

**FACTORS INFLUENCING CONFLICT AMONG THE
TEACHING STAFF IN PUBLIC SECONDARY SCHOOLS IN
STAREHE DIVISION, NAIROBI COUNTY, KENYA**

BY
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**A Research Project Report Submitted In Partial Fulfillment of the
Requirements for the Award of the Degree of Master of Arts in Project
Planning and Management of the University Of Nairobi.**

2015

DECLARATION

This research project report is my original work and has not been presented for academic award in any other University.

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DEDICATION

My utmost dedication goes to the Almighty God who has given me the abilities to do all this work, my parents and family.

ACKNOWLEDGEMENT

My sincere appreciation goes to my supervisor, Dr. Dorothy Ndunge Kyalo of the University of Nairobi for her continuous guidance, constructive criticisms, helpful suggestions and the encouragement she has been offering me in this work. I learnt a lot from her and without her wisdom and guidance, I would not have been able to reach this far.

Many thanks to the Board of Post Graduate Studies at the University of Nairobi for the valuable facilitation and my classmates who have been encouraging me and giving me material and spiritual support which has enabled me to move on with this work.

Not to be forgotten is the contribution of all the lecturers who have given valuable criticisms and provided the necessary guidance either directly or indirectly.

I sincerely appreciate my colleagues and classmates Lenity Kibiti and Mercy Allube for their consistent encouragement during the course together with all the other colleagues in the Master of Arts in Project Planning and Management class of 2013/2014 for their support. Working with you was always a blessing and you are a great source of joy and inspiration to me.

The immense contribution of my parents Mr. and Mrs. Oduor who educated and made me be who I am as a result of their hard work. My special dedication goes to my grandparents Wilson Opudo and Prisca Akeyo (both posthumous) who were my great mentors and source of inspiration. I really appreciate you enormously for your great work.

Profound appreciation goes to my family members; my husband, David Nyasio and my beloved children: - Duncan, Venessa, Arnold and Derrick for their continuous support and love that made it possible for me to go through the entire process smoothly.

My deepest appreciation goes to my teachers during my school days and especially Sister Antoinette (Posthumous) for the dedication and the sincere direction that they provided which has brought me to where I am today.

This is also the most appropriate chance to recognize the teachers and the school administrators for the valuable information they provided willingly for the baseline of this research and all the other people that provided any form of assistance that contributed to this project report.

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ABBREVIATIONS AND ACRONYMS

ACAS: Australian Center for Academia in Sciences

KNUT: Kenya National Union of Teachers

KUPPET: Kenya Union of Post Primary Education Teachers

MTTII: Myers-Briggs Personality Type Inventory

NLC: Nigerian Labour Congress

TSC: Teacher's Service Commission

SPSS: Statistical Packages for Social Sciences

ABSTRACT

The aim of the research was to establish the organizational, relational and external factors influencing conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County. The study also considered how the factors influencing conflict interact and the conflict alleviation approaches available in the public secondary schools. The study employed quantitