

**CONFLICT MANAGEMENT STYLES AND  
THEIR EFFECT ON TEACHER PERFORMANCE IN  
SECONDARY SCHOOLS IN BOMET  
DISTRICT, KENYA.**

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styles and their*



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# Declaration

This Project is my original work and has not been presented for a degree in any other University.



Date 28<sup>TH</sup> OCTOBER, 2009

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**Supervisor:** This project has been submitted for review with my approval as University Supervisor.



Date 02-11-2009

**DR. E. NDICHU GITAU**

# Dedication

Dedicated to my father and late mother whose love, effort and patience enabled me to gain the knowledge I use today

# Acknowledgement

Special thanks go to God who gave me the physical and mental strength to study at Kenyatta University and eventual writing and presentation of this study.

The successful completion of this study was made possible by a number of persons to whom I am greatly indebted.

My sincere gratitude and appreciation goes to my supervisor Dr. E. Ndichu Gitau who tirelessly guided me and encouraged me during the study.

I wish to express my special thanks to my husband Joseph Kirui for the financial moral and intellectual support he gave me.

I also acknowledge the understanding of my children Winrose, Vincent, Valerine, and Bravin for bearing with my absence and filling my heart with love at the end of each tiring day.

Lastly I thank all those who participated in one way or another in contributing to the success of this study.

# Abstract

Throughout the centuries, conflict has been observed as a major problem in educational organizations. With the coming of the 21<sup>st</sup> century, conflict became one of the most important tools in the development of organizations when it is carefully managed.

The purpose of this study was to investigate conflict management styles in secondary schools and their effects on teacher performance. It also sought to identify constructive methods of managing conflicts amongst teachers.

The researcher used descriptive survey and was carried out in Bomet District. The target population was 77 schools in the district. Purposive sampling was used to select the best seven performing schools and the seven poor performing schools in the district. Stratified sampling was used to select five teachers from the following five departments namely; Languages, Sciences, Humanities, Technical and Creative Arts and Guidance and Counseling. Purposive sampling was employed to pick the headteacher for each selected school. Headteacher Conflict Management questionnaire, Teacher Conflict Management and semi-structural interview schedule were used to collect data.

The instruments were piloted using a sample of two best performing schools and two poor performing schools in the district to pre-test them. Headteacher and Teacher Conflict Management Questionnaires were served to the headteachers and teachers respectively to elicit their opinions on conflict management styles and their effects on teacher performance. Semi-structured interview schedule were applied to ten BOG chairpersons chosen randomly from the selected schools.

The researcher used test-retest technique to determine the reliability of the instrument. A pearsons product moment formula for the test-retest was employed to compute the correlation coefficient. A correlation coefficient of about 0.8 was considered high enough to judge the instrument as reliable for study. The study used content validity to measure the relevance of the research instruments.

Data collected was coded and analyzed manually using qualitative analysis.

The study identified five conflict management styles used in secondary school.

It found out that cooperative problem solving was the most effective conflict management style in secondary schools in Bomet District.

Finally, the researcher recommends that further research be done to investigate conflict management styles and their effect on teacher performance in other schools within the District.

A comparative study could also be carried out between schools from another district and those from Bomet District.

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# Abbreviation

<b>B.O.G</b>	-	Board of Governors
<b>KESI</b>	-	Kenya Education Staff Institute
<b>SPSS</b>	-	Statistical Package for Social Sciences

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# CHAPTER ONE

## 1.0 Introduction

Sisk (1981) defined conflict as the process which begins when one party perceives that one or more of its concerns have been or are about to be frustrated/blocked by another party. Conflicts always exist in the life of individuals, group, social structures and society in general. It inevitably arises between partners and staff and between partners themselves, as holding different views is both natural and healthy to a group. It occurs when individuals or groups are not obtaining what they need or want, and are seeking their own self-interest. Sometimes the individual is not aware of the need and unconsciously starts to act out. Other times, the individual is very aware of what he/she wants and actively works at achieving the goal.

Some forms of conflict can be destructive to the institution, for instance when they:

- Take attention away from other important activities.
- Polarize people and group reducing co-operation.
- Increase or sharpens differences.
- Lead to irresponsible and harmful behaviour such as fighting and name calling

However conflict can be constructive and yield benefit in the institution if handled correctly. For example when it:

- Help release emotion, anxiety and stress.
- Help build cooperation among people
- Involve people in resolving issues important to them
- Promotes confidence in a relationship
- Leads to more effective decision making.

## **1.1 Background of the study**

In schools, teachers are an important resource in the teaching / learning process and are central to ensuring the provision of quality education. Their utilization therefore requires critical consideration in order to obtain optimal returns. However, in secondary schools like in every organization, conflicts occur across all the levels from the top management level to the lowest level including students. It is the normal by product of people trying to work together.

According to Daft and Marcic (2004), conflict can occur within an employee, between individuals or groups and across organizations as they compete. They argued that, in organizations everywhere, conflict among different interests is inevitable.

Schermerhorn, (2001) is of the view that low or very high intensities of conflict is destructive. In secondary schools, high intensities may lead to lack of cooperation and teamwork amongst teachers. In extreme cases, the teacher may face disciplinary action such as interdiction or even dismissal worsening the state of already understaffed institutions. This consequently causes poor performance in schools.

Apart from the Teachers Service Commission (TSC) code of regulation and conduct for teachers, the ministry of education does not provide formal guidelines on conflict management in secondary schools hence, it is left to the individual headteacher. Although inevitable, conflict can be minimized, diverted or managed.

This study focused on conflict management styles in secondary schools and also sought to find out the effect of conflict management styles on teacher performance.

## **1.2 Statement of the problem**

The headteachers 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 headteachers 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. According to Newstorm and Davis (2002), prolonged interpersonal conflicts leads 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 levels will rise resulting in poor academic performance in the school national examinations. Ability to manage conflict is probably one of the most important social skills a headteacher can possess. Effective headteachers vary their style of handling conflict to fit a special situation. Although Kenya Education Staff Institute (KESI) trains headteachers and their deputies on managerial skill 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 headteachers 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 study investigated conflict management styles used in secondary schools with an aim of identifying constructive methods of managing conflicts. It focused mainly on cooperative problem solving, competitive, accommodating, compromising and

avoidance. It also sought to find out the effect of conflict management styles on teacher performance.

### **1.3 Purpose of the study**

The study was to establish the different styles of conflict management in secondary schools and the way various styles of conflict management affect teachers' performance in the discharge of their duties. It also sought to identify constructive methods of conflict management which will not only lead to greater satisfaction of both parties involved, but also promote growth and development of our secondary schools.

### **1.4 Objectives of the study: -**

- (i) To identify the major causes of conflicts in secondary schools.
- (ii) To establish the type of conflicts common amongst teachers in secondary schools in Bomet district.
- (iii) To find out how conflicts are managed in secondary schools.
- (iv) To determine how these conflicts affect teacher performance.
- (v) To identify conflict management styles that are effective in resolving conflicts.

### **1.5 Research questions**

The study was guided by the following research questions

- (i) What are the main causes of conflicts in secondary schools?
- (ii) What are the types of conflicts in secondary schools?
- (iii) Which category of conflict is common amongst teaching staff in secondary schools in Bomet District?
- (iv) How are conflicts managed in secondary schools in Bomet District?

- (v) What criterion is used to select a particular style/approach when resolving conflicts?
- (vi) How do different conflict management styles impact on teachers' performance?

### **1.6 Significance of the study**

The study was significant in that, the findings are going to be useful to educators, researchers, educational planners and other scholars of educational administration, as it will increase their awareness of the values of conflict as well as conflict management styles, which are constructive and yield benefits to the school.

