

**FACTORS INFLUENCING PERSONALITY CONFLICT
RESOLUTION AMONG HEAD TEACHERS IN PUBLIC
PRIMARY SCHOOLS IN NYERI MUNICIPALITY, KENYA**

Ngure Anne Wangui Maruga

**A Research Report Submitted in Partial Fulfilment of the
Requirements for the Degree of Master in Corporate Governance**

University of Nairobi

2013

DECLARATION

This is my original work and has not been presented for any of the study programme in any university.

.....

Ngure Anne Wangui Maruga

E55/63027/2011

This research report has been presented for registration with our approval as the university supervisors.

.....

Dr. Ursulla Okoth

Lecturer

Department of Educational Administration and Planning

University of Nairobi

.....

Mr. Ferdinand Mbeche

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this work to my spouse Octavious Ngure and children Kelvin Maruga, Consolata Wakera, Claudia Wairimu and Gloria Mweru for their moral support.

ACKNOWLEDGEMENTS

I wish to thank my supervisors Dr. Ursulla Okoth and Mr. Ferdinand Mbeche for their guidance through this project. I also wish to thank my M.Ed lecturers for their support throughout the course.

I wish to thank Tetu Girls Primary School staff for their support throughout the study. In addition, I wish to thank the principals, teachers and pupils who took part in the study for their unfailing support.

Lastly, I wish to thank my husband and children for their continued moral and financial support since I began the course. Their unconditional love and prayers played a great role in the completion of my course and study.

TABLE OF CONTENTS

Content	Page
Title page.....	i
Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of contents.....	v
List of tables.....	viii
List of figures.....	x
Abbreviations and acronyms.....	xi
Abstract.....	xii

CHAPTER ONE:

INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	4
1.3 Purpose of the study.....	5
1.4 Objectives of the study.....	5
1.5 Research questions.....	5
1.6 Significance of the study.....	6
1.7 Limitations of the study.....	6

1.8 Delimitations of the study.....	7
1.9 Assumptions of the study.....	7
1.10 Definition of significant terms.....	7
1.11 Organization of the study.....	8

CHAPTER TWO:

LITERATURE REVIEW

2.1 Introduction.....	9
2.3 Influence of head teachers’ gender on conflict resolution.....	11
2.4 Influence of head teachers’ social norms on conflict resolution.....	13
2.5 Effect of head teachers’ training in conflict resolution.....	14
2.6 Summary of literature review.....	15
2.7 Theoretical framework.....	16
2.8 Conceptual framework on factors influencing conflict resolution.....	20

CHAPTER THREE:

RESEARCH METHODOLOGY

3.1 Introduction.....	22
3.2 Research design.....	22
3.3 Target population.....	22
3.4 Sample size and sampling procedure.....	23
3.5 Research instruments.....	23
3.6 Validity of research instruments.....	24

3.7 Reliability of research instruments.....	24
3.8 Data collection procedures.....	25
3.9 Data analysis	26

CHAPTER FOUR:

**DATA ANALYSIS, PRESENTATION, DISCUSSIONS AND
INTERPRETATION**

4.1 Introduction.....	25
4.2 Response rate.....	25
4.3 General characteristics of the respondents.....	26
4.4 Influence of H/T personal characteristics on their conflict resolution..	32
4.5 Influence of gender in conflict resolution by head teachers.....	48
4.6 Influence of social norms on conflict resolution among H/T.....	51
4.7 Influence of training on conflict resolution.....	54

CHAPTER FIVE:

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	59
5.2 Summary of the study.....	61
5.3 Conclusions of the study.....	65
5.4 Recommendations of the study.....	66

5.5 Suggestions for further studies.....	67
REFERENCE.....	68
APPENDICES	
Appendix I: Questionnaire for teachers.....	72
Appendix II: Interview schedule for principals.....	79
Appendix III: Pupils' focus group discussions.....	82

LIST OF TABLES

Table 4.1 Gender of head teachers and teachers.....	28
Table 4.2 Age of the teachers.....	29
Table 4.3 Head teachers and teachers' education level.....	30
Table 4.4 Length of time worked by head teachers and teachers.....	31
Table 4.5 Head teachers' personal characteristics.....	31
Table 4.6 How H/T personal characteristics affect conflict resolution.....	33
Table 4.7 Head teachers resolve conflicts with other people easily.....	36
Table 4.8 Head teachers need mediation to resolve conflicts.....	37
Table 4.9 Head teachers don't find it important to resolve conflicts.....	38
Table 4.10 H/T argue their case with teachers to show their position.....	39
Table 4.11 H/T negotiate with teachers to reach a compromise.....	40
Table 4.12 H/T attempt to avoid being put on the spot.....	43
Table 4.13 Head teachers are firm in pursuing their side of the issue.....	44
Table 4.14 Head teachers accommodate the wishes of teachers.....	45
Table 4.15 H/T avoid open discussion of their differences with teachers...	45
Table 4.16 Conflict resolution strategy preferred by head teachers.....	46
Table 4.17 Whether male and female H/T resolve conflicts the same way.	48
Table 4.18 Extent to which gender influences conflict resolution.....	50
Table 4.19 Whether social norms affect conflict resolution.....	51

Table 4.20 Social norms which influence conflict resolution.....	52
Table 4.21 Extent to which social norms influence conflict resolution.....	53
Table 4.22 How often head teachers go for refresher courses.....	56
Table 4.23 How H/T deal with teachers who are always conflicting.....	57
Table 4.24 What should be improved on skills in conflict resolution?.....	59

LIST OF FIGURES

Figure 1: Conflict resolution model.....	18
Figure 2: Conceptual framework.....	20

ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
EQ	Emotional Intelligence
H/T	Head Teacher
IQ	Intelligence Quotient
SPSS	Statistical Package for Social Sciences

ABSTRACT

The Kenyan government had been resolving teachers' conflicts through various bodies like Kenya National Union of Teachers and Teachers Commission of Kenya. However, conflicts among head teachers and teachers still exist in schools. Failure to resolve conflicts may lead to tension in the school and teachers absenteeism. As a result, students may suffer when teachers fail to resolve conflicts. While head teachers may be willing to resolve conflicts in the school, this may be impeded by various factors like their gender and their skills in conflict resolution. Therefore, factors affecting conflict resolution are critical for successful conflict resolution.

The purpose of this study was to investigate the factors influencing conflict resolution among teachers in public primary schools of Nyeri municipality. The study was guided by the following objectives: to establish the extent to which personal traits influence conflict resolution among teachers in primary schools in Nyeri Municipality, to determine how gender differences influence conflict resolution among teachers in primary schools in Nyeri Municipality, to assess the extent to which social norms influence conflict resolution among teachers in primary schools in Nyeri Municipality and to establish how skills in conflict resolution influence conflict resolution among teachers in primary schools in Nyeri Municipality. Descriptive survey research design was used in this study. The population for this research was the 42 public primary schools in Nyeri municipality. Simple random sampling, as a sampling technique was employed to give a fair chance for everyone involved in this research to be identified. The study used questionnaires for teachers, focus group discussions for pupils and interviews schedules for school heads for data collection. Descriptive statistics was used for data analysis and the results were presented using frequency tables.

According to the findings of the study, head teachers' personal characteristics were found to affect conflict resolution, among head teachers. Personal characteristics like being assertive, good communicators and being friendly promote accommodating conflict resolution strategies. However, there are head teachers who use avoidance which is not effective as the problem is usually not addressed. Head teachers' gender was found to affect conflict resolution because male head teachers are more controlling, more domineering, more assertive more confrontational while female head teachers are more sympathetic, more fearful, more emotionally charged and weaker and this interfered with the way the resolved conflicts. Social norms affect conflict resolution because some teachers are socialized to believe that male head teachers are better skilled to deal with conflict resolution, male head teachers make better managers than female head

teachers and female head teachers cannot tackle problems effectively. Training on conflict resolution affects conflict resolution because head teachers have inadequate training in the same and most do not go for refresher courses on conflict resolution and the ones who go do so rarely. This affects the way they resolve conflicts.

The researcher recommended that conflict resolution by head teachers should be done with professionalism irrespective of gender. The Ministry of Education should offer refresher courses, seminars and workshops on conflict resolution to head teachers and teachers to upgrade their skills in the same. The researcher suggested that a similar study should be done in other areas in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In many cases, effective conflict resolution can make the difference between positive and negative outcomes. In a school situation, there are always conflicts. While students may misunderstand each other, teachers may disagree on resource allocation and parents may diverge on how the school should be run. Resultantly, emotions can run high on a variety of issues. The potential for conflict exists because people have different needs, views and values (Sandy, 2001). The challenge for schools, as for the wider community, is to find ways of managing conflict constructively so that those involved can learn and grow from the experience.

According to Crawford and Bodine (1997) conflict resolution involve methods and processes involved in facilitating the peaceful ending of conflict. Yaakov (2004) proposed the following factors which influence conflict resolution in America. The first factor is gender differences where he opined that males are generally, on average based on gender norms, encouraged to be more confrontational than females. In most parts of the globe, masculine assertiveness

is applauded and has often been correlated with successful leadership qualities. In contrast to more cooperative societies, leadership qualities which foster inclusion and minimizing conflict would be celebrated. The second factor which influences how people resolve conflicts is social norms (unwritten rules). Yaacov (2004) argued that an individual plight of the conformist when placed under the scrutiny of peers or societal pressure. Some groups encourage conflict; while others have unwritten rules conflict is to be contained or avoided. Day-Vines (1996) added that personality traits affect how head teachers handle conflict. Threats from one party in a disagreement tend to produce more threats from the other. Conflict decreases as goal difficulty decreases and goal clarity increases.

In a more recent study in Thailand, Salleh and Apitree (2012) admitted that personality conflicts are a reality among head teachers and they cause conflicts as well as affect conflict resolution. There always seems to be at least one teacher who is difficult to get along with. One of the most difficult personal traits is abrasiveness. An abrasive person is often hardworking and achievement-oriented, but critical and insensitive to others' feelings. Other irritating personality traits include laziness and gossiping. These affect the way teachers resolve conflicts.

