INFLUENCE OF HEADTEACHERS' CONFLICT MANAGEMENT STYLES ON TEACHERS' JOB SATISFACTION IN PUBLIC PRIMARY SCHOOLS, GILGIL DISTRICT, KENYA
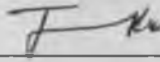
By

Thuku Wachira

A Research Project Submitted in Partial Fulfillment of the Requirement for the Award of the Degree of Master of Education in Educational Administration
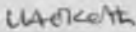
University of Nairobi

2011

DECLARATION

This research project is my original work and has not been presented for an award
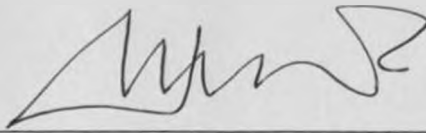
of a degree in any other university

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DEDICATION

This work is dedicated to my wife Lucy Thuku, to our children Racheal, Faith, James, Grace, Eve, my mother Mrs. Mary Wanjiku and to the memory of my late father David Wachira.

ACKNOWLEDGEMENT

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ABBREVIATIONS AND ACRONYMS

DC   District Commissioner

DEO   District Education Officer

KESI   Kenya Education Staff Institute

MoE   Ministry of Education

SMC   School Management Council

SPSS   Statistical Package for Social Science

TSC   Teachers Service Commission

ABSTRACT

Effective school management depends on collaboration and teamwork among teachers and administrators. Decision making in educational systems is frequently characterized by conflict and disagreement due to differences of interests and opinions among the players.

The purpose of this study was to find out whether teachers job satisfaction is influenced by the conflict management strategy employed by the head teacher. A total of 28 primary schools participated in the study, which were selected using stratified sampling. The respondent of the study were 22 headteachers and 184 teachers in the sampled schools.

Analysis of the data was done using descriptive statistics using frequency, and percentages and tabulating them appropriately. Results of the study indicated that in schools where the head teacher used control-oriented conflict management strategies, 81% of teachers tended to be dissatisfied. Teachers reported higher levels of satisfaction at 90.9% when the head teacher used collaborative approach, open communication and a problem solving stance when dealing with conflict situations.

The study findings present a case for a paradigm shift from the traditional, control oriented behaviors and styles of handling conflict in schools to the modern, collegial and solution oriented strategies. Head teachers are challenged to manage conflicts using strategies, which induce teachers to gain a sense of being valued as

genuine stakeholders in the school system. From the findings it is imperative that schools may benefit most when individual and group differences are managed through collaborative and integrative problem solving approaches that ensure mutually beneficial outcomes.

Suggestions made for further studies are that the study be replicated in other areas to allow comparison of such results and also to widen the scope by including private primary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Globally, school conflict can be tragic. Tragedy at Virginia school caused loss of lives for many (Fieldman, 2009). According to the World Bank report (2008) the created school management councils (SMC's) in South Africa, Zambia and Kenya indicates that conflict appears as an unpleasant fact. This shows that head teachers need to be equipped with skills to manage conflict related matters so as to boost job satisfaction among teachers.

Job satisfaction refers to those things that are considered pleasant by teachers in relation to their work in the schools; these are, willingness to take extra duties, teaching of remedial lessons, preparing professional documents, teamwork and assisting pupils. Herzberg (as quoted in Okumbe 1999) suggested achievement, recognition, the work itself, responsibility and growth as characteristics of job satisfaction. According to Hellriegel and Slocum (2000) conflict arises whenever the perceived interests of an individual or a group clash with those of another individual or group, in such a way that strong emotions are aroused and compromise is not considered an option. Conflict when managed effectively can contribute to organizational effectiveness, but when mishandled can give rise to counter- productive behavior in which both sides lose (Cole 1999).

Conflict is an expressed struggle between two interdependent parties who perceive themselves as having incompatible goals, views resources as being

scarce and regard each other as interfering with the achievements of their own goals; a controversy or disagreement, coming into opposition with another individual hence influencing their job performance (Cetin and Hacifazlioglu 2004). Relation conflict involves personal issues such as dislike among group members and feelings such as annoyance, frustration and irritation. Teachers disagree about task and hence are unable to effectively perform their work and this affect their job satisfaction in the school assigned task or duties (Burke, 2001).

Job satisfaction constitutes one dimension that has received considerable attention for the purposes of understanding the individual worker and his/her working environment (Wofford, 1971). It is then notable that when employees are highly satisfied, the production in the organization will always increase. Job satisfaction is said to result when the sum total of the various job facets give rise to feelings of satisfaction; and when the sum total gives rise to feelings of dissatisfaction, job dissatisfaction results. Improving any one of the facets leads to the direction of job satisfaction and eliminating any one of them leads to job dissatisfaction (Mutie, 1993). It is therefore evident that improvement of job satisfaction among workers in any organization is a linchpin of productivity.

The productivity in any organization is a function of how well employees perform their various tasks. This productivity is very much dependent upon other factors, conflict management. The individual performance is a function of the ability and the willingness of the worker to perform the job (Ngumi, 2003). This willingness is highly dependent on job satisfaction, and a considerable body of research has linked job satisfaction to job performance.

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Work performance directed by the head teachers to teachers through reward, supervision, discipline and performance review and students work involve the use of conflict handling styles. Therefore, learning to manage conflict is integral to a high-performance team in schools. Although very few people go looking for conflict, more often than not, conflict results because of miscommunication between people with regard to their needs, ideas, beliefs, goals, or values (Deutsch, 2002).

Organizational change and control may be viewed from a conflict perspective. In attempts to explain the nature or dynamics of a particular organizational phenomenon such as a school, conflict may be incorporated as a causal factor. A great question confronting schools is concerned with the issue on how the skills of head teachers can be enriched so as to make it possible for them to act with greater proficiency when their contributions are from dealing with and through people especially their teachers. One way of looking into this issue is from the conflict perspectives (Kolb and Putnam, 2003). The attention to interpersonal relationships is due to beliefs that sound superior-subordinate in this case head teacher and teachers' relationships are important and consistent with humanistic and cooperative work environment sought by contemporary managers. It is also believed that positive interpersonal relationship at workplace such as the schools able to increase teachers' satisfaction with the head teachers supervision and teachers with high levels of satisfaction are more likely to be committed to the organization which is the school (Brown and Peterson, 2004).

Conflict management involves acquiring skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for management of conflict in an environment. A head teacher is therefore required to have the conflict management styles. It is worthwhile for the head teacher to be aware of the existence of multiple sources of conflict in work situations that is the school and how it promotes teachers job satisfaction.

Indicators of job satisfaction are; recognition, work itself, growth, job achievement, responsibility and co-workers, since dissatisfaction itself could lead to many school organizational dysfunctions such as decline in job performances, dissatisfaction, absenteeism, high turnover, and job stress (Churchill, Ford and Walker, 2001). However, according to Okumbe (2001) absenteeism may be manifestation of low job motivation and reduced job satisfaction caused by poor management practices.

Cognitive conflict one person or group holds ideas or opinions that are inconsistent with those of others (Okumbe, 2001) for example a school head teacher may hold ideas or beliefs that signing in when a teacher arrives at school and signing out when a teacher leaves school may generate good performance on the teachers part, while teachers' different opinion may result to cognitive conflict. According to DiPaola and Hoy (2001) conflict can have both positive and negative consequences on job satisfaction. Affective conflict centers on emotional conflict while cognitive conflict centers on the completion of a task.

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Amason (1996) points out that since there are structural flaws such as delegation of sufficient authority, holding one individual accountable to more than one boss and the confusion of roles in a school setting can cause conflicts in the players (Aliyu, 2003). According to Hellriegel and Slocum (2000) conflict arises when the superior attempt to control subordinates and subordinates tend to resist. Employees may resist because they believe that the control is an infringement on their personal freedom especially when reporting to different authorities in the school (Mathias, 2007).

Obliging style is a strategy to induce cooperation by the other or submission to the wishes of the other. For example, a head teacher may indicate willingness to meet the needs of other teachers at the expense of the administrative position and needs by giving in (Butteriss, 2009). In integration style, the head teacher focuses both on their needs and those of the teachers especially when the two sets of concern are too important (Okumbe, 2001).

Head teacher use avoidance style to minimize the possibility of escalating conflict. However, avoiding an issue is often frustrating to the teacher (Hellriegel and Slocum, 2000). Domination / competition style is commonly used by head teachers in school because of their position or rank. For example, the head teacher forces a teacher to teach a subject in lower primary classes.

According to the DEO Gilgil (2011) there has been conflict situation in public primary schools in Gilgil District. For example in 2009, 6 teachers disagreed with their head teachers on the issue of remedial lessons. In 2010, 5 teachers from a school differed with the head teacher for being forced to attend remedial

lessons before and after working hours. According to the statistics at the DEOs office on average 3 teachers a month disagree with their head teachers on different issues. This is due to conflict management styles employed by the head teachers and failure to resolve the conflicts.

Further information, revealed that teachers in public primary schools get into conflict due to; head teachers favoring some. Some head teachers deploy very competent teachers to teach in lower primary classes which affect their job satisfaction. Head teachers have introduced signing attendance book and assigns teachers subjects which they are not competent to teach creates conflicts.

For a leadership style to be effective, it is imperative to share control values (Hargreaves, 2003). Obliging style reflects a cooperative orientation and lack of assertiveness concerning one's own outcomes (Hellriegel and Slocum, 2000). An integration style is reflected in behavior that is both cooperative and assertive and represents a desire to maximize the joint outcomes of the two parties and people using this style are perceived as dynamic and evaluated favorably by others. Compromising style is reflected in behavior that is intermediate in both assertiveness and cooperation, while competition style represents people who tend to take a firm stand on an issue. People who take this style usually operate from the position of power depending on their administrative placement in the institution such as rank, expertise or the persuasive ability. According to Oetzel and Toomey (2006) avoiding style tends to evade conflict and hence the style is weak and ineffective in most scenarios and results to a number of negative consequences.

School heads are the primary builders of consensus and collaboration in their schools. Teachers under their supervision encounter conflict in their efforts to educate children (Cornille, Pestle, and Vanwy 1999). While conflict can be negative and destructive, it can also result in positive changes within an organization (Putnam, 2003). Researchers have identified the knowledge base and skills necessary for the development of successful school leaders. Conflict management is among those skills (Wilmore, 2003).

Individual employee job satisfaction is the result of the interaction of psychological perception of work. Ubom, & Joshua, (2004) points out that when individuals adopt a cooperative type of conflict management style, they can consider the views of others, and to fully exercise their right to speak, and therefore easier to obtain psychological satisfaction.

To compromise behavior of employees they can choose between self and others, such cooperation is appropriate to meet the individual's job satisfaction. Avoidance and obedience-based style of staff, the issue of holding the retreat in the work attitude in the course of their work does not embody its own contribution. Job satisfaction will also reduce the impact of personal satisfaction and tend to take a competitive conflict management behavior of employees in solving problems and is always argued that such behavior will lead to resentment of others, resulting in more emotional friction, is not conducive to unity and human relations training staff.

1.2 Statement of the problem

Public primary schools in Kenya are institutions which are managed by head teachers. There is a bureaucratic structure put in place to coordinate the various activities in the school for it to run smoothly. The government has made effort to resolve conflicts through seminars or workshops conducted by MoE and TSC officials at Zonal and school level for both teachers and head teachers. A code of conduct and regulations for teachers and a code of ethics are also in place. In the year 2010, a seminar was conducted covering the need to use human relations to reduce conflicts.

Despite of the measures put in place; conflicting situations in schools cannot be missed. Failure to resolve conflict affects performance of duty by teachers and in most cases may result to poor working relationships among players in the school. There is need for enriching head teachers with relevant skills and knowledge to enable them handle conflicts promptly and appropriately. If the issue of conflict management in public primary schools is not treated with the seriousness it deserves, teachers' work performance can adversely be affected.

Gilgil District primary schools experience conflict situations brought by various reasons which include unfair allocation of tasks, lack of proper communication and personal differences. These are some of the main causes of conflicts that have been reported by teachers to the Gilgil District education office. The conflicts results to job dissatisfaction among teachers.

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1.3 Purpose of the study

The purpose of the study was to investigate the influence of head teachers' conflict management styles on teachers' job satisfaction in public primary schools in Gilgil District, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives

i.   Examine how integration conflict management style used by headteachers influence teacher's willingness in taking up extra duties in public primary schools in Gilgil District.

ii.   Establish how use of obliging/accommodation conflict management style by headteachers affect teachers' on preparation of professional records in public primary schools in Gilgil District.

iii. Determine the extent to which domination/competition conflict management style used by headteachers affect teachers' on remedial teaching in primary schools in Gilgil District.

iv.   Determine the extent to which the use of avoidance style of managing conflict by headteachers affect teachers' teamwork in public primary schools in Gilgil district.

v.   Assess how the use of compromising conflict management style affect teachers' in assisting pupils in the preparation for examination in public primary schools in Gilgil District.

vi. To find out the influence of headteachers' conflict management style affect teachers' job satisfaction in public primary schools in Gilgil District.

1.5 Research questions

The research questions that guided the study are:

i. In what way does integration conflict management style affect teachers' willingness in taking up extra duties in public primary school in Gilgil District?

ii. To what extent does obliging/accommodation conflict management style influences teachers' in preparation of professional records in public primary schools in Gilgil District?

iii. How does domination/competition conflict management style affect teachers' in teaching remedial lessons when requested in public primary schools in Gilgil District?

iv. What is the effect of avoidance style in conflict management affect teachers' teamwork in primary schools in Gilgil District?

v. In what ways does use of compromising by head teachers in managing conflicts among the teachers affect in assisting pupils in preparation of examination in public primary schools in Gilgil District?

vi. To what extent do headteachers'conflict management styles influence teachers' job satisfaction in Gilgil District.

1.6 Significance of the study

The findings of this study may be of importance to the school head teachers by using identified conflict management styles to enhance good relationships in schools. The findings from the study may assist educationist, policy makers and education administrators in developing effective strategies of resolving conflicts in educational institutions. The findings may also be used by KESI when identifying the needs to train teachers in conflict management. The results of the study may also form a basis for further research in conflict management.

1.7 Limitations of the study

The study was limited by some factors, which influenced the results. For instance, the study relied on teachers and head teachers to provide information on conflict management techniques used in primary schools. The respondents may not have been open when answering the questions or may not have answered all questions objectively using the questionnaire. Henceforth, the researcher utilized other techniques including probing for more information and reviewing school records in order to fill the gaps from the respondents.

1.8 Delimitations of the study

In this study the head teachers and teachers formed the respondents of the research. These are the groups that are involved in the day to day activities in schools where conflict may arise. The study was conducted in one

administrative district hence the findings may be generalized to other areas with caution. It was not possible to cover the opinions of all teachers because reaching them would have required considerable time, resources and other logistics, therefore a sample was used.

1.9 Assumptions of the study

The study was based on the following assumptions

i.   That headteachers' and teachers are honest in their responses.

ii. That head teachers are trained in different conflict management styles.

iii. That all schools in Gilgil district experience various forms of conflicts despite of a code of conduct on teachers' regulation and code of ethics in each school.

iv. That effective management of conflict leads to teachers' job satisfaction.

1.10 Definition of significant terms of the study

Conflict refers to disagreement/Contradiction or incompatibility based on differing views and opinions.

Conflict management style refers to handling conflict effectively, problem solving through wise decision making from possible solutions or alternatives. It is a process of resolving conflict

Interpersonal conflict is disagreement that involves two parties rather than one individual.

Job Dissatisfaction refers to the factors that teachers will claim to give them unpleasant feelings in their job. Whatever makes teachers uncomfortable in their teaching careers can be said to give them dissatisfaction.

Job satisfaction refers to all those things that are considered pleasant by teachers in relation to their work (job) in the schools where they work as teachers.

Teacher satisfaction refers to a feeling of great engagement at work place

1.11 Organization of the study

The study is organized into five chapters. Chapter one contains details of the background of the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations, assumptions and significant terms. Chapter two consists of the literature review, theoretical framework, the conceptual framework and summary of the literature review. Chapter three present the research methodology under the research design, target population, sample size, research instruments, validity and reliability of the research instruments and data collection procedures. Chapter four focuses on data analysis, presentation and interpretation of the findings. Finally, chapter five provide the summary, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains review of related literature to the study under the following sub headings: types of conflicts, stages of conflict episode, conflict management styles, conflict management style and teachers' job satisfaction, theoretical and conceptual framework for the study

2.2 Types of conflicts in organizations

Organizational life conflict is the most common social phenomenon. Interpersonal conflict affects teachers work and important factor in interpersonal relationships. Interpersonal friction, strife between the departments and even the organization itself is a confrontation, threat to the enterprise and will development. The modern enterprise to promote people-centered thinking, how to handle staff between interpersonal conflict, and maintain good human relations, long-term development is especially important. If the work generated in the process, there is too much conflict, will certainly affect the employee's work status and relationships, thereby affecting their job performance and satisfaction (Hellriegel and Slocum, 2000).

Various scholars have written about conflict in organizations. Hellriegel and Slocum (2000) indicates goal conflict occurs when desired end-states or preferred outcomes appear to be incompatible. According to Okumbe (2001) goal conflict occurs when a person or group desires a different outcome

including job satisfaction of workers. In cognitive conflict one person or group holds ideas or opinions that are inconsistent with those of others. According to Amason (1996) cognitive conflict centers on the completion of task and often highlights important problems an institution needs to fix. Cognitive conflict enhances job satisfaction.

Hellreigel and Slocum (2000) indicates affective conflict occurs when one group's emotions, feeling or attitudes are incompatible with those of others, people literally become "mad" at each other. Affective conflict is the type that centers on emotional and it can be very destructive to an institution if unresolved. This can have an effect on the satisfaction of workers (Amason, 1996).

Despite of the above recognitions, two types of conflicts are predominantly studied in organizations, Rahim (2001) sighted that both affective and substantive conflicts exist. Affective conflict refers to conflict in interpersonal relations and occurs when one group's emotions, feelings or attitudes are incompatible to those of others, while substantive conflict is conflict involving the group's task. Task–focused conflicts have been perceived as different relationship conflicts by employees experiencing the conflict. Pinkley (1990) states that conflict have different effects on group and organizational outcomes. Since most attributions are personal rather than situational, task conflict are often perceived as personal attacks. While previous research has identified task and relationship conflict, theory on the interplay between the two is lacking. Every conflict contains a substantive message and often results in interpersonal exchange relaying information about the relationship (Folger and Poole, 1984).

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For example if a teacher cannot agree on task issues with head teacher, they may begin to dislike each other and attribute this task-related conflict to personality issue.

According to Thomas and Kilmann (1992) conflict attributed by emotional frames has feeling such as jealousy, hatred, anger and frustration; therefore, teachers in their emotional state will tend to work less effectively. These variables have an effect on teachers' job satisfaction. Empirical research shows a negative association between relationship conflict, productivity and job satisfaction in groups (Gladsten, 1984) hence relationship conflicts will often decrease the goodwill and mutual understanding and hinders the total completion of the institutions' task due to job dissatisfaction.

Behavioural conflict occurs when one group or person does something, which is unacceptable to others (Okumbe, 2001) for instance in the year 2002, tragedy at Virginia Tech. University caused massacre resulting to loss of lives of many students since their satisfaction was not met. The institutional heads need to be in the forefront in ensuring the facilities are well equipped with required measures to handle conflict related matters (Feldman, 2009).

