

**INFLUENCE OF ADMINISTRATORS' CONFLICT MANAGEMENT
STYLES ON TEACHING STAFF JOB SATISFACTION: A CASE STUDY
OF PAN AFRICA CHRISTIAN UNIVERSITY, KENYA.**

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DECLARATION

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

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DEDICATION

I would like to dedicate this work to my beloved husband Stanlas Ndambuki, my wonderful daughters, parents, colleagues, and friends for their unwavering support and encouragement. These people encouraged and gave me insights and moral assistance. This is our success.

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ABBREVIATIONS AND ACRONYMS

ACMS	Administrators' Conflict Management Style
CMS	Conflict Management Styles
DFA	Director Finance Administration
DVCAA	Deputy Vice Chancellor Academic Affairs
TS	Teaching staff
HOD	Head of Department
HRO	Human Relation Officer
PACUAD	Pan African Christian University Administrators
PACU	Pan Africa Christian University
TS	Teaching Staff

ABSTRACT

The purpose of the study was to investigate the different conflict management styles employed by the administrators' and their influence on the teachers' job satisfaction at Pan Africa Christian University, Kenya. Research objectives were formulated to help determine the influence of administrators' use of competitive conflict management style on teachers' job satisfaction, establish the influence of administrator's use of collaborative style on teachers' job satisfaction, determine the influence of administrators accommodative conflict style on teachers' job satisfaction, determine the influence of administrators' avoidance conflict style on teachers' job satisfaction, establish the extent to which compromise as a conflict management style influences lecturers job satisfaction in Pan Africa Christian University. The study employed descriptive survey design. The target population was 10 administrators' and 180 lecturers' in Pan Africa Christian University. The sample comprised all the administrators and lecturers. Stratified sampling was used in all the departments and 10 percent was picked from the population. Data were collected by use of questionnaires and was analysed by use of qualitative and quantitative techniques. Results were presented in frequency tables and a computer software (SPSS) was used to analyze the data of the main study. Data was presented in descriptive statistics and results presented in form of frequencies and percentages. Different administrators used different styles for example; administrators who used competing style influenced lectures' job satisfaction with 10 percent. While administrators who used accommodative style to influence lecturers' job satisfaction were 30 percent. In addition, administrators who used compromise conflict management style to influence lecturers' job satisfaction were 20 percent. Findings revealed that administrators and lecturers understood the different conflict management styles, use and significance in relation to job satisfaction. Administrators used collaborative, accommodative and compromise styles in satisfying teachers' job hence productivity. Findings further revealed that administrators use of competitive conflict management style and the lecturers' enjoyed their work and became active. The study further revealed that administrators use of accommodative conflict style influenced lecturers' job satisfaction. The administrators' preferred this conflict management style because it is highly co-operative. Findings also revealed that administrators' who used avoidance conflict management style to influence lecturers job satisfaction were 10 percent and those who used collaborative conflict management styles was 33 percent. This showed that lecturers were very satisfied when administrators used collaborative style. The level of teaching staff job satisfaction on compromise style was 5.56 percent thus showing that they were unsatisfied. In accommodative style, the level of teaching staff job satisfaction was 27.78 percent thus satisfaction. The results show that administrators cooperated 50 percent and allowed the teaching staff to achieve their goals and outcomes thus reducing competition. The study concluded that administrators and lecturers understood the different conflict management styles and their significance in relation to job

satisfaction. 30 percent indicated that administrators used accommodative, 10 percent used competitive and 30 percent collaborative conflict management styles positively that is the administrators looked at the concerns of the teachers' to satisfy them. 10 percent of the administrators used avoidance conflict style which influenced the lecturers' job satisfaction negatively. The study concluded that conflict management styles were commonly used by the administrators to influence lecturers' job satisfaction. Avoidance conflict management was the least used by the administrators. The study recommended that there is need to advice administrators' in the university to make use of the three conflict management styles in handling conflicts in different situations to satisfy lecturers. Administrators should use these styles to improve lecturers' job satisfaction and strengthen their relationship thus improve performance in the organization. The administrators also should understand that gender, working experience, and academic qualification are connected with different conflict management styles. Good choice of conflict management style by the administrators' will improve work and build strong relationship within the university. There is need to make a choice of good conflict management style irrespective of the demographic, working experience, and gender. The study suggested that this study to be replicated in a public university or any other educational institution. There is need to replicate this study the same study in a public university in order to find out if the same claims are appropriate regarding administrators' conflict management styles. A study should be carried out on the effect of administrators' conflict management styles on teaching staff performance. There is need to investigate if there are other variables strongly related to administrators conflict management styles on lecturer' job satisfaction.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Globally, school conflict can be tragic. For example in the year 2007 tragedy at Virginia Technical university, school related conflicts management style caused loss of lives for many (Fieldman, 2009). According to the World Bank report (2008) on conflict management in the school setting, the recently created school management councils (SMC's) in South Africa, Zambia and Kenya indicates the conflict appears as an unpleasant fact. The above observations denotes that headteachers needs to be equipped with skills to manage conflict related matters so as to boost job satisfaction among teachers. Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Meanwhile, when a worker employed in a business organization, brings with it the needs, desires and experiences which determinates expectations that he has dismissed. Job satisfaction represents the extent to which expectations are and match the real awards. Job satisfaction is closely linked to that individual's behaviour in the work place (Davis & Nestrom, 1985). Kaliski (2007) suggested achievement, recognition, success, income, promotion, enthusiasm, happiness, the work itself, responsibility and growth as characteristics of job satisfaction. According to Hellriegel and Slocum (2000), conflict arises whenever the perceived interests of an individual or a group clash with those of another

individual or group, in such a way that strong emotions are aroused and compromise is not considered an option. Conflict when managed effectively can contribute to organizational effectiveness, but when mishandled can give rise to counter-productive behavior in which both sides lose (Cole, 1999).

Conflict is an expressed struggle between two interdependent parties who perceive themselves as having incompatible goals, views resources as being scarce and regard each other as interfering with the achievements of their own goals; a controversy or disagreement, coming into opposition with another individual hence influencing their job performance (Cetin, & Hacifazlioglu 2004). Relation conflict involves personal issues such as dislike among group members and feelings such as annoyance, frustration and irritation. Teachers disagree about task and hence are unable to effectively perform their work and this affect their job satisfaction in the school assigned task or duties (Burke, 2001).

According to Okotoni (2002) conflict has become an increasing part of universities as known organizations in the world. It is certainly a costly proposition for organizations all over the world. Conflict is indeed a paradox because of the amount of energy and resources expended by organizations to prevent and resolve conflicts. This is because organizations engage a lot in teamwork where conflict is inevitable. Page (2008: 286) observes that “whenever people live, play, or work together there are multiple potentials for conflict to arise. Just because people are working together or playing together as a team

does not lessen the possibilities of conflict resulting from differences in opinions, purposes, or methodologies that frustrate the achievement of the teams collective goals and desires. The very diversity of people on work teams makes them potentially dysfunctional.” This view of organizations having teamwork increases the potential for conflict as it puts people in close proximity to each other. Therefore conflict is a by-product of organizational life. Conflict has a broad range of description.

In their book, *Working through Conflict*, Folger, Poole, and Stutman (2009) emphasize a simple yet powerful statement that conflict has the good, the bad and the uncertain in the sense that it helps air important issues which help to produce new ideas and strengthens relationships. Rahim (2001) says that conflict is an interactive process that manifests itself in incompatibility, disagreement, or dissonance within or between social entities (individuals, groups, or organizations). The definitions above highlights University as an organization cannot operate without conflict.

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

job satisfaction and eliminating any one of them leads to job dissatisfaction (Mutie, 1993). It is therefore evident that improvement of job satisfaction among workers in any organization is a linchpin of productivity. The productivity in any organization is a function of how well employees perform their various tasks. This productivity is very much dependent upon other factors, conflict management. The individual performance is a function of the ability and the willingness of the worker to perform the job (Ngumi, 2003). This willingness is highly dependent on job satisfaction, and a considerable body of research has linked job satisfaction to job performance

Pan Africa Christian University (formerly Pan Africa Christian College) is one of the private Universities in Kenya. It began its operations in 1978. The college was opened for classes on May 2, 1978, with 6 students. Its prime sponsor then was the Pentecostal Assemblies of Canada (PAOC). It was registered as University in 1989. PACU was chartered on 15th February, 2008 by the Government of Kenya. PACU as an organization consist of administrators, teachers and non-teaching staff. In addition, there are also different programmes. Pan Africa Christian University as an academic enterprise is one of the organizations that have always been facing conflicts within and among the categories of people within the university community, namely students, academics, administrators, non-academics and their unions. The effect of these has been high turnover of teachers, no salary increment, no promotions, little or no rewards, absenteeism. These have been affecting teachers' job satisfaction as seen in Table 1.1.

Table 1.1 Indicators of teachers' job satisfaction and dissatisfaction.

Year	Turnover	Absenteeism	Few teachers added salary	Few teachers Promoted	Few teachers Rewarded
2007	5	13	2	0	2
2008	4	12	0	1	1
2009	6	14	3	0	0
2010	7	16	0	2	2
2012	8	17	3	2	3
Total	30	52	8	5	9

Table shows that turnover, lateness, leaving work early, low commitment, absenteeism, salary increment, promotions, and reward (intrinsic and extrinsic) of teachers in Pan Africa Christian University. Sagie (1998) observes that, absenteeism and others resignation behaviours such as lateness and personnel turnover will reflect 'indirect' attitudes like increased job dissatisfaction and low organizational commitment

The above indicators of job satisfaction show that there are conflicts in Pan Africa Christian University. It is not known the types of conflict management styles that the administrators' use to satisfy the teachers' job hence strengthens the interpersonal relationship in the organization. This study focuses on the influence of administrators' conflict management styles that are used by the administrators' in Pan Africa Christian University to satisfy teaching staff job satisfaction. The

study aims at determining the influence of administrators' use of competitive as a conflict management style on teachers' job satisfaction , establishing the influence of administrator's use of collaborative style on teachers' job satisfaction, determining the influence of administrators accommodative conflict leadership style on teachers' job satisfaction, determining the influence of administrators' avoidance conflict style on teachers' job satisfaction, and establishing if compromise as a conflict management style influence teachers' job satisfaction in Pan Africa Christian University.

1.2. Statement of the problem

Forger. Poole and Stutman (2009) rightly defines “conflict as the interaction of interdependent people who perceive incompatibility and the possibility of interference from others as a result of this incompatibility”. This incompatibility with other may prompt interference with others desires, goals, personal comforts or communication preferences. Conflict is inevitable in educational system because of intergroup. Conflicts permeate from all sorts of life but the issue is how to resolve them. Having conflict does not only belong to the classroom zone. Greaves (2005), has pointed to the conflict between the teachers and school managers too. Pan Africa Christian University as an organization has faced different conflicts.

The administrators' have been using different conflict management styles to make the teaching staff enjoy their efforts. However, Pan Africa Christian University

has continued to face challenges in the area of employees for example high turnover, low performance, strike in jobs, challenging tasks, recognition, promotion, working land and supervisors. In addition, Pan Africa Christian University is currently developing new curriculum for new programs and developing staff, which may lead to different conflicts. These conflicts need to be managed by the administrators' using different conflict management styles. Therefore, it is important for administrators' to employ different conflict management style and use appropriately, in order to encourage harmony in the university and smooth working team hence taps the full potential of the employees to achieve the organizational goals and objectives. This study investigates the different administrators' conflict management styles and their influence on teachers' job-satisfaction.