Onsarigo (2007) noted that social conflicts in educational institutions demand moral authority and leadership integrity to resolve conflicts. It is not simply the

presence of conflict, but how people approach and manage their conflicts that greatly affects whether conflict is constructive or destructive. Poorly managed conflict increases the stress and strain among team members. Fisher (2000) showed that the transition to teamwork led to conflict and tension among teachers, which affected their sense of solidarity and work satisfaction at school.

Conflicts in schools negatively affect teaching and learning as well as the activities in the schools. It seems as if the conflict is also a contributory factor for a high percentage of absenteeism among educators. Some of them may feel that they do not belong to the schools they are working in due to lack of appreciation and recognition (Wilmot & Jouyce, 2007). Conflict resolution in schools is consequently essential. If not resolved, they can have a destabilizing effect on institutional performance in all learning processes (Ramani & Zhimin, 2010).

While the issue of conflict resolution is crucial, most local studies have concentrated on conflicts and conflict management mechanisms in schools. There is limited research on teacher conflicts and their resolution. In spite of this, teachers in Nyeri Municipality are always conflicting on sharing of resources, authority relationships and goal differences, (D.E.O., 2013). This is because of some of them think that their teaching subjects are more important than the others. Others are not good team workers while others are just disrespectful towards other

teachers. While some manage to resolve their conflicts, others avoid it or just live it. This result in tension in the school and some teachers may even avoid going to school due to these conflicts. There have been disciplinary cases due to unresolved conflicts among teachers (D.E.O., 2013). Resultantly, this study focused on the factors influencing conflict resolution among teachers in public primary schools.

1.2 Statement of the problem

The Kenyan government had been resolving teachers' conflicts through various bodies like Kenya National Union of Teachers and Teachers Commission of Kenya (Ramani & Zhimin (2010). Many of the major international non-governmental organizations have also seen a growing need to hire practitioners trained in conflict analysis and resolution.

Failure to resolve conflicts may lead to tension in the school and teachers absenteeism. As a result, students may suffer when teachers fail to resolve conflicts. While head teachers may be willing to resolve conflicts in the school, this may be impeded by various factors like their gender and their skills in conflict resolution. Therefore, factors affecting conflict resolution are critical for successful conflict resolution. Most past studies have focused on either conflict or mechanisms of conflict management in schools (Onsarigo, 2007; Omoluabi, 2001; Okotoni, 2002; Ramani & Zhimin, 2010). Hence this study was an attempt

to investigate the factors influencing conflict resolution among teachers in primary schools within Nyeri municipality.

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing conflict resolution among teachers in public primary schools of Nyeri municipality, Kenya.

1.4 Objectives of the study

This study was guided by the following objectives:

- i. To establish how head teachers' personal characteristics influence conflict resolution among teachers in primary schools in Nyeri Municipality
- ii. To determine how head teachers' gender influences conflict resolution among teachers in primary schools in Nyeri Municipality
- iii. To assess how social norms influence head teachers' conflict resolution among teachers in primary schools in Nyeri Municipality
- iv. To establish how head teachers' training in conflict resolution influence conflict resolution among teachers in primary schools in Nyeri Municipality

1.5 Research questions

The study answered the following research questions:

- i. How do head teachers' personal characteristics influence conflict resolution among teachers in primary schools in Nyeri Municipality?
- ii. How do head teachers' gender influence conflict resolution among teachers in primary schools in Nyeri Municipality?
- iii. How do head teachers' social norms influence conflict resolution among teachers in primary schools in Nyeri Municipality?
- iv. How does head teachers' training in conflict resolution influence conflict resolution among teachers in primary schools in Nyeri Municipality?

1.6 Significance of the study

The findings might be useful to the Ministry of Education as it can utilize them to improve teacher training in conflict resolution. Kenya Education Management Institute might use the findings to design courses in conflict resolution for educational managers. Head teachers might use the findings to improve on their conflict resolution skills. Teachers might be made aware of conflicts hence improve on their conflict resolution. The BOG might realise the factors influencing conflict resolution and resultantly might work with head teachers to reduce cases of conflicts. The study contributes to the existing knowledge on

conflict resolution and future researchers might use data from this study for further research on conflict resolution.

1.7 Limitations of the study

A few challenges were encountered during this study. It was not possible to control the attitude of the respondents regarding the topic of study. However, the researcher assured the respondents of the anonymity of their identity as well as explained the need for this study. These made it more likely for the respondents to give accurate information.

1.8 Delimitations of the study

This study was carried out in Nyeri Municipality, Kenya. It was also limited to the 42 public primary schools in Nyeri Municipality. The target population were the head teachers, teachers and learners. Questionnaires, interview schedules and focus group discussions were used as tools of data collection.

1.9 Assumptions of the study

The researcher assumed that conflict resolution is an important issue to educators. It was also assumed that the respondents were right for the study and that they gave correct and accurate information.

1.10 Definition of significant terms

Conflict resolution is conceptualized as the methods and processes involved in facilitating the peaceful ending of conflict.

Factors are circumstances, facts or influences that contribute to a result or outcome

Gender is the distinction of biological and/or physiological characteristics typically associated with either males or females

Personal characteristics are defined as distinguishing qualities as of personality

Personality conflict occurs when two (or more) people find themselves in conflict not over a particular issue or incident, but due to a fundamental incompatibility in their personalities, their approaches to things and their style of life

Skills in conflict resolution is the expertise or the ability to resolve conflicts

Social norms are the behavioural expectations and cues within a society or group

1.11 Organization of the study

The study is organised in five chapters. The first chapter has background to the study, statement of the problem, purpose of the study, objectives and research questions, significance, limitations, delimitations, assumptions and definition of significant terms. The second chapter which is literature review has past literature

on head teachers' personal characteristics, gender, social norms and training on conflict resolution and how they affect conflict resolution. Summary of literature review, theoretical framework and conceptual framework are also included. Chapter three which is research methodology has research design, target population, sample size and sampling procedure, data collection instruments, validity and reliability of research instruments, data collection procedure and data analysis. Chapter four covers data analysis, interpretation, discussions and presentation. Chapter five comprises summary of findings, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers past literature on factors influencing conflict resolution among teachers. It mainly covers influence of head teachers' personal characteristics on conflict resolution, influence of head teachers' gender on conflict resolution, influence of head teachers' social norms on conflict resolution and effect of head teachers' training in conflict resolution. Lastly, it deals with theoretical framework and conceptual framework.

2.2 Influence of head teachers' personal characteristics on conflict resolution

Barclay and Wolff (2011) noted that understanding the relationship between personal traits and conflict management styles may assist school managers to handle conflict more effectively and achieve a desired outcome. Differences between employees and managers' personal traits often are a source of issues. People are sometimes annoyed by one another simply because of their looks or actions. A person's inherent biases are often contributing factors. Because everyone has biased opinions, management should not expend resources attempting to change them. However, avoiding personality conflicts altogether can significantly affect productivity. When two team members do not get along,

they tend to exert a bare minimum of effort on one another's behalf. This has a negative effect on any project, as well as on team morale. As a result, effective leaders must understand employee biases and personality differences and partner teams and individuals to maximize productivity.

Gaziel (2004) on a study in America noted that the personal trait of teachers is partially related to conflict resolution. Teachers with higher openness incline to obliging and avoiding in conflict resolution and have lower level of compromising and integrating. Teachers with higher conscientiousness greatly tend to obliging and avoiding in conflict resolution and have lower level of compromising. He also noted that teachers with higher extraversion are of higher dominating, obliging and avoiding in conflict resolution.

In another study, Balay (2000) reported that depression may be related positively to the avoiding and the accommodating strategies and negatively to the collaborating and the competing strategies of conflict resolution. Logically, individuals high in self-consciousness may have a preference for the avoiding strategy and may not be able to exercise the competing or the collaborating strategy in handling a conflict because of their shyness. Maravelas (2005) in her exploratory study found that the facet, self-consciousness, is positively related to the non-confrontation strategy and negatively related to the confrontation strategy.

Hughes and Weiss (2007) noted that dealing with a conflict is stressful and that individuals high on vulnerability are easily affected by stress. In order to reduce or avoid stress, these individuals may have a preference to the avoiding rather than the more stressful strategy, competing when handling a conflict. Robinson (2003) found that vulnerability was positively related to the non-confrontation strategy. Weinstein (2007) noted facets that define extraversion. He said that individuals high on warmth are probably believed that they would preferably adopt the accommodating strategy or the collaborating strategy if they are skilful enough in problem solving when dealing with conflicts. Individuals high on gregariousness actively seek and enjoy the company of others and are sociable. This quality of their personality can help them easily work and collaborate with others.

2.3 Influence of head teachers' gender on conflict resolution

Gender differences may influence conflict resolution. Some of us were socialized to use particular conflict modes because of our gender. For example, Skjelsbaek and Smith (2001) on a study of gender and conflict resolution in New York discovered that some males, because they are male, were taught always stand up to someone, and, if they have to fight, then they fight. They noted that if one was socialized this way he is more likely to use assertive conflict modes versus using cooperative modes.

Scholars have disagreed about what differences exist and to what degree they exist between male and female school managers concerning preferred conflict resolution style. Some scholars do not believe that gender significantly impacts conflict resolution at all (Banducci, 2005; Giles and Hyndman, 2004). Hunt (2005) found that women school managers do not differ from male school managers in preferred conflict resolution style, but they do differ from their non-managerial counterparts. However, other researchers have found that gender does have as much impact on conflict resolution (Hersey, Kenneth, Blanchard & Dewey, 2001) and (Furlong, 2005). According to Bellafiore's (2007) study, the processes used to resolve disputes for female teachers were less effective than for male teachers. For example, women were more often transferred laterally instead of resolving the dispute.

In the society, males tend to exhibit more acting out, aggressive behaviours than females. For example, over 90% of all violent criminal offenses are committed by men (Omoluabi, 2001). Researchers suggest that schools reflect society in this behavioural trend. In a study investigating the communication and conflict resolution strategy development of high school youth, Bulleit (2006) found females tended to integrate arguments and offer tradeoffs to reach solutions while males tended to assert their opinions forcefully and preferred to assume control or dominate arguments.