2.3. Stages of conflict episode

Since conflict is inevitable in schools, we should realize that it is an important influence on behaviour. Pondy (1967) developed a systematic model of five-stage conflict episode as presented in figure 2.1

Figure 2.1: The dynamics of a conflict episode

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                    ┌──────────────────────────────────────┐
                    │  Aftermath of preceding conflict episode │
                    └──────────────────────────────────────┘
                                     │
                                     ▼
                          ┌─────────────────┐        ┌──────────────────┐
                          │  Latent conflict │◄───────│  Environment     │
                          └─────────────────┘        │  effects         │
                             │         │             └──────────────────┘
┌──────────────────┐         ▼         ▼
│  Organizational  │   ┌────────────┐  ┌──────────────┐   ┌──────────────────┐
│  and Extra       │──►│ Felt       │◄─│ Perceived    │◄──│ Suppression and  │
│  Organizational  │   │ conflict   │  │ conflict     │   │ attention-focus  │
│  tensions        │   └────────────┘─►└──────────────┘   │ mechanisms       │
└──────────────────┘         │              │             └──────────────────┘
                             ▼              ▼
                          ┌──────────────┐        ┌──────────────────┐
                          │ Manifest     │◄───────│ Availability of  │
                          │ conflict     │        │ Conflict resolution│
                          └──────────────┘        │ mechanisms       │
                                 │                └──────────────────┘
┌──────────────────┐            ▼
│ Strategic        │     ┌──────────────┐
│ considerations   │────►│ Conflict     │
└──────────────────┘     │ aftermath    │
                         └──────────────┘
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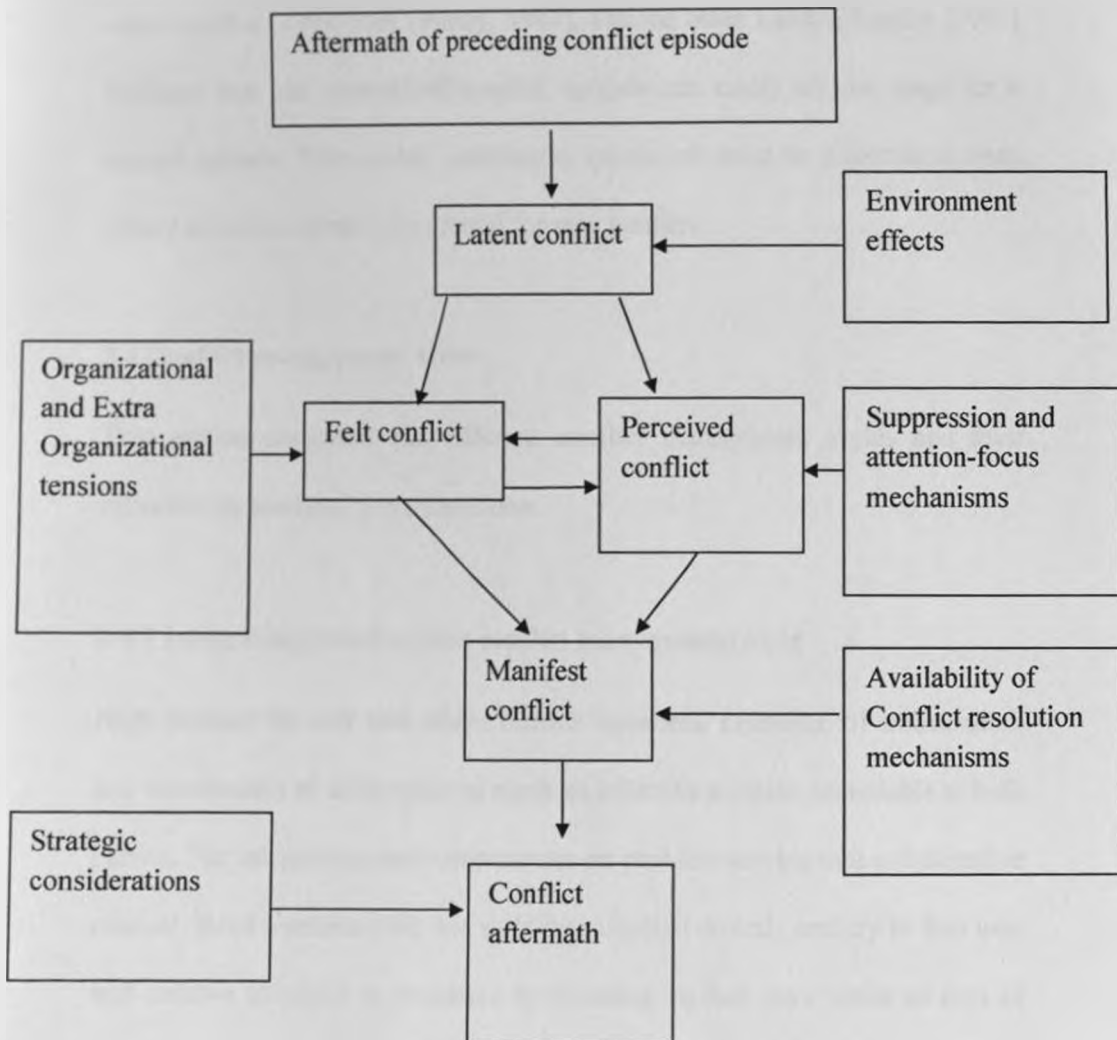
Figure 2.1 illustrates that latent conflict there is potential for conflict to rise due to environmental effects. Perceived conflict begins when individual or group becomes aware that its goals are being thwarted by another party while felt conflict people develop negative feelings about each other and argue for their points of view and their disagreement blows out of proportion. Manifest conflict, one party decides how to react or deal with the party that sees as

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source of conflict and both parties try to hurt each other. Conflict aftermath is when conflict is resolved (Pondy, 1967). On the other hand, Okumbe (2001) indicates that one unresolved conflict episode can easily set the stage for a second episode. Thus quick, satisfactory resolution must be undertaken since failure to do this creates the ground for new conflict.

2.4 Conflict management styles

This section discusses the different conflict management styles and their influence on teachers' job satisfaction.

2.4.1 Integrating/collaboration conflict management style

High concern for self and others reflects openness, exchange of information, and examination of differences to reach an effective solution acceptable to both parties. The integrating style concentrates on problem solving in a collaborative manner. Head teachers with this style face conflict directly and try to find new and creative solutions to problems by focusing on their own needs as well as the needs of teachers. Lawrence and Lorsch (1998) found the problem-solving (integrating) style to be more effective than other styles for attaining integration of the activities of different subsystems.

When the issues are complex, this style is suitable in utilizing the skills and information possessed by both the head teachers and teachers parties to formulate solutions and successful implementations. Thus, the integrating style is believed to be both effective and appropriate in managing conflicts and,

therefore, is perceived as highly competent. The integrating style is competent because it provides each disputant with access to the other person's perceptions or incompatible goals, thereby enabling them to find solution that integrates the goals and needs of both parties (Tutzauer and Roloff, 1988).

According to Okumbe (2001) integrating or collaborating style is when one finds that one is wrong and thus allows a better position to be heard. Thomas and Kilmann (1992) assert that collaborative leaders are willing to meet needs of others at the expense of personal needs. The leader in such case is not assertive but cooperative. The style is more efficient when the issue is more important to one party or person in comparison to those involved. Finding the harmony is in most cases more important than a win. However, Olembo, Wanga and Karagu (1992) point out that headteachers should allocate the teaching load fairly to each member of staff according to their qualification and areas of specialization. The researcher concurs with this study as teachers willingness in taking up extra duties is greatly influenced by integration style employed by headteachers'.

2.4.2 Obliging conflict management style

According to Brake and Mouton (2000) low concern for self and high concern for others style is associated with attempting to play down the differences and emphasizing commonalities to satisfy the concern of the other party. Obliging is associated with accommodating behaviors that include putting aside one's own needs to please the partner, passively accepting the decisions the partner makes, making yielding or conceding statements, denying or failing to express

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one's needs, and explicitly expressing harmony and cooperation in a conflict episode.

Blake and Mouton (2000) indicate that these types of conflict strategies are indirect and cooperative and can be used as a strategy when a party is willing to give up something with the hope of getting something in exchange from the other party when needed. This is where the leader tries to meet the needs of all those who are involved in the conflict. It is best suited for a conflict that existed previously or for an important situation. Okumbe (2001) asserts that collaborating is when the two sets of concerns are too important to be compromised.

Accommodating style as Thomas and Kilmann (1992) indicated that where everyone involved in the conflict is expected to compromise or relinquish something, where the solution at least partially satisfies everyone. This is of particular concern in situation where the head teacher and teachers in the institution are ready to accept compromise and resolve conflict by changing their behaviours.

2.4.3 Dominating conflict management style

High concern for self and low concern for others style has been identified with win-loses orientation or with forcing behavior to win one's position. The dominating style relies on the use of position power, aggression, verbal dominance, and perseverance. This style is direct and uncooperative (Blake and Mouton, 2000).

Within interpersonal context, the dominating (competing/distributive) style has been found to be associated with low levels of effectiveness and appropriateness. However, Papa and Canary (1995) suggested that the dominating style might be somewhat effective in organizational contexts when there are production-related goals. In this case, an individual might use power strategies and aggression to effectively accomplish a goal, even though these strategies may be seen as inappropriate at a relational level.

Spitzberg, Canary and Cupach (1994) term dominating style as the maximizing response to conflict, because it maximizes the importance of one's own needs at the expense of the other individual's needs. Therefore, the dominating style may be seen as effective but not appropriate. However, this study perceives that expert power has great influence towards job satisfaction (Nyongesa, 2007)

2.4.4 Avoiding conflict management style

Okumbe (2001) indicates that low concern for self and others style has been associated with withdrawal, buck-passing, or sidestepping situations. An avoiding person fails to satisfy his or her own concern as well as the concern of the other party. This style is useful when the issues are trivial or when the potential dysfunctional effect of confronting the other party outweighs the benefits of the resolution of conflict.

Avoiding style is where the leader may tend to evade the conflict entirely by implementing controversial decisions or accepting defaults to preserve people's feelings. The controversy may be trivial or impossible to solve or another

person within the institution is in a better position to solve it (Thomas and Kilmann, 1992). According to Oetzel and Toomey (2006) the style is however weak and ineffective in most scenarios. They further point out that there is strong theoretical support for the idea that avoidance has negative effects in most situations. Avoiding style can be appropriate when victory is impossible, when controversy is trivial, or when someone else is in a better position to solve the problem.

According to Nyongesa (2007) team work is a cooperative effort such as team-teaching in a school. It is the coming and working together of people of different backgrounds, experiences and specialization. However, this study perceives that team effort enhances school management and contributes towards teachers' personal growth and development and therefore the headteacher should as much as possible not evade conflict.

2.4.5 Compromising conflict management style

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

Mathias (2007) pointed out that compromising style is reflected in behaviour that is intermediate in both assertiveness and cooperation. This technique is based on process of give-and-take and may involve negotiation. According to Newstrom and Davis (2002) compromising is effective in dealing with interpersonal conflict when it benefits both parties. Hellriegel and Slocum (2000) viewed compromise as a means of achieving moderate, but only partial, satisfaction for each party. Okumbe (2001) indicated that compromise is applied when goals are important but not worth the effort or potential disruption of more assertive modes.

Despite attempts to counteract conflicts along the line suggested in the study the headteachers' role carries with it a lot of input. The nature of their job requires that they interact with teachers who in turn see them as solution givers to their various problems

2.5 Conflict management style and teachers' job satisfaction

Head teachers conflict management style is instrumental towards teachers' job satisfaction. Satisfaction with supervision has received extensive attention in organizational research. Work satisfaction is an important workplace construct and one that is of concern for effective management. Thus, numerous research findings suggest that conflict management style is related to various aspects of employee satisfaction are of interest and represent an important extension to the job satisfaction literature. These findings imply that satisfaction with head teachers' supervision is one of the most important attitudinal issues in the school that head teachers face. Thus, the relevance of teachers' satisfaction

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with head teachers' supervision in a school study needs no further explanation (Feldman, 2009).