1.3. Purpose of the Study

The purpose of the study was to investigate the different conflict management styles employed by the administrators' and their influence on the teachers' job satisfaction at Pan Africa Christian University, Kenya.

1.3. Objectives of the Study

The study was guided by the following objectives

- i. To determine the influence of administrators' use of competitive conflict management style on teachers' job satisfaction in Pan Africa Christian University.
- ii. To establish the influence of administrator's use of collaborative style on teachers' job satisfaction in Pan Africa Christian University.
- iii. To determine the influence of administrators accommodative conflict style on teachers' job satisfaction at Pan Africa Christian University.
- iv. To determine the influence of administrators' avoidance conflict style on teachers' job satisfaction at Pan Africa Christian University.
- v. To establish the extent to which compromise as a conflict management style influences lecturers job satisfaction in Pan Africa Christian University.

1.5. Research questions

The study was guided by the following research questions:

- i. To what extent does administrators' use of competition conflict management style influence lecturers' job satisfaction in Pan Africa Christian University?
- ii. How does collaboration conflict management style influence teachers' job satisfaction in Pan Africa Christian University?

- iii. How does administrators' use of accommodative conflict management style influence lecturers' job satisfaction in Pan Africa Christian University?
- iv. To what extent does administrators' use of avoidance conflict management style influence lecturers' job satisfaction in Pan Africa Christian University?
- v. How does administrators' use of compromise conflict management style influence teachers' job satisfaction in Pan Africa Christian University?

1.6. Significance of the study

The findings of this study may be of importance to the University administrators in identifying the most efficient conflict management styles and hence use the findings of the study may also be of important to the teachers in informing the administrators what are the effective conflict management styles. Pan Africa Christian University is an institution for higher education under the Ministry of Education with administrators' and teachers. Its role in this institution is to maintain their employees despite the difficult conflicts that they face. Pan Africa Christian University administration need to understand the types conflicts management styles that are workable in different conflicts. This study was to provide useful information to the University policy makers, institutional planners to adopt new guidelines on how university administrator's conflict management

styles can satisfy teachers' job. The study was to give more insight of conflict management styles in the university.

1.7. Limitation of the study

It is most likely that there could be some aspects on conflict management styles that may not be captured by the administrators. The results emanating from the research cannot be confidently extrapolated to the population of all administrators', as circumstances in other environments may differ from the sample that was selected. The influence of administrator's conflict management styles in relation to teachers' job satisfactions may vary.

1.8. Delimitation of the study

Orodho (2003) states that delimitation is the boundary. Therefore this study confined itself to administrators, teaching from a variety of departments in Pan Africa Christian University, who are the beneficiaries of the organization. In this study the 10 administrators' and 180 lectures' will form the respondents of the study. This is because these are the groups that are involved in conflict in the management. The study was conducted in one University hence the findings may be generalized to other Universities with caution.. The key respondents will be the University administrators and the university teaching staff.

1.9. Basic Assumption of the study

- i. That University administrators and the teaching staff were honest in their responses and gave correct responses.
- ii. That university administrators were trained in different conflict management styles.
- iii. That the university experienced interpersonal conflicts despite there been a code of conduct in the University
- iv. That effective management of conflict will lead to teaching staff job satisfaction.

1.10. Definition of significant terms

Accommodative style refers to administrators' style of not wanting to hurt or ruin the relationship but cooperative (Yuan, 2007).

Administrator refers to manager and organizer of a university

Avoidance style refers to administrators' style of staying away from conflict such as pretending that everything is okay, as would be the case in a university.

Collaborative style refers to a style used by administrators' in Pan Africa Christian University who resolve the conflict with the best solution agreeable to all parties.

Competitive style refers to a style used by Pan Africa Christian University administrators' to show no concern with the needs of others, they don't care if others like or accept them.

Compromise style refers to a style used by university administrators', which refers splitting the difference, exchanging concessions, or seeking middle-ground position.

Conflict refers to a serious disagreement differences or argument between individuals in beliefs, goals and activities in Pan Africa Christian University.

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

Job satisfaction refers to all those things that are considered pleasant by teaching staff in relation to their work (job) in a university.

Manager refers to a person in charge of running serious business in a university.

Style refers to a unique way of doing something used by the administrators' and teaching staff in a university.

Teaching Staff refers to all lecturers teaching all the programmes in Pan Africa Christian University

University - institution where post- primary education is offered in a period of four years degree programs and two-years for masters programmes in the Kenyan system of education.

1.11. Organization of the study

This study is organized into five chapters. Chapter one contains background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, basic assumption of the study, definition of the significant terms, and organization of the study. Chapter two comprise of introduction, the concepts of conflict management styles, sources of conflict, conflict management styles, review of related studies, and summary of literature review, theoretical framework and conceptual framework. Chapter three describes the research methodology. It includes research design, target population, sample size and sampling procedures, research instrument, instrument validity, instrument reliability, data collection procedures, and data analysis techniques. Chapter four describes the findings, data analysis, and summary. Chapter five consists of the summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter reviews literature on introduction, the concepts of conflict management styles, sources of conflict, conflict management styles, review of related studies, and summary of literature review, theoretical framework and conceptual framework.

2.1.1. Concept of conflict management styles

Organizational life conflict is the most common social phenomenon. Interpersonal conflict is affecting their work during an important factor in interpersonal relationships. Interpersonal friction, strife between the departments and even the organization asked the confrontation, the threat to the enterprise with development, the modern enterprise to promote people-centered thinking, how to handle staff between interpersonal conflict, and maintain good human relations, long-term Development is especially important. If the work generated in the process too much conflict, will certainly affect the employee's work status and relationships, thereby affecting their job performance and satisfaction Miller (2006).

Various scholars have written about conflict in organizations. Hellriegel, Slocum, and Woodman (2000), indicates goal conflict occurs when desired end-states or preferred outcomes appear to be incompatible. According to Okumbe (2001), goal conflict occurs when a person or group desires a different outcome including job satisfaction of workers. In cognitive conflict one person or group holds ideas or opinions that are inconsistent with those of others. According to Amason (1996), cognitive conflict centers on the completion of task and often highlights important problems an institution needs to fix. Cognitive conflict enhances job satisfaction.

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

Despite of the above recognitions, two types of conflicts are predominantly studied in organizations, Gluetzknow and Gyr (1954) proposed that both affective and substantive conflicts exist. In their proposal, affective conflict refers to conflict in interpersonal relations, while substantive conflict is conflict involving the group's task. Task-focused conflicts have been perceived as different relationship conflicts by employees experiencing the conflict. Pinkley and Jehn (1990) states that conflict have different effects on group and organizational outcomes. Since most attributions are personal rather than situational, task

conflict are often perceived as personal attacks. While previous research has identified task and relationship conflict, theory on the interplay between the two is lacking. Every conflict contains a substantive message and often results in an interpersonal exchange relaying information about the relationship (Folger, Poole, & Stutman (2009). For example if a teacher cannot agree on task issues with headteacher, they may begin to dislike each other and attribute this task-related conflict to personality issue.

According to Thomas and Kilmann (2004), conflict attributed by emotional frames has feeling such as jealousy, hatred, anger and frustration; therefore, teachers in their emotional state will tend to work less effectively. These variables have an effect on teachers job satisfaction. Empirical research shows a negative association between relationship conflict, productivity and job satisfaction in groups (Rahim, 2002), hence relationship conflicts will often decrease the goodwill and mutual understanding and hinders the total completion of the institutions' task due to job dissatisfaction. Behavioural conflict occurs when one group or person does something, which is unacceptable to others (Okumbe, 2001) for instance in the year 2002, tragedy at Virginia Tech. University caused massacre resulting to loss of lives of many students since their satisfaction was not met (Feldman, 2009).

Rahim (2001) defines conflict as an interactive process that manifests itself in incompatibility, disagreement, or dissonance within or between social entities

(i.e., individuals, groups, or organizations). Folger, Poole, and Stutman (2009) observe, 'that the interaction is that of interdependent people who perceive incompatibility. They are constituted and sustained by the behavior of the parties involved and their reactive to one another, particularly verbal and non-verbal'.

Conflict management is an ongoing procedure. It entails continual communication and supervision. "Conflict-handling behavior is not a static procedure; rather it is a process that requires flexibility and constant evaluation to truly be productive and effective" (Borisoff & Victor, 1998). Munene (2010) observes that, "conflict management are processes, interpersonal styles, negotiating strategies to resolve excessive conflicts". style refers to one's preferred response or natural inclination when faced with conflict. Certainly people respond differently to different types of conflict situations. They also have a capacity to change or adapt their behavior from situation to situation and over time in the same period (Barsky, 2000:41). Foole, Poole and Stutman (2009) say that conflict styles were first articulated by scholars and consultants associated with the human relations and human resources movements. In this view, styles identify types of people or personalities.

Different authors have different approaches towards defining job satisfaction. Job satisfaction represents one of the most complex areas facing today's administrators' when it comes to managing their employees. Some of the most commonly cited definitions on job satisfaction are analyzed in the text that follows. Job satisfaction is simply defined as the affective orientation that an

employee has towards his or her work (Price, 2001). Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007). Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole, people also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay George and Jones (2008).

Conflict Management styles has three key words that have different meanings. Rahim (2002:208) asserts that, "Conflict management involves doing things to limit the negative aspects of conflict and to increase the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting". This definition explains that conflict management will only happen where there are people. Hornby (2010) defines management as "the act of running and controlling a business or similar organization. Universities as organizations are involved in management, controlling and decision making by different individuals.

In order to understand the term conflict management, Pace (1983) clearly asserts that handling conflict is different for different people. In handling conflict, some see themselves and others as competing for a share of scarce resources. Conflict management styles, therefore, are a result of one's concern for accomplishing one's goals and one's concern about the other person's accomplishing higher goals.

2.1.2. Sources of conflict and phases of conflicts

Conflict can be a big issue in the universities. Conflict has varying causes that have been identified by different scholars. Daft (1992) and Terry (1996), point out that, scarce resources, unclear responsibilities, personality tensions, power and status differences, goal differences, and communication breakdown. In addition, Bell (2002) also suggests closely related causes for conflict in the workplace. These include conflicting needs, conflicting styles, conflicting perceptions, conflicting goals, conflicting pressures, and conflicting roles. According to Okumbe (2001) other types of conflict have been discussed at length. These include goal, cognitive affective and behavioural conflict. In goal cognitive a person desires a different outcome, in affective the emotions, feelings of other people are incompatible with those of others, and in cognitive conflict a person holds ideas or opinions that are inconsistent with others opinions (Munene, 2011).

These conflicts appear in different level as discussed by different scholars below. The levels helped to shed light on the types of conflicts that were used common in the university and how the administrators handle them. The levels include

intrapersonal conflict (within the individual) , interpersonal (conflicts with others) and inter-group (conflicts occurring in different departments).

According to Koontz and Weilhrich (2007), there are three levels of conflict namely; intra-individual, inter-personal and intra-organizational. Intra-conflict occurs between different departments especially when administrators' and staff disagree on the issues to do with job satisfaction (Patterson, 2004).

According to Miller (2006: 196), “organizational conflict can go through several phases as seen in Table 1.2.

Table 1.2 Phases of organizational conflict

Phase	Description
Latent conflict	Conflict exist because parties are interacting in interdependent relationships in which incompatible goals are possible
Perceived conflict	One or more parties perceive that their situation is characterized by incompatibility and interdependence
Felt conflict	Parties begin to personalize perceived conflict by focusing on the conflict issue and planning conflict management strategies
Manifest conflict	Conflict is enacted through communication. Interaction might involve cycles of escalation as various strategies are used
Conflict aftermath	Conflict episode has both short-term and long-term effects on the individuals, their relationship and the organization.