In another study, Bahr, Updegraff, Eisenberg and Spinrad (2002) found out that the female teachers in the study used significantly more strategies and more kinds of strategies to resolve conflicts than did males. Also unexpectedly, women were no more concerned than were men with maintaining a positive relationship with the other party. Finally, women were as concerned with resolving the particular issue as were men. While women felt more vulnerable, their vulnerability did not seem to interfere with their ability to actively handle their disputes. However, women talked at length about feeling disempowered and disadvantaged in attempting to deal with their conflicts. Tinsley (2001) also discovered that male and female teachers may respond differently to behavioural interventions. He reported that females used non-confrontational strategies more often than males.

2.4 Influence of head teachers' social norms on conflict resolution

Whether a social norm is used to guide behaviour depends on the person's motivational dispositions and states. Implied in conflict resolution, therefore, is the proposition that aggressions and conflicts are the direct result of some institutions and social norms being incompatible with inherent human needs (Fu, Morris, Lee, Chao, Chiu, Hong, 2007). The argument is that aggressions and anti-social behaviours are stimulated by social circumstances. Head teachers may comply with the social norms in their society. Resultantly, social norms which condone aggression might affect conflict resolution negatively (Bellafiore, 2007).

Bamberger and Biron (2007) study on social norms suggested that there exists a notion that women are more peace loving than men, and can bring a calmer more compromising voice to the negotiation table. It has been argued that women are more effective and more efficient than men in negotiations and that there is a need for “peace promoters, not just warriors at the table. In addition, they demonstrated that women tend to be more cooperative and less aggressive. In relation to head teachers and conflict resolution, it may affect the kind of conflict resolution method selected by men and women. While men may want to win (men are considered warriors in most societies), women may tend to negotiate and come to a resolution because they are peace keepers (Hetcher & Opp, 2001).

2.5 Effect of head teachers’ training in conflict resolution

Every school should try to adopt mechanisms and strategies for managing and resolving conflicts. Hechter and Opp (2001) discovered that out of the 304 respondents on opportunity to attend conflict management courses, 220 (72.4%) indicated that they have never had any opportunity to attend such a course; 42 (13.8%) have hardly done so, while 22 (7.2%) indicated that they have participated often, and only 8 (2.6%) indicated that they participated frequently. It is pertinent that a course on conflict resolution should not only be introduced in the curricula for student teachers, but that it should be introduced as a regular refresher course for teachers and school administrators. Adequate knowledge in

conflict management and resolution in schools will go a long way to sanitise the educational system in the country.

In Nigeria, Mason, Dyer and Norton (2009) noted that teachers have been adversely affected by lack of knowledge of conflict resolution. Most teachers and administrators handled conflicts by trial and error approach because there were no specific procedures and methods of resolving conflicts. In the secondary school system in Osun State, staff members were not excluded from all kinds of conflict (Okotoni, 2002). Staff and students in conflict resolution rarely explored the use of dialogue as a resolution technique. Finally the issue of conflict resolution has reached the point where effective use of relevant strategies should be explored and employed.

2.6 Summary of literature review

The study's dependent variable is conflict resolution and the independent variables are personal traits, gender differences, social norms and skills in conflict resolution. According to past literature, personal traits influence conflict resolution (Gaziel, 2004; Balay, 2000; Maravelas, 2005; Hughes & Weiss, 2007; Robinson, 2003 and Weinstein, 2007). Past literature on conflict resolution and gender differences showed that it has some influence on conflict resolution (Skjelsbaek & Smith, 2001; Banducci, 2005; Giles & Hyndman, 2004; Hunt,

2005; Hersey, Kenneth, Blanchard & Dewey, 2001; Furlong, 2005; Bellafiore, 2007; Omoluabi, 2001; Bahr, Updegraff, Eisenberg & Spinrad, 2002; Tinsley, 2001). Literature also showed that social norms can influence conflict resolution (Fu, Morris, Lee, Chao, Chiu & Hong, 2007; Bamberger & Biron, 2007). Skills to resolve conflicts were also found to affect conflict resolution (Hechter & Opp, 2001; Mason, Dyer & Norton, 2009; Okotoni, 2002). While these variables influence conflict resolution in the other parts of the world, this area has limited research in Kenya. This made it imperative to study the factors influencing conflict resolution in Kenya and more so among primary school teachers in Nyeri Municipality.

2.7 Theoretical framework

This study was guided by conflict resolution model. The conflict resolution model was proposed in 2005 by Patrick Lencioni. The model proposes four different types of obstacles that prevent issues from being resolved. According to Lencioni, the obstacles closest to the centre of the model (the issue) are the easiest barriers to overcome, with obstacles becoming increasingly more difficult to overcome as one moves outward from the centre of the model (Lencioni, 2007). These barriers include: informational obstacles (circle closest to the issue or conflict)—the easiest issues for most people to discuss; individuals must exchange information, facts, opinions and perspectives if they want to move toward resolution.

Environmental obstacles (the next circle out) — the atmosphere in which the conflict is taking place; the physical space, office politics, individual moods and company culture can all have an effect on the resolution process.

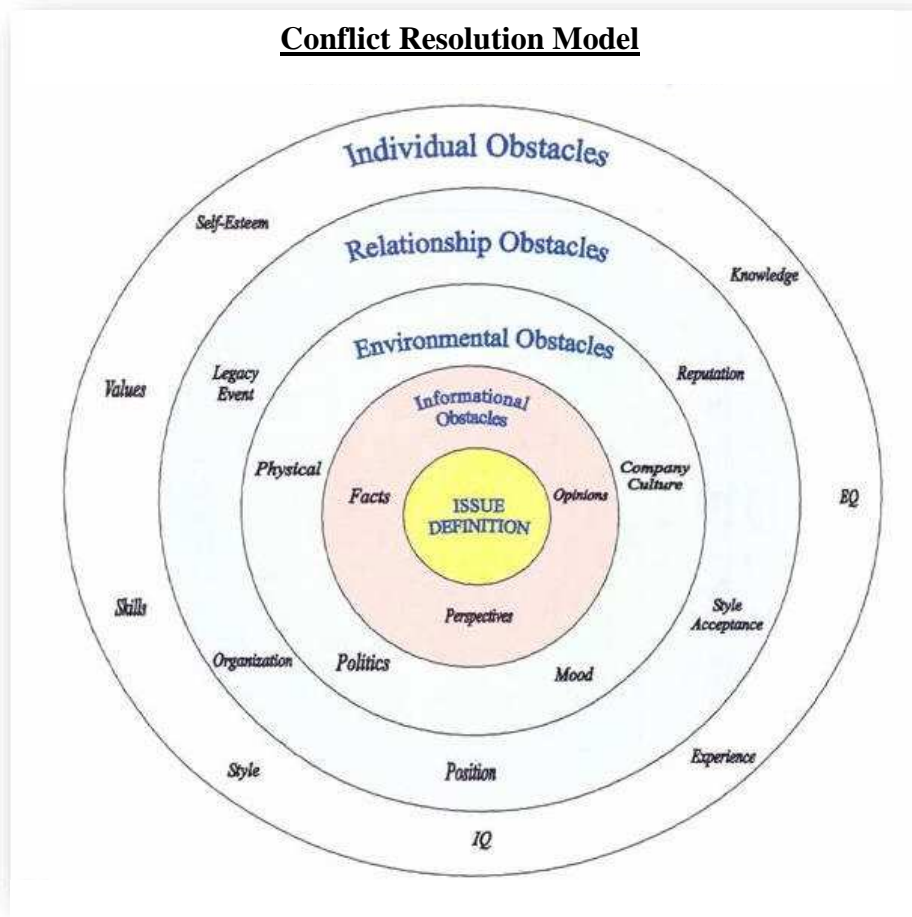


Figure 1: Conflict resolution model, Source: Lencioni (2007)

Relationship obstacles (the next circle out) — issues between the people involved in the conflict; prior unresolved legacies or events among the parties, their reputation or even position in the organization may affect how people work through conflict. Individual obstacles (the outermost circle) — issues that are specific to each person in the conflict; individual experiences, IQ, EQ,

knowledge, self-esteem, and even values and motives all play a part in causing and eventually resolving conflict (Lencioni, 2007).

Conflict resolution model is important in this study because it helps head teachers and teachers to understand that obstacles exist during discussions in conflict resolution (Walker, 2010). When a conflict arises because of a particular obstacle, the group should consider the model to decide whether to address the issue. If parties choose not to address and resolve an issue, they should agree not to let it affect their ability to resolve the larger conflict. Hughes and Terrell, (2011) observed that obstacles at the outside of the circle are more difficult to resolve, largely because they involve personalities and other issues that are not easy to change. In this way, it reveals hot-button issues managers should avoid when attempting to resolve conflict. Certainly, the issues toward the outside of the circle in Lencioni's model are the most challenging. Parties that are able to talk about these types of issues must trust each other because doing so involves some type of personal risk.