It is a collection of feelings or affective responses of the organizational members which are associated with the job situation within the organization. Smith, Kendall, and Hulin (2002) in their well documented measure, the Cornell JDI (Cornell Job Descriptive Index) described five areas of satisfaction: the work itself, the supervision, the co-workers, the pay, and the opportunities for promotion on the job. Since the theme of the present study is on the superior-subordinate relationships, the job-facet satisfaction that is most relevant to our study is the satisfaction with supervision.

Furthermore, a teacher with higher levels of satisfaction with head teachers' supervision demonstrates decreased propensity to look for other job and decrease propensity to leave teaching. Turnover is a major issue for many organizations (Smith, et al 2002) It is a problem of considerable importance because of the costs associated with hiring and training new personnel, as well as the costs associated with not having that individual contributing his/her work efforts toward organizational goals.

The conflict management styles which a school head teachers uses in a school in supervising their teachers can have a broad impact on the teachers' attitude towards work, and the kind of relationships they have with the head teachers. The amount of supervision and direction given to the teachers will increase their satisfaction with supervision. Conversely, many studies recorded that

supervision to the extent that the school head teachers exercises dominating and avoiding is found to have a negative impact on the teachers' satisfaction (Su-Mei Lin, 2003; Nurmi and Darling, 2007).

The other aspect of supervising style is the quality and frequency of communication between the head teacher and their teachers. This includes the head teachers ability to communicate effectively his/her demands and expectations, school policies and procedures especially those concerning evaluation and compensation, informing of the teachers performance as well as verbal and non-verbal rewards. Clearly, from human relations perspectives, supervisory satisfaction is related to the personality traits of the head teacher such as his/her temperament, openness, industriousness, pleasantness. The positive side of all of these traits can enhance satisfaction. Related to the personal resourcefulness, supervisory satisfaction is also dependent on the head teachers distinguishing qualities and abilities such as intelligence and knowledge (Nyongesa, 2007).

According to organizational conflict researchers Burke (2001), Lawrence and Lorsch (1967) generally assert that head teacher who exhibits integrating, compromising, and obliging styles are more prone to foster a cordial dyadic relationships among head teacher and teachers. These styles are related to an effective conflict management. Several studies on the integrating, compromising, and obliging styles of handling conflict show consistent results in satisfaction with supervision (Tutzauer and Roloff, 2005). Likewise, other studies recorded that superior uses dominating and avoiding is linked to negative effect on subordinates' satisfaction. Thus, it can be hypothesized that

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head teachers integrating, obliging, and compromising styles have direct and positive effect on the teachers' satisfaction with the head teachers' supervision. Head teachers dominating, and avoiding styles have negative effect on the teachers' satisfaction with supervision.

Various scholars have researched on a wide range of tactics for managing conflicts in organizations. In relation to the writing of Feldman (2009) it is necessary to have mechanisms, information and strategies of handling conflicts in schools. Hellriegel and Slocum (2000) clearly shows some of the major approaches for managing conflicts as structural and confrontation approaches assume that conflicts is already present and requires management. However, they differ in that the structural approaches tend to minimize the direct expression of conflict by separating the parties, while the confrontation approaches try to surface the conflict by bringing the parties together. The unresolved conflict, which is the problem, tends to build up hence, conflict should be determined at its appropriate stage before it blows out of proportion.

According to Newstrom and Davis (2002) cooperative problem solving goes through diagnosis, initiation, active listening and problem solving. The final step involves clarifying, listing of possible solutions, decision on best solution, plan implementation of solution, plan evaluation of solution; this creates respect, satisfaction, parties feel enriched rather than belittled and a win-win settlement. Feldman (2009) points out that solving a problem within a school setting entails sensitivity analysis.

Nyongesa (2007) observes that headteachers' administrative leadership should harness positive relationship among teachers. If it is not effective some teachers are likely to have conflicts among themselves. Such conflict may be brought about by a difference in opinions regarding school activities. For instance some teachers may feel that since they are not directly involved in remedial teaching activity and assisting pupils in preparation of examination they should not be in school at that time. It is imperative for headteachers' to involve teachers in decision making since it boost their motivation. Nevertheless, the researcher perceives that today respect is an inevitable aspect of leadership especially in conflict management. Headteachers' ought to respond to opinion of other teachers' respectably owing to the thought that differences of opinion are an eminent sign of progress. Good conflict management style avail chances of interactive participation of all teachers in the school regardless of their status, age, gender and experience.

2.6 Summary of literature review

The literature review has focused on conflicts management styles and teachers' job satisfaction in primary school in Gilgil district. It also focused on types of conflict in schools, stages of conflict episodes. This section has also looked on the extent to which researchers have come up with styles of managing conflict in schools. Such findings may help in achieving teachers' job satisfaction and reduce conflicts in primary schools. However, the researcher realized that one

conflict management style cannot be used alone but a combination of two or three styles is imperative in ensuring that conflicts are well managed.

2.7 Theoretical framework

The study employed Herzberg Two-Factor theory (as quoted by Okumbe 1999). The theory is heavily based on need fulfillment because of interest in how best to satisfy workers. The several studies carried out to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The study therefore embarks on this theory to establish that the factors that lead to job satisfaction are separate and distinct and are not the same factors that lead to job dissatisfaction. The theory is relevant since job satisfaction and dissatisfaction are independent and referred to as environmental factors that cause workers to be dissatisfied as Hygiene Factors.

Both hygiene factors and motivators are important but in different ways. Applying these concepts to the study the way the head teachers in a school manages conflicts either increases or decreases teacher motivation and capabilities, these should be the core processes upon which efforts to make schools more effective is focused. In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Teachers will have high job satisfaction if the head teachers are able to employ effective conflict management styles

2.8 Conceptual framework

The conceptual framework of this study in figure 2.2 focuses on the relationship between the conflict management styles used by the head teachers and how they influence teachers 'job satisfaction

Figure 2.2: Relationship between conflict management styles and teachers' job satisfaction
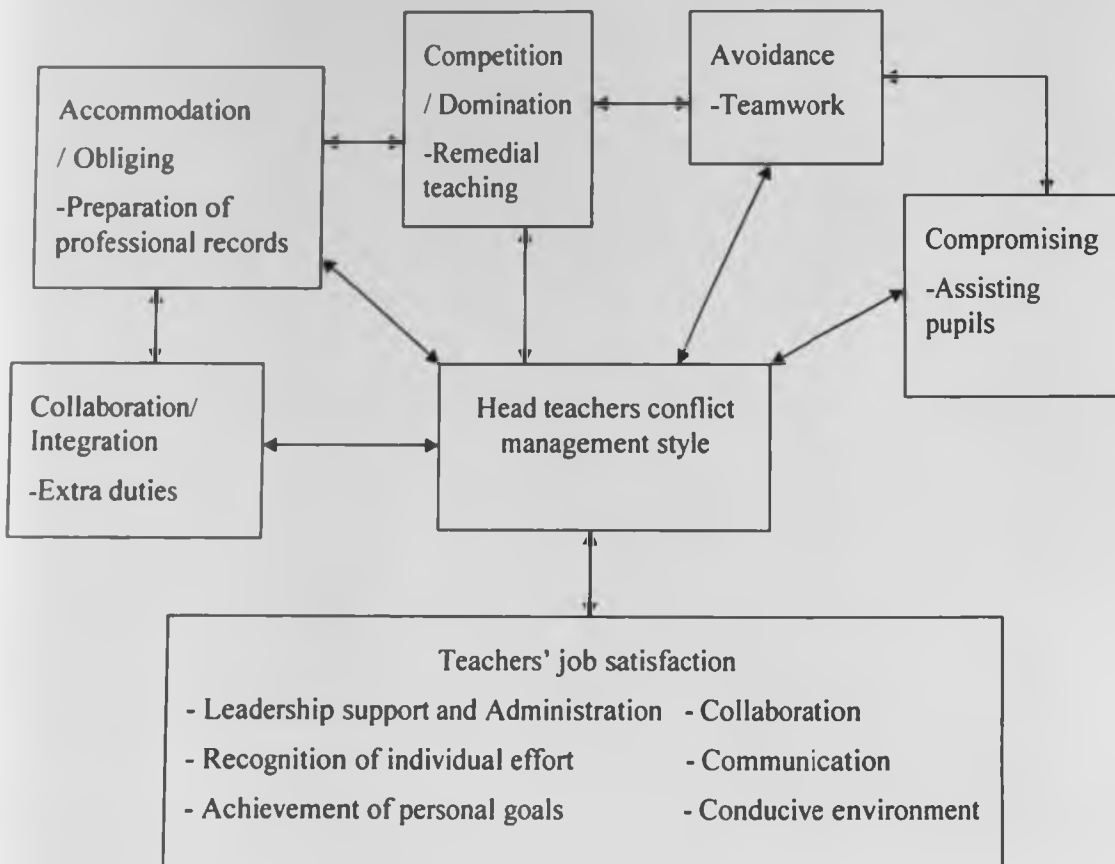
The conceptual framework is based on the input process and output. The frame work shows that different types of conflict management styles employed by the head teachers (independent variables). These styles come to play during the

headteachers management styles in the schools. These ultimately will
eventually have an effect on the teachers' job satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the instruments as well as data collection procedures and data analysis techniques used during the study.

3.2 Research design

This study adopted a survey research design. Mugenda and Mugenda (2003) define surveys as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. They further assert that information collected through survey may be used for various purposes, for example to evaluate product acceptance and use. This study establishes and analyse the current management styles used by head teachers in public primary schools and how they affect teacher's job satisfaction. From the nature of information that this study sought to gather a survey approach was most appropriate.

3.3 Target population

There are 56 public primary schools in the district. The study targeted all the 56 head teachers and the 555 teachers in the district (DEO's office Gilgil district, 2011).

3.4 Sample size and sampling techniques

Sampling is a process of selecting few cases in order to provide information that can be used to make judgment about a much larger number of cases (Best, 1998). An ideal sample should be large enough to serve as adequate representation of the population about which the researcher wishes to generalize, and small enough to be economically viable. Mugenda and Mugenda (2003) suggest that a sample of 50% of the population is adequate.

Table 1: Sampling of primary schools

Zones	Population	Sample size	Percentage
Mbaruk	21	10	37.5
Elementaita	20	10	35.7
Karunga	15	8	26.8
Total	**56**	**28**	**100.0**

In each sample school, there are eight classes as per the primary school level of the education system that were chosen included in the survey, using simple random sampling.