These types of conflict are faced by university administrators' who also have different conflict management styles. Conflict management styles are fundamental in any leadership organization to strengthen interpersonal relationship thus satisfying the employee's job satisfying. The first level is known as intergroup (aggregates of people within an organization e.g. work teams, departments) as parties in conflict. The second level is inter-organizational conflict (disputes between two or more organizations. These organizational conflicts can go through several phases: latent perceived, felt, manifest, and conflict aftermath.

2.1.3. Conflict management styles and job satisfaction

A conflict management style is a intensification, reduction and resolution of conflict (Gross& Guerrero, 2000). Conflict management styles depending with the administrators' can be used to encourage or discourage teaching staff in their job (Pace, 1983). In competing style, administrators' only goal is to win at the expense of the teaching staff to satisfy them. They involve the use of coerciveness and other forms of power to dominate. They force through the exercise of authority. Barsky (2000) asserts that competitors are people who have low concern for their own needs. They always want to impose their will. These people are low in cooperation. Folger, Poole and Stutman (2009) say that this orientation a desire to defeat the other and compel him or her to do what the party wants.

In collaboration style the administrators' aim is to help. So they find mutually acceptable solutions to group teachers' problems. In other words, the administrators' have high concern for their own needs as well as the needs for others. Barsky (2002) comments, 'that these people have low concerns for their own needs and high concerns for the needs of others. In this accommodative style, the administrators' actually value positive relationships with others. They are always out of their way to please the teachers' even at the expense of forgetting their own needs' to satisfy them. Folger, Poole and Stutman (2009) calls it appeasements or smoothing. It is self-sacrificing approach, weak and retracting.

In avoiding style, the administrators' refuse to become involved (Rahim & Magner, 1995). High concern for self and others reflects openness, exchange of information, and examination of differences to reach an effective solution acceptable to both parties. The integrating style concentrates on problem solving in a collaborative manner. Headteachers with this style face conflict directly and try to find new and creative solutions to problems by focusing on their own needs as well as the needs of teachers. Wachira (2011) found the problem-solving (integrating) style to be more effective than other styles for attaining integration of the activities of different subsystems. When the issues are complex, this style is suitable in utilizing the skills and information possessed by both the headteachers and teachers parties to formulate solutions and successful implementations. Thus, the integrating style is believe to be both effective and appropriate in managing conflicts and, therefore, is perceived as highly competent. The integrating style is

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

Alternatively the administrators' acknowledge that conflict exists but they try to avert or withdraw from conflict thus not satisfying their own needs nor the needs of the teaching staff. In compromise style, the administrator's pay attention to their own needs and some attention to the teaching staff to satisfy them. Unfortunately, they are also partial losses for themselves and for others. This means that both are expected to give up something and keep something. It is crystal clear that teachers who are dissatisfied with the administrators' conflict management style display lower commitment and are at greater risk for leaving the organization. On the other hand, managing teachers is a challenge because of the variety of individual differences in personalities and important contextual factors that shape human development. In most situations, people do not share worldviews and thus do not see things the same way, which is a function of their perceptual learning (Graham, 2009).

In obliging style, there is a characterization of low concern for self and high concern for others style is associated with attempting to play down the differences and emphasizing commonalities to satisfy the concern of the other party. Obliging is associated with accommodating behaviors that include putting aside one's own needs to please the partner, passively accepting the decisions the partner makes,

making yielding or conceding statements, denying or failing to express one's needs, and explicitly expressing harmony and cooperation in a conflict episode. These types of conflict strategies are indirect and cooperative (Blake & Mouton, 2000). It can be used as a strategy when a party is willing to give up something with the hope of getting something in exchange from the other party when needed. This is where the leader tries to meet the needs of all those who are involved in the conflict. It is best suited for a conflict that existed previously or for an important situation. Okumbe (2001) asserts that collaborating is when the two sets of concerns are too important to be compromised. Compromising style as Thomas and Kilmann (2004) indicated that where everyone involved in the conflict is expected to compromise or relinquish something, where the solution at least partially satisfies everyone. This is of particular concern in situation where the headteacher and teachers in the institution are ready to accept compromise and resolve conflict by changing their behaviours.

In dominating style, there is high concern for self and low concern for others style has been identified with win-loses orientation or with forcing behavior to win one's position. The dominating style relies on the use of position power, aggression, verbal dominance, and perseverance. This style is direct and uncooperative (Blake & Mouton, 2000). Within interpersonal context, the dominating (competing/distributive) style has been found to be associated with low levels of effectiveness and appropriateness. However, Papa and Canary (1995) suggested that the dominating style might be somewhat effective in

organizational contexts when there are production-related goals. In this case, an individual might use power strategies and aggression to effectively accomplish a goal, even though these strategies may be seen as inappropriate at a relational level. Spitzberg, Canary and Cupach, (1994) term dominating style as the maximizing response to conflict, because it maximizes the importance of one's own needs at the expense of the other individual's needs. Therefore, the dominating style may be seen as effective but not appropriate.

In avoidance style, low concern for self and others style has been associated with withdrawal, buck-passing, or sidestepping situations. An avoiding person fails to satisfy his or her own concern as well as the concern of the other party. This style is useful when the issues are trivial or when the potential dysfunctional effect of confronting the other party outweighs the benefits of the resolution of conflict Kingangi (2009).

Avoiding style is where the leader may tend to evade the conflict entirely by implementing controversial decisions or accepting defaults to preserve people's feelings. The controversy may be trivial or impossible to solve or another person within the institution is in a better position to solve it (Thomas & Kilmann, 2004). According to Oetzel and Toomey (2006), the style is however weak and ineffective in most scenarios. They further point out that there is strong theoretical support for the idea that avoidance has negative effects in most situations.

Avoiding style can be appropriate when victory is impossible, when controversy is trivial, or when someone else is in a better position to solve the problem.

In compromising style, intermediate in concern for self and others style involves give-and-take whereby both parties give up something to make a mutually acceptable decision. It may mean splitting the difference, exchanging concessions, or seeking middle-ground position. It may be appropriate when the goals of the conflicting parties are mutually exclusive or when both parties, who are equally powerful for example, labor and management, have reached a deadlock in their negotiation. This style may be of some use in dealing with strategic issues, but heavy reliance on this style may be dysfunctional Cheronon (2007).

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

2.3. Summary of literature review

Enock (2002) asserts that managing conflict is not an easy business. It is a challenge because of different factors that shape human development. Institutional

heads will sometimes tend to use different conflict management styles for example compromise, collaborate, avoid, compete, and accommodate to develop solutions. Specifically, these conflicts management styles figure 1.1. (Barsky, 2000: 42-43).

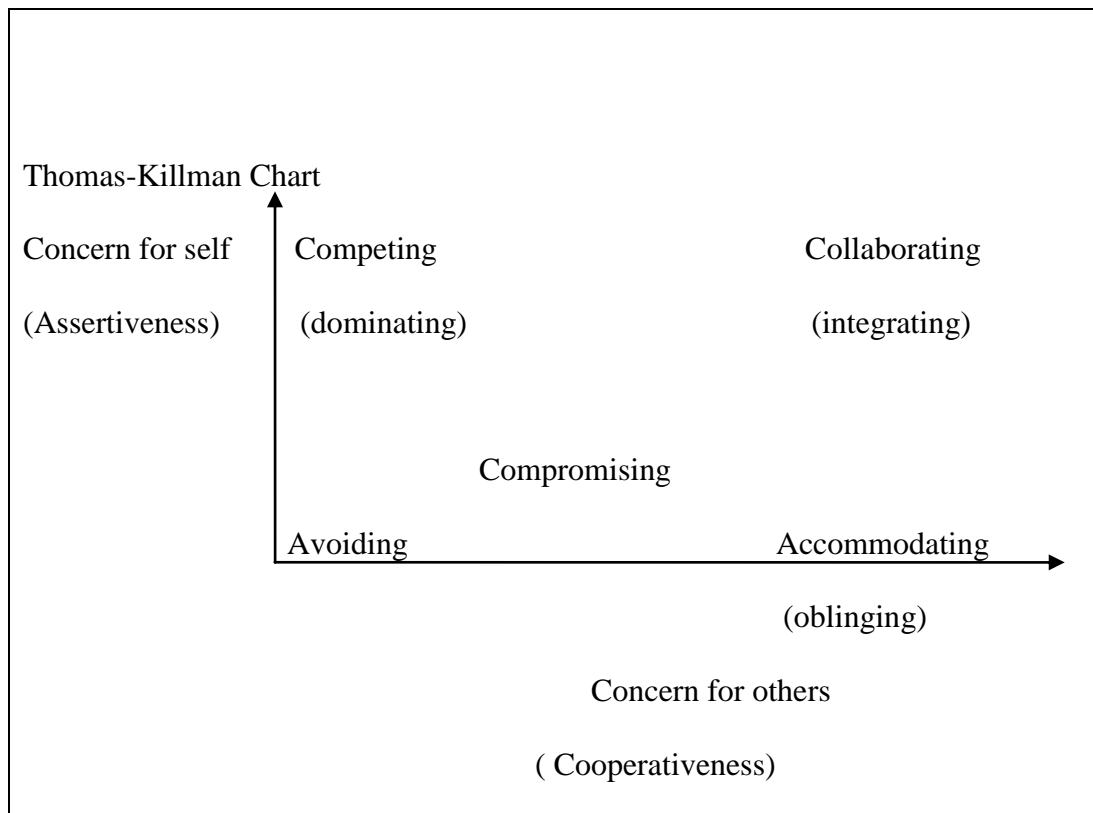


Figure 1.1. Thomas-Killman Chart

So they must know the problems that are stressing employees and finally make sound and thorough decisions. Wachira (2011) agrees with Enoch's postulations which states that different conflicts can be managed using different strategies but schools may benefit most when individual and group differences are managed through collaborative and integrative problem solving approaches that ensure

mutually beneficial outcomes. Similarly, Nevzart (2007) by stating that administrators' applied all the conflict management styles in solving problems in the school. Kingangi (2009) further observes that there is a relationship between conflict management styles and the performance in Kenya Certificate of Secondary Education. In addition, most headteachers' use accommodative management style to solve conflicts. Cherono (2007) carried out a study on conflict management styles and their effect on teacher performance. The findings indicate that the use of the different conflict management styles depends on the situation. However, when the use of appropriate conflict management styles lead to co-operation among the teachers, improved understanding and reduced stress which geared good performance. The use of destructive conflict management styles lead to increase of differences thus results to poor performance. Njiro (2011) studied conflict management styles used by principals and their effects on school organization climate. In her comments, conflict is a condition where individuals disagree in opinions. The study findings showed that the four types of conflict management styles were the most preferred and widely used by principals in different schools while avoiding was the least used. The study was taken to provide and understanding on how principals' conflict management styles affected school organizational climate. Wambua (2012) also studied the effect of secondary school headteachers' conflict management styles on maintenance of students' disciplines. The findings showed that 96.2 percent of the respondents used collaboration in handling of conflict situations. The study further revealed

that styles were used by the headteachers' included accommodation and compromise. The study was guided by moderation theory (Schermerhorn, 2001), This theory supports the fact that conflict are inevitable in any organization, so they have to be managed for good performance. The theory stimulates people toward greater performance.