### **1.7 Assumptions of the study**

The study was carried out with the following assumptions

- (i) All secondary schools in Bomet district experience interpersonal 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 high performance

### **1.8 Limitation and Delimitation**

#### **1.8.1 Limitation**

The study was carried out under the following limitations:-

- (i) The researcher was self-sponsored, which caused operational constraints. This affected the time for data collection and analysis. It was also not easy to go to all the schools in the district due to poor infrastructure. The findings may not therefore be generalized to all secondary schools in the district.

- (ii) The locale was limited only to Bomet District, Kenya. Hence the findings may not be generalized to include all other public secondary schools in the country.

### **1.8.2 Delimitations**

- (i) The study was confined to seven good performing schools and seven low performing schools which have done Kenya Certificate of Secondary Examinations for at least five years in Bomet district in order to ascertain whether conflict amongst staff affect students' academic performance.
- (ii) Teachers included in the sample were those who have at least five years of teaching experience and those who were in session in the respective schools by the time of study.

### **1.9 Theoretical framework**

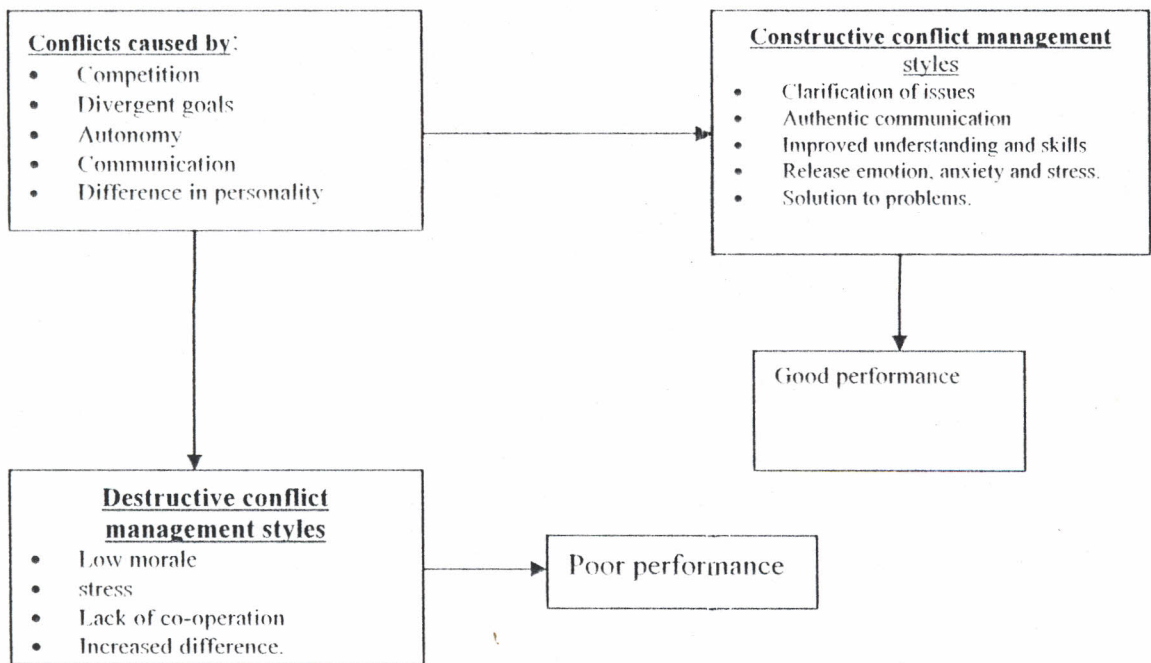
The study was guided by the assumption that effective conflict management leads to high performance. For this reason its theoretical framework is founded on Schermerhorn theory, (2001) which states that whether or not conflict benefits secondary schools depends on the intensity of the conflict and the way conflict is managed. He is of the view that moderate intensity can be good for performance. Low or very high intensities lead to destructive conflict. He argued that too much conflict interferes with other more task-relevant activities whereas too little conflict may promote competency and the loss of creativity. In this context, high instensities, would be bad blood amongst teachers which may manifest itself in name calling, physical confrontation, projection on students, low morale, high absenteeism, greater levels of stress and seeking for transfer which negatively affect the quality of curriculum delivery. Low intensities may mean

maintaining status quo. Against this background, this theory helped the current study investigate conflict management styles in secondary schools and their effect on teacher performance.

### 1.10 Conceptual Framework

Though conflict can be detrimental to the institution, there are strategies for resolution that yield positive results. Therefore, effect of conflict on performance depends on conflict management styles employed.

Figure 1: Conceptual Framework



Source: Researcher's designed conceptual framework

## **1.11 Definitions of operational terms**

**Conflict-** An expressed difference in values, beliefs, needs or wishes between individuals, families groups or other social units

**Conflict management** – the act of resolving disagreement/different

**Effect** - it is an outcome of an occurrence it is what follows a happening

**Headteacher-** is a teacher in charge of a school

**Interpersonal conflict** – Disagreement between different persons / individuals over an issue.

**Performance-**is the execution or accomplishment of work/acts

**Structural conflicts** – Misunderstanding / disagreement that occurs as information is passed from one office to another in an institution.

**Teacher** – is a person that gives instructions to another person. A teacher instills knowledge into learners brain through instructions, morals and attitudes

# CHAPTER TWO

## LITERATURE REVIEW

### 2.0 Introduction

The literature review in this section attempts to focus on the studies about types of conflicts, conflict management styles and effect of conflict on teacher performance.

### 2.1 Types of Conflicts

According to Stewart, J. and Dangelo, G. (1980) there are three types of conflicts as follows:-

#### a) Conflict over image perceptions:

Usually revolves around such questions as:

##### i) Who is informed?

“You don’t know what you are talking about” is a common way of saying, “I disagree with your image of yourself as ‘informed,’ or ‘competent.’”

##### ii) Who has what kind of authority or power?

For instance, on a job, one may agree that the supervisor has the authority to determine the working hours, but may disagree with his other definition of self as custodian of one’s hair style or clothing, unless it interferes directly with the work. Conflict can also arise when one person defines the other as having more authority than the other wants or thinks that he or she has.

##### iii) Who has what duties or obligations?

Most parents believe they have the duty to protect their children from danger. Conflicts often arise when a child sees that duty interfering with his or her right to decide what

experiences are meaningful or which situations to avoid.

iv) Who has what social habits or behaviour?

One sees herself / himself as socially competent and adept while another disagree with that image.

v) Who has what "personality traits"

b) **Content Conflict**

Arises over different interpretations of what "is", that is discrepancies in the various roles we play.

There are two types of content conflicts:

i **Disagreement over existence** – involves questions such as is it there or isn't it? Or "Does that exist or doesn't it?"

ii **Disagreements over meanings**

Arises over different interpretations of what "is" that is;

- Discrepancies in the various roles we play.
- Questionable power delegation
- It also involves leaving of important decisions to the discretion of the person in charge.

c) **Conflict over basic values**

They are relatively rare. Most of the day-to-day disagreements are over image perceptions 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:-

- i) Studying hard subjects improves students' moral character
- ii) Corporal punishment is necessary in our schools
- iii) There is life after death

## **2.2 Conflict management styles**

When disagreements emerge, it is easy to hear without listening. People involved in conflict often enlist others in support of their perspective and thus avoid trying to work matters out directly with the affected persons.

Unresolved conflict often threatens one's self-esteem. By finding someone who agrees with them, the parties involved falsely elevate their self-esteem, but are only building on sand. Self-esteem will be constructed over a firmer foundation when conflict is dealt with effectively. Conflict situation offer the headteacher and teachers an opportunity to choose a style for responding to the conflict. The key to effective conflict management is to choose a conflict management style appropriate to the situation. It takes more skills, effort and commitment and, at least in the short run, more stress to face the challenge together with the other people involved in the dispute. Yet in the long term, working through difficulties together will help teachers live a less stressful and more fulfilling life. Newstrom, and Davis (2002), identified five strategies of resolving conflicts as follows:-

### **(i) Cooperative problem solving**

The style involves an attempt to work with the other person to find some solution, which fully satisfied the concerns of both persons. It means digging into an issue to identify the underlying concerns of the two individuals and to find an alternative, which meets both sets of concerns.