The estimated average number of teachers in a school is 15 teachers, therefore the expected sample size per school was N = 8 (8 classes X 1 class teacher per class) the total expected sample size was n= 224 teachers (28 school X 8 teachers per school). All the head teachers were purposively sampled to be part of the sample.

Table 2: Sampling of the target population in primary schools

Category	Population	Sample size
Headteachers	56	28
Class teachers	555	224
Total	611	252

3.5 Research instruments

Questionnaires were suitable for this study because of quick data collection and also they handle large data, uphold confidentiality since the respondents did not write their names anywhere (Orodho, 2003). There were separate questionnaires for head teachers and teachers. The questionnaires had two sections. Section one was used to solicit the demographic information of the respondents while section two consisted of two parts that sought information of conflict management styles used by the head teachers.

3.5.1 Instrument validity

Validity is the ability of an instrument to produce findings that are in agreement with theoretical or conceptual (Mugenda and Mugenda 2003). An instrument will be said to be valid if it produces accurate results and measures what is supposed to be measured. To determine validity, a pilot study was conducted in three schools which were not included in the main study. The pilot schools were selected randomly from the District. Pre-testing of the instrument was done in order to identify possible problems during the main study, check on the accuracy of the instrument and appropriateness of the language. To enhance

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validity of the instruments, judgment was sought from supervisors. Based on the feedback from the three pilot schools, the questionnaires were revised accordingly. The questionnaires were distributed among the headteachers and class teachers. The researcher assessed the concepts to ensure that the set of items accurately represented the concept understudy.

3.5.2 Instrument reliability

To establish reliability of the study, the researcher used split half method. This involves splitting the instrument into two halves; one half of even numbered items and the other of odd numbered items. The correlation coefficient scores of all the sets for each of the respondents was computed using the formula of Pearson product, moment correlation coefficient. (Kirk and Miller, 1986).

The split half – Technique co-efficient represent the degree to which two halves of the test are consistent in terms of its items. Computation was further done using the Spearman Brown's formula to obtain the full reliability of the instrument.

$$Re = \frac{2 \times \text{reliability of } 0.5 \text{ test}}{1 \times \text{reliability of } 0.5 \text{ test}} = \left(\frac{2r}{1 + r} \right)$$

Where:

Re = Reliability of the entire test

R = Reliability coefficient for half of the test

Responses of each question in the questionnaire were correlated with those of other questions in the questionnaire. The internal consistency was calculated and the reliability indexes were as follows:

A correlation co-efficiency of 0.7 deemed the instrument to be reliable for the study. Reliability index for headteachers' questionnaire was 0.7413

Reliability for teachers' questionnaire was 0.8951.Since the Alpha Coefficient ranges in value from 0 – 1. Then all the two questionnaires were considered reliable (Mugenda and Mugenda 2003).

3.6 Data collection procedures

The researcher sought authority from the National Council for Science and Technology, Ministry of Higher Education, Science and Technology before seeking clearance from the District Commissioner, Gilgil and the District Education Officer, Gilgil so as to embark on the study. The researcher made visits to the schools to meet the headteachers. The questionnaires were distributed together with a letter of introduction requesting the cooperation of the respondent in filling it. Research ethics was observed and respondents assured of confidentiality. According to Kombo and Tromp (2006) researchers whose respondents are people must consider the conduct of their research and give attention to the ethical issues that are associated with carrying out their research. The researcher was accompanied by the deputy headteacher while distributing questionnaires and assured the respondents' confidentiality of the information they gave.

3.7 Data analysis techniques

After the field work, the questionnaire were cross examined to determine their accuracy, completeness and uniformity and to identify spelling mistakes, wrong responses and those not responded to. After editing the data the researcher used tallying, coding scheme and code sheet in analyzing data collected during piloting of the research instrument. A computer was used to analyze the data of the main study using the Statistical Package of Social Sciences (SPSS). Data was presented in descriptive statistics. The results were tabulated in form of frequency distribution tables, frequencies, (f) percentages (%) and measures of variability to describe distribution of scores generated from the SPSS program.

This presented the data collected on the demographic details and the head teachers and teachers' responses on the management styles used by the head teachers and how they affect teachers' job satisfaction. Pearson product moment coefficient analysis was carried out to examine and explore relations between variables for conflict management strategies and teachers' job satisfaction as per the objectives. Descriptive statistics were used to answer the research questions and objectives in relation to the topic and objectives.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter covers the analysis of the data which was collected in 28 schools. The analysis aimed at addressing the purpose of the study, which was the influence of headteachers conflict management styles on teachers' job satisfaction in public primary schools in Gilgil District, Rift Valley Province, Kenya. Job satisfaction in relation to various independent variables mentioned in chapter one is presented and discussed.

4.2 Questionnaire return rate

The headteachers' questionnaires administered were 28 and the researcher managed to collect a total of 22 making a return rate of 79%. The teachers' questionnaires were also administered and the number collected back was 184 out of 224. This was 82% return rate. The average return rate was therefore 81%. Generally, the return rate was considered excellent.

4.3 Demographic information derived from the headteachers and teachers

The data sought to provide background information on headteachers and teachers. This included gender, age, academic qualification, teaching and administrative experiences.

4.3.1 Gender of the headteachers

A sample of 22 headteachers indicated their gender. This information is presented in Table 3.

Table 3: Gender of the headteachers

Gender	Frequency	Percentage
Male	19	86.4
Females	3	13.6
Total	**22**	**100.0**

The gender composition of headteachers was such that there were more male headteachers at 86.4% than females. This indicates that the girl child especially in Gilgil District is still disadvantaged in terms of leadership opportunities. This reveals that there is low intake of girl-child into secondary and tertiary institution.

4.3.2 Gender of teachers

A sample of 184 teachers from 28 schools was used in the study. The information is presented in Table 4.

Table 4: The gender of teachers

Gender	Frequency	Percentage
Male	79	42.9
Females	105	57.1
Total	184	100.0

The gender composition was such that there were more female teachers compared to male teachers at 57.1%. The high percentage of female teachers reveals that the girl child has received great position in terms of acquisition of knowledge.

4.3.3 The age of headteachers

The headteachers were asked to indicate their age bracket. The findings are presented in Table 5.

Table 5: Age distribution of headteachers

Age in Years	Frequency	Percentage
Below 25	-	-
25-35	-	-
36-45	10	45.5
Over 46 Years	12	54.5
Total	22	100.0

From Table 5, the majority of headteachers were in the age bracket of 46 years and above. This represented 54.5% of the sample. This may be explained by

the fact that experience is considered for promotion to post of headteacher. This also denotes that the headteacher have remained in the teaching profession and age corresponds to the experience he or she has had in teaching profession and administrative roles.

4.3.4 Age distribution of teachers

Teachers were asked to indicate their age bracket in one of the items in the questionnaire. Analysis of the findings is presented in Table 6.

Table 6: Age distribution of teachers

Age	Frequency	Percentage
below 25 years	13	7.1
26-35 years	32	17.4
36 - 45 years	93	50.5
Over 46 years	46	25.0
Total	**184**	**100.0**

There were more teachers between 36 and 45 years of age giving a 50.5% than in other age groups. Those below 25 years accounted for only 7.1 % of the sample. This reveals that most of the teachers were mature.

The caliber of teachers in many schools or school system forms an important input variable which can have tremendous impact on job satisfaction. Mature teachers are considered to have adequate experience and are able to cope with

conflicting situations within the schools and adapt to changes (Wamahiu and Mwina, 1995).

4.3.5 Headteachers' academic qualification

The headteachers' were asked to indicate their academic qualifications. The findings are shown in Table 7.

Table 7: Headteachers academic qualifications

Academic Qualification	Frequency	Percentage
M.E.D (Master of Education)	-	-
B.ED (Bachelor of Education)	1	4.5
Diploma	7	31.8
P1	14	63.6
Total	**22**	**100.0**

Majority of the headteachers' are P1 trained at 63.6% of the sample. While 31.8% represented headteachers with a diploma qualification. None of the headteachers in the sample had a master's degree in education while only one had a bachelor's degree in education.

Okumbe (1999) explains that academic qualification of the headteacher is important because the headteacher remains the administrator of the school. Without appropriate academic qualifications, the headteacher may not be in a position to carry out the administrative roles adequately.

A school headteacher with better academic qualification carries respect in the school as well as being a role model to staff members.

4.3.6 Academic qualification of teachers

The teachers indicated their academic qualifications. The findings are shown in Table 8.

Table 8: Academic qualification of teachers

Academic qualification	Frequency	Percentage
M.E.D (Master of Education)	-	-
B.ED (Bachelor of Education)	15	8.2
Diploma	21	11.4
P1	148	80.4
Total	**184**	**100.0**

Teachers finding showed that 80.4% of teachers are P I teachers while 11.4% Diploma. None of the teachers sampled had a masters' degree in education while 8.2% had a bachelors' degree in education. Teachers' qualification matter but their academic qualification is inevitable. Teachers tend to be most successful with higher qualification and this in turn motivates the teachers hence improved job satisfaction. This is evident as the teachers are able to take up extra duties and effectively assist pupils in preparation of examinations.

Okumbe (2001) indicates that employees regardless of their previous training and education must be given further training and development. This is because the competence of employees will never last forever. Additional training enables one to experience direct job satisfaction associated with a sense of achievement and knowledge that they are developing their inherent capabilities at work. In comparison of academic qualification of headteachers and teachers,

93.8% of teachers had a Bachelors degree in Education compared to 6.3% of headteachers. Teachers who had qualified with a diploma were 75% and 25% were headteachers. This denotes that there was existence of dissatisfaction among teachers who had higher qualification and were not given positions of leadership.

4.3.7 Headteachers' teaching experience

Headteachers were asked to indicate their teaching experiences after training which could be used to explain conflict management styles on teachers' job satisfaction in public primary schools. The information from the analysis is presented on Table 9.

Table 9: Headteachers teaching experience

Number of Years	Frequency	Percentage
0-5	-	-
6-10	-	-
10-20	6	27.3
Over 20 years	16	72.7
Total	**22**	**100.0**

Table 9 shows that most of the Headteachers were experienced, with most in the teaching profession for more than 20 years at 72.7%. This is an indication that they have enough knowledge and supervision skills obtained during the teaching experience and are at a better position to handle conflict issues. Nyongesa (2007) points out that a leader who excels in formal knowledge and experience is respected and accepted because of being knowledgeable and

experienced than his followers. This is important as he or she has influence to advice players within the school.

4.3.8 Teachers' teaching experience

The teachers indicated their teaching experiences. The findings are shown in Table 10.

Table 10: Teachers' teaching experience

Number of Years	Frequency	Percentage
0-3	5	2.7
4-6	18	9.8
7-10	34	18.5
Over 10 years	127	69.0
Total	184	100.0

Table 10 shows that most of the teachers were experienced, majority being in the profession for more than 10 years accounting to 69% while teachers who had 7 to 10 years represented 18.5% of the sample. This indicates that teachers are competent in their professional duties in Gilgil District. This is in line with the World Bank report (1987) that the number of years of experience of a teacher is most consistently positive and significant contributor to job satisfaction. Teachers with limited professional background may not be able to deal effectively with emerging and complex conflicts. This is mainly influenced by inability to adapt easily within the school climate and is only achieved after a few years in the teaching environment. This positively enables

the teachers to prepare professional records well, take up remedial classes and work in a team effectively.

4.3.9 Headteachers administrative experience

The headteachers were asked to indicate their administrative experience. The findings are presented in Table 11.

Table 11: Headteachers administrative experience

Number of Years	Frequency	Percentage
0-3	8	36.4
4-6	1	4.5
7-10	9	40.9
Over 10 years	4	18.2
Total	22	100.0

Table 11 indicates that a good number of headteachers 59.1% had administrative experience between the years of 7 to 10 and above. This is an indication that a good number of headteachers had enough experience in school administration and hence assumed that they are capable of handling conflict management issues.

4.4 Information derived from objectives of the study on conflict management styles

The data sought to provide information on objectives of the study about conflict management styles used by headteachers. The data is presented, interpreted and conclusions analysed as per the objectives of the research

4.4.1 Headteachers' integration style on teachers' readiness on taking extra duties

In order to find out the influence of integration style on teachers' readiness in taking extra duties assigned as in objective one, headteachers' indicated as illustrated in Table 12.

Table 12: Integration style on teachers' readiness on taking extra duties

Rate	Frequency	Percentage
Yes	20	90.9%
No	2	9.1%
Total	22	100.0

The findings showed that 90.9% of headteachers used integration style to influence teachers to take extra duties. This denotes that teachers were satisfied with the headteachers using integration style while assigning extra duties. The teachers were satisfied when participating in planning and executing the duties and hence less occurrence of conflict. This agrees with Thomas and Kilmann (1974) that integrative leaders are willing to meet needs of others.

4.4.2 The influence of headteachers accommodation style on preparation of professional records by teachers

To find out how accommodation style was used by headteachers to influence teachers in preparation of professional documents on time. The headteachers were asked to indicate how often they use this style. The result to answer objective two were analysed and presented on Table 13.

Table 13: Accommodating style on preparation of professional record

Rate	Frequency	Percentage
Always	12	55
Rarely	2	9
Sometimes	8	36
Total	**22**	**100.0**

The analysis showed that 55% headteachers used accommodating style to influence teachers in preparation of professional documents. This is important as headteachers portrayed cooperativeness. It also meant that teachers concerns were being taken into consideration. While 36% indicated they used accommodation style sometimes. This style was effective as teachers' were able to prepare professional records with headteachers support.

4.4.3 Teachers response towards accommodation style used by headteacher on preparation of professional records

Teachers were asked to indicate whether their decisions were accommodated when preparing professional records. The information for analysis is presented in Table 14.

Table 14: Response of teachers towards accommodation style used by headteachers

Response	Frequency	Percentage
Yes	140	76.1
No	44	23.9
Total	184	100.0

The results from the findings indicated that 76.1% of the teachers decision were accommodated and preparation of professional documents had input from the teachers. As teachers' got involved a sense of ownership was created and boosted job satisfaction. From the sampled respondents 23.9% indicated that their decisions were not accommodated and preparation of professional records was made without the teachers decisions involved.

4.4.4 Headteachers use of domination style in assigning of remedial teaching

Headteachers' were asked to indicate whether teachers felt satisfied with them when they dominated in assigning remedial teaching as required in objective three. The findings are shown in Table 15.

Table 15: Dominating style in assigning remedial teaching

Rate	Frequency	Percentage
Yes	4	18.2
No	18	81.8
Total	22	100.0

Majority of the headteachers with 81.8 % indicated that teachers were not satisfied with domination when assigning remedial teaching whereas a few were satisfied with domineering style. This showed that headteachers did not use domination as a conflict management style as it was important in influencing teachers' job satisfaction.

4.4.5 Teachers response towards domination style by the headteachers' when assigning responsibilities

Teachers were asked to indicate whether they were satisfied when headteachers dominated in assigning responsibilities. The results of the analysis are presented in Table 16.

Table 16: Response of teachers on domination style by headteachers'

Response	Frequency	Percentage
Yes	14	8
No	170	92
Total	184	100.0

The findings shown in Table 16 revealed that 92% of teachers were not satisfied when the headteacher used domination oriented style when assigning responsibilities. This could mean that domination style brought dissatisfaction leading to withdrawal and de-motivation of teachers. This is in agreement with Nyongesa (2007) autocratic heads of schools were a cause of dissatisfaction as teachers are not given an opportunity in decision making as regards to assigning them responsibilities

4.4.6 Headteachers response on avoidance towards team work

To obtain results for objective four, headteachers indicated their responses on avoidance towards team work. The findings are presented in Table 17.

Table 17: Headteachers response to avoidance style towards team work

Rate	Frequency	Percentage
Satisfied	3	14
Not satisfied	19	86
Total	184	100.0

The findings from Table 17 denotes that majority of headteachers at 86% indicated that teachers were not satisfied with avoidance of headteachers to team work. This is an indication of job dissatisfaction was experienced by teachers in schools where headteachers avoided teaming up with staff. Team work enhances solving of problems collectively. The rest of the headteachers indicated that teachers felt satisfied. Nyongesa (2007) indicates that teamwork is coming and working together of people and one way of solving problems.

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4.4.7 Headteachers use of compromise style and preparation of pupils for examination

The analysis covered objectives five of the study where headteachers were asked to indicate their opinion on whether compromise was acceptable by headteachers in assisting pupils to prepare for examination. The analysis is presented in Table 18.

Table 18: Headteachers' use of compromise style towards preparing pupils for examination

Rate	Frequency	Percentage
Very effective	10	45
Not effective	3	14
Fairly effective	9	41
Total	**22**	**100.0**

Findings in Table 18 indicated that 45% of headteachers viewed compromising style to be very effective while a few showed that it was not effective and the rest indicated that it was fairy effective. This indicated that headteachers negotiated on issues that affect teachers. The findings could also mean that headteachers were serious on how to assist pupils being prepared for examination as one of their roles in school administration. This is in line with Okumbe (2001) who indicated that educational administrators are to attend to see that learners receive better services and skills beyond the future.

4.4.8 Factors influencing job satisfaction

Headteachers were asked to indicate factors that would boost job satisfaction among teachers as highlighted in objective six of the study. The findings are shown in Table 19.

Table 19: Factors influencing job satisfaction

Factor	Frequency	Percentage
Conducive environment	4	18.2
Fair delegation of responsibilities	3	13.6
Recognition of individual effort	3	13.6
Good school performance	3	13.6
Achievement of personal goals	1	4.5
Team work and cooperation	8	36.4
Total	**22**	**100.0**

A good number of headteachers at 36.4% indicated that teamwork and cooperation among teachers contributes highly to job satisfaction. Gladsten (1994) shows that there is a positive association between good relationship, productivity and job satisfaction in groups, hence team work increase the good will and mutual understanding among teachers

Some of the headteachers' 18.2% indicated that a conducive environment with physical facilities, adequate teaching materials and friendly supervisory role during instructional process enhance job satisfaction. A few of headteachers also pointed out that recognition of individual efforts, fair delegation of responsibilities and good performance of the school contributes to job satisfaction.

4.4.9 Factors influencing job satisfaction among teachers

Teachers were asked to indicate factors that would increase job satisfaction in primary schools. The information from the analysis is presented in Table 20.

Table 20: Factors influencing job satisfaction among teachers

Factor	Frequency	Percentage
Recognition and appreciation	22	12.0
Conducive working environment	19	10.3
Better remuneration & allowances	18	9.8
Respect of opinions	30	16.2
Improving on staffing	12	6.5
Specialization of subjects	15	8.2
In-service training on human relations	15	8.2
Improve on team work and cooperation	53	28.8
Total	**184**	**100.0**

The analysis shows that 28.8% of teachers are of the opinion that improved team work and cooperation among teachers and their immediate supervisors foster job satisfaction. Okumbe (2001) explains there is increase in workers job satisfaction when they have friendly and supportive co-workers and an immediate supervisor who are friendly and shows personal interest in their staff.

Among the sampled respondents, 16.2% indicated that respect of their opinions contributes to job satisfaction. When teachers make suggestions or contribute in certain topical discussions their supervisor should accommodate their views

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and allow them to participate without feeling intimidated. This is important as it allows the teachers' to participate to decide to take up remedial lessons, extra duties and preparing of professional documents like lesson plans. At least 9.8% of the respondents indicated that better remuneration and allowances would boost job satisfaction.

Herzberg (as quoted in Nyongesa, 2007) explains that intrinsic factors such as achievement, recognition, the work itself, working condition, responsibility and advancement in training seem to be related to job satisfaction. Respondents who felt good about their work tended to attribute these factors to them.

4.5 Other information gathered on conflict management styles and teachers job satisfaction related to the objectives of the study

The data sought to provide information on causes of conflict, headteachers training on management, and rating of headteachers on staff management, headteachers response to problems and strategies used by headteachers to manage conflicts in schools.

4.5.1 Headteachers training on education management

The headteachers were asked to indicate whether they have attended a course or seminar on educational management. The findings are shown in Table 21.

Table 21: Headteachers training on education management

Training	Headteacher		
	Yes	No	%
Adequate	5	-	22.7
Inadequate	17	-	77.3
Total	22	0	100.0

Table 21 show that all headteachers sampled had attended at least educational management courses. However, it was noted by 77.3% of the sampled headteachers that the trainings were inadequate. This shows that more training is required. According to Okumbe (2001) training intervention is needed for headteachers to provide them with skills on newer methods in management practices. This would boost headteachers' capacity in handling conflicts.

4.5.2 Causes of Conflict within Schools

The headteachers were asked to indicate major causes of conflict within their schools that affect teachers' job satisfaction. The findings are presented in Table 22.