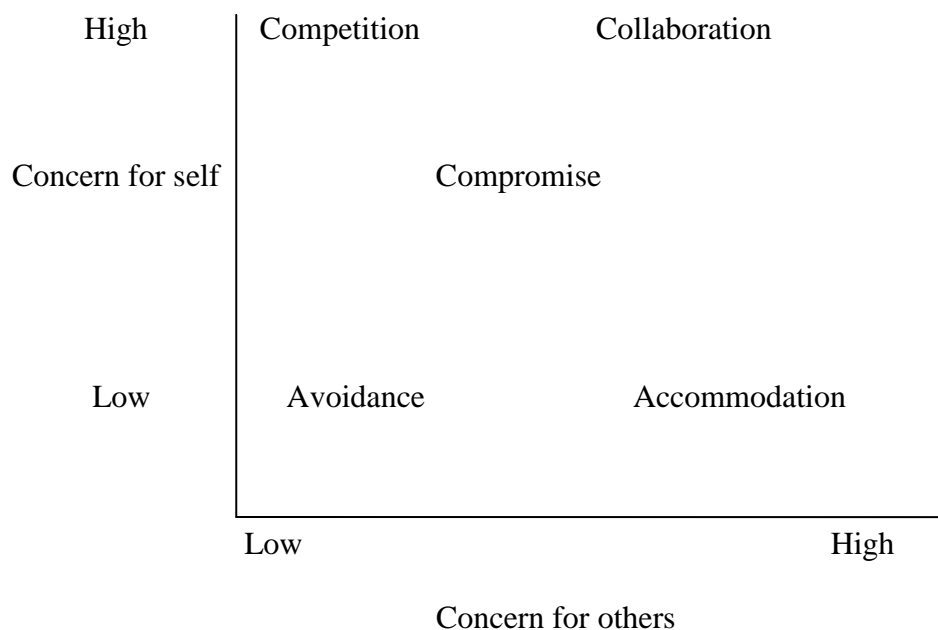
Similarly, Kasivu (2011) study shows that the headteachers employed a number of conflict management styles with the most employing collaboration as a major conflict management style among others. In addition, the findings indicated that the main source of conflict was scarcity of resources and lack of defined roles. The research of Cheronno (2007), Munene (2010), Enock (2002), Njiro (2011) and Kasivu (2011) generates five conflict management styles and how they can be employed in managing different conflicts.

The above studies have discussed different use of conflict management styles in other areas. This study focused on the influence of administrators' conflict management styles on teachers' job satisfaction in Pan Africa Christian University. Therefore, there is an information gap that this study is aiming to fill. This knowledge will be of great importance to the administrators'. They will be able to understand the different conflict management styles and their influence on teachers' job-satisfaction. The researcher advocates that enough research studies have not been done on conflict management styles in higher education settings.

2.4. Theoretical framework

This study adopted Thomas theory of analysis of conflict styles developed in 1976 (Miller, 2006:197). Thomas managerial styles theory is the most suitable for the study because of the administrator's conflict management styles on teachers' job satisfaction. These styles vary in their degrees of cooperativeness and assertiveness no matter their legitimate interests and relationships. They argue that people have typically a preferred conflict resolution. The postulations of this theory hold that there are five conflict styles that would fall at various points on the managerial grid. The Thomas-Killman Instrument begins with two primary orientations towards conflict resolution, assertiveness (self) and cooperativeness (others). He assumes that these conflict styles are as a result of a specific conflict situation as presented in figure 1.2

Figure 1.2 Conflict Management styles

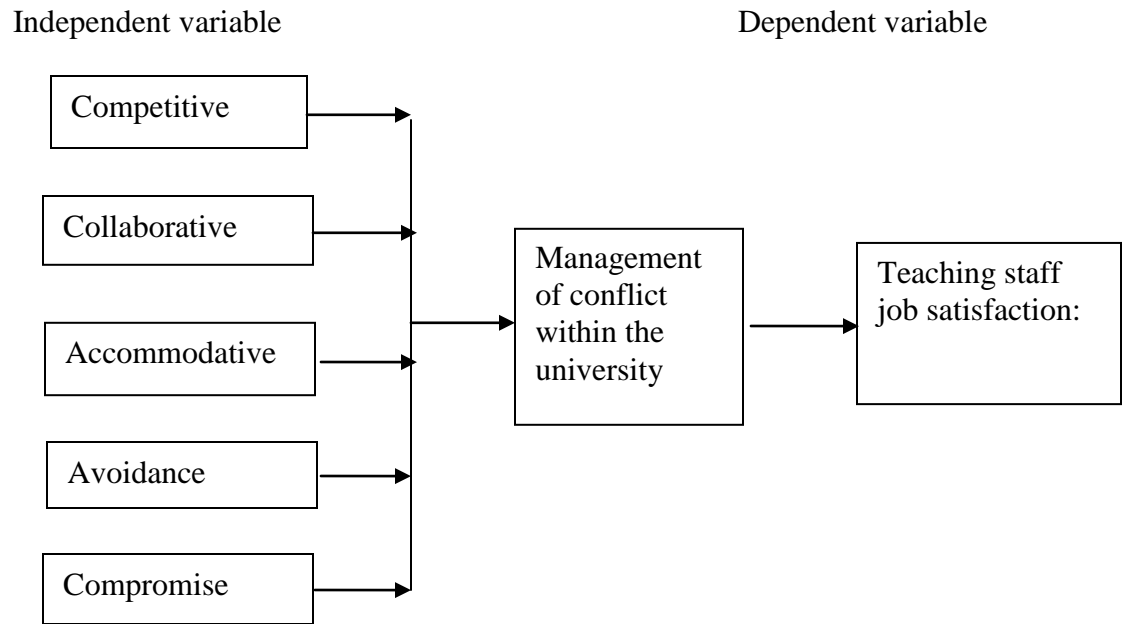


The figure shows that high concern for self and low concern for others results to force. Njiro (2011) says that forcing involves persuasive arguments , threats. While low concern for others and self results in avoiding the important issues of the organization. High concern for others and self led to agreements toward solving a problem. The theory gave guidance on the administrators’ conflict management styles on teaching staff job satisfaction in Pan Africa Christian University. Pan Africa Christian University is a social entity that has different administrators and teachers’. The study examined what conflict management styles was used by the administrator’s and how does each influence employees job satisfaction.

2.5. Conceptual framework

The conceptual framework shown below relates the influence of university administrator’s conflict management styles (independent variable) on teaching staff job satisfaction (dependent variable). Kombo & Tromp (2006) observes “independent variables are called predictor or explanatory variables while dependent variables “depends” on the independent variable. The research variables for the study will be organized as dependent or independent variables. The conceptual framework for the study is presented in Figure 1.3

Figure 1.3. Administrator’s conflict management styles on teachers’ job satisfaction



The conceptual framework is based on the input process and output. The framework shows that different types of conflict management styles employed by the university administrators (independent variables). These styles come to play during the university management styles in the university. These ultimately will eventually have an effect on the teachers’ job satisfaction. The conceptual framework shows the relationship between administrators’ conflict management styles on teaching staff job satisfaction. It is conceptualized in stages; conflict management styles by used by the administrators, management of conflicts, and teaching staff job satisfaction. Conflict management involves the use of competitive, collaborative, accommodative, avoidance and compromise styles.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter focused on research methodology under the following sub headings: research design, target population, sample size, and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2. Research design

The study employed descriptive survey design.. Mugenda and Mugenda (2003) define surveys as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. They further assert that information collected through surveys may be use for various purposes, for example to evaluate product acceptance and use. This is a descriptive research whereby one or more characteristics of a group of people, technically called a population (Vyhmeister, 2001). The design involved interviewing, or administering of questionnaire to sample individuals. The researcher was also able to collect information about employee's attitudes, opinions, habits or others issues. The information was detailed in nature that is it was to come directly from the informant's perspective, it relied more on text image data (Creswell, 1998).

3.3. Target population

Target population is the members of the real people, events, or objects (Borg and Gall, 1996). Mugenda & Mugenda (1999) define population as the entire group of individuals, having a common observable characteristic. The study was confined within Pan Africa Christian University administrators (10), deputy vice chancellor academics, director finance administration, human relations officer, Registrar, finance officer, public relations, IT Manager, Library, Director TCL, TCL officer, and teaching staff in all departments (180).

3.4. Sample size and sampling procedures

Stratified sampling was used in the all the main departments to determine the number of teachers to be selected from each department. These departments have different people in terms of sex, age, characteristics, years of work experience, academic performance and their relationship with one another. Mugenda and Mugenda (1999) say that 10% can be picked from a large population. However, Mulusa (1990) observes that in a small population of 30 cases one or two cases can be left since they may not cause much difference in terms of resources and time. The sample comprised on 10 administrators and 180 lecturers.

3.5. Research instruments

According to Kombo and Tromp (2006) research instruments included questionnaire. This study used questionnaires because questionnaires have a lot of

information, less expensive and can be used by a large population. The respondent was expected to answer questions on their own. The researcher used administrators' Appendix B and teaching staff questionnaires.

3.6. Instrument validity

Mugenda and Mugenda (1999) observes that piloting is, “a measure of data collected to represent content of a particular concept which will be relevant to the concept. The researcher retested this method with Africa International University because it is chartered and has the same key administrators' and teaching staff. The purpose of pre-testing was to assess the validity of the research instruments and suitability of the language used in the instrument. The same questionnaire was administered within a period of one week. The sample for pilot study was not included in the final study. According to Best and Khan (1993), expert judgement can be employed to check content validity of research instrument. It is mostly likely that advice from the supervisors and lecturers in the department of Educational Administration and Planning, University of Nairobi who are also experts research writing was used in this study.

3.7. Instrument reliability

To establish reliability of the study, the researcher used split half method. This involves splitting the instrument into two halves; one half of even numbered items and the other of odd numbered items. The scores of all the odd and even

numbered items for each of the respondents in the study were computed separately on a Likert type items. Hence the following formula was used to calculate the Pearson product, moment correlation coefficient.

$$= \frac{\sum xy}{(\sum x^2) (\sum y^2)}$$

Where $\sum xy$ – Sum of cross products of scores of each variable

$\sum x^2$ – Sum of squared deviation in x

$\sum y^2$ – Sum of squared deviation in y

The split half – Technique co-efficient represented the degree to which two halves of the test were equivalent or consistent in terms of its items.

Computation was further done using the Spearman Brown –Prophecy formula to obtain the full reliability of the instrument. The Spearman Brown’s formula is:

$$Re = \frac{2x \text{ reliability of 0.5 test}}{1x \text{ reliability of 0.5 test} + r}$$

Where:

Re = Reliability of the entire test

R = Reliability coefficient for half of the test

A correlation co-efficient of above 0.7 consider the instruments as reliable.

3.8. Data collection procedures

The researcher obtained permit from the National Council of Science Technology and innovation. A copy was sent to Pan Africa Christian University. The researcher visited the university to make arrangements and establish rapport. Then the researcher administered the research instruments on the preferred date by the Deputy Vice-chancellor Academic Affairs, Director Finance Administration, teachers and other administrators' heads. Questionnaires were dropped and collected after one week. The respondents were assured absolute confidentiality in dealing with their responses.

3.9. Data analysis techniques

According to Orodho (2009) data analysis is the process of searching and arranging interview transcript, field notes, data and other materials obtained from the field. After editing the data to identify spelling mistakes, wrong responses and those un-responded to the researcher used tallying, coding scheme and code sheet in analyzing data to be collected during piloting of the research instrument. Calculations of frequency distributions, percentages and other statistics will be done. A computer software (SPSS) was used to analyze the data of the main study using the Statistical Package of Social Sciences (SPSS). Data was presented in descriptive statistics and results in form of frequencies and percentages. Frequency distribution tables and, frequencies, (f) percentages (%) generated from the SPSS program was used to generate Frequency distribution tables which

were used to present data while frequencies, (f) percentages (%) were used to discuss the data. The frequencies and percentages were used to determine the different conflict management styles according to the research questions.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter presents data analysis, presentation and interpretation of findings. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The items focussing on a particular theme were presented together.

4.2. Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. The returned questionnaires were from main informants; three key administrators' and the teaching staff. Table 4.1 presents the questionnaire return rate.

Table 4.1 Questionnaire return rate

Respondents	Targeted sample	Responded	Percent
Administrators'	10	10	100.0
Teaching staff	180	170	94.44

Table 4.1 shows that all the administrators' returned their questionnaires as targeted and 100.00 returned their questionnaires. This return rate is on the higher side to provide required information. The following section presents the demographic information of the respondents.

4.3. Demographic data of the respondents

The administrators' and teaching staff were asked to indicate their gender, age, and academic qualifications.

Gender of the administrators

The gender was very key in Pan Africa Christian University. This helped to know the how many females and males are in each department. It also helped to know the population of the university in the area of management.

Table 4.2 presents the distribution of the administrators by gender.

Table 4.2 Administrators' demographic data

Gender	Frequency	percentage
Female	6	60.00
Male	4	40.00
Total	10	100.00

The table shows that majority of the administrators' were females. The data implies that there was gender parity in the management of the university. This

means that there was a 60 percent of females with a frequency of 6. This was not far from 4 the frequency of men. The university administrators were also asked to indicate their age. The data is presented in Table 4.3.

Table 4.3 Distribution of administrators by age

Age	Frequency	Percent
25-45 years	6	60.00
Over 45 years	4	40.00
Total	10	100.00

Data on the age of the administrators indicated that majority were aged between 25 and 45 years.. This is true because currently most of the organizations have many people who are in this age group and four of the administrators were aged above 45 years hence they experience different types of conflict which need to be resolved by different conflict management styles. Administrators’, who are over 45 years, have a lot of stress in work place and especially managing conflict with other fellow workers.

Level of education of the administrators’

Level of education of the administrators’ was very important since it showed the administrators’ skill and knowledge in the area of administration. These qualifications are standard and basic according to university qualifications of administrators’ for the appointment of deputy vice chancellor of academics,

director finance administration and human relations officer. The level of education provides efficient skills in conflict management styles by the administrators' (Kingangi, 2009).

The researcher sought to find out the level of education of the administrators'.

The results are presented as shown in Table 4.4

Table 4.4 Distribution of administrators by level of education

Level of Education	Frequency	Percent
Ph.D	2	20.00
Masters	4	40.00
Degree	4	40.00
Total	10	100.00

From data presented in Table 4.4, it can be seen that, frequency of 2 showed 20 percent, frequency of 4 had 40 percent. This showed the level of qualification of the administrators.

Working experience

The researcher sought to establish the working experience of the administrators.

Table 4.5 presents the findings

Table 4.5 Working experience

Teaching Experience	Frequency	Percent
Over 20 years	2	20.00
16-20 years	3	30.00
11-15 years	2	20.00
Less than 10 years	3	30.00
Total	10	100.00

The results showed that majority of the administrators' have worked for more than ten years. This experience is important for administrators' in the sense that they know the university values, mission and vision. They also understand the teaching staff the different conflicts and how to manage conflict them depending on the different situations. Nevertheless, the administrators' also can understand the influence of the conflict management styles on teaching staff job satisfaction.

After presenting the demographic data of the administrators, attention was focused on the demographic data of the lecturers. The following section presents the same.

4.4. Lecturers' demographic data

The lecturers' were asked to indicate their gender, age, academic qualification and teaching experience. The results are as shown below in different tables.

Lecturers' distribution by gender

The study sought to establish the gender of the lecturers. The data is presented in table 4.6. It is important to determine the gender of the administrators' because of the fact that there is gender sensitivity rule in Kenya constitution. Therefore any organization must have females and males. It is also important because of these people have different feelings and they experience different types of conflict which need to be resolved by different conflict management styles.

Table 4.6 Gender of lecturers'

Gender	Frequency	Percent
Female	100	55.56
Males	80	44.44
Total	180	100.00

The findings on gender of the lecturers' show that females were more than males thus showing that there is an issue in gender sensitivity. It is important to have fair distribution of both parties in the administrative posts because different genders manage conflict using different styles.

Distribution of the lecturers by age

The age of the lectures is important in the human beings will react to different issues differently including issues of conflict. The lecturers were further asked to indicate their age. The results are as indicated in Table 4.7.

Table 4.7 Distribution of lecturers' by age

Age in Years	Frequency	Percent
Over 60 years	18	10.00
41-50 years	132	72.33
31-40 years	30	16.67
Total	180	100.00

From the findings, most of the lecturers' were between age 41-50 years that is 72.33 percent. These lecturers' seem to understand some of the job issues. They also know how to be satisfied in their jobs despite the fact that they are faced by different conflict situations. Lecturers over sixty years were 18. This group of people is old enough to understand different conflicts and how to manage them when they arise. This shows that they can handle conflict management styles. It is also important to note these lecturers' can easily manage different conflicts using different styles to maintain workers in the university.

Distribution of lecturers by academic qualifications

Academic qualification is an important factor in the way people hand conflict situations. The lectures were therefore asked to indicate their academic qualifications. The results are as indicated in table 4.8.

Table 4.8 Lecturers' academic qualification

Qualification	Frequency	Percent
Ph.D.	11	6.11
Masters	40	22.22
Degree	130	72.22
Total	180	100.00

From the Table 4.8, it is clear that most all the lecturers' were holders of a Bachelors degree in different fields. This is because there are different programmes (Masters in Business and Entrepreneurship, Marriage and Family, Leadership; Bachelor; Bible and Theology, community development, business leadership, counseling psychology, Diploma: youth ministry, transformational leadership, Certificate: Youth development, pre-university, certificate in computer, among others) in the university as previously discussed in this study. This shows that the lecturers' had quality education on understanding conflict management styles in the universities. This level of education is an indication that the lecturers had information on the types of conflicts and conflict management styles. Especially, how the administrators use these conflicts to influence them. This acquired information helped them to know how to deal with conflict in matters concerning their teaching.

Distribution of lecturers by working experience

The study sought to establish the working experience of the lecturers. The data is presented in Table 4.9

Table 4.9 Distribution of lecturers by working experience

Teaching Experience	Frequency	Percent
Over 20 years	15	20.00
16-20 years	40	30.00
11-15 years	56	30.00
Less than 10 year	10	20.00
Total	180	100.00

As presented in table 4.9, teaching experience in any university is important because it makes the teachers to adapt to different types of conflicts and conflict management style. This experience also helps them to compare the different administrators' conflict management styles and their influence on teaching staff job satisfaction, who have already left Pan Africa Christian University. Hence the results indicated that most of the lecturers had taught for more than ten years 80.00 percent. This implied that the administrators' solved problems using different conflict management styles that satisfying the lecturers' job.

4.5 Administrators' conflict management styles and job satisfaction

This section sought to investigate the different conflict management styles employed by the administrators' and their influence on the teachers' job satisfaction at Pan Africa Christian University, Kenya. The respondents were asked to provide their own opinion from objectives/ research questions. The most probable tool that was used was Thomas -Conflict Management Tool. The results are presented in figure 1.4

4.5.1. The influence of administrators' use of different conflict management styles and job satisfaction

The researcher sought to find out the use of different conflict management style on lecturers' job satisfaction in Pan Africa Christian University, Kenya. Five statements were provided for each style that helped the administrators' to establish which ones influenced the teaching staff. The data is presented in the following section. The administrators were asked to indicate their level of agreement to the statements that focused on conflict management styles. The levels of satisfaction were measures on a 5 point likert type items where 1 – 2 was highly satisfied, 3 was fairly satisfied while 4-5 was low satisfaction. Administrators' response on the use of the five conflict management style and the levels of satisfaction are shown in Table 4.10.

Table 4.10 Administrators' response on the use of conflict management style

Type of conflict management styles	A	FS	DA	Mean of satisfaction levels
Competing	5	2	3	3.3
Collaborative	6	0	3	4.0
Accommodative	5	2	3	3.3
Avoidance	4	2	4	3.3
Compromise	4	2	4	3.3

Key: Agree A- Agree FS- Fairly satisfied A- Disagree

From Table 4.10, the administrators' mostly used collaborative with a mean of 4.0, while other conflict management styles were used in the same capacity. The administrators' solved problems in ways of involving the lecturers', thus getting what they want. They also aimed at satisfying the teachers' problems by giving in to maintain relationships. In addition, the administrators' use compromise style in complex issues without simple solutions; all parties are equal in power. This means, the administrators' involved all the teachers' to ensure equal power. Importantly, when administrators' used collaborative style, the lecturers' were satisfied thus improving performance.

When administrators' used accommodative style, the lecturers' were satisfied and showed commitment in their work. Table 4.11 presents that administrator's responses to the use of each of the five conflict management styles.

Table 4.11 Administrators' use of conflict management styles

Type of conflict management style	Frequency	Percentage
Competing	1	10.00
Collaborative	3	30.00
Accommodative	3	30.00
Avoidance	1	10.00
Compromise	2	20.00
Total	10	100.00

Data presented in Table 4.11 indicates that most of the administrators' used collaborative, accommodative and compromise conflict management styles to influence the teaching staff on job satisfaction either to maintain them or make them leave for higher pay. As a result this made the administrators' to frustrate, ignore other areas that would assist the teaching staff. Hence improve the academic performance and focus in the organizational goal.

The study sought to establish the levels of lectures job satisfaction. Table 4.12 presents the data.

Table 4.12 Teaching staff job satisfaction

Item	Frequency	Percentage
Very Unsatisfied	80	44.44
Unsatisfied	40	22.22
Fairly satisfied	20	11.11
Satisfied	25	13.89
Very Satisfied	15	8.33
Total	180	100.00

Key: 1-Very Unsatisfied 2- Unsatisfied 3- Fairly satisfied 4- Satisfied 5- Very Satisfied

Data as presented in Table 4.12 revealed that the lowest percent only very satisfied with the administrators' conflict management styles. While those who were unsatisfied with the administrators' conflict management styles as applied on the job had the highest 44.44 percent. A significant percent were unsatisfied with the administrators' conflict management styles on the teaching staff job satisfaction. From the findings, the teaching staff felt that the administrators use of some of conflict management styles were not upto date. It means that the application of different conflict management styles did not satisfy many lecturers'. The study also sought to establish the Teaching staff understanding of administrators' conflict management styles. The data is presented in table 4.13.

Table 4.13 Teaching staff understanding of conflict management styles

Conflict management style	Frequency	Percentage
Competitive	40	22.22
Collaborative	60	33.33
Accommodative	50	27.78
Avoidance	20	11.11
Compromise	10	5.56
Total	180	100

The data shows that 33.33 percent of the teaching staff, associated administrator's with collaborative management style in handling conflicts. The administrators' also used accommodative 27.78 percent as a style to satisfy teachers' job. Ten respondents formed 5.56 percent, who suggests that only ten lecturers' agreed that administrators' used compromise style on teachers job satisfaction. With regard to avoidance style, results indicate the 11.11 percent of the lecturers' reported the style was also used sometimes. Last but not least, the administrators' employed competitive style in handling issues of lecturers' in satisfying their job. This discussion shows that all the conflict management styles were used by administrators'. However, form the study four of the conflict management styles were used frequently while one was rarely used by the administrators'.

Table 4.14 shows the intercorrelations among the subscales obtained using Pearson correlation

Table 4.14 Intercorrelations among the subscales

Dimension	Mean	Std.
Deviation		
He/she upholds his/her solutions to problems.	5.4560	0.83880
Bring everyone's concerns out into the open	3.2575	0.85504
Attempts to meet the expectation of others	3.6878	0.82925
Accepts the recommendations of colleagues	6.3050	0.75482
Avoids hard feelings with others	4.6250	0.90017
Puts forward middle positions to break deadlocks	4.4075	0.87264

Table 4.14 illustrates the intercorrelations among the subscales obtained using Pearson correlation to determine whether the subscales were independent measure of the same concept. Generally, intercorrelations among the dimensions Competing collaborative, accommodative, avoidance and compromise conflict management styles and job satisfaction have demonstrated moderate levels of correlation. The findings showed that lecturers' understood that there was a relationship in five different conflict management styles used by administrators' on job satisfaction.

4.6. Administrators' use of competitive conflict management style on lecturers' job satisfaction

The study sought to investigate administrators' use of different conflict management styles on teachers' job satisfaction. The information was obtained by Five Likert scale. The most probable response was ticked thus, SA-Strongly Agree A- Agree N- Fairly satisfied DA- Disagree SD- Strongly disagree. For easy analysis, strongly agree and agree were termed as agree statements. While disagree and strongly disagree were termed as disagree statements. Table 4.15 presents the levels of agreement by the administrators on use of competitive conflict management style on lecturers' job satisfaction.

Table 4.15 Administrators' use of competitive conflict management style

Responses	Frequency	Percentage
Strongly agree	2	20.00
Agree	1	10.00
Fairly satisfied	1	10.00
Disagree	3	30.00
Strongly disagree	3	30.00
Total	10	100

According to Table 4.15, majority of the respondents forming 40.00 percent of the administrators' indicated that they did not use competitive style thus affecting the

teachers' job satisfaction. The results showed that only 10.00 used competitive style as a conflict management style. Competing styles involves pursuing ones goals and concerns. Win position is a major issue in this style thus making the lecturers' feel offended. The effect of this is perhaps the reason why there is high turnover.

The respondents supported the fact the administrators' tries to force them to accept their solution as the best way of managing conflict. The lecturers' were not given space when it came solving a problem between the two groups. The administrators' maintained that goals were important to them in managing different types of conflicts in relation to lecturers' job satisfaction. They maintained that their relationship with the lecturers' was not a big deal as far as conflict management is concerned. According to the lecturers' questionnaires, the administrators' fought for winning at the expense of the lecturers'. This showed that they paid maximum attention to their own interests when managing a conflict in order to satisfy the lecturers. This data has showed that competitive conflict management style influenced the lecturers' job satisfaction when used win and lose method to solve a conflict.

This was realized from the report given by the respondents (teaching staff) in the questionnaires. The administrators' tried to become less concern with the needs and the problems of the teachers' when they voiced out their problems. In other words, the administrators' assumed that they were winners thus leading to a sense

of pride, spirit of domination, and achievement. This conflict management style had side effect to the lecturers' performance. They were influenced negatively in the sense that they became weak, failure and inadequate in settling conflicts. This means that the administrator's overpowered, overwhelmed and intimidated the lecturers' when managing conflict. This behavior called for dissatisfaction in the lecturers' job. As a result of this, some of the lecturers' left the institution. In addition, some of them became very reluctant in delivering their duties hence low performance. The table below explains more about the administrator's conflict management styles.

In order to examine the extent of the relationship between competitive conflict management style and lecturers' job satisfaction, analyses were performed using the Pearson Correlation Coefficient. Table 4.16 below shows the correlation results.

Table 4.16 Correlations on competitive conflict management style and lecturers' job satisfaction

		Job satisfaction	Competitive management style
Pearson	Competitive style	1.000	0.48
Si 1 - tailed	Job satisfaction	0.48	1.000
N	N	170	170

'The scores obtained on the independent variable (job performance) were correlated with the predicted variable (competitive leadership style). The

coefficient of determination in the relationship was established. From the results obtained on a 1-tailed test of significance and 3 degrees of freedom, it was observed that there was a positive moderate (0.48) relationship between the competitive conflict management style and lecturers job satisfaction.

4.7 Collaborative management style and lecturers’ job satisfaction in Pan Africa Christian University

The study further sought to establish the influence of collaborative style on lecturers’ job satisfaction in Pan Africa Christian University. Table 4.15 presents the influence of administrator’s use of collaborative style on lecturers’ job satisfaction in Pan Africa Christian University.

Table 4.17 Administrators’ use of collaborative conflict management style

Responses	Frequency	Percentage
Strongly agree	4	40.00
Agree	2	30.00
Fairly satisfied	1	10.00
Disagree	2	20.00
Strongly disagree	1	10.00
Total	10	100

The research sought to investigate the administrators’ use of collaborative conflict management style on teaching staff job satisfaction in Pan Africa Christian

University. The information showed administrators' strongly agreed that they used collaborative conflict management style. This was high as compared to the other respondents. They administrators' used collaborative conflict management style by bringing out issues in the open for resolution, exchanged information during on important issues concerning the teachers job satisfaction. They also involved the lecturers' to give their own opinions on whether they were satisfied with their job or not since this is the area that touched their hearts. This conflict aims at resolving the conflict by analytically tracing the root problem by discussing between themselves. According to the findings, administrators' who used this conflict management style valued their own goals and relationships when they faced conflict, so as to make the lecturers' satisfied thus do their work with a lot of commitment. In other words, they sought a solution which looked at both sides. They did this to maintain their relationship with the lecturers'. This led to high performance thus job satisfaction.

In order to statistically determine the influence of collaborative conflict management style and lecturers' job satisfaction the research tried to examine whether there was a relationship between collaborative conflict management style and lecturers' job satisfaction. The data is presented in table.4.18

Table 4.18 Correlations for collaborative conflict management style and lecturers' job satisfaction

		Job satisfaction	Collaborative management style
Pearson	Collaborative management style	1.000	0.75
Si 1 - tailed	Job satisfaction	-0.75	1.000
N	N	170	170

The table 4.18 shows that there was very strong negative (0.03) relationship between collaborative conflict management style and lecturers' job satisfaction. Data shows that there was high use of collaborative conflict management styles among the administrators and the staff. Ensuring job satisfaction requires the involvement of both the administration and the staff. The descriptive statistics indicated that there was high use of collaborative conflict management style in the University.

4.8. Administrator's accommodative conflict style and lecturers' job satisfaction at Pan Africa Christian University

The study also sought to establish the influence of administrator's accommodative conflict style on lecturers' job satisfaction at Pan Africa Christian University.

Table 4.19 presents the Administrators' use of accommodative conflict management style

Table 4.19 Administrators' use of accommodative conflict management style

Responses	Frequency	Percentage
Strongly agree	5	50.00
Agree	2	20.00
Fairly satisfied	1	10.00
Disagree	1	10.00
Strongly disagree	1	10.00
Total	10	100

From the table, administrators' used accommodative conflict management style to influence teachers in satisfying their job. This method adopted a consensus view to achieve their goals. This style purpose is to maintain relationship between the administrators' and the teachers'. This will further lead to high performance thus motivating the teachers' in terms of intrinsic behavior. The use of collaborative conflict management style in this study shows that administrator's were sensitive in collaborative conflict management style.

The administrators' preferred this conflict management style because it is highly co-operative. The administrators' looked at the concerns of the teachers' to satisfy them. This is of great importance because it maintained relationship rather than

destroying the relationships. The administrators' looked for ways to stop the conflict so that the lecturers go unhurt and like them. For example, they accepted teachers' suggestions so as to satisfy their concerns.

To establish the influence of accommodative conflict style and lecturers' job satisfaction the analyses were performed using the Pearson Correlation Coefficient. Table 4.20 below shows the correlation

Table 4.20 Correlations on accommodative conflict style and lecturers' job satisfaction

		Job satisfaction	Accommodative conflict management style
Pearson	Accommodative conflict management style	1.000	0.48
Si 1 - tailed	Job satisfaction	0.48	1.000
N	N	170	170

The scores obtained on the independent variable (accommodative conflict management style) were concurrent with the predicted variable (Job satisfaction). The coefficient of determination in the relationship was established. In subsequent steps, data were collected on the dependent variable, job satisfaction, and then correlated with that of the independent variable accommodative conflict

management style. From the results obtained on a 1-tailed test of significance and 3 degrees of freedom, it was observed that there was a positive moderate (0.48) relationship between accommodative conflict style and lecturers' job satisfaction. This meant that most of the administrators' used accommodative style thus satisfying the lecturers' job satisfaction.

4.9. Administrators' avoidance conflict management style style and lecturers' job satisfaction at Pan Africa Christian University

The study also sought to establish the influence of administrators' avoidance conflict style on lecturers' job satisfaction at Pan Africa Christian University. The researcher sought to investigate the use of administrators' avoidance conflict management style on teaching staff job satisfaction. The responses obtained included administrators put on the spot and running away to avoid answering important issues concerning teaching staff job satisfaction. Sometimes they refused to take responsibility for solving the teaching staff problems. Table 4.21 presents the administrators' use of avoidance conflict management style

Table 4.21 Administrators' use of avoidance conflict management style

Responses	Frequency	Percentage
Strongly agree	1	10.00
Agree	2	20.00
Fairly satisfied	1	10.00
Disagree	3	30.00

Strongly disagree	3	30.00
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Table 4.21 shows that when administrators used avoidance conflict management style, it influenced the teaching staff highly 30.00 percent. This shows that administrators' neglected conflict, so they were unable to resolve teachers' job satisfaction. This may have been the cause for absenteeism, high turnover and reluctance at the work place. Administrators' seemed to be putting off issues until they are forced to think about them.

To establish the influence of avoidance conflict management style and lecturers' job satisfaction Pearson Correlation Coefficient was carried out. The data is presented in table.4.22

Table 4.22

Pearson Correlation Coefficient avoidance conflict management style and lecturers' job satisfaction

		Job satisfaction	Avoidance conflict management style
Pearson	Avoidance conflict management style	1.000	-0.66
Si 1 - tailed	Job satisfaction	-0.66	1.000
N	N	170	170

The data shows that there was a negative relationship between avoidance conflict management style and lecturers' job satisfaction as indicated by -0.66.

4.10. The extent to which compromise as a conflict management style influenced lecturers' job satisfaction

The researcher sought to investigate the influence of administrators' compromise conflict management style on teaching staff job satisfaction. Information was obtained and had common statements such as negotiation on which is the best way forward to settle issues on job satisfaction by including the teaching staff. In addition, proposing of middle ground on which the administrators' broke the deadlock in a way of discussion. Their frequencies and percentages are shown in Table 4.23

Table 4.23 Administrators' use of compromise conflict management style

Responses	Frequency	Percentage
Strongly agree	5	50.00
Agree	2	20.00
Fairly satisfied	1	10.00
Disagree	1	10.00
Strongly disagree	1	10.00
Total	10	100

The results indicate that a large number of administrators' 50.00 percent used compromise as a conflict management style to handle issues affecting teachers'

job satisfaction. On the same, 20.00 percent also indicated prevalence of the use of the same styles of handling problems. The results show that administrators' cooperated and allowed the teaching staff to achieve their goals and outcomes. This conflict management style neglects the importance of objectives in an organization.

