academic programmes	[1] [2] [3] [4] [5]
xvi.	Unimpressive condition of service	[1] [2] [3] [4] [5]
xviii	Inferiority/superiority complex	[1] [2] [3] [4] [5]
Xix	Role conflict between education stakeholders	[1] [2] [3] [4] [5]
Xx	Staff withdrawals from active participation	[1] [2] [3] [4] [5]
Xxi	Low enrolment/ transfer of students	[1] [2] [3] [4] [5]

23. Head Teacher and Teachers

i.	Syllabus coverage	[1] [2] [3] [4] [5]
ii.	Absenteeism	[1] [2] [3] [4] [5]
iii.	Appointment of HODs	[1] [2] [3] [4] [5]
iv.	Opportunity to attend in –service courses	[1] [2] [3] [4] [5]
v.	Resource allocation	[1] [2] [3] [4] [5]
vi.	Indiscipline	[1] [2] [3] [4] [5]
vii.	favouritism	[1] [2] [3] [4] [5]
viii.	Appointment of deputy head teacher	[1] [2] [3] [4] [5]
ix.	Inadequate resources	[1] [2] [3] [4] [5]
x.	Performance of duty	[1] [2] [3] [4] [5]
xi.	Welfare issues	[1] [2] [3] [4] [5]

24. Head Teachers and Students

i.	welfare	[1] [2] [3] [4] [5]
ii.	Student relationships	[1] [2] [3] [4] [5]
iii.	Resource allocation	[1] [2] [3] [4] [5]
iv.	Inadequate resources	[1] [2] [3] [4] [5]
v.	Favouritism	[1] [2] [3] [4] [5]
vi.	Appointment of prefects	[1] [2] [3] [4] [5]
vii.	Student teacher relationships	[1] [2] [3] [4] [5]
Viii	Indiscipline	[1] [2] [3] [4] [5]
Ix	Absenteeism	[1] [2] [3] [4] [5]
X	Fees payment	[1] [2] [3] [4] [5]
Xi	Poor academic performance	[1] [2] [3] [4] [5]
Xii	Punishment	[1] [2] [3] [4] [5]

25. Head Teachers and Community/PTA

i.	Political interference	[1] [2] [3] [4] [5]
ii.	Appointment of BOG members	[1] [2] [3] [4] [5]
iii.	Fees payment	[1] [2] [3] [4] [5]
iv.	Use of school resources	[1] [2] [3] [4] [5]
v.	Misappropriation of funds	[1] [2] [3] [4] [5]
vi.	Student admission	[1] [2] [3] [4] [5]
vii.	Recruitment of staff	[1] [2] [3] [4] [5]
viii.	Academic performance	[1] [2] [3] [4] [5]
Ix	Interference by sponsor	[1] [2] [3] [4] [5]
X	Procurement of materials	[1] [2] [3] [4] [5]
Xi	Project implementation	[1] [2] [3] [4] [5]
Xii	Stakeholders meeting	[1] [2] [3] [4] [5]

26. What are the other possible conflict resolution techniques in your school?

(Please write from the highest technique to the lowest)

Thanks for answering these questions appropriately. Your contribution will go a long way in helping to alleviate the inherent problem of managing conflicts in our secondary school

APPENDIX C

TEACHER'S QUESTIONNAIRE

Please tick (√) where appropriate or fill in the required information on spaces provided.

Section I: Background information

1. Your gender Male () Female ()
2. Your age (in years)
 Between 20-29 () Between 40-49 ()
 Between 30-39 () Over 50 ()
3. Marital status Single () Married ()
4. Level of education
 PhD () Masters () Bachelors degree ()
 others specify ()
5. Category of the school National () Provincial () District ()
6. Size of the school?
 Single stream () Double () Triple ()
 Four streams () Over four ()
7. Experience as a teacheryears.