Table 22: Causes of conflicts

Cause of conflict	No. of headteachers	Percentage
Personal differences	3	13.6
Absenteeism	2	9.1
Lateness	2	9.1
Lack of information	2	9.1
Differences among staff	3	13.6
Leadership wrangles	5	22.7
Negative attitudes	2	9.1
Understaffing	3	13.6
Total	22	100.0

Leadership wrangles among teachers and the administration was sighted to be the key cause of conflicts within schools. This is mainly brought about by inadequate supervisory role by the headteachers, lack of team work and poor communication. Understaffing and personal differences among staff scored 13.6% each while negative attitudes towards work, absenteeism and lateness accounted for 9.1% of conflicts within the sampled schools.

According to Feldman (2009) one key contributory factor in school that is evident today is failure to understand leadership style. Okumbe (2001) indicates that communication problems such as ambiguities, poor channels or withholding information lead to conflicts. Individual differences such as abilities, traits and skills negatively impact on the nature of interpersonal relations. Lateness and absenteeism may be manifestation of low job motivation and reduced job satisfaction from poor management practices.

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4.5.3 Causes of conflict among teachers'

The teachers were asked to indicate the causes of conflict within their schools and which affect the job satisfaction. The analysis is presented in Table 23.

Table 23: Causes of conflict among teachers

Causes of conflict	No. of teachers	Percentage
Lack of proper communication	43	23.4
Favourism to some teachers	41	22.3
Poor working relationship	12	6.5
Unfair duty allocation	20	10.9
Personal differences	68	37.0
Total	**184**	**100.0**

Personal difference among staff was sighted as the notable cause of conflicts as shown in the sampled population of teachers at 37%. This may include hatred, personal dislike, frustration or inability to work as a team are some of the factors that create differences among the teachers. Teachers who have differences among themselves tend to be less productive and certain negative occurrence such as tension, unhealthy competition and teachers taking sides leads to dissatisfaction while working (Okumbe, 2001).

Lack of proper communication sighted as inability to convey information using appropriate media, withholding information and ambiguities leads to frustration, anger and hence conflict. This is illustrated in the finding shown in table 15 where 23.4% of the teachers sighted this as one of the causes of conflicts. Favourism to some teachers leads to conflict for instance if a teacher

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feels that he/she is working much harder than others in similar or comparable working environment and qualifications but are receiving fewer rewards will most likely feel dissatisfied with their job (Okumbe, 2001).

4.5.4 Teachers' rating of headteachers' on staff management

To find out how headteachers manage staff within the schools, the teachers were asked to indicate how effective this was. This information was analyzed and presented as shown in Table 24.

Table 24: Headteachers' rating on staff management

Rate	Frequency	Percentage
Very good	20	10.9
Good	69	37.5
Fairly good	51	27.7
Unsatisfactory	44	23.9
Total	184	100.0

The sampled respondents who represented 37.5% rated the headteacher as good in staff management. A number of teachers indicated that headteachers were fairly good at 27.7% on staff management while a few of the teachers represented 23.9% of the sample indicated that they were unsatisfied with the headteachers' staff management styles. This influenced teachers' ability in preparation of professional documents, working in a team and assisting pupils for examination. Okumbe (2001) points out that good staff management entails proper planning on what the staff needs to achieve, organizing human resource

to carry out activities of the schools, maintaining activity among the personnel through getting optimum outcome from all staff and ensuring that staff works in accordance with plans, instructions and established principles of the school. The results indicated that 48.4% of the teachers were satisfied with headteachers hence boosted their job satisfaction.

4.5.5 Headteacher response to problems

In order to find out how headteachers respond to staff problems, teachers' were asked to indicate how effective their issues are addressed. This is shown in Table 25.

Table 25: Headteachers' response to staff problems

Rate	Frequency	Percentage
Reluctant	37	20.1
Positively	67	36.4
Very lightly	44	23.9
Does not respond	36	19.6
Total	**184**	**100.0**

The findings showed that 36.4% of the headteachers responded to teachers problems positively. This is important as it enhances job satisfaction when the headteacher create a sense of security among the staff. From the sampled respondents 23.9% indicated that headteachers respond to problems very lightly while a few were reluctant and the rest indicated that headteachers do not respond to problems.

The results showed that when headteachers responded to teachers' problems team work was enhanced; teachers were able to prepare professional documents effectively and take up extra duties. This is shown by Lawrence and Lorch (1998) who explains that headteacher who positively respond to conflicts he or she attempts to satisfy his/her own concerns as well as the concerns of his co-workers. Good supervisors exposes false consensus and provides opportunities for the articulation of differences. This involves sharing information, investigating the underlying problems, searching for situations where all can win and seeing problems and conflicts as challenges.

4.5.6 Strategies used by headteachers to manage conflict in schools

The teachers were asked to indicate strategies used to deal with conflicts in schools. The findings are presented in table 26

Table 26: Strategies used by headteachers to manage conflicts in schools

Styles	Frequency	Percentage
Avoiding	16	8.7
Collaboration	40	21.7
Domination	37	20.1
Compromising	46	25
Accommodation	45	24.5
Total	**184**	**100.0**

The findings showed that 25% of the headteachers used compromising style while a few indicated that avoidance was not very often used to manage conflicts. The results have also shown that domination, compromising,

collaborating and accommodation were important strategies of conflict management that were frequently used while the least used strategy was avoiding.

The analysis suggested that collaboration, domination, accommodation and compromising were significant to teachers' job satisfaction, According to Heifetz (2004) today's management of conflict in an institution requires focused leadership styles provided by the headteachers. Headteachers should place value for results as for relationships to inspire for motivation in an effort to avert job dissatisfaction by teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the main findings of the study, the conclusion and recommendations. This chapter also explains the suggested areas for further research

5.2 Summary of the study

The purpose of the study was to investigate influence of headteachers' conflict management styles on teachers' job satisfaction in public primary schools in Gilgil district. The dependent variable, job satisfaction was investigated in relation to selected independent variables. The objectives for this study were to examine how integration conflict management influences teachers' willingness in taking up extra duties, establish how use of accommodation conflict management style by headteachers' affect teachers preparation of professional documents and remedial teaching, to find out the influence of headteachers conflict management style on teachers job satisfaction, assess how compromise conflict management style affect teachers in assisting pupils in the preparation for examination and teamwork.

The study employed a survey research design. Stratified sampling was used to cater for all primary school categories with simple random sampling used in schools to obtain respondents. The estimated average number of teachers in a school is 15 teachers, therefore the expected sample size per school was N = 8

(8 classes X 1 class teacher per class) the total expected sample size was n= 224 teachers (28 school X 8 teachers per school). All the head teachers were purposively sampled to be part of the sample. A total of 28 primary schools with 184 teachers and 22 headteachers were used in the study. The data was collected through questionnaires. To determine validity, a pilot study was conducted in three schools which were not included in the main study. The pilot schools were selected randomly from the District. Reliability of the questionnaire was tested and a correlation co-efficiency of 0.7 deemed the instrument to be reliable for the study. The internal consistency was calculated and the reliability indexes for the headteachers' questionnaire were 0.741 while the teachers' questionnaire was 0.8951 thus all the two questionnaires were considered reliable.

Descriptive statistics was used to analyse data obtained. Prior to data collection, permission from National Council for Science and Technology was sort and clearance from the DC and DEO Gilgil district was obtained. The questionnaires were distributed by the researcher.

5.3 Discussion of the study findings

The findings showed that apart from the avoiding strategy, the other four strategies namely, domination, accommodating, collaborating, and compromising are widely used with varying frequencies by head teachers in the sampled schools. Avoiding was the least used conflict management strategy.

It is also noted that conflict management strategies did not vary with the head teachers' demographic characteristics. The demographic characteristics of the

head teacher and teachers under consideration were gender or sex, age, highest education qualification obtained and experience in management. Data from both headteachers and teachers indicated that majority were mature and professionally qualified. Majority of the teachers were females while majority of headteachers were males. Majority of the teachers had a P1 certificate with a few having a bachelors' of education degree. The majority of headteachers had P1 qualification with only one having a bachelors' of education degree.

The findings indicated that there was no significant difference among the conflict management strategies used by head teachers irrespective of their demographic characteristics. This finding concurs with Henkin, Cistone and Dee (2000) who reported that demographic variables were not associated with conflict strategy scores.

The analysis revealed that three conflict strategies had significant relationship with teachers' job satisfaction. Domination was significant and negatively related to teachers' job satisfaction, while compromising and accommodating were positively related with teachers' job satisfaction. Thus while the use of domination style was associated with low levels of satisfaction, compromising and accommodating seemed to increase teachers job satisfaction with the public primary school teachers.

Open communication between teachers and administration was found to be crucial in fostering a good relationship and high job levels of satisfaction. From the study findings it is clear that dominating oriented conflict management strategies result in dissatisfaction among organizational members. The benefits

of functional conflict, therefore, will not be realized in a school when the head teacher allows only one way communication and dominates organizational processes.

School administrators are challenged to manage conflict using strategies, which induce individuals and constituent groups to contribute to common goals even when self-interested actions would appear to be more beneficial. Compromise and solution oriented approaches to conflict management seem to work best where managers prefer a consensual, and cooperative process which avoids antagonisms that may endanger future personal relationships.

5.4 Conclusions

From the findings it can be concluded that;

a) Headteachers' who use integration style in conflict management had a positive significant in influencing teachers' willingness to take up extra duties. This was indicated by 90.9% and 50% of headteachers and teachers respectively.

b) The results indicated that about 76% of headteachers use of accommodation / obliging conflict management style influenced teachers' on preparation of professional records hence there was a positive effect to teachers job satisfaction

c) Domination conflict management style had a negative significance in influencing teachers for teaching remedial lessons. Majority of the

headteachers and teachers with 81.8% and 92% respectively indicated that domination brought dissatisfaction

d) Use of avoidance as a conflict management style by headteachers had a negative significance towards participation in team work. The findings indicated that 86% of the teachers were dissatisfied with avoidance style.

e) Headteachers using compromise conflict management style had a positive significance in influencing teachers' when preparing pupils for examination. The results showed that 45% of headteachers viewed compromising to be very effective.

f) Team work and cooperation among headteachers and teachers showed a positive significance to job satisfaction as this boosted the morale of the staff. This is evident with 36.4% and 28.8% of headteachers and teachers respectively.

5.5 Recommendations

i). The Ministry of Education should provide refresher courses to serving headteachers to equip them with skills and knowledge for conflict management. to enable them handle various conflicts.

ii). The MoE in collaboration with TSC should revise and strengthen teachers' code of regulations by developing relevant guidelines which deal with conflict management issues in primary schools to help in resolving modern forms of conflict in schools.

iii). The Government should establish structures which are competitive in public primary schools through promotions, better remuneration and specialization in at least three subject areas. This would enable teachers to be competent in preparation of professional documents, preparation of pupils for examination, taking up extra duties and remedial teaching.

iv). The MoE should ensure that the headteachers carry out their administrative roles with integrity and caution. These would improve the rapport between them and teachers and thus enable teachers to do their work willingly and diligently.

v). As a matter of policy, the TSC should design modern management training programmes that prepare teachers for the managerial roles as headteachers in primary schools.

vi). The TSC should deploy headteachers who have achieved at least bachelors' of education degree to public primary schools. Such caliber of teachers may hold respect and provide good leadership in conflict management.

5.6 Suggestions for further study

a). Further research could be conducted to include private primary schools in the district for comparison of findings. This would shade more light on how conflict management strategies affect various organisational outcomes countrywide.

b). Gilgil District being a rural setting, it would be important to conduct a similar study which has an urban setting in order to give a balanced view of

influence of headteachers' conflict management styles on teachers' job satisfactions in public primary school.

c). A Further study can be conducted on other factors that affect teachers' job satisfaction other than conflict management styles.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

University of Nairobi,
School of Education,
P.O. Box 30197,
Nairobi.

The Head teacher

Dear Sir/Madam,

Re: Request for information

I am a Post-Graduate student pursuing a Masters Degree in Educational Administration at the University of Nairobi. I am conducting a study on **the influence of head teachers' conflict management styles on teachers' job satisfaction in public primary schools in Gilgil District.** Kindly fill in this questionnaire. The information obtained will be purely for the purpose of this research and your identity will be treated as confidential. In order to ensure utmost confidentiality, do not write your name anywhere in this questionnaire.

Thank you for your cooperation and assistance.

Yours faithfully

Thuku Wachira

Researcher

APPENDIX B

HEAD TEACHERS' QUESTIONNAIRE

This questionnaire is aimed at collecting information on the influence of head teachers' conflict management styles on teachers' jobs satisfaction in public primary schools in Gilgil District. Please respond to the items honestly. The information you give will be used only for the purpose of the study.

Section one: Demographic information

1. What is your gender?

a) Male   [   ]

b) Female   [   ]

2. Indicate your age

a) Below 25 years   [   ]

b) 26 – 35 years   [   ]

c) 36 – 45 years   [   ]

d) Over 46 years   [   ]

3. What is your academic qualification?

a) Masters of education   [   ]

b) Bachelor of education   [   ]

c) Diploma   [   ]

d) P 1   [   ]

Others (Specify)_____

4. For how long have you served as a headteacher?

a) 0 -3 years   [   ]

b) 4-6 years   [   ]

c) 7 -10years   [   ]

d) Over 10years   [   ]

5. What is your experience in teaching after training as a teacher?

a) 0-5   [   ]

b) 6-10   [   ]

c) 10-20   [   ]

d) Over 20 years   [   ]

6. Have you attended any course or seminar on educational management or administration?

a) Yes   [   ]

b) No   [   ]

If yes, do you consider the training to be adequate?

_____

Part A

7. What is the cause of conflict in your school?

    _____

    _____

8. In your opinion, does integration influence teacher's readiness in taking extra duties assigned to them?

    a)Yes   [ ]

    b) No   [ ]

    If No explain your answer _____

9. How often do you accommodate teachers in the preparation of professional records?

    a) Always   [ ]

    b) Rarely   [ ]

    c) Sometimes   [ ]

10. Do teachers feel satisfied when you dominate in assigning remedial teaching

    a) Yes   [ ]

    b) No   [ ]

    If No give reasons _____

11. How do teachers respond towards team work when you avoid taking part?

a) Satisfied   [   ]

b) Not satisfied   [   ]

12. In your opinion how do you rate compromise acceptable to teachers in

assisting pupils in preparation for examination?

a) Very effective   [   ]

b) Not effective   [   ]

c) Fairly   [   ]

Part B

Provide a possible strategy for dealing with a conflict. Please give each a numerical value

(1=Always, 2=Very often, 3=Sometimes, 4= Not very often, 5= Rarely.)

Statement	1	2	3	4	5
13. I argue my case with teachers, colleagues and co-workers to demonstrate the merits of the position I take.					
14. I try to reach compromises through negotiation.					
15. I attempt to meet the expectation of my teachers.					
16. I seek to investigate issues with others in order to find solutions that are mutually acceptable.					

Statement	1	2	3	4	5
17. I try to avoid being singled out, keeping conflict with others to myself.					
18. I uphold my solutions to problems.					
19. I compromise in order to reach solutions.					
20. I avoid discussing my differences with teachers.					
21. I try to accommodate the wishes of my teachers and colleagues.					
22. I seek to bring everyone's concerns out into the open in order to resolve disputes in the best possible way.					
23. I put middles positions in efforts to break deadlocks.					
24. I accept the recommendations of colleagues, and peers					
25. I look at issues with others to find solutions that meet the needs of everyone.					
26. I try to negotiate and adopt a give and- take approach to problem situations.					
27. I would argue my case and insist on the merits of my point of view					
28. When there's disagreement, I get as much info as I can and keep communication open.					
29. When I find myself in an argument, I usually say very little and leave as soon as possible					
30. I try to see conflicts from both sides: what I need and what the other person needs					

Statement	1	2	3	4	5
31.I find conflicts challenging and exhilarating and enjoy the battle of wits that usually follows					
32. I can figure out what needs to be done and I am usually right					
33. I show favourites and treats to some teachers					
34. I communicate directly with my teachers					
35. I allow members of staff to question my decision					
36. I expect job satisfaction from others and my self					

Part C

37. What are the factors that influence teachers' willingness in taking up extra duties?

_____

_____

38. How do you rate teachers in assisting of pupils towards learning?

a) Very satisfied   [   ]

b) Satisfied   [   ]

c) Not satisfied   [   ]

39. How do teachers in your school respond to responsibilities assigned to them?

40. Which factor influences job satisfaction in your school?

_____

_____

41. How do your teachers respond when you dominate in assigning responsibilities to particular persons only?

_____

_____

Thank you for your cooperation

APPENDIX C

TEACHERS' QUESTIONNAIRE

This questionnaire is aimed at collecting information on the influence of head teachers' conflict management styles on teachers' job satisfaction in public primary schools in Gilgil District. . The information you give will be used only for the purpose of the study

Section one: Demographic information

1. What is your gender?

a) Male   [ ]

b) Female   [ ]

2. Indicate your age bracket

a) Below 25 years   [ ]

b) 26 – 35 years   [ ]

c) 36 – 45 years   [ ]

d) Over 46 years   [ ]

3. What is your academic qualification?

a) Master of education   [ ]

b) Bachelors of education   [ ]

c) Diploma   [ ]

d) P 1   [   ]

Others (specify) _____

4. For how long have you served as a teacher?

a) 0 -3 years   [   ]

b) 4-6 years   [   ]

c) 7 -10years   [   ]

d) Over 10years   [   ]

Part A

5. How do you rate the headteacher in terms of staff management?

a) Very good   [   ]

b) Good   [   ]

c) Fairly good   [   ]

d) Poor   [   ]

6. Are you assigned to teach subjects that you are not very competent at?

a) Yes   [   ]

b) No   [   ]

   If Yes give reasons_____

7. Are teachers involved in decision making issues affecting them and their

   assigned responsibilities?

a) Yes   [   ]

b) No   [   ]

Part B

Provide a possible strategy for dealing with a conflict. Please give each a numerical value

(1=Always, 2=Very often, 3=Sometimes, 4= Not very often, 5= Rarely)

Statement	1	2	3	4	5
8. My head teacher finds a compromise solution.					
9. My head teacher is usually firm in pursuing his goals.					
10. He/she finds a compromise solution.					
11. He/she consistently seeks the other's help in working out a solution.					
12. He/she tries to do what is necessary to avoid useless tension.					
13. He/she tries to avoid creating unpleasantness for myself.					
14. He/she tries to win his position.					
15. He/she gives up some points in exchange for others.					
16. He/she feels that differences are not always worth worrying about.					

Statement	1	2	3	4	5
17. He/she makes some effort to get my way.					
18. He/she firm in pursuing my goals.					
19. He/she tries to press to get my point made.					
20. He/she tells the other person his ideas and asks for his or her ideas.					
21. He/she tries to soothe the other's feelings and preserve our relationship.					
22. He/she tries to do what is necessary to avoid tension.					
23. He/she tries not to hurt the other person's feelings					
24. He /she give credit and recognition where necessary					
25. He/she shows favourites to some members					
26. He/she imposes decision upon some members					

Part C

27. How do you rate the head teacher in managing conflict in your   school?

a) Very Satisfied   [   ]

b) Satisfied   [   ]

c) Not satisfied   [   ]

28. In your opinion what is the cause of conflict in your school?

_____

29. In your opinion how does the head teacher respond to your problem?

_____

30. Are you satisfied when head teacher dominates in assigning responsibilities?

_____

31. In your opinion what can be done to improve the job satisfaction of the teachers?

_____

Thank you for your cooperation

APPENDIX D

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams:"SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

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

Our Ref:

NCST/RRI/12/1/SS-011/662/5

Date:

24th May, 2011

Thuku Wachira
University of Nairobi
P. O. Box 30197
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on
**"Influence of head teachers' conflict management styles on teachers'
job satisfaction in public primary schools, Gilgil District, Kenya"** I
am pleased to inform you that you have been authorized to undertake
research **in Gilgil District** for a period ending *31" July, 2011.*

You are advised to report to **the District Commissioner & the District
Education Officer, Gilgil District** before embarking on the research
project.

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

P. N NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Gilgil District

The District Education Officer
Gilgil District

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APPENDIX E

RESEARCH CLEARANCE PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss....THUKU WACHIRA....

of (Address) ...UNIVERSITY OF NAIROBI
BOX 30197 NAIROBI

has been permitted to conduct research in ....

....Location.

........................GILGIL...................District,

........................RIFTVALLEY........Province.

on the topic....INFLUENCE OF HEAD
TEACHERS' CONFLICT MANAGEMENT
STYLES ON TEACHERS' JOB
SATISFACTION IN PUBLIC PRIMARY
SCHOOLS, GILGIL DISTRICT, KENYA.

for a period ending.............31ST JULY 20 11

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Research Permit No. NCST/RRI/12/1/SS-011/662

Date of issue.24/5/2011

Fee received..KSHS.1000

Applicant's
Signature

Secretary
National Council for
Science and Technology

CONDITIONS

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 with-out 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

REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

GPK605513mt10/2011

(CONDITIONS— see back page)