This conflict management style is moderate in both assertive and co-operative in that the administrators' were concerned with their own concerns as well as the concerns for the lecturers'. In this case, the administrators' influenced the lecturers when in conflict by persuading the lecturers so as to satisfy them, thus manage the conflict between them. The administrators' questionnaires suggested that they called for a middle ground when solving problems. This showed that they were willing to give part of their own goals and relationships to satisfy the lecturers' needs and concerns. Most the lecturers' supported this conflict management style because it called for negotiation to make the ends meet that is, lecturers' to be satisfied in their job thus encourage. This type of administrators' conflict management style influenced the lecturers' job satisfaction by solving their problems in a give and take attitude. Gross and Guerrero (2000) comments that conflict management styles tend to achieve goals. They are behaviors towards managing conflict. This study sought to investigate the different conflict management styles employed by the administrators' and their influence on the teachers' job satisfaction at Pan Africa Christian University, Kenya.

In order to examine the extent of the relationship between compromise as a conflict management style influenced lecturers' job satisfaction the analyses were performed using the Pearson Correlation Coefficient. Table 4.24 below shows the correlation results.

Table 4.24

Correlations on compromise as a conflict management style influenced lecturers' job satisfaction

		Job satisfaction	Compromise conflict management style
Pearson	Compromise conflict management style	1.000	0.58
Si 1 - tailed	Job satisfaction	0.58	1.000
N	170	170	

'The scores obtained on the independent variable (Compromise conflict management style) were correlated with the predicted variable (job satisfaction). The coefficient of determination in the relationship was established. From the results obtained on a 1-tailed test of significance and 3 degrees of freedom, it was observed that there was a positive moderate (0.58) relationship between compromise as a conflict management style and lecturers' job satisfaction.

The study used administrators' five different conflict management styles on lecturers' job satisfaction. It is evident that the five conflict styles were key in Pan Africa Christian University hence they had a relationship. Some of the styles were used widely while others were least used. Other studies showed that five different conflict management styles were used to develop solutions for specific problems that employees face Enock (2002).

Wachira (2011) agrees that a different conflict management style that is collaborative was also used for the benefit of the individuals and group differences for mutual outcomes. Similarly, Nevzart (2007) asserts that administrators' applied all the conflict management styles in solving problems in the school. This was also realized in this study. A study by Cheronno (2007) showed that the use of the different conflict management styles depends on the situation thus improved understanding and reduced stress in working place leading good performance. Njiro (2011) comments that four types of conflict management styles were most preferred and widely used by principals in different schools on where individuals while avoiding style was least used disagree in opinions. Wambua (2012) indicated that 96.2 percent of the respondents used collaboration in handling of conflict situations. Similarly, Kasivu (2011) study showed collaboration conflict management style was widely used among others. The above research studies showed that the five different five conflict management styles were used in managing different conflicts.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This study was to investigate the different conflict management styles employed by the administrators' and their influence on the teachers' job satisfaction at Pan Africa Christian University, Kenya. This chapter comprises of the following; the summary, findings, conclusions, recommendations and suggestions for further research.

5.2. Summary of the study

The purpose of the study was to investigate the different conflict management styles employed by the administrators' and their influence on the teachers' job satisfaction at Pan Africa Christian University, Kenya. Five research objectives were formulated to guide the study. Research objective one sought to determine the influence of administrators' use of competitive conflict management style on teachers' job satisfaction in Pan Africa Christian University. Research objective two aimed at establishing the influence of administrator's use of collaborative style on teachers' job satisfaction in Pan Africa Christian University. Research objective three sought to determine the influence of administrators' accommodative conflict style on teachers' job satisfaction at Pan Africa Christian University. Research objective four sought to determine the influence of

administrators' avoidance conflict style on teachers' job satisfaction at Pan Africa Christian University while research objective five aimed at establishing the extent to which compromise as a conflict management style influences lecturers job satisfaction in Pan Africa Christian University. The study employed descriptive survey design. The study was confined within Pan Africa Christian University administrators with a population of 10, deputy vice chancellor academics, director finance administration, human relations officer, Registrar, finance officer, public relations, IT Manager, Library, Director TCL, TCL officer, and teaching staff in all departments (180). The sample comprised on 10 administrators and 180 lecturers. Data were collected by use of questionnaires and was analysed by use of qualitative and quantitative techniques.

Findings revealed that administrators and lecturers understood the different conflict management styles and their significance in relation to job satisfaction. Findings revealed that administrators used different conflict management styles. Administrators' used collaborative, accommodative and compromise styles in satisfying teachers' job in Pan Africa Christian University. The administrators' solved problems in ways of involving the lecturers', thus getting what they want. Most of the administrators' used collaborative, accommodative and compromise conflict management styles to influence the teaching staff on job satisfaction either to maintain them or make them leave for higher pay.

Findings further revealed that administrators' use of competitive conflict management style influenced lecturers' job satisfaction. For example, most of the administrators forming 40.00 percent indicated that they did not use competitive style thus affecting the teachers' job satisfaction. Competing styles involves pursuing ones goals and concerns. Win position is a major issue in this style thus making the lecturers' feel offended. The findings further revealed that use of collaborative style influenced lecturers' job satisfaction. For example 60% of the administrators agreed that collaborative style influenced lecturers' job satisfaction.

The study further revealed that administrators use of accommodative conflict style influenced lecturers' job satisfaction. For example 70.00 percent of administrators were of the opinion that use of accommodative conflict management influenced teachers in satisfying their job. This method adopted a consensus view to achieve their goals. The administrators' preferred this conflict management style because it is highly co-operative. The administrators' looked at the concerns of the teachers' to satisfy them. This is of great importance because it maintained relationship rather than destroying the relationships. The administrators' looked for ways to stop the conflict so that the lecturers go unhurt and like them. For example, they accepted teachers' suggestions so as to satisfy their concerns.

Findings also revealed that administrators' use of avoidance conflict style did not influence lecturers' job satisfaction. Only 30% of the administrators were of the opinion that use of this style influenced lecturers' job satisfaction. This shows that

administrators' neglected conflict, so they were unable to resolve teachers' job satisfaction. Findings further established that administrator's use of compromise conflict management style influenced lecturers' job satisfaction. A large number of administrators' 70.00 percent agreed that they used compromise as a conflict management style to handle issues affecting teachers' job satisfaction. The results show that administrators' cooperated and allowed the teaching staff to achieve their goals and outcomes. This conflict management style neglects the importance of objectives in an organization.

Analysis of the Pearson Correlation Coefficient revealed that there was a positive moderate (0.48) relationship between the competitive conflict management style and lecturers job satisfaction. There was very strong negative (0.03) relationship between collaborative conflict management style and lecturers' job satisfaction there was a positive moderate (0.48) relationship between accommodative conflict style and lecturers' job satisfaction. There was a negative relationship between avoidance conflict management style and lecturers' job satisfaction as indicated by -0.66. There was a positive moderate (0.58) relationship between compromise as a conflict management style and lecturers' job satisfaction.

5.4. Conclusions

The study concluded that administrators and lecturers understood the different conflict management styles and their significance in relation to job satisfaction. There was a positive moderate (0.48) relationship between the competitive

conflict management style and lecturers job satisfaction. The administrators' solved problems in ways of involving the lecturers', thus getting what they want. The study concluded that there was very strong negative (0.03) relationship between collaborative conflict management style and lecturers' job satisfaction there was a positive moderate (0.48) relationship between accommodative conflict style and lecturers' job satisfaction.

Most of the administrators' used collaborative, accommodative and compromise conflict management styles to influence the teaching staff on job satisfaction either to maintain them or make them leave for higher pay. The study also concluded that administrators' use of competitive conflict management style influenced lecturers' job satisfaction. Competing styles involves pursuing ones goals and concerns. Win position is a major issue in this style thus making the lecturers' feel offended. The study further concluded that administrator's use of accommodative conflict style influenced lecturers' job satisfaction.

The administrators were of the opinion that use of accommodative conflict management influenced teachers in satisfying their job. The administrators' preferred this conflict management style because it is highly co-operative. The administrators' looked at the concerns of the teachers' to satisfy them. The study also concluded that there was a negative relationship between avoidance conflict management style and lecturers' job satisfaction as indicated by -0.66. Administrators use of avoidance conflict style least influenced lecturers' job

satisfaction. Very few administrators were of the opinion that use of this style influenced lecturers' job satisfaction. This shows that administrators' neglected conflict, so they were unable to resolve teachers' job satisfaction. It was also concluded that there was a positive moderate (0.58) relationship between compromise as a conflict management style and lecturers' job satisfaction. A large number of administrators agreed that they used compromise as a conflict management style to handle issues affecting teachers' job satisfaction. The results show that administrators' cooperated and allowed the teaching staff to achieve their goals and outcomes. This conflict management style neglects the importance of objectives in an organization.

5.5. Recommendations of the findings of the study

The following were the recommendations for study

- i. There is need to advice administrators' in the university to make use of the three conflict management styles in handling conflicts in different situations to satisfy lecturers'. The administrators' at Pan Africa Christian University were comfortable with the three types of conflict management styles on teacher job satisfaction.
- ii. Administrators should use these styles to improve lecturers' job satisfaction and strengthen their relationship thus improve performance in the organization.

- iii. The administrators' also should understand that gender, working experience, and academic qualification are connected with different conflict management styles. The administrators' should choose which conflict management styles are important to improve teachers' job satisfaction. This will further ensure that there is good performance thus fulfill the organizations goals.
- iv. Good choice of conflict management style by the administrators' will create good environment and strong relationship within the university. There is need to make a choice of good conflict management style irrespective of the demographic, working experience, and gender.

5.6. Suggestions for furthers research

The following areas were suggested for further research

- i. This research was conducted in Pan Africa Christian University, Kenya. The university is one of the chartered private universities. Therefore, it necessary to conduct further research in other chartered private universities in other towns.
- ii. There is need to investigate lecturers' conflict managements styles among the teachers, and their resolutions.
- iii. It is also important to investigate the influence of teaching staff conflict management styles on students' performance.

- iv. There is need to replicate this study the same study; research questions, purpose, research design, data analysis and research objectives in a public university in order to find out if the same claims are appropriate regarding administrators' conflict management styles.
- v. A study should be carried out on the effect of administrators' conflict management styles on teaching staff performance. There is need to investigate if there are other variables strongly related to administrators' conflict management styles on teachers' job satisfaction.

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APPENDICES

APPENDIX A: LETTER OF TRANSMITTAL

University of Nairobi
Department of Educational
Administration & Planning
P.O. Box 30197
Nairobi

Dear Sir,

**REF: INFLUENCE OF ADMINISTRATORS' CONFLICT
MANAGEMENT STYLES ON TEACHING STAFF JOB SATISFACTION:
A CASE STUDY OF PAN AFRICA CHRISTIAN UNIVERSITY, KENYA.**

I am a post graduate student at the University of Nairobi, pursuing Master of Education degree course. I am currently carrying out a research on “Influence of administrators’ conflict management styles on teaching staff job satisfaction; a case study of Pan Africa Christian University, Kenya”. To assist me in this regard, I would appreciate your efforts in completing the attached questionnaire. I assure you that all information received in this connection shall be treated and held in strict confidence.

Thank you,

Yours Faithfully,

Judith M. Musyoki.