## **Steps to follow when using cooperative problem solving approach in conflict management.**

(i) Diagnosis – Determining the nature of the conflict.

(ii) Initiation – Confronting another in a conflict situation by stating the tangible effect a conflict has on you.

(iii) Active listening – Negotiators must be capable of learning the other person's point of view. It involves paraphrasing or restating what the others says.

(iv) Problem – Solving is the final step. It involves the following.

- Clarifying the problem.
- Generating a list of possible solutions.
- Deciding together on the best solution acceptable to all parties.
- Planning the implementation of the solution. Make assignments of the who, what, where, when and how involved.
- Planning an evaluation of the solution after a specified period of time.

It is the most effective approach of conflict management produce

- Mutual respect.
- Continuing effort of both parties.
- Satisfaction.
- Both parties feel enriched rather than belittled.
- Both sides win.

## **(ii) Competing**

An individual pursues his or her own concerns at the other person's expense. This is a power-oriented mode in which one uses whatever power seems appropriate to win one's own position; one's ability to argue, one's rank or economic sanctions. Competing might even mean standing up for your rights defending a position which you believe correct, or simply trying to win. The use of this approach may achieve a short term goal but often irreparably harms the relationship between the parties.

**(iii) Compromising** – Is effective in dealing with interpersonal conflict when it benefits both parties. This is important when the objective is to find some expedient, mutually acceptable solution which partially satisfies both parties. It can also be used to obtain temporary solutions to complex problems. Compromising might mean splitting the difference, exchanging concessions or seeking a quick middle-ground position.

Unfortunately compromise often leaves the real cause of the conflict unresolved and provides the groundwork for future conflict.

## **(iv) Avoiding**

The individual does not immediately pursue his or her own concerns or those of other person. He/she does not address the conflict but pretends that the conflict does not exist. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time or simply withdrawing from a threatening situation. Engaging in avoidance only weakens the already fragile relationship.

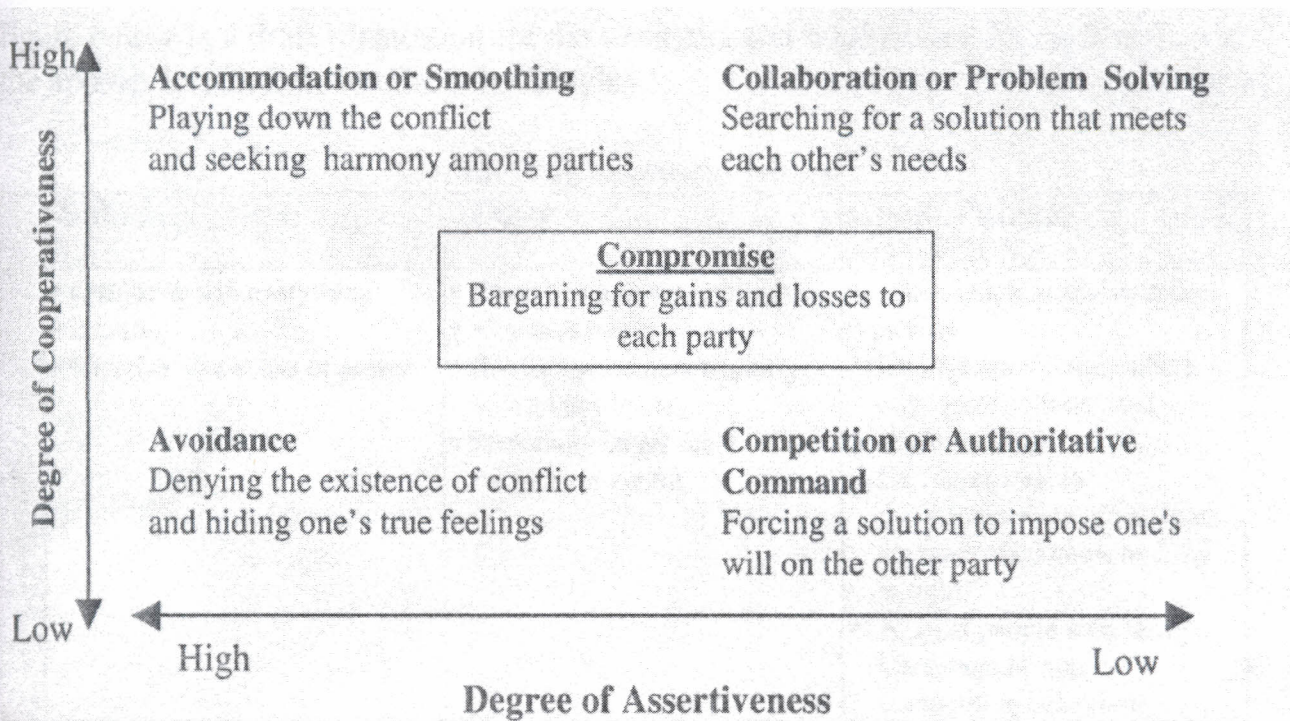
## (v) Accommodating

An individual put his/her interest last and satisfy the concerns of other people. There is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when one would prefer not to or yielding to another person's point of view. Such an individual believe that keeping a good friendship is more important than anything else.

Schemerhorn and Chappel (2000),state that in terms of interpersonal styles, people respond to conflict management in different ways. These ways shift between the degree of cooperativeness and the degree of assertiveness. Cooperativeness is the desire to satisfy another party's needs and concerns while assertiveness is the desire to satisfy one's own needs and concerns.

Figure below shows the five interpersonal styles of conflicts management that result from various combinations of the two.

**Figure: 2 Interpersonal styles of conflict management**



Source: Adapted from Schemerhorn and Chappel, (2000:218)

### **2.3 Effects of conflict on Teacher performance**

Conflict has been a common phenomenon since it is an inseparable part of the organization. Classical organization theorists believed that conflict produced inefficiency and was therefore undesirable, even detrimental to the organization and should be eliminated or at-least minimized to the extent possible Pandy and Brown as quoted in Jehn (1995). In deed, unresolved conflicts cause tension and hinders team spirit amongst staff. At times conflicts is resolved unfairly, for example when teachers are not treated alike. This weakens the situation and negates achievement of institutional goals.

Newstorm and Davis (2002) are of the view that prolonged conflicts at interpersonal level leads to deterioration of cooperation and teamwork. Distrust may grow among people who need to coordinate their efforts and the motivation level of some employees reduced. This explains why teachers experiencing conflicts may have low morale and greater levels of stress. Frustration and anger generated by conflict may reveal itself in lack of enthusiasm and poor performance of their duties. Conflicts interferes with their performance as teachers will focus on reducing threats, increasing power, and attempting to build cohesion rather than working on the task.

According to Hall, and Torrington, (1995) conflict and the ensuing negotiations take a great deal of time and energy. Conflict can become as restrictive when over personalized, and individuals become obsessed with the conflict itself rather than what it is about. They also stated that conflict can cause emotional stress which some people find it very taxing, while others find it stimulating.

Deutsch, as quoted in Jehn (1995), stated that relationship conflicts decrease goodwill and mutual understanding, which hinders the completion of organization tasks. In deed most teachers with unresolved conflicts talk negatively about their institution hence creating a bad image of the school. Sometimes conflict takes attention away from important activities of the institution and therefore delays their completion. It may also polarize teachers, thus reducing cooperation amongst them. Conflicts cause teachers to be negative, irritable, suspicious and resentful.

However, views toward conflict changed with the emergence of social systems and open system theory. According to Forster (1995), not all conflict is bad, rather, it may result in productive outcomes.

Conflict may stimulate people to search for improved approaches that lead to better results. It energizes them to be more creative and experiment with new ideas, hence higher performance. In addition, the once hidden problems are brought to the surface where they may be confronted and solved. Once the conflict is resolved, the individuals may be more committed to the outcome through their involvement in solving it.

Bennett (1997), is of the view that conflict has positive aspects: it spurs initiative, creates energy and stimulates new ideas.

According to Hanson (1991), organizational conflict is considered as legitimate, inevitable and even a positive indicator of effective organization management. It is now recognized that conflict within certain limits is essential in productivity. Organizational conflicts in educational systems is by no means the antithesis of the makings of quality of education. When dealt with in a constructive manner, conflicts encourage creative

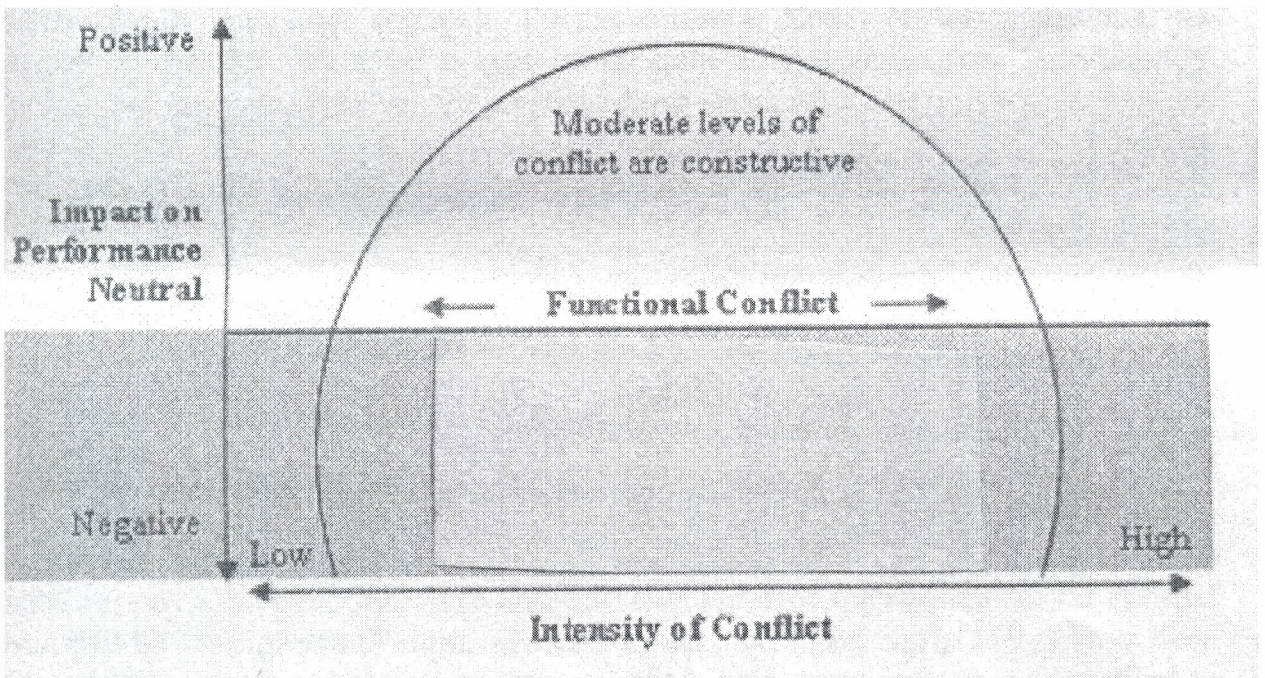
solutions lead to unity and support people through change and stressful periods (King, 1999:11).

Rechner (1989), as quoted in Jehn (1995), states that conflict can improve decision making outcomes and group productivity by increasing decision quality through incorporating devil's advocacy roles and constructive criticism. Indeed better decision making can be achieved because multiple view points are considered.

Schermerhorn, (2001) states that whether or not conflicts benefit secondary schools depends on two factors; the intensity of the conflict and the way conflict is managed.

The inverted "U" curve depicted in the figure below shows that conflict of moderate intensity can be good for performance. This constructive conflict, stimulates people towards greater work efforts, cooperation and creativity.

**Figure 3: The relationship between conflict and performance.**



**Source: Adapted from (Schermerhorn, 2001:339)**

At low or very high intensities, dysfunctional conflict or destructive conflict occurs. Too much conflict is distracting and interferes with other more task-relevant activities; too little conflict may promote competency and the loss of a creative, high performance edge. Jehn, (1995) is of the view that moderate levels of tasks conflicts are constructive, since they stimulate discussion of ideas that help groups perform better. He further states that the absence of conflict might be a sign of an unhealthy relationship. Additionally, conflict can be constructive for organizations because it can lead, if handled constructively, to change, adaptation and survival.

According to Labovitz, as quoted in McNary (2003), the key then is to engage in techniques that allow individuals and organizations to handle conflict productively.

Despite its adverse effects, today conflict is viewed by most experts as a potentially useful aspect of organization because it can, if properly channeled, be an engine of innovation and change. This view recognizes the necessity of conflict and explicitly encourages a certain amount of controlled conflict in organizations (Dessler, 1998).

## **2.4 Conclusion**

When dealing with interpersonal conflicts, any of the above styles may be useful and necessary depending on the situation.

Most people are quick to assume that a disagreement has no possible mutually acceptable solution, but talking about disagreements may result in opportunities to strengthen relationships and improve productivity. Conflicts can be destructive and may result in low morale, high absenteeism frustration and anger. However, conflict can be constructive if managed effectively and will not only lead to greater satisfaction of both

parties involved, but also promote growth and development of the group. Unresolved conflicts lowers one's esteem and result in poor performance by the parties involved. Collaboration is considered the most effective style of conflict management as it seeks a mutually acceptable, solution. People often feel proud of themselves and feel a sense of personal power when they use this method. It is a sign of integrity and self-confidence when one is able to use this method with patience.

# CHAPTER THREE

## METHODOLOGY

### 3.0 Introduction

The chapter shows that the study was carried out in a systematic and organized manner and that the information came from different respondents but not from the researcher.

Here, the researcher discusses the procedures and strategies used in the study such as the research design, locale, target population, the sample and sampling procedures, data collection, data analysis and presentation.

### 3.1 Research Design

The study employed descriptive survey as the researcher was interested in gathering information on the existing conflict management styles and teachers' opinions on the effect of these styles on performance. A descriptive survey attempts to describe characteristics of subjects or phenomena, opinions, attitudes, preferences and perception of persons of interest to the researcher (Borg, 1982). Moreover, a descriptive survey aims at obtaining information from a representative selection of the population and from that sample, the researcher is able to present the findings as being representative of the population as a whole (Bell, 1993).

### 3.2 Research Locale

The research was carried out in Bomet District because preliminary investigations revealed that cases of interpersonal conflicts amongst teachers were common there. The researcher also works there and was therefore more conversant with the district. It was therefore easier to conduct interviews while there, as well as saving on time of travel.

### **3.3 Target Population**

There are 77 secondary schools in the district that have done Kenya Certificate of Secondary

Examinations by the time of study with 576 teaching staff. Out of this teaching force, 454 are male

teachers and 122 are female teachers. (Bomet District Education Office, 2007)

The respondents included head teachers, teachers and BOG chairpersons.

### **3.4 Sample Size**

According to Ary et al. (1972) ten to twenty (10-20) per cent of accessible population is considered adequate in descriptive research. Since this is a descriptive study, 12.15% of the accessible population was considered adequate.

### **3.5 Sampling Techniques**

Purposive sampling was utilized to select the respondents. According to Patton, (1990) and Gall, et al. (1996), random sampling method is useful when there are reasons to limit the sample to cases that are likely to be “information rich” with respect to the purpose of the study. Purposive sampling was used to choose the best seven performing schools and the seven poor performing schools in the district. Stratified sampling was used to select five teachers from each selected school to represent the following departments; science, languages, humanities, technical and creative arts and guidance and counseling . That is, one teacher from each of these departments. Purposive sampling was employed to pick the head teacher for each selected school. Ten B.O.G. (Board of Governors) chairpersons were randomly selected from the chosen schools.

### **3.6 Research Instruments**

Headteacher conflict management questionnaires and teacher conflict management questionnaires were utilized to collect data. Both structured and open-ended questions were used in the questionnaires. Questionnaires are the commonly used instruments to collect important information about the population (Orodho 2005:39). Interview schedules was used to collect information from B.O.G. Interviews are an important part of any action research as they provide opportunity for the researcher to investigate further and to gather data that could not have been obtained in other ways (Cunningham 1993:93). The interview schedule was constructed for BOG chairpersons. BOG is an important body in secondary schools as they are the managers of the school on behalf of the minister for education. They are in charge of planning, development, budgeting and control of expenditure, sourcing of funds, discipline of teachers, students and non-teaching staff (Report of the Task Force – Student Discipline & Unrest, 2001)

### **3.7 Validity and Reliability**

The researcher employed test-retest technique to determine the reliability of the research instrument. The test-retest method involved the following steps.

- i) The developed questionnaire was given to eight teachers and two head teachers.
- ii) The answered questionnaire was scored manually.
- iii) Keeping all the initial conditions constant the same questionnaire was administered to the same group after a period of two weeks.
- iv) The questionnaire response was scored manually.

Their recommendations were incorporated in the final questionnaire.

A Pearson product moment formula for the test-retest was employed to compute the correlation coefficient. A correlation coefficient of about 0.8 should be considered high enough to judge the instrument as reliable for the study. (Kombo and Tromp 2006:40). The researcher utilized content validity to measure the correctness/relevance of the research instrument. The instrument was given to two groups of experts, one group assessed what concept the instrument was trying to measure. The other group determined whether the set of items accurately represent the concept under study. The usual procedure in assessing the content validity of a measure is to use professionals or experts in the particular field. (Mugenda and Mugenda 2003:102)

### **3.8 Piloting the research instrument**

A pilot study was conducted in order to test the instruments for their reliability. Two good performing and two poor performing schools that are not from the sampled schools were selected from the same district to ensure that the sample has similar characteristics to the actual sample used in the study. The procedures used in pre-testing the questionnaires were identical to those that were employed during the actual study /data collection.

The piloting of the study instruments enabled the researcher validate the research instruments by making corrections based on the observation that were made. This action ensured the study instruments were valid before being administered in the study.

According to Ary et al. (1972:87), pretesting of the study instruments demonstrates the validity of the research tools and unanticipated problems that may be solved at this stage; thereby saving time and effort.

### **3.9 Data collection procedure**

The researcher obtained a permit from the Ministry of Education authorizing her to carry out the research in the selected schools before embarking on the research. The researcher then visited the sampled schools to establish rapport and also to sought permission from the head teachers to collect data from their schools. The researcher organized with the head teachers the appropriate dates of visiting their schools for collection of data. The researcher administered the questionnaires within a period of one week and the respondents given two weeks to fill.

The researcher carried out interview schedules during the administration and collection of questionnaires. Respondents who had lost / misplaced their questionnaires, were issued with another questionnaire and given an extra one week to fill.

### **3.10 Data Analysis**

The data was collected using questionnaires and interviews. Descriptive statistics was employed to analyze data. The responses were tabulated and data presented using pie chart, tables and percentages. Analysis of data was done manually. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of a phenomenon and whenever possible to draw valid general conclusions from facts discovered (Lockesh, 1984).

# CHAPTER FOUR

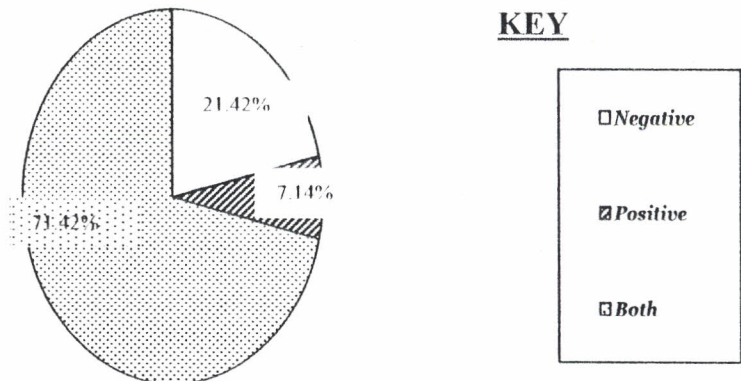
## DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

### 4.0 Introduction:

In this chapter, the researcher presents an analysis and interpretation of the data collected. The information analyzed was collected through an administration of questionnaire to five teachers from each sampled schools and headteachers from each selected school. Moreover, interviews were conducted on ten BOG chairpersons. The researcher then coded all the information and analyse manually.

### 4.1: Headteacher responses to whether conflict is a negative or positive thing.

Figure 4 Showing percentage responses of whether conflict is negative or positive.



Source: The Questionnaire

Figure 2 shows that 71.4% of the headteachers are of the opinion that conflict could be both negative and positive in secondary schools. However, 7.14% felt that conflict is

positive whereas 21.42% suggested that conflict imparts negatively in schools. This may imply that 71.4% of the Headteachers viewed conflict from a broader perspective whereas others looked at it only from one point / side.

#### **4.1.1 Headteacher responses from poor performing and best performing schools on whether conflict is negative or positive.**

The researcher sampled responses of headteachers best performing and poor performing schools on whether conflict is negative or positive differently. Table 1 below shows the summary of the responses in scores and percentage.

**Table 1: Responses from best performing and poor performing schools, whether conflict is negative or positive.**

	Best performing schools		Poor performing schools		Total %
	Scores	Percentage	Scores	Percentage	
Positive	1	7.14%	0	0	7.14
Negative	0	0	3	21.43%	21.43
Both	6	42.85%	4	28.57%	71.42
<b>Total</b>	<b>7</b>		<b>7</b>		<b>99.99%</b>

It is interesting to note that all 21.4% who view conflict as negative were headteachers from poor performing schools. 42.85% of those who felt conflict was both negative and positive were headteachers from best performing schools. This may mean headteachers from best performing schools can manage conflicts better than their counterparts.

**4.2: Teachers, Headteachers and BOG chairpersons' responses to causes of conflicts in schools.**

Table 2 below shows a summary of responses relative to causes of conflicts in schools.

**Table 2: Responses on possible causes of conflicts in schools.**

Possible causes	RESPONSES						
	Teachers	%	Headteachers	%	BOG	%	Average %
Scarce/ inadequate resources	80	23	9	12.8	8	15	52
Lesson distribution	52	15.02	6	9.99	5	10	35.01
Negligence of duty	36	10.40	10	14.28	4	8	32.68
Poor communication	32	9.23	6	8.6	7	14	31.83
Autocratic leadership	29	8.38	5	7.14	6	12	27.52
Heavy workload	31	8.96	5	7.14	3	6	22.1
Struggles for power	25	7.2	8	11.4	2	6	22.6
Administrative favourism	16	4.62	0		4	8	12.62
Insubordination	02	0.58	2	2.8	0	0	3.38
Malice	13	3.75	2	2.8	5	10	16.55
Vendetta / Gossip	04	1.16	6	8.6	2	4	13.76
Meeting Deadlines	15	4.33	4	5.6	0	0	9.93
Political	10	2.89	3	4.4	3	6	13.19
Unclear policies	10	2.89	1	1.4	1	2	3.6

Responses from table 2 show that scarce / inadequate resources is the major cause of conflict in schools. The reason may be that in their desire to achieve set goals with limited resources, teachers may be thrown in conflict regarding means of allocation and priority among others. Another aspect worth noting is Lesson distribution which ranked second. The explanation could be the acute shortage of teachers in schools following the government's decision in 1997 to freeze teacher recruitment and replace only those who exit through natural attrition.

Unclear policies was the least cause. This could be due to improved communication services at the Teacher's Service Commission to its clients.

#### **4.3: Headteacher's response to types of conflict experienced in schools.**

The researcher asked the various types of conflict experienced schools and the responses were as shown in table 3.

**Table 3: Types of conflict experienced in schools.**

<b>Types of conflicts</b>	<b>Headteachers Responses</b>	<b>%</b>
Conflict over image perceptions	21	50
Content conflict	14	33.3
Conflict over basic values	2	4.7
Structural	5	11.9

From the responses, conflict over image perceptions seems to be the most experienced in schools this could be because ego involvement, or the feeling that one has a personal

stake in something, is one of the strongest forces (Motivator) acting on persons. Conflict over basic values was the least experienced conflict in schools. The reason is that it concerns differences in ideology and religious beliefs which are rare as compared with day-day disagreements over image perceptions or content.

#### 4.4: Headteachers' and BOG chairpersons' responses on how schools manage conflict.

Table 4 shows the responses on how schools manage conflict.

**Table 4: Ways of managing conflict in schools.**

Ways of managing conflicts	Headteacher	%	BOG	%	Average %
Co-operative problem solving	8	25	6	30	55
Use of mediator	1	3.57	2	10	13.57
Guidance and Counseling	4	14.3	3	15	29.30
Competing	5	17.8	2	10	27.8
Avoiding	3	10.7	0	5	10.7
Compromising	4	14.3	2	10	24.3
Transfer	2	7.14	4	20	27.14
Accommodating	1	3.57	1	5	8.57

From table 4, both respondents seem to agree that cooperative problem solving is regularly used with 55% then Guidance and Counseling with 29.3% the reason might be

that it maintains relationship. Conversely, Accommodating was the least used. This could be because it involves putting one's interest last and satisfy the concerns of other people. Headteachers and BOG being the managers of secondary schools may not like as it lowers their self – assertion and possibly self esteem.

#### **4.5: Teachers' and Headteachers' suggestion on effective style in resolving interpersonal conflicts in schools.**

The researcher sought suggestions on effective style of resolving interpersonal conflicts and the responses are as shown in table 5.

**Table 5: Effective style of resolving interpersonal conflicts in schools.**

<b>Conflict management styles</b>	<b>Teachers</b>	<b>%</b>	<b>Headteacher</b>	<b>%</b>
Cooperative problem solving	32	45.7	8	57.1
Compromising	18	25.6	1	7.1
Accommodating	9	12.9	0	0
Avoiding	7	10	20	14.3
Competing	4	5.7	3	21.3
<b>Total</b>	<b>70</b>		<b>14</b>	<b>14</b>

By looking at the responses, the researcher was able to deduce that cooperative problem solving was the most effective style 57.1% in resolving conflict. When asked to support their responses they gave the following reasons:

- It provides room for dialogue hence brings people of different views together.
- Everyone's opinion is considered.

- Enhance / encourage teamwork.
- Better (quality) solutions are achieved due to varied inputs from various members.
- It involves working together as a team in a give and take situation, and therefore mutual solution is reached.

However, looking at table 5 and table 4, 57.1% of headteachers suggested that cooperative problem solving was the most effective while 25% used it in managing conflicts. When the headteacher was probed on this kind of contradiction, they gave two reasons as follows:

- That co-operative problem solving is actually effective but waste a lot of time and so when time is a factor, they resort to other methods such as competing.
- It involves a lot of consultation which sometimes may make the leader appear as if he/she is not in control, that is loss of sense of autonomy.

#### **4.6 Teacher and Headteachers' opinions about recurrence of resolved conflicts.**

Table 6 shows a summary of responses in relation to recurrence of resolved conflicts.

**Table 6: Opinions on recurrence of resolved conflicts.**

	<b>Headteachers</b>	<b>%</b>	<b>Teacher</b>	<b>%</b>
Yes	9	64.3	53	75.8
No	5	35	17	24.2
<b>Total</b>	<b>14</b>		<b>70</b>	

From table 6, most of the headteachers and teachers agreed that resolved conflict may still recur with 64.3% and 75.8% respectively. This could be because conflict is inevitable and holding different views is both natural and healthy to a group.

#### 4.7 Reasons given by teacher, headteacher and BOG chairpersons for conflict recurrence

The researcher asked the respondents possible causes of recurring conflicts. Table 7 below is a summary of their responses.

**Table 7: Causes of recurring conflict**

Causes of recurring conflict	Teacher	%	Headteacher	%	BOG	%
In appropriate / wrong style used	20	28.6	8	28.6	7	35
Underlying cause not identified	15	21.5	6	21.4	4	20
Conflict resolution rules not followed	14	20	1	3.57	6	30
Unsatisfied parties (may feel sidelined)	4	5.7	5	17.8	0	0
Lack of commitment by one or both parties to end the conflict	7	10	6	21.4	1	5
Poor communication channels	10	14.3	3	10.7	1	5

Table 7 above indicates that inappropriate / wrong style as the major cause of conflict recurring. This could be because some managers postpone an issue or simply withdraw from the situation hence the conflict is likely to recur since it was not managed.

Another aspect that came out clearly from table 7 is that conflict resolution rules are not followed. BOG 30% and teachers 17.8% seem to concur that it is one of the major causes of conflict recurrence while Headteacher with 3.57% seem to oppose. This could be because Headteachers being the key figures in conflict resolution with primary information are the victims of flouting rules especially when they want to favour a particular member. They may even give inaccurate information to BOG concerning a teacher depending on his / her intentions.

#### **4.8 BOG suggestions for preventing conflict recurrence.**

BOG is an integral body in the smooth running of secondary schools. When asked their feelings about prevention of conflict recurrence, they responded as indicated in table 8 below.

**Table 8: Measures of preventing conflict recurrence**

<b>Measures</b>	<b>BOG</b>	<b>%</b>
Conflicts resolutions rules to be applied indiscriminatively	5	25
Use of appropriate management styles	6	30
Efficient communication channels	3	15
Transfer the problematic teacher	4	20
Guidance and counseling the teachers	1	5
Forgive and pray for the teacher	1	5

According to the information gathered from the BOG chairpersons interviewed, use of appropriate style was ranked the first measure, followed closely by rules followed indiscriminatively. BOG said unfairness causes teachers to protest resulting in more conflicts.

**4.9: Teachers, headteachers and BOG chairpersons responses on how wrong conflict management styles affect teacher performance.**

Table 9 below shows the percentage responses in regard to the effect of wrong conflict management styles on teacher performance.

**Table 9: Effects of wrong conflict management style on teacher performance.**

Suggested consequences of wrong style	Respondents					
	Teacher	%	Headteacher	%	BOG	%
Kill teachers' morale	29	20.6	8	28.6	4	20
Affected teacher may project on students.	10	7.1	3	10.7	2	10
The teacher may incite other teachers	13	9.2	4	14.3	3	15
Other teachers may sympathize the victimize teacher	7	4.9	3	10.7	2	10
Poor performance	47	33.4	7	25	3	15
Lack of teamspirit	20	14.2	2	7.14	2	10
General dissatisfaction	6	4.3	0	0	2	10
Recurrence of conflict	8	5.7	1	3.6	0	0

The analysis of questionnaires and interview schedules administered to all the three respondents revealed that conflict management styles affect the teacher's performance

either positively or negatively. Responses in table 9 seem to suggest that wrong / inappropriate style negates teacher's performance. They cited poor performance and teacher's morale killed as the major outcomes. This may be because teachers like any other human being cannot perform at their best when they are demoralized and could use various means to fight back.

**4.10: Teachers, Headteachers and BOG suggestions on how appropriate conflict management style affect teachers performance.**

The respondents were probed on how appropriate conflict management style affect teacher performance and their suggestions were as shown in table 10 below.

**Table 10: Suggestions on effect of appropriate conflict management style on teacher performance.**

<b>Suggested outcome of appropriate</b>	<b>Teacher</b>	<b>%</b>	<b>H/T</b>	<b>%</b>	<b>BOG</b>	<b>%</b>
Better performance	21	30.03	7	25	6	30
Boost teachers morale	15	21.4	9	32.13	5	25
Enhance conducive working environment	11	15.7	5	17.85	4	20
Enhance teamwork	9	12.87	4	5.72	2	10
Motivate teachers own the resolutions made	8	11.44	2	7.06	2	10
Teachers own the resolutions made	6	8.6	1	3.57	1	5
<b>Total</b>	<b>70</b>		<b>28</b>		<b>20</b>	

Conversely from table 10, they seem to suggest that appropriate style influences teacher's performance positively.

Better performance was identified as the major outcome by all the respondents followed by enhanced teamwork. This could be attributed to the fact that both parties feel enriched rather than belittled.

#### **4.11: Teacher's opinions on short term and long term outcome of departmental conflicts.**

Teachers were asked the short and long term outcome of departmental conflict and their responses are as tabulated in table 11 below.

**Table 11: Opinions on short and long term outcome of departmental conflicts.**

<b>Responses for short term</b>	<b>Teacher</b>	<b>%</b>
Co-operation	22	32.78
Accepting corrections (positive attitude)	13	19.37
Good planning (improved results)	9	13.41
Teamwork improved	7	10.43
Freedom of expression	6	8.94
Rare occurrence of conflicts	5	7.45
Frequent evaluation	3	4.47
Fair completion	2	2.95
<b>Responses for long-term</b>		
Good performance	29	42.6
Realistic approach to conflicts	14	20.6
Good work relations / conducive environment	9	13.2
Attainment of set goals	8	11.76
Professional advancement	4	5.58

Table 11 shows that co-operation was suggested as the major short term outcome while Good performance was identified as the main long term outcome of the departmental conflicts. The reason is that conflict may stimulate people to search for improved approaches that lead to better results.

## CHAPTER FIVE

# SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 5.0 Introduction

The chapter is a brief summary of the whole study with recommendations and conclusions given. The researcher also gives her own stand on the whole study as well as overall overview of the information given.

### 5.1 Summary of Findings

The study found out that there are several causes of conflict. However, there are at least five major causes which appeared in all the three questionnaires though in varying degrees from school to school. Scarce/inadequate resource was highly rated with 52% followed by lesson distribution 35.01% negligence of duty 32.68% poor communication 31.83% and autocratic leadership style 27.52% unclear policies and in subordination scored 3.6% and 3.38% respectively.

Information in the table shows that conflict over image perceptions 50% content conflict 33.3%, structural conflict 11.9% and conflict over basic values 4.7% are experienced in schools.

The study identified cooperative problem solving 55%, guidance and counseling 29.3% competing 27.8% transfer 27.14% and compromising 24.3%, use of a mediator, 13.5% avoiding 10.7% and accommodating 8.57% as methods used in managing conflicts in schools.

Notably avoiding was rated second last with 10.7% the explanation may be related to procedure. Avoiding involves postponing or withdrawing from the situation/ issue which could lead to recurrence of conflict.

The researcher noted that use of appropriate management style may prevent conflict recurrence 30% then rules applied indiscriminately 25% and efficient communication channels 20%. Forgive and prayer the least suggestion with 5%. This may be contributed to the fact that few people believe in forgiveness especially devoted Christians.

From table 4.9, one can deduce that wrong style of conflict management leads to poor performance 73.4%, kill teacher morale 69.2% and incitement 38.5%. The reason may be the teacher feels rejected and could be fighting back.

From the tables, it was observed that appropriate style gives better performance 85.03%, boost teachers' moral 78.53% and conducive working environment 53.55%. This may be because the teacher feels appreciated.

Both teachers 45.7% and headteacher 57.1% seems to concur that cooperative problem solving is the most effective style in resolving interpersonal conflicts. However, headteachers ranked competing second 21.4% whereas teachers ranked it the lowest 5.7%.

This results may be interpreted in terms of positions. Headteachers prefer to use their ranks/power to win whereas teachers are against it as it alienates others and discourages teamwork

## 5.2 Conclusion

From the study the researcher draws the following conclusions which are very consistent with Schemerhorn and Chappel (2000) and also Newstrom and Davis (2002).

The study identified scarce / inadequate resources, lesson distribution, negligence of duty, communication barriers and autocratic leadership as the major causes of conflicts in secondary schools. These factors however do not contribute equally to the conflicts in schools.

The study also identified cooperative problem solving (dialogue), compromising, competing, accommodating, avoiding and transfer as the methods of managing conflicts in schools. However their choice vary from one school to another because people respond to conflict management differently. Cooperative problem solving was found to be the most effective style as it searches for a solution that meets each other's needs. However, the researcher deduce that some BOG could not argue/ reason favourably with teachers due to the wide gap in their academic levels and some resort to recommending for transfer of the teacher even when it is not warrant. This is just shifting a problem from one station to another.

It was found out that conflict recurrence was mainly due to inappropriate style employed. This means some teachers and headteachers are not well versed with ways of managing conflicts effectively. It was evident that sometimes school managers failed to act professionally and flouted rules to favour some teachers. It was also noted that some headteachers are autocratic inhibiting free expressions. The suppressed feelings resurface again after a short time.

The study found out that wrong method of conflict resolution lowers teachers performance. However, when the appropriate method is employed better performance is realized. The researcher thus deduce that conflicts managed effectively spurs initiative and stimulate new ideas thus improving teacher's performance.

It was found that several other factors come in play in determining teachers performance apart from conflict management styles which the researcher has not been able to identify.

### **5.3 Recommendation**

In view of varied conflict management styles in secondary schools in Bomet District and their effects on performance, the researcher recommends

- 1.It is necessary for Bomet secondary schools teachers, deputy headteachers and headteachers who constantly tend to use accommodation and avoidance techniques more be sent to inservice training courses on leadership styles and conflict resolution methods to equip them with skills that will facilitate smooth running of the institutions and ways of resolving conflicts constructively. This will help them solve their self esteem problems and enable them to effectively tackle emerging issues and be updated with new skills that come with the ever dynamic technology.
- 2.The Board of Governors who are the managers of the schools should be trained in conflict resolution and Human Resource Management such as motivation so that they can handle conflicts effectively.
- 3.That the minimum level of education for BOG members be raised from 'O' level education to bachelor's degree. BOG being managers of secondary schools deals with

teachers who are holders of masters and bachelors degrees. In most cases communication breakdown arises jeopardizing the progress of the institution.

4. Further research be done to investigate conflict management styles and their effect on teacher performance in other schools and departments in Bomet District.

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APPENDIX A

KIRUI. M.C  
E55/CE/13368/04  
KENYATTA UNIVERSITY.  
DECEMBER 2007.

The Principal

.....  
.....

Dear sir/madam,

**RE: RESEARCH VISIT TO YOUR SCHOOL**

I am a post graduate student at Kenyatta University currently conducting a research on conflict management styles and their effects on teacher performance in secondary schools, Bomet District.