2.8 Conceptual framework on factors influencing conflict resolution

The study can be conceptualized as shown in Figure 2

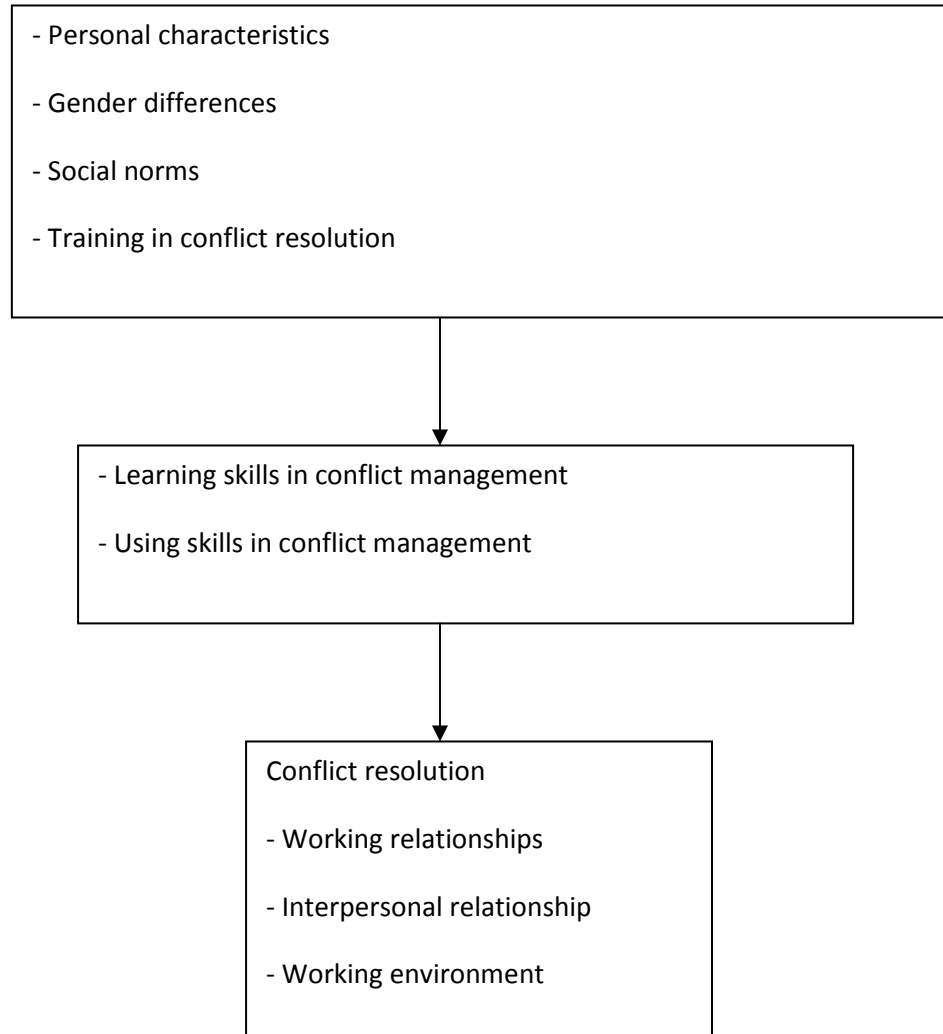


Figure 2: Conceptual framework of factors influencing conflict resolution

The four factors may influence conflict resolution either negatively or positively. Head teachers' personal characteristics like being open for discussions, being conscientious and warm promote conflict resolution. However, personal

characteristics like depression, stress and extraversion may promote negative ways of conflict resolution like being dominating which would affect conflict resolution negatively. In relation to gender, male head teachers are more likely to be aggressive hence use confrontational methods while female head teachers tend to be more cooperative in conflict resolution. Gender may therefore influence the method used in conflict resolution. On social norms, males are socialized to be aggressive and anti-social and this may influence the methods used in conflict resolution. Women are socialized to be peace loving hence men might use conflict resolution methods where they will turn out to be winners. On training in conflict resolution, lack of re-fresher courses and training lead to lack of knowledge and skills in conflict resolution and this affects conflict resolution negatively. This implies that the four factors are directly linked to conflict resolution whereby if they influence conflict resolution positively, there are good working relationships between the head teachers and other school stakeholders, there is a good working environment and better interpersonal relationships within the school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on the research design, target population, sample size and sampling procedure. It also had research instruments, validity and reliability of the instruments, data collection procedure and data analysis and presentation.

3.2 Research design

A research design shows which individuals were to be studied; as well as when, where and in which context (Kothari, 2004). Descriptive survey research design was used in this study because the subjects were observed in a completely natural and unchanged natural environment without influencing them. In addition, the design was more likely to get the true nature of conflict resolution in the schools. Furthermore, the design was an effective way of collecting data from a large number of sources relatively cheaply and within a short time.

3.3 Target population

The population for this research were the 42 public primary schools in Nyeri municipality. There are 504 teachers in these schools, 42 head teachers and 12,456 learners (D.E.O., 2013).

3.4 Sample size and sampling procedure

Sampling means taking any portion of the population as being representative of that population (Mugenda & Mugenda, 1999.) Out of the 42 public primary schools, 21 and their head teachers took part in the study. Out of the 504 teachers, 25 formed the sample population. Out of 12,456 learners 1,246 took part in the study. Simple random sampling, as a sampling technique was employed to give a fair chance for everyone involved in this research to be identified (Kathuri and Pals, 1993). For each category, a list of the subjects was used whereby respondents were randomly picked from the list. Although a sample of 10% of the target population is sufficient to represent the whole population, a bigger sample increases its representativeness and that is why a 50% sample for head teachers and teachers was preferred.

3.5 Research instruments

The study used questionnaires for teachers and interviews schedules for school heads and focus group discussions for pupils for data collection. The research instruments were made in accordance with the objectives of the study. Part I of the questionnaire collected demographic information while part II had questions on factors influencing conflict resolution. The questionnaires were mainly used to collect quantitative data. The researcher chose questionnaires because they helped the respondents to maintain some degree of anonymity, which is believed to

increase the level of their objectivity. Interview schedules and focus group discussions were mainly used to collect qualitative data. They enabled the researcher to collect the data in depth and they also produced a higher response rate.

3.6 Validity of research instruments

Validity is the appropriateness, meaningfulness and usefulness of the specific inferences made from test scores. It is the degree to which results obtained from the data actually represent the phenomenon under study. Content validity of the instrument was enhanced through a pilot study in randomly selected schools in Nyeri Municipality. The pilot study helped to ensure that the instruments of data collection actually tested what they were intended to test. In addition, the researcher worked with research experts to ensure that the data collection tools tested what they were intended to.

3.7 Reliability of research instruments

In simple terms, reliability means consistency of results. This means there is the same outcome for repeated trials. In this research, reliability was enhanced through a pilot study in randomly selected schools in Nyeri Municipality. Test-retest method was used where selected respondents filled the questionnaires and

filled the same questionnaires again three weeks later. The results of the two were compared using Pearson's reliability coefficient (r).

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2] [n\sum y^2 - (\sum y)^2]}}$$

The researcher established a reliability coefficient of 0.8 which was an indication that the instrument was reliable.

3.8 Data collection procedures

After obtaining a research permit from the National Council of Science and Technology, the researcher sought for authority from the County Director of Education and the District Education Officer in order to facilitate interviews with the selected informants. The questionnaires were administered to the respondents from within their respective schools. A deadline was set by which the completed questionnaires and interviews would be ready. To ensure high response rates, the researcher interpreted each of the sections of the questionnaires to the respondents to ensure that they fully understand the questions before answering. Secondly, the researcher ensured that the respondents picked would not be in a hurry and have adequate time to answer the questionnaires. Interviews were scheduled according to head teachers' schedule of work to avoid inconveniences.

3.9 Data analysis techniques

After the fieldwork, all the questionnaires were adequately checked for completeness. This was to ensure that the output is free from outliers and the effect of missing responses is at minimum. The information was coded and entered into a spreadsheet and analyzed using SPSS (Statistical Package for Social Sciences). Quantitative analysis involved generating descriptive statistics. The descriptive statistics include frequency tallies and their corresponding percentage scores. The findings were presented by using frequency tables. Qualitative analysis involved categorizing data from interviews into common themes, coding and generating frequency tallies and the resulting percentages. The results of the data analysis were presented using frequency tables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, DISCUSSIONS AND INTERPRETATION

4.1 Introduction

This chapter presents results and interpretations of the research findings. The study was guided by the following research questions: to establish how head teachers' personal characteristics influence conflict resolution among teachers in primary schools in Nyeri Municipality; to determine how head teachers' gender influences conflict resolution among teachers in primary schools in Nyeri Municipality; to assess how social norms influence head teachers' conflict resolution among teachers in primary schools in Nyeri Municipality and to establish how head teachers' training in conflict resolution influence conflict resolution among teachers in primary schools in Nyeri Municipality. For each of the objective, the data collection instruments had several items aiming at collecting information regarding the same.

4.2 Response rate

Out of the 252 questionnaires sent out to the teachers, 246 were returned giving a response rate of 97.4% and out of the 21 principals intended to participate; all of

them did giving a response rate of 100%. Of the 1,246 learners, 900 took part giving a response rate of 72.2%.

4.3 General characteristics of the respondents

This section displays the findings of the study regarding the general characteristics of the respondents in relation to gender, age, education level and their teaching experience.

4.3.1 Gender of head teachers and teachers

This item sought for information on the head teachers and teachers' gender. It was included because gender was established to be factor in conflict resolution and the participants gave their responses as shown in Table 4.1

Table 4.1 Gender of head teachers and teachers

Gender	Frequency	Percent
Male	41	16.7
Female	205	83.3
Total	246	100.0

Out of the 246 teachers who took part in the study, 83.3% were female. This means that there are more female teachers in primary schools compared to the

male teachers. In relation to the gender of the head teachers, majority (52.4%) were female. This means that both genders were well represented in the study.

4.3.2 Age of head teachers and teachers

Age was an item because with it comes experience and educational opportunities in conflict resolution. The head teachers and teachers responded as shown in Table 4.2

Table 4.2 Age of teachers

Age	Frequency	Percent
Below 25 years	11	4.5
25-50 years	190	77.2
Above 50 years	45	18.3
Total	246	100.0

As shown in Table 4.2 77.2% of the teachers were aged between 25 and 50 years. This implies that there are fewer teachers joining the teaching profession than the ones headed for retirement. This could be because of the government policy which had given a directive to freeze the recruitment of teachers. Regarding head teachers' age, majority (85.7%) were aged between 25 and 50 years. The reason

for advanced years of head teachers compared to those of teachers could be because school headship comes with experience hence age.

4.3.3 Head teachers and teachers' education level

Education level of the head teachers and teachers was included because it might determine whether head teachers and teachers have been trained in conflict resolution or not. They responded as shown in Table 4.3

Table 4.3 Head teachers and teachers' education level

Education level	Frequency	Percent
Diploma	101	41.1
Higher diploma	52	21.1
Bachelor's degree	65	26.4
Master degree	10	4.1
Others	18	7.3
Total	246	100.0

As indicated in Table 4.3, all teachers have a diploma and above. The number of teachers with masters and bachelors degree is on the increase among the primary school teachers. This could be due to the easier access to such programmes

through distance learning and school based programmes and the fact that most primary school teachers have gone back to school in order to get promotions and better their pensions. The findings on head teachers' education level show that 100% had a bachelors' degree. This shows that all head teachers in the region are highly educated hence can fully understand the issue under study.

4.3.4 Length of time worked by head teachers and teachers

This item sought for information on the length of time that the respondents have worked because longer working experience might mean more contact with conflict and conflict resolution among head teachers and teachers. The results were summarised in Table 4.4.

Table 4.4 Length of time worked by teachers

Time	Frequency	Percent
1-10 years	81	32.9
11-20 years	66	26.8
21-30 years	76	30.9
31-40 years	23	9.3
Total	246	100.0

According to Table 4.4, most teachers have worked for more than 10 years. This implies that most of the teachers have been in the teaching profession long enough to understand issues related to conflict resolution.

The findings on head teachers' working experience show that 28.6% have worked for 11 to 20 years, while the other 71.4% have worked for 21 to 30 years. During all these working years, the head teachers must have dealt with conflict and conflict resolution hence they can fully understand such issues.

4.4 Influence of head teachers' personal characteristics on their conflict resolution

This section sought for information on how head teachers' personal characteristics may influence the way they resolve conflicts.

4.4.1 Head teachers' personal characteristics

The teachers were asked about the head teachers' personal characteristics and they responded as shown in Table 4.5

Table 4.5 Head teachers' personal characteristics

Characteristic	Frequency	Percent
Assertive	60	24.4
Friendly	164	66.7
Vulnerable	5	2.0
Impulsive	17	6.9
Total	246	100.0

As shown in Table 4.5, 66.7% of the teachers reported that the head teachers were friendly. There is a high percentage of head teachers who are assertive and friendly. This implies they are more likely to resolve conflicts more successfully. These findings were supported by Gaziel (2004). On the other hand, the learners described head teachers as assertive, domineering, tough, emotional, unfair and confrontational. This could mean that when dealing with learners, the head teachers are far from friendly according to learners. This is in line with Balay's (2000) study.

4.4.2 Conflicts between teachers and learners

When the pupils were asked whether they have ever observed conflicts between the head teachers, some said yes while others said no. The ones who said yes are

supported by Salleh and Apitree (2012). They reported that mostly, head teachers and teachers argue about lessons especially failure of teachers to attend classes and delay of salaries. The fact that pupils even know what the teachers and head teachers conflict about shows that the head teachers and even the teachers do not know how to deal with conflicts as explained by Maravelas (2005) who wrote on confrontational methods of conflict resolution. They should handle their arguments out of the earshot of the pupils since they should always act as role models.

4.4.3 How often head teachers' personal characteristics affects conflict resolution

The teachers were asked on how often head teachers' personal characteristics affects conflict resolution and they responded as shown in Table 4.6

Table 4.6 How often head teachers' personal characteristics affect conflict resolution

Details	Frequency	Percent
Very often	54	22.0
Often	67	27.2
Moderately often	45	18.3
Rarely	75	30.5
Never	5	2.0
Total	246	100.0

According to Table 4.6, 67.5% of the teachers were of the opinion that head teachers' personal characteristics affect their conflict resolution at least moderately often. This shows that head teachers' personal characteristics have an effect on conflict resolution as supported by Weinstein (2007), Robinson (2003) and Salleh and Apitree (2012) who found a connection between personal characteristics of head teachers and their conflict resolution.

4.4.4 Head teachers resolve conflicts with other people easily

This item sought for teachers' opinion on how often head teachers resolve conflicts with other people easily and they responded as shown in Table 4.7

Table 4.7 Head teachers resolve conflicts with other people easily

Response	Frequency	Percent
Always	76	30.9
Sometimes	140	56.9
Rarely	30	12.2
Total	246	100.0

As shown in Table 4.7, 56.9% of the teachers were of the opinion that head teachers resolve conflicts with other people easily sometimes. This implies that most head teachers are average in resolving conflicts with other people easily. This could be based on their personal characteristics like being aggressive and domineering which do not allow easy conflict resolution as supported by Gaziel (2004).

4.4.5 Head teachers need mediation to resolve conflicts

This item sought for information on teachers' opinion on how head teachers need mediation to resolve conflicts.

Table 4.8 Head teachers need mediation to resolve conflicts

Response	Frequency	Percent
Always	38	15.4
Sometimes	126	51.2
Rarely	50	20.3
Never	32	13.0
Total	246	100.0

As shown in Table 4.8, 66.7% of the teachers reported that head teachers at least need mediation to resolve conflicts sometimes. This implies that according to teachers, the head teachers have the capability to resolve conflicts but at times they may require mediation in order to resolve conflicts more successfully. This could be due to inadequacy of skills in conflict resolution as supported by Hechter and Opp (2001).

4.4.6 Head teachers don't find it important to resolve conflicts

In response to the statement: head teachers don't find it important to resolve conflicts, the teachers responded as shown in Table 4.9

Table 4.9 Head teachers don't find it important to resolve conflicts

Response	Frequency	Percent
Always	17	6.9
Sometimes	57	23.2
Rarely	56	22.8
Never	116	47.2
Total	246	100.0

As indicated in Table 4.9, 70% of the teachers disagreed with the statement that head teachers do not find it important to resolve conflicts. The implication is that most head teachers find it important to resolve conflicts with other people. This is in line with Sandy's (2001) study which supports conflict resolution if schools are to run smoothly.

4.4.7 Head teachers argue their case with teachers to show the merits of their position

The teachers were asked about their opinion regarding the statement: head teachers argue their case with teachers to show the merits of their position and they responded as shown in Table 4.10

Table 4.10 Head teachers argue their case with teachers to show the merits of their position

Response	Frequency	Percent
Always	38	15.4
Sometimes	98	39.8
Rarely	56	22.8
Never	54	22.0
Total	246	100.0

According to Table 4.10; 55.3% of the teachers reported that, head teachers at least sometimes argue their case to show the merit of their position. This shows that majority of the head teachers try to resolve conflicts with teachers by arguing their cases with them to show the merits of their position. This could be based on

their personal characteristics which influence conflict resolution as supported by (Gaziel, 2004).

4.4.8 Head teachers negotiate with teachers so that a compromise can be reached

This item sought for information regarding how head teachers negotiate with teachers so that a compromise can be reached and teachers responded as shown in Table 4.11

Table 4.11 Head teachers negotiate with teachers so that a compromise can be reached

Response	Frequency	Percent
Always	70	28.5
Sometimes	93	37.8
Rarely	60	24.4
Never	23	9.3
Total	246	100.0

As shown in Table 4.11, 6.3% of the teachers were in agreement that head teachers negotiate with teachers so that a compromise can be reached. This shows

that some head teachers know the right methods of conflict resolution as supported by Gaziel (2004). However, even though a few head teachers succeed in negotiating until compromise is reached, there is a significant number of head teachers who do not always do that while others never do it. This could imply that head teachers do not always succeed in resolving conflicts among teachers.

4.4.9 Head teachers attempt to avoid being put on the spot and try to keep their conflict with teachers to themselves

Regarding the statement: head teachers attempt to avoid being put on the spot and try to keep their conflict with teachers to themselves, the teachers responded as follows;

Table 4.12 Head teachers attempt to avoid being put on the spot and try to keep their conflict with teachers to themselves

Responses	Frequency	Percent
Always	49	19.9
Sometimes	93	37.8
Rarely	35	14.2
Never	69	28.0
Total	246	100.0

As shown in Table 4.12, 57.7% of the teachers were of the opinion that head teachers sometimes attempt to avoid being put on the spot and try to keep their conflict with teachers to themselves. This is avoidance which could be based on self consciousness of head teachers as postulated by Balay (2000) and does not necessarily resolve conflicts successfully. The implication is that there are many head teachers who may not fully know how to handle conflicts.

4.4.10 Head teachers are firm in pursuing their side of the issue

In response to the issue of whether head teachers are firm in pursuing their side of the issue, the teacher responded as shown in Table 4.13

Table 4.13 Head teachers are firm in pursuing their side of the issue

Response	Frequency	Percent
Always	89	36.2
Sometimes	86	35.0
Rarely	61	24.8
Never	10	4.1
Total	246	100.0

According to Table 4.13, 71.1% of the teachers reported that head teachers are firm in pursuing their side of the issue. This means that a significant number of head teachers mind more on their side of issue rather than concentrate on how best to resolve the conflicts. This could be due to their personal characteristics as supported by Gaziel (2004).

4.4.11 Head teachers accommodate the wishes of teachers

In relation to whether head teachers accommodate the teachers' wishes, the teachers responded as shown in Table 4.14

Table 4.14 Head teachers accommodate the wishes of teachers

Response	Frequency	Percent
Always	53	21.5
Sometimes	131	53.3
Rarely	39	15.9
Never	23	9.3
Total	246	100.0

Table 4.14 shows that 74.8% of the teachers were of the opinion that head teachers accommodate the wishes of teachers. The others rarely use it. This implies that most head teachers are not consistent when it comes to accommodating teachers' wishes in conflict resolution. This could mean that they use other methods of conflict resolution like confrontational as supported by Gaziel (2004).

4.4.12 Head teachers avoid open discussion of their differences with teachers

The teachers were also asked whether head teachers avoid open discussion of their differences with teachers and they responded as shown in Table 4.15

Table 4.15 Head teachers avoid open discussion of their differences with teachers

Response	Frequency	Percent
Always	83	33.7
Sometimes	80	32.5
Rarely	29	11.8
Never	54	22.0
Total	246	100.0

According to Table 4.15, 66.3% of the teachers reported that head teachers always avoid open discussion of their differences with teachers at least sometimes. This means that there are many head teachers who use avoidance as a way of resolving conflicts with teachers. This is in line with Balay's (2000) study findings. Avoidance rarely solves conflicts hence their use of it could mean that they have deficient skills in resolving conflicts.

4.4.13 Conflict resolution strategy preferred by head teachers

In relation to the conflict resolution strategy preferred by head teachers, the teachers responded as shown in Table 4.16

Table 4.16 Conflict resolution strategy preferred by head teachers

Strategy	Frequency	Percent
Confrontational	70	28.5
Collaborating	155	63.0
Avoidance	15	6.1
Competing	6	2.4
Total	246	100.0

According to Table 4.16, 28.5% of the teachers reported that head teachers preferred to use confrontational method of resolving conflicts, 63% of the head teachers prefer collaborating, while 16.1% prefer avoidance and 2.4% prefer competing. While all these strategies may work in some cases, collaborating strategy which is preferred is better because it involves compromise to both parties. However, there is still a significant number of head teachers who use avoidance and competing and these strategies most of the time leave either party dissatisfied with the rule of the situation as supported by Balay (2000).

4.4.14 How head teachers' personal characteristics influence conflict resolution

All the head teachers (100%) were of the opinion that their personal characteristics influence their conflict resolution. When asked about how their personal characteristics affect their conflict resolution, they reported that by being sociable and open to discussions, this makes teachers have confidence in them and this makes conflict resolution easier. These findings were in agreement with Gaziel (2004) and Day-Vines (1996). They also promote fairness in conflict resolution by ensuring that they are not biased towards any party. They are also patient when dealing with issues and they give a hearing to both sides of the conflict. They also have proper communication in disseminating information hence avoiding conflicts.

When asked the ways in which they handle conflicts with teachers, the head teachers said through dialogue, mediators, guidance and counselling, creating a friendly atmosphere, clarifying perceptions, focusing on individual and shared needs, holding retreats and bonding sessions, solving problems before they blow out of proportion, confronting teachers, avoiding some issues, facilitating staff meetings where teachers air their opinions on various issues, ensuring there is fairness in task allocation and equitable distribution of resources, encouraging meaningful dialogue, openness and participation in social affairs affecting them.

4.5 Influence of gender in conflict resolution by head teachers

In order to achieve this objective, the researcher used several items as discussed in the following paragraphs

4.5.1 Whether male and female head teachers resolve conflicts the same way

When the teachers were asked whether male and female head teachers resolve conflicts the same way they responded as shown in Table 4.17

Table 4.17 Whether male and female head teachers resolve conflicts the same way

Response	Frequency	Percent
Agree	11	4.5
Disagree	235	95.5
Total	246	100.0

According to Table 4.17, 95.5% of the teachers reported that male and female head teachers do not resolve conflicts in the same way. This implies that there are major differences in the way male and female head teachers resolve conflicts. As supported by Yaakov (2004). In outlining the differences between male and female head teachers in resolving conflicts, 23.6% of the teachers reported that men are more controlling, 83.7% said that men are more domineering while

38.2% said that men are more assertive and 4.5% said that men are more confrontational. These findings were supported by Skjelsbaek and Smith (2001). Regarding the female head teachers, 34.7% of the teachers reported that female head teachers are more sympathetic, 6.9% said female head teachers are more fearful while 50% said they are more emotionally charged and according to 2.4% of the teachers said that female head teachers are weaker as supported by Bulleit (2006). These findings show that male and female head teachers have differences in the way they resolve conflicts based on their gender.

However, according to pupils the gender of the head teacher does not matter and male head teachers are not confrontational or assertive because they are men and neither are female head teachers more fearful and vulnerable because they are women. Learners' findings were supported by Hersey, Kenneth, Blanchard and Dewey (2001) and Furlong (2005) who found no gender based differences between male and female head teachers in conflict resolution.

4.5.2 Extent to which gender influences conflict resolution

Regarding how gender influences conflict resolution by head teachers, the teachers responded as shown in Table 4.18

Table 4.18 Extent to which gender influences conflict resolution

Extent	Frequency	Percent
Great extent	57	23.2
Moderate extent	115	46.7
Small extent	69	28.0
No extent	5	2.0
Total	246	100.0

According to Table 4.18, 95% of the teachers were of the opinion that head teachers' gender affects their conflict resolution at least to small extent. Given that majority of the respondents reported that gender affects conflict resolution shows that gender may be a major factors influencing conflict resolution among head teachers. This is in line with Omoluabi's (2001) findings.

In relation to their gender and its influence on conflict resolution 72.4% of the head teachers said it influences while the other 28.6% reported that their gender has no influence on the way they resolve conflicts. For the ones who said that gender has an influence on conflict resolution, they mentioned that female head teachers have better communication skills thus ensuring that there is not a breakdown of communication between teachers hence enhancing conflict

resolution promptly as supported by Bahr, Updegraff, Eisenberg and Spinrad (2002) and Tinsley (2001). However, some teachers are afraid to approach them all the same. Male head teacher reported that because of their gender, female teachers prefer not to approach them. Others reported that teachers have confidence in them because their gender helps them to handle teachers' problems with confidentiality.

4.6 Influence of social norms on conflict resolution among head teachers

In an attempt to fulfil this objective, the researcher used several items as shown in the following paragraphs:

4.6.1 Whether social norms affect conflict resolution

This item sought to get information on whether social norms affect conflict resolution and the responses are as summarised in Table 4.19

Table 4.19 Whether social norms affect conflict resolution

Response	Frequency	Percent
Agree	195	79.3
Disagree	51	20.7
Total	246	100.0

According to Table 4.19, 79.3% of the teachers reported that social norms affect conflict resolution. Given that majority of the respondents were of the opinion that social norms influence conflict resolution, it means that social norms are a major factor in conflict resolution among heads teachers. These findings were supported by Yaakov (2004).

4.4.3.2 Social norms which influence conflict resolution

When told to identify the social norms which affect conflict resolution, the teachers responded as shown in Table 4.20

Table 4.20 Social norms which influence conflict resolution

Response	Frequency	Percent
Men are masculine hence they should resolve conflicts	83	33.7
Women are weak and emotional hence cannot solve conflicts	69	28.0
Men are the mediators in case of conflicts	94	38.2
Total	246	100.0

According to Table 4.20, 63.8% the teachers reported that men are masculine hence they should resolve conflicts (33.7%), women are weak and emotional hence cannot solve conflicts (28%) and men are the mediators in case of conflicts (38.2%). This means that based on the social norms in the region which view men to be strong and women to be weak, conflict resolution may be influenced.

4.4.3.3 Extent to which social norms influence conflict resolution

This item sought for information on the extent to which social norms influence conflict resolution and the teachers responded as shown in Table 4.21

Table 4.21 Extent to which social norms influence conflict resolution

Extent	Frequency	Percent
Great extent	73	29.7
Moderate extent	84	34.1
Small extent	84	34.1
No extent	5	2.0
Total	246	100.0

According to Table 4.21 63.8% of the teachers were of the opinion that social norms influence conflict resolution at least to a moderate extent. These findings

show that social norms have a role to play when it comes to conflict resolution as suggested by Fu, Morris, Lee, Chao, Chiu and Hong (2007).

Regarding social norms and their influence on conflict resolution, 85.7% of the head teachers reported that social norms has an influence on the way they resolve conflicts as supported by Bamberger and Biron (2007). They further said that based on social norms some teachers are socialized to believe that male head teachers are better skilled to deal with conflict resolution (Hetcher & Opp, 2001). Teachers also have the attitude that male head teachers make better managers than female head teachers. Some teachers also feel that female head teachers cannot tackle problems effectively. For the ones who said that social norms have no influence on conflict resolution (14.3%) they reported that social norms influence conflict resolution in no particular way.

4.7 Influence of training on conflict resolution

In order to meet this objective, the researcher used several items as shown in the following paragraphs

4.7.1 Whether head teachers were taught on how to resolve conflicts

This item sought for information on whether head teachers were taught to resolve conflicts and 56.9% of the teachers admitted that head teachers were taught on conflict resolution while the other 43.1% said that head teachers were not taught

on conflict resolution. This shows that even if some head teacher were taught on conflict resolution, there is a significant number of head teachers who were not taught on conflict resolution as supported by Hechter and Opp (2001). Contrary to teachers' findings, 100% the head teachers reported to have been trained in conflict resolution but some said that the training is not formal. The reason as to why the teachers reported that most of the head teachers are not trained in conflict resolution could be that they do not act like they are trained in the same. This could imply that the skills they got from the training as still not sufficient to handle conflict resolution.

4.7.2 Whether head teachers go for refresher courses on conflict resolution

Regarding the issue of whether head teachers go for refresher courses on conflict resolution, 22.3% of the teachers reported that head teachers go for refresher courses on conflict resolution while 77.2% said that head teachers do not go for refresher courses as supported by Mason, Dyer and Norton (2009). This means that one of the reasons for head teachers failing to resolve conflicts could be lack of skills based on lack of refresher courses.

4.7.3 How often head teachers go for refresher courses

Table 4.22 is a summary of how often head teachers go for refresher courses

Table 4.22 How often head teachers go for refresher courses

Response	Frequency	Percent
Don't go	190	77.2
Very often	10	4.1
Often	10	4.1
Moderately often	15	6.1
Rarely	21	8.5
Total	246	100.0

As shown in Table 4.22 77.2% of the teachers reported that head teachers do not go for refresher courses. This implies that most head teachers do not go for refresher courses on conflict resolution and the ones who do make to go, go rarely as supported by Okotoni, 2002). This could be one of the reasons why head teachers have problems with conflict resolution.

4.7.4 How head teachers deal with colleague teachers who are always conflicting with others

The teachers were also asked how head teachers deal with colleague teachers who are always conflicting with others and their responses are as summarised in Table 4.23

Table 4.23 How head teachers deal with colleague teachers who are always conflicting with others

Response	Frequency	Percent
They report them to the administration	22	8.9
They mind my own business	33	13.4
They try to reconcile them	191	77.6
Total	246	100.0

As shown in Table 4.23 88.9% of the teachers reported that head teachers report teachers who are always conflicting with their colleagues to the administration, 13.4% said they mind their own business while 77.6% said they try to reconcile them. This means that most head teachers attempt to resolve conflicts with teachers but the fact that there are still many conflicts among teachers, it could

mean that the head teachers are not fully equipped to deal with such conflicts. This is in line with Hechter and Opp (2001) findings.

4.7.5 How head teaches benefit from training in conflict resolution

The head teachers reported that training in conflict resolution has helped them to value opinions, accommodate different opinions regardless of their sources and respect them. Through the training, head teachers have learnt to work with other people even if these people are different from them. The training has also helped head teachers to resolve conflicts more professionally. When asked whether they would handle conflicts differently if they were not trained, all of the heads teachers said yes.

4.7.6 Strategies used by head teaches to resolve conflicts

In relation to the strategies that the head teachers have for resolving conflicts, some said that they promote unity among teachers, they encourage team work and respect among teachers, involving teachers in decision making, using the right channels of communication, helping teachers to handle minor differences amongst themselves, accommodating teachers, listening to them, fair tasks allocation, availing themselves to attend to teachers' needs and capacity building seminars. When asked about the ways in which conflict resolution can be improved, the head teachers suggested identifying the sources of conflict, having open dialogue,

head teachers should view teachers as team mates rather than subordinates, plan for activities aimed as bonding and stress reduction, praying together, guidance and counselling, having refresher courses, involving teachers in decision making, avoiding intimidation, resolving conflicts immediately they occur, and training all teachers on conflict resolution.

4.7.7 What should be improved on skills in conflict resolution?

When asked on what should be improved on skills in conflict resolution, the teachers responded as shown in Table 4.24

Table 4.24 What should be improved on skills in conflict resolution?

Response	Frequency	Percent
There should be more training in conflict resolution	131	53.3
There should be speakers to talk about conflict resolution among teachers	103	41.9
There should be seminars on Conflict resolution	12	4.9
Total	246	100.0

According to Table 4.24, 53.3% of the teachers suggested that there should be more training in conflict resolution, 41.9% proposed that there should be speakers to talk about conflict resolution among teachers while 4.9% said that there should be seminars on conflict resolution. All these would help to improve conflict resolution in schools creating a more conducive environment for the teaching-learning process. These are supported by Hechter and Opp (2001) who find the importance of adding skills in conflict resolution among the head teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions, recommendations of the study and suggestions for further research.

5.2 Summary of the study

The purpose of this study was to investigate the factors influencing conflict resolution among teachers in public primary schools of Nyeri Municipality, Kenya. The study was guided by the following objectives: to establish how head teachers' personal characteristics influence conflict resolution among teachers in primary schools in Nyeri Municipality; to determine how head teachers' gender influences conflict resolution among teachers in primary schools in Nyeri Municipality; to assess how social norms influence head teachers' conflict resolution among teachers in primary schools in Nyeri Municipality and to establish how head teachers' training in conflict resolution influence conflict resolution among teachers in primary schools in Nyeri Municipality. Descriptive survey research design was used and the target population was the public primary schools in Nyeri municipality. The study used questionnaires for teachers and interviews schedules for school heads and focus group discussions for pupils for

data collection. Descriptive statistics were used to analyse the data and the results were presented using frequency tables.

In relation to how head teachers' personal characteristics influence conflict resolution; the findings showed that there is a high percentage of head teachers who are assertive and friendly. This implies they are more likely to resolve conflicts more successfully. Most learners reported to have observed conflicts between the head teachers. Teachers were of the opinion that head teachers' personal characteristics affect their conflict resolution. Findings also showed that most head teachers are average in resolving conflicts with other people easily. It was also found out that the head teachers have the capability to resolve conflicts but at times they may require mediation in order to resolve conflicts more successfully. The findings also showed that there are many head teachers who use avoidance as a way of resolving conflicts with teachers. However, majority of head teachers prefer collaborating method of conflict resolution. All the head teachers (100%) were of the opinion that their personal characteristics influence their conflict resolution because, being open to discussions, being patient and having proper communication in disseminating information help resolve conflicts.

Regarding gender's influence on conflict resolution, 95.5% of the teachers reported that male and female head teachers do not resolve conflicts in the same way. In outlining the differences between male and female head teachers in

resolving conflicts, some of the teachers reported that men are more controlling, more domineering, more assertive more confrontational. Female head teacher were categorised as more sympathetic, more fearful, more emotionally charged and weaker. These findings show that male and female head teachers have differences in the way they resolve conflicts based on their gender. However, according to pupils the gender of the head teacher does not matter. Majority of the respondents reported that gender affects conflict resolution at least moderately and this shows that gender may be a major factors influencing conflict resolution among head teachers. For the teachers who said that gender has an influence on conflict resolution, they mentioned that female head teachers have better communication skills thus ensuring that there is not a breakdown of communication between teachers hence enhancing conflict resolution promptly. However, some teachers are afraid to approach them all the same. Male head teacher reported that because of their gender, female teachers prefer not to approach them. Others reported that teachers have confidence in them because their gender helps them to handle teachers' problems with confidentiality.

In connection to social norms and how they influence conflict resolution, most of the teachers were of the opinion that social norms influence conflict resolution to at least moderate extent. Most of the head teachers reported that social norms have an influence on the way they resolve conflicts. They further said that based on social norms some teachers are socialized to believe that male head teachers

are better skilled to deal with conflict resolution. Teachers also have the attitude that male head teachers make better managers than female head teachers. Some teachers also feel that female head teachers cannot tackle problems effectively. For the ones who said that social norms have no influence on conflict resolution (14.3%) they reported that social norms influence conflict resolution in no particular way.

In relation to training on conflict resolution, majority of the teachers admitted that head teachers were taught on conflict resolution while the other 43.1% said that head teachers were not taught on conflict resolution. This shows that even if some head teacher were taught on conflict resolution, there is a significant number of head teachers who were not taught on conflict resolution. Contrary to teachers' findings, 100% of the head teachers reported to have been trained in conflict resolution but some said that the training was not formal. Regarding the issue of whether head teachers go for refresher courses on conflict resolution, majority of the teachers said that head teachers do not go for refresher courses. The head teachers who do make to go for refresher courses go rarely. The head teachers reported that training in conflict resolution has helped them to value opinions, accommodate different opinions regardless of their sources and respect them. Through the training, head teachers have learnt to work with other people even if these people are different from them. The training has also helped head teachers to resolve conflicts more professionally.

Head teachers admitted to use several strategies for resolving conflicts like promoting unity among teachers, encouraging team work and respect among teachers, involving teachers in decision making, using the right channels of communication, helping teachers to handle minor differences amongst themselves, accommodating teachers, listening to them, fair tasks allocation, availing themselves to attend to teachers' needs and capacity building seminars. When asked about the ways in which conflict resolution can be improved, the head teachers suggested identifying the sources of conflict, having open dialogue, head teachers should view teachers as team mates rather than subordinates, planning for activities aimed as bonding and stress reduction, praying together, guidance and counselling, having refresher courses, involving teachers in decision making, avoiding intimidation, resolving conflicts immediately they occur, and training all teachers on conflict resolution. Teachers suggested that there should be more training in conflict resolution, there should be speakers to talk about conflict resolution among teachers and there should be seminars on conflict resolution. All these would help to improve conflict resolution in schools creating a more conducive environment for the teaching-learning process.

5.3 Conclusion of the study

Head teachers' personal characteristics were found to affect conflict resolution, among head teachers. Personal characteristics like being assertive, good

communicators and being friendly promote accommodating conflict resolution strategies. However, there are head teachers who use avoidance which is not effective as the problem is usually not addressed.

Head teachers' gender was found to affect conflict resolution because male head teachers are more controlling, more domineering, more assertive more confrontational while female head teachers are more sympathetic, more fearful, more emotionally charged and weaker and this interfered with the way the resolved conflicts.

Social norms affect conflict resolution because some teachers are socialized to believe that male head teachers are better skilled to deal with conflict resolution, male head teachers make better managers than female head teachers and female head teachers cannot tackle problems effectively.

Training on conflict resolution affects conflict resolution because head teachers have inadequate training in the same and most do not go for refresher courses on conflict resolution and the ones who go do so rarely. This affects the way they resolve conflicts.

5.4 Recommendations of the study

Based on the findings of the study, the researcher recommends the following

- a) Head teachers and teachers should address their arguments and conflicts away from the learners as this can disrupt the teaching-learning process
- b) The head teachers should use their personal characteristics positively in conflict resolution
- c) Head teachers irrespective of gender should use professionalism when dealing with conflict resolution to ensure that it is successful
- d) Head teachers and teachers should rise above stereotypes that are gender based in order to succeed in conflict resolution
- e) The Ministry of Education should offer refresher courses, seminars and workshops on conflict resolution for head teachers and teachers to upgrade their skills in the same

5.5 Suggestions for further studies

The researcher suggests that a similar study should be done in other regions in Kenya. Further research should as well be carried out on the best strategies for resolving conflicts in schools.

REFERENCE

- Bahr, S., Updegraff, K. Eisenberg, N. & Spinrad, T. (2002). *Getting along: Conflict resolution strategies*. Los Angeles: Educational Research
- Balay, R. (2000). *Administrators' and Teachers' Organizational Commitment*. Turkey: Nobel Publishing
- Bamberger, P., & Biron, M. (2007). Group norms and excessive absenteeism. *Organizational Behavior and Human Decision Processes*, 103, 179–196
- Banducci, S. (2005). *Gender As a Variable in Studies of War and Peace: Variance and Context*. Hilton: International Studies Association
- Barclay, S. & Wolff, L. (2011). When lifestyles collide: an Adlerian-based approach to workplace conflict, *Journal of Individual Psychology*, 67(2)
- Bellafiore, D. (2007). *Interpersonal Conflict and Effective Communication*. New York: DRB Alternatives
- Bercovitch, J. & Jackson, R. (2009). *Conflict Resolution in the Twenty-first Century: Principles, Methods, and Approaches*. Ann Arbor: University of Michigan Press
- Bulleit, B. (2006). *Effectively Managing Team Conflict*. Washington D.C.: Thousand Oaks
- Crawford, D., & Bodine, R. (1997). *Conflict resolution in schools*. Washington, DC: National Institute for Dispute Resolution.
- Day-Vines, N. (1996). Conflict resolution: the value of diversity in the recruitment, selection, and training of peer mediators. *School Counsellor* 43:5, 392-410.
- D.E.O. (2013). *Teachers in Nyeri Municipality*. Nyeri: D.E.O
- Fisher, R. (2000). *Sources of Conflict and Methods of Conflict Resolution*. New York: Springer-Verlag.
- Fu, H., Morris, M., Lee, S., Chao, M., Chiu, C. & Hong, Y. (2007). Epistemic motives and cultural conformity: Need for closure, culture, and context as

- determinants of conflict judgments. *Journal of Personality and Social Psychology*, 92(2),191-207.
- Furlong, G. (2005). *The Conflict Resolution Toolbox: Models and Maps for Analyzing, Diagnosing, and Resolving Conflict*. Ontario: Wiley and Sons
- Gaziel, H. (2004). Predictors of absenteeism among primary school teachers. *Social Psychology of Education*, 7, 421-34.
- Giles, W. & Hyndman, J. (2004). *Sites of Violence. Gender and Conflict Zones*. Los Angeles: University of California Press
- Hechter, M. & Opp, K. (2001). *Social norms*. New York: Russell Sage Foundation.
- Hersey, P., Blanchard, K. & Johnson, D. (2001). *Management of Organizational Behavior* (8th Edition). New Jersey: Prentice Hall
- Hughes, J. & Weiss, J. (2007). Want Collaboration? Accept And Actively Manage Conflict. *Harvard Business Review*. 2 (3) 34-37
- Hughes, M. & Terrell, J. (2011). *The Emotionally Intelligent Team: Understanding and Developing the Behaviors of Success*. New York: John Wiley & Sons
- Hunt, S. (2005). *Moving Beyond Silence: Women Waging Peace*. Netherland: Brill
- Jost, P. & Weitzel, U. (2007). *Strategic Conflict Management: A Game – Theoretical Introduction*. New York: Edward Elgar Publishing
- Kathuri, J.N. & D.A. Pals. (1993). *Introduction to Education Research*. Egerton University, Njoro: Educational Media Centre,
- Kothari, C.R., (2004). *Research Methodology: Method and Techniques* (2nd Ed). New Delhi: New Age International (P) Ltd. M.Ed.
- Lencioni, P. (2007). *The Five Dysfunctions of a Team: Participant Workbook*. New York: John Wiley & Sons
- Maravelas, A. (2005). *How to Reduce Workplace Conflict and Stress*. New Jersey: Career Press

- Mason, M., Dyer, R., & Norton, M. (2009). Neural mechanisms of social influence. *Organizational Behavior and Human Decision Processes*, 110, 152–159.
- Mugenda, O.M & Mugenda, A.G, (1999). *Research methods; Quantitative and Quantitative Approaches*, Acts, Nairobi.
- Okotoni, C. (2002). *Management of Conflicts in Secondary Schools in Osun State*. M.A. Thesis, Obafemi Awolowo University, Ile-Ife.
- Omoluabi, P. (2001). Principle and Processes of Conflitology. *An International Journal of Psychology*, Vol. 9, No. 2, pp. 1–12.
- Onsarigo, B. (2007). *Factors influencing conflicts in institutions of higher learning*. Kenya: Egerton University.
- Ramani, K. & Zhimin, L. (2010). *A survey on conflict resolution mechanisms in public secondary schools: A case of Nairobi province, Kenya*. Master's Thesis, China: Nanjing Agricultural University
- Robinson, S. (2003). *Learning to Play Well Together: Negotiating Personality Conflicts*. New Jersey: Career Press
- Salleh, M. & Apitree, A. (2012). Causes of Conflict and Effective Methods to Conflict Management at Islamic Secondary Schools in Yala, Thailand. *International Interdisciplinary Journal of Education*, Volume 1, Issue 1
- Sandy, S. V. (2001). Conflict resolution education in the schools: “Getting there.” *Conflict Resolution Quarterly*, 19, 237-250.
- Skjelsbaek, I. & Smith, D. (2001). *Gender, Peace and Conflict*. London: SAGE
- Slavin, R. E. (2007). *Educational research in an age of accountability*. Boston: Pearson Education.
- Tinsley, C. (2001). How negotiators get to yes: Predicting the constellation of strategies used across cultures to negotiate conflict. *Journal of Applied Psychology*, 4:583–593.
- Walker, R. (2010). *Strategic Management Communication: For Leader* (2nd Edition). London: Cengage Learning
- Weinstein, M. (2007). *Conquering Conflict*. Ontario: Nielsen Business

Wilmot, W. & Jouce H. (2007). *Interpersonal conflict*. New York, NY: McGraw-Hill Companies.

Yaacov, B. (2004). *From Conflict Resolution to Reconciliation*. Oxford: Oxford University Press

APPENDIX I

QUESTIONNAIRE FOR TEACHERS

Please respond to the questions as accurately and as honest as possible and tick (√) one response as appropriate or fill the space provided.

Section A: Demographic information

1. What is your gender? Male Female
2. What is your age (in years) Below 25 years 25- 50 years Above 50 years
3. What is your education level Diploma Higher diploma Bachelors' degree Master degree Any other (specify).....
4. For how long have you worked? (in years) 1-10 11- 20 21-30 31-40

Section B: Personal characteristics influence on conflict resolution

5. Which personal characteristics best describes your head teacher?

Assertive Friendly

Vulnerable Impulsive

6. How often do the head teachers' personal characteristics affect conflict resolution?

Very often () Often () Moderately often () Rarely ()

Never ()

7. On a scale of 1 to 4 where 1 = Always, 2 = Sometimes, 3 = Rarely, 4 = Never rate the head teachers

	Details	Always	Sometimes	Rarely	Never
a)	Head teachers resolve conflicts with other people easily				
b)	Head teachers need mediation to resolve conflicts				
c)	Head teachers don't find it important to resolve conflicts				
d)	Head teachers argue their case with teachers to show the merits of their position				
e)	Head teachers negotiate with teachers so that a compromise can be reached				
f)	Head teachers attempt to avoid being put on the spot and try to keep their conflict with teachers				

	to themselves				
g)	Head teachers are firm in pursuing their side of the issue				
h)	Head teachers accommodate the wishes of teachers				
i)	Head teachers avoid open discussion of their differences with teachers				

8. Which conflict resolution strategy do you prefer?

Confrontational () Avoidance ()

Collaborating () Competing ()

Section C: Head teachers Gender influence on conflict resolution

9. i) Do male and female head teachers resolve conflicts in the same way? Yes ()
) No ()

ii) If No, what are the differences in conflict resolution in male and female head teachers? Tick all relevant responses

a) Male head teachers are:

More controlling ()

More domineering ()

More assertive ()

More confrontational ()

Any other (specify).....

b) Female head teachers are

More sympathetic ()

More fearful ()

More emotionally charged ()

Weaker ()

Any other (specify).....

10. To what extent does gender influence conflict resolution among teachers?

Great extent () Moderate extent () Small extent () No extent ()

Section D: Social norms' effect on conflict resolution

11. Do social norms affect conflict resolution among teachers? Yes () No ()

12. What social norms influence conflict resolution among teachers?

Men are masculine hence they should resolve conflicts ()

Women are weak and emotional hence cannot solve conflicts ()

Men are the mediators in case of conflicts ()

Any other (specify).....

13. To what extent do social norms influence conflict resolution among teachers?

Great extent () Moderate extent () Small extent () No extent ()

Section E: Effects of training on conflict resolution

14. a) Were you taught on the skills to resolve conflicts in teachers' college?

Yes () No ()

b) Do you go for refresher courses on conflict resolution? Yes () No ()

c) If yes in (b) above, how often?

Very often () Often () Moderately often () Rarely ()

15. How do you deal with colleague teachers who are always conflicting with others?

I report them to the administration () I try to reconcile them ()

I mind my own business () Any other (specify).....

16. What should be improved as far as skills in conflict resolution are concerned?

There should be more training in conflict resolution ()

There should be speakers to talk about conflict resolution among teachers ()

Any other (specify).....

APPENDIX II

INTERVIEW SCHEDULE FOR PRINCIPALS

Section A: Demographic information

1. What is your gender? Male () Female ()
2. What is your age (in years) Below 25 years () 25- 50 years () Above 50 years ()
3. What is your education level Diploma () Higher diploma () Bachelors' degree () Master degree () Any other (specify).....
4. For how long have you worked? (in years) 1-10 () 11- 20 () 21-30 () 31-40 ()

Section B: Influence of head teachers' personal characteristics on conflict resolution

5. How do your personal characteristics as a head teacher influence conflict resolution among teachers?

.....

.....

6. In what ways do you handle conflicts with teachers? Mention three ways

.....

.....
.....

Section C: Influence of head teachers' gender on conflict resolution

7. Do you think your gender as a head teacher influences conflict resolution among teachers?

.....

8. In what ways does your gender influence conflict resolution among teachers?

.....
.....

Section D: Influence of head teachers' social norms on conflict resolution

9. Do you think your social norms as a head teacher influences conflict resolution among teachers?

.....

10. In what ways do your social norms influence conflict resolution among teachers?

.....
.....

Section E: Influence of head teachers' training on conflict resolution

11. Are you trained in conflict resolution?

12. How is your training in conflict resolution useful when resolving conflicts among teachers?.....

.....

13. Do you think that you would handle teacher conflicts differently if you were not trained?

14. What strategies do you have in place to prevent conflict among teachers?

.....

.....

15. What are your suggestions for improving conflict resolution among teachers?

.....

.....

APPENDIX III

PUPILS' FOCUS GROUP DISCUSSIONS

Thanks for agreeing to be part of the focus group. We appreciate your willingness to participate.

Introductions

Moderator; assistant moderator

The purpose of focus group discussion

The purpose of this focus group is to investigate the factors influencing conflict resolution among teachers in the school. Kindly give us your opinions on the same.

Ground Rules

1. We want you to do the talking.
2. There are no right or wrong answers
3. What is said in this room stays here

Questions

- i. What personal characteristics best describe the head teacher?
- ii. Have you observed any conflicts between the head teachers and the teachers?
- iii. What conflicts exist between head teachers and teachers?
- iv. Do head teachers and teachers resolve conflicts?
- v. Is the head teacher agreeable?

- vi. What is the gender of your head teacher?
- vii. Does the head teacher confrontational because he is a man?
- viii. Is the head teacher fearful because she is a woman?
- ix. Is the head teacher more assertive because he is a man?
- x. Is the head teacher more vulnerable because she is a woman?