Section II: Major Causes of Conflicts in Secondary Schools

8. What do you think are the major causes of conflicts in your school?
 - i) Unimpressive conditions of service ()
 - ii) Administrative incompetence of Head teacher ()
 - iii) Misappropriation or Embezzlement of funds ()

- iv) Indiscipline on the part of students ()
- v) Indiscipline on the part of Teachers and administration ()
- vi) Inferiority or superiority complex ()
- vii) Poor academic performance ()
- viii) Favoritism by the school administration ()
- ix) Inadequate resources ()

Section III Types of Conflicts

9. Please tick the types of conflicts which you have experienced in your school.

- i. Conflict over image perceptions ()
- ii. Role conflict ()
- iii. Conflict over basic values ()
- iv. Interpersonal conflict ()
- v. Structural conflict ()
- vi. Political conflict ()

10. From the above which type of conflict is most common in your school?

.....

Section IV: Conflict management methods

The following are statements about conflict management methods in schools. Please respond appropriately to the extent to which each is applicable in your school. Tick (√) appropriately;

Conflict management methods	Tick(√)
11. Adequate coverage of the syllabus in a session.	
12. Opportunity to attend courses in conflict management.	
13. Use of student representative council (SRC) in management, Decision – making and administration.	
14. Professionalism and meritocracy in appointment of teachers and Administration.	
15. Transparency and accountability in financial and resource allocation and management in school.	
16. Absence of political interference and patronage in school Management.	
17. Frequent stakeholders meeting and consultation in school Management.	
18. Clear definition and description of roles and responsibility on school management between stake holders.	
19. In service of education managers, teachers, and education Stakeholders on management and conflicts resolution.	

20. What are the other methods for conflict management methods in your school?

Section V: Resolution Techniques

The following are statements on how head teachers resolve conflicts with stakeholders in your school. Please respond appropriately to the extent to which each is applicable in your school in resolving of the conflicts.

1. Giving in to the other party and ignoring one's own goals.
2. Staying away from or withdrawing from a conflict
3. Forcing an issue to my own way
4. Giving in on one need in order to get another satisfied
5. Forcing on one mutually satisfying outcome

Tick or circle appropriately against the items below.

21. Head teacher and BOG

	Source of conflict	Tick
i.	Misappropriation of funds/Embezzlement	[1] [2] [3] [4] [5]
ii.	Procurement procedures	[1] [2] [3] [4] [5]
iii.	Staff recruitment	[1] [2] [3] [4] [5]
iv.	Disciplining staff	[1] [2] [3] [4] [5]
v.	Administrative incompetence	[1] [2] [3] [4] [5]
vi.	Resource allocation	[1] [2] [3] [4] [5]
vii.	Students admission	[1] [2] [3] [4] [5]
viii.	Religious affiliation/differences	[1] [2] [3] [4] [5]
ix.	Staff promotion	[1] [2] [3] [4] [5]
x.	Inadequate resources	[1] [2] [3] [4] [5]
xi.	Academic performance	[1] [2] [3] [4] [5]

xii	Personal clashes between stakeholders	[1] [2] [3] [4] [5]
xiii.	Change process	[1] [2] [3] [4] [5]
xiv.	Inadequate staffing	[1] [2] [3] [4] [5]
xv.	Examination malpractice	[1] [2] [3] [4] [5]
xvi.	Disruption of academic programmes	[1] [2] [3] [4] [5]
xvii.	Unimpressive condition of service	[1] [2] [3] [4] [5]
xviii	Inferiority/superiority complex	[1] [2] [3] [4] [5]
xix	Role conflict between education stakeholders	[1] [2] [3] [4] [5]
xx	Staff withdrawals from active participation	[1] [2] [3] [4] [5]
xxi	Low enrolment/ transfer of students	[1] [2] [3] [4] [5]

22. Head Teacher and Teachers

i.	Syllabus coverage	[1] [2] [3] [4] [5]
ii.	Absenteeism	[1] [2] [3] [4] [5]
iii.	Appointment of HODs	[1] [2] [3] [4] [5]
iv.	Opportunity to attend in –service courses	[1] [2] [3] [4] [5]
v.	Resource allocation	[1] [2] [3] [4] [5]
Vi	Indiscipline	[1] [2] [3] [4] [5]
Viii	favouritism	[1] [2] [3] [4] [5]
Ix	Appointment of deputy head teacher	[1] [2] [3] [4] [5]
X	Inadequate resources	[1] [2] [3] [4] [5]
Xi	Performance of duty	[1] [2] [3] [4] [5]
xii.	Welfare issues	[1] [2] [3] [4] [5]