I am pleased to inform you that your school has been cited as an ideal research sample. I wish to administer questionnaires and carry out research in your school. I humbly request you to spare a portion of your precious moment to complete the attached headteachers' questionnaire and make arrangements for your teachers to complete their questionnaires.

The research findings will be used only for writing a study report. Individual responses to the questionnaires will be treated as confidential. In order to ensure this, please do not write your name or the name of the school any where in the questionnaire.

Your assistance in this study will be highly appreciated.

Thank you for your cooperation

Yours faithfully

Kirui Margaret C  
E55/CE/13368/04

## APPENDIX B

### HEADTEACHER CONFLICT MANAGEMENT QUESTIONNAIRE

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

#### Section 1 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

Masters degree (  ) bachelor's degree (  ) Other (specify) .....

5. Category of the school provincial (  ) district (  )

6. Size of the school

Single stream (  ) triple (  ) Double (  ) four streams (  ) Over four (  )

7. Please indicate your school's KCSE performance in the years given below.

Year	mean grade	No. to university
2003	_____	_____
2004	_____	_____
2005	_____	_____
2006	_____	_____
2007	_____	_____

8. Experience as a

I. Deputy headteacher .....years.

II. Head teacher .....years.

9. What is the number of teachers in your school?

Male .....Female .....Total.....

**Section B Information on conflict management styles**

10. What do you understand by the term conflict?

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11. In your opinion, is conflict a negative or positive thing?

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12. What do you think are the major causes of conflict amongst teachers in your school?

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_
- (v) \_\_\_\_\_

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

- (i) Conflict over image perceptions ( )
- (ii) Content conflict ( )

- (iii) Conflict over basic values ( )
- (iv) Interpersonal conflict ( )
- (v) Structural conflict ( )
- (vi) Political conflict ( )

14. Which type of conflict is common amongst teachers in your school?

---

15. Below is a list of conflict management styles. Please tick the ones you are familiar with;

- (i) Compromising ( )
- (ii) Competing ( )
- (iii) Cooperative problem solving ( )
- (iv) Avoiding ( )
- (v) Accommodating ( )

16. Briefly explain how you manage conflict amongst teachers in your school.

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17. How do you choose a method of resolving conflict on day to day basis in your school?

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18. (i) Based on your experience in conflict management, which style do you think is the most effective in resolving interpersonal conflicts amongst teachers in your school?

---

(iii) Support you answer above.

---

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19. (i) Have you experienced recurring conflicts?

Yes ( )

No ( )

(ii) If yes, how do you explain it?

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20. State how conflict management style affects teacher performance in the discharge of their duties in your school.

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21. Being as honest with yourself as you possibly can, state how you feel when you do not get your own way or what you want.

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Thank you

## APPENDIX C

### TEACHER CONFLICT MANAGEMENT QUESTIONNAIRE

1. What do you understand by the term conflict?

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2. What are the main causes of conflict in your department? List five.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

3. Give the nature of the conflict that is common in your department.

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4. (i) Is there a laid down procedure/rules for resolving conflicts in your school?

Yes ( )                      No ( )

(ii). If yes, do you encounter any difficulty in implementing the rules?

Yes ( )                      No ( )

(iii). Give at least three difficulties you encounter when implementing the rules stated in question 5 (i) if any;

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

5. Below is a list of conflict management styles. Please tick the ones you are familiar with;

- (i) Compromising ( )
- (ii) Competing ( )
- (iii) Cooperative problem solving ( )
- (iv) Avoiding ( )
- (v) Accommodating ( )

6. (i) Based on your experience in conflict management, which style do you think is the most effective in resolving conflicts in your department?

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(ii) Support your answer in 7. (i) above

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7. (i) Have you experienced recurrence of a resolved conflict in the department

Yes ( )                      No ( )

(ii) If yes, what do you think was the cause of recurrence of the conflict?

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8. What would you see as a good outcome to you departmental conflicts in:

(i) Short term

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(ii) Long – term

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9. State how conflict management style affect teacher performance in the discharge of his / her duties in your department.

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10. Being as honest with yourself as you possibly can, state how you feel when you do not get your own way or what you want.

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Thank You

## APPENDIX D

### INTERVIEW QUESTIONS FOR B.O.G

1. What do you think are the main causes of conflicts amongst teachers in secondary schools?

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

2. The following are some of the conflict management styles. Which ones are you familiar with?

i. Cooperative problem solving ( )

ii. Competing ( )

iii. Compromising ( )

iv. Avoiding ( )

v. Accommodating ( )

3. Explain how conflicts amongst teachers should be managed

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4. How do the different conflict management styles affect teachers' performance in school?

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5. What could be the cause of resolved conflicts recurring?

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6. What steps /measures should be taken to prevent conflict recurrence?

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Thank you.

# APPENDIX E

## WORK PLAN

	<b>ACTIVITY</b>	<b>DURATION</b>	
1	Application and collection of permit	2 weeks	December 2007
2	Testing validity and reliability of instruments	2 weeks	December 2007
3	Piloting of research instruments	1 week	January 2008
4	Distribution and collection of questionnaires & interviews	3 weeks	January 2008
5	Data analysis	2 weeks	February 2008
6	Drafting the project report	2 weeks	February 2008
7	Typing and binding of the project report	2 weeks	March 2008
8	Presentation of the project report	1 week	March 2008

**APPENDIX F****RESEARCH EXPENDITURE BUDGET ESTIMATE**

	<b>TASK</b>	<b>COST</b>
1	Stationary (a) Writing materials – Pens & Pencils (b) Files, rulers & erasers	1,000 500
	<b>Sub total</b>	<b>1,500</b>
2	Secretarial services (a) Typing of proposals (b) Typing of the final report (c) Photocopying services	1,000 1,500 500
	<b>Sub totals</b>	<b>3,000</b>
3	Travelling expenses (a) Piloting of research instruments (b) Actual research (c) Consultation with supervisors	10,000 30,000 10,000
	<b>Sub totals</b>	<b>50,000</b>
4	Binding services (a) Proposals – spiral binding (b) Final report	500 1,000
	<b>Sub total</b>	<b>1,500</b>
5	Computer services	20,000
	<b>Sub total</b>	<b>20,000</b>
6	Data analysis	8,000
	<b>Sub total</b>	<b>8,000</b>
7	Miscellaneous	5,000
	<b>Sub total</b>	<b>5,000</b>
	<b>GRAND TOTAL</b>	<b>89,000</b>

IS TO CERTIFY THAT:

Dr./Mr./Mrs./Miss. KIRUI MARGARET  
BERONO

(Address) KENYATTA UNIVERSITY  
PO BOX 43844

been permitted to conduct research in.....

..... Location,

BOMET District,

RIFT VALLEY Province,

the topic CONFLICT MANAGEMENT STYLES

THEIR EFFECT ON TEACHER PERFORMANCE

SECONDARY SCHOOLS IN BOMET DISTRICT

NYA

period ending 30TH OCTOBER 20 09

Research Permit No. MOHEST13/001/380/620

Date of issue 2.10.08

Fee received KSHS. 500



*M. O. Ondieki*

M. O. ONDIEKI

Applicant's Signature  
Permanent Secretary  
FOR PERMANENT SECRETARY  
MINISTRY OF SCIENCE AND TECHNOLOGY

FOR PERMANENT SECRETARY  
MINISTRY OF SCIENCE AND TECHNOLOGY

FOR PERMANENT SECRETARY  
MINISTRY OF SCIENCE AND TECHNOLOGY

## CONDITIONS



REPUBLIC OF KENYA

RESEARCH CLEARANCE  
PERMIT

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

GPK 6055—3m—10/2003

(CONDITIONS—see back page)