APPENDIX B

QUESTIONNAIRE FOR ADMINISTRATORS'

This questionnaire aims at establishing conflict management styles of administrators' and their influence on teaching staff job satisfaction in Pan Africa Christian University. The information you give will be treated with a. Please respond to all questions.

Part A: Demographic information

Tick (✓) where appropriate

1. What is your gender? A. Female b. Male
2. Which is your age bracket? 25-30 () 31-40 () 41-50 () Above 50 ()
3. What is your highest academic qualification Ph. D. () Masters () Bachelor () Diploma () Any other_____
4. For how many years have you been an administrator in this university?_____ years.

Part B: Self Report

Thomas Kilmann Conflict Management Tool

Instructions

Consider situations in which you find your wishes differing from those of another person. How do you usually respond to such situations?

On the following pages are several pairs of statements describing possible behavioral responses. For each pair, please circle the "A" or "B" statement which is most characteristic of your own behavior. In many cases, neither the "A" nor

the “B” statement may be very typical of your behavior, but please select the response (either A or B) which you would be more **LIKELY** to use.

1. A There are times when I let others take responsibility for solving the problem.

B Rather than negotiate the things on which we disagree, I try to stress the things upon which we both agree.

2. A I try to find a compromise situation.

B I attempt to deal with all of his and my concerns.

3. A I am usually firm in pursuing my goals.

B I might try to soothe the other’s feelings and preserve our relationship.

4. A I sometimes sacrifice my own wishes for the wishes of the other person.

B I consistently seek the other’s help in working out a solution.

5. A I try to do what is necessary to avoid useless tensions

B I try to avoid creating unpleasantness for myself.

6.A I try to win my position.

B I attempt to get all concerns and issues immediately out I the open.

7. A I try to postpone the issue until I have had some time to think it over.

B I give up some points in exchange for others.

8. An I feel that differences are not always worth worrying about.

B I make some effort to get my way.

9. A I attempt to get all concerns and issues immediately out in the open.

B I might try to soothe the other’s feelings and preserve our relationship.

10. A I sometimes avoid taking positions which would create controversy.

B I will let the other person have some of his/her positions if she/he lets me have some of mine.

11. A I try to find a compromise solution.

B I press to get my points made.

12. A I tell the other person my ideas and ask him for his/hers.

B I try to show him the logic and benefits of my position.

13. A I try not to hurt the other's feelings.

B I try to convince the other person of the merits of my decision

14. A If it makes the other person happy, I might let them maintain their views.

B I will let people have some of their positions if he lets me have some of mine.

15. A I attempt to immediately work through our differences.

B I try to find a fair combination of gains and losses for both of us

16. What are the types of conflict management styles in your institution? Please tick the appropriate

Types of conflict management styles	
Competing	<input checked="" type="checkbox"/>
Collaboration	<input type="checkbox"/>
Accommodative	<input type="checkbox"/>
Avoiding	<input type="checkbox"/>
Compromise	<input type="checkbox"/>

17. A I try not to hurt the other's feelings.

B I try to convince the other person of the merits of my position.

18. A I am usually firm in pursuing my goals.

B I will let him have some of his positions if he lets me have some of mine.

19. A If it makes the other person happy, I might let him maintain his views.

B I will let him have some of his positions if he lets me have some of mine.

20. A I attempt to get all concerns and issues immediately out in the open.

B I try to postpone the issue until I have had some time to think it over.

21. A I attempt to immediately work through our differences.

B I try to find a fair combination of gains and losses for

22 A In approaching negotiations, I try to be considerate of the other person's wishes.

B I always lean toward a direct discussion of the problem.

23. A I try to find a position that is intermediate between his and mine.

B I assert my wishes.

24. A I am very often concerned with satisfying all our wishes.

B There are times when I let others take responsibility for solving the problem.

25. A If the other's position seems very important to him, I would try to meet his wishes.

B I try to get him to settle for a compromise.

26. A I try to show him the logic and benefits of my position.

B In approaching negotiations, I try to be considerate of the other person's wishes.

27. A I propose a middle ground.

B I am nearly always concerned with satisfying all our wishes.

28. A I sometimes avoid taking positions that would create controversy.

B If it makes the other person happy, I might let him maintain his views.

29. A I am usually firm in pursuing my goals.

B I usually seek the other's help in working out a solution.

30. A I propose a middle ground.

B I feel that differences are not always worth worrying about.

31. A I try not to hurt the other's feelings.

B I always share the problem with the other person so that we can work it out

Part C: Influence of administrators conflict management styles on teaching staff. Please indicate on a scale of 1 to 5; If you Strongly Agree (SA), for instance, tick 5, or if you Strongly Disagree (SD), please tick 1. I am interested in the number that best shows your views on the expectation of the study.

Key: SA-Strongly Agree A- Agree FS- Fairly satisfied DA- Disagree

SD- Strongly disagree

Items	SA	A	FS	DA	SD
	1	2	3	4	5
I uphold my solutions to problems.					
I seek to bring everyone's concerns out into the open in order to resolve disputes in the best possible way					
I attempt to meet the expectation of others					
I accept the recommendations of colleagues, peers, and coworkers					
I avoid hard feelings by keeping my disagreements with others to myself.					
I put forward middle positions in efforts to break deadlocks.					

Thank you for your cooperation

APPENDIX C

QUESTIONNAIRE FOR TEACHING STAFF

The questionnaire aims at establishing conflict styles of administrators' and their influence on teaching staff job satisfaction in Pan African Christian University, Kenya. The information you give will be treated with absolute confidentiality.

Please respond to all questions

Part A: Demographic information. Tick (✓) where appropriate

1. What is your gender? a. Female b. Male
2. Which is your age bracket? 25-30 () 31-40 () 41-50 () Above 50 ()
3. What is your highest academic qualification Ph. D. () Masters ()
Bachelor () Diploma () Any other _____
4. For how many years have you been teaching in this university? _____ years.

Thomas Kilmann Conflict Management Tool

Part B. Self report

Instructions

Consider situations in which you find your wishes differing from those of another person. How do you usually respond to such situations? The following are several For each pair, please circle the "A" OR "B" statement, which is most characteristic of your own behaviour in such situations. In many cases, neither the "A" nor the "B" statement may be very typical of your administrator's behavior, but please select ONLY ONE response (either A or B) which you would be more likely to use.

1. A There are times when he/she let others take responsibility for solving the problem.

B Rather than negotiate the things on which we disagree, he/she tries to stress the things upon which we both agree.

2. A He/she tries to find a compromise situation.

B He/she attempt to deal with all of his/her and my concerns.

3. A He/she is usually firm in pursuing my goals.

B He/she might try to soothe the other's feelings and preserve our relationship.

4. A He/she tries to find a compromise solution.

B He/she sometimes sacrifice his/her own wishes for the wishes of the other person.

5. A He/she consistently seek the other's help in working out a solution.

B He/she try to do what is necessary to avoid useless tensions.

6. A He/she tries to avoid creating unpleasantness for myself.

B He/she tries to win his/her position.

7. A He/she tries to postpone the issue until I have had some time to think it over.

B He/she gives up some points in exchange for others.

8. A He/she usually firm in pursuing his/her goals.

B He/she attempt to get all concerns and issues immediately out in the open.

9. A He/she feel that differences are not always worth worrying about.

B He/she make some effort to get his/her way.

10. A He/she sometimes avoids taking positions which would create controversy.

B He/she will let other people have some of his/her positions if he/she lets them have some of mine.

11. A He/she propose a middle ground.

B He/she presses to get his/her points made.

12. A He/she tells the other person his/her ideas and ask his/hers.

B He/she tries to show the other person the logic and benefits of his position

13. A He/she tries to find a fair combination of gains and losses for both of us

B He/she tries to convince the other person of the merits of his/her position.

14. A If it makes the other person happy, He/she might let them maintain their views.

B He/she will let people have some of his positions if they let me have some of mine.

15. A He/she attempt to immediately work through our differences.

B He/she tries to find a fair combination of gains and losses for both of us.

16. What are the types of conflict management styles in your institution? Please tick the appropriate

Types	<input checked="" type="checkbox"/>
Competing	<input type="checkbox"/>
Collaboration	<input type="checkbox"/>
Accommodative	<input type="checkbox"/>
Avoiding	<input type="checkbox"/>
Compromise	<input type="checkbox"/>

17. A He/she tries not to hurt the other's feelings.

B He/she tries to convince the other person of the merits of my position.

18. A He/she is usually firm in pursuing my goals.

B He/she will let us have some of his positions if he/she lets us have some of ours

19. A He/she makes the other person happy, He/she might let them maintain their views.

B He/she let us have some of his positions if he/she lets us have some of ours

20. A He/she attempts to get all concerns and issues immediately out in the open.

B He/she tries to postpone the issue until we have had some time to think it over.

Part C: Influence of administrators conflict management styles on teaching staff. Please indicate on a scale of 1 to 5; If you Strongly Agree (SA), for instance, tick 5, or if you Strongly Disagree (SD), please tick 1. I am interested in the number that best shows your views on the expectation of the study.

Key: SA-Strongly Agree A- Agree FS- Fairly satisfied DA- Disagree

SD- Strongly disagree

Administrators conflict management styles	SA	A	FS	DA	SD
	1	2	3	4	5
He/she upholds his/her solutions to problems.					
He/she seeks to bring everyone's concerns out into the open in order to resolve disputes in the best possible way					

He/she attempts to meet the expectation of others					
He/she accepts the recommendations of colleagues, peers, and coworkers					
He/she avoids hard feelings by keeping his/her disagreements with others to himself/herself					
He/she put forward middle positions in efforts to break deadlocks.					

Part D: Teaching staff job satisfaction information. Tick (✓) () where appropriate.

Key: 1- Very Unsatisfied 2- Unsatisfied 3- Fairly satisfied

4- Satisfied 5- Very Satisfied

1. Present salary as a measure of your qualification

Very Unsatisfied () Unsatisfied () Fairly satisfied () Satisfied ()
Very Satisfied ()

1. Present salary as a measure of your responsibilities

Very Unsatisfied () Unsatisfied () Fairly satisfied () Satisfied ()
Very Satisfied ()

2. Present salary in helping you meet life expenses as compared to salary received by other people with similar qualification in other private Universities

Very Unsatisfied () Unsatisfied () Fairly satisfied () Satisfied ()

Very Satisfied ()

3. How do you feel about your pay?

Very Unsatisfied () Unsatisfied () Fairly satisfied () Satisfied ()

Very Satisfied ()

4. How would you rate your job satisfaction

Very Unsatisfied () Unsatisfied () Fairly satisfied () Satisfied ()

Very Satisfied ()

5. In general how would you rate your satisfaction with the conflict management styles?

6. Very Unsatisfied () Unsatisfied () Fairly satisfied () Satisfied ()

Very Satisfied ()

7. Which of these conflict management styles influence your job satisfaction the most?

Competitive () Collaborative () Accommodative () Avoidance ()

Compromise ()

8. Which of these conflict management styles influencing job satisfaction;

1-poor 2-fair 3-Good

Competitive () Collaborative () Accommodative () Avoidance ()

Compromise ()

9. Are you assigned to teach courses tha you are not very competent?

Yes () No ()

If yes give reasons

10. Are you involved in decision making issues affecting you and your assigned responsibilities? Yes () No ()

11. Do you intend to continue teaching in this university? Yes () No ()

If yes why _____

IF no why _____

Thank you for your cooperation

APPENDIX D
RESEARCH PERMIT