23. Head Teachers and Students

i.	Welfare	[1] [2] [3] [4] [5]
ii.	Student relationships	[1] [2] [3] [4] [5]
iii.	Resource allocation	[1] [2] [3] [4] [5]
iv.	Inadequate resources	[1] [2] [3] [4] [5]
v.	Favouritism	[1] [2] [3] [4] [5]
vi.	Appointment of prefects	[1] [2] [3] [4] [5]
vii.	Student teacher relationships	[1] [2] [3] [4] [5]
viii.	Indiscipline	[1] [2] [3] [4] [5]
ix.	Absenteeism	[1] [2] [3] [4] [5]
x.	Fees payment	[1] [2] [3] [4] [5]
xi.	Poor academic performance	[1] [2] [3] [4] [5]
xii.	Punishment	[1] [2] [3] [4] [5]

24. Head Teachers and Community/PTA

i.	Political interference	[1] [2] [3] [4] [5]
ii.	Appointment of BOG members	[1] [2] [3] [4] [5]
iii.	Fees payment	[1] [2] [3] [4] [5]
iv.	Use of school resources	[1] [2] [3] [4] [5]
v.	Misappropriation of funds	[1] [2] [3] [4] [5]
vi.	Student admission	[1] [2] [3] [4] [5]
vii.	Recruitment of staff	[1] [2] [3] [4] [5]
viii.	Academic performance	[1] [2] [3] [4] [5]
ix.	Interference by sponsor	[1] [2] [3] [4] [5]
x.	Procurement of materials	[1] [2] [3] [4] [5]
xi.	Project implementation	[1] [2] [3] [4] [5]
xii.	Stakeholders meeting	[1] [2] [3] [4] [5]

25. What are the other possible conflict resolution techniques in your school?

(Please write from the highest technique to the lowest)

Thanks for answering these questions appropriately. Your contribution will go a long way in helping to alleviate the inherent problem of managing conflicts in our secondary school.

APPENDIX D

INTERVIEW QUESTIONS FOR B.O.G AND D.E.O

CHAIRPERSONS

1. What do you think are the main causes of conflicts amongst teachers in secondary schools?
2. Explain the common types of conflicts. Which ones are you familiar with?
3. What are the frequently used conflict management methods in schools?
4. What techniques are used for conflict resolution in public secondary schools?.

Thank you

APPENDIX E

LETTER OF AUTHORIZATION



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School **DATE:** 14th July 2012
TO: Mr. Lagat Benard Kipyego **REF:** E55/CE/14294/09
C/o Educ. Management, Policy &
Curriculum Studies Department
SUBJECT: APPROVAL OF RESEARCH PROPOSAL

=====

This is to inform you that the Graduate School Board at its meeting of 9th July 2012 approved your M.Ed Project Research Proposal entitled, "Conflict Management Methods Used by Secondary Schools Head Teachers: A Case of Nandi Central District, Kenya."

You may now proceed with your Data Collection.

Thank you.

A handwritten signature in blue ink, appearing to read 'David Njoroge'.

DAVID NJOROGE
FOR: DEAN, GRADUATE SCHOOL



c.c. Chairman, Educ. Mngt. Policy & Curriculum Studies Dept.

Supervisors:

1. Dr. George A. Onyango
C/o Educ. Mngt. Policy & Curr. Studies Dept – K.U.
2. Dr. Jackline K.A. Nyerere
C/o Educ. Mngt. Policy & Curr. Studies Dept – K. U.

DN/fwk

APPENDIX F

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/1126

Date: 22nd August 2012

Benard Lagat Kipyego
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Conflict management methods used by secondary schools head teachers. A case of Nandi Central District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nandi Central District** for a period ending **30th September, 2012**.

You are advised to report to **the District Commissioner and the District Education Officer, Nandi Central District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Nandi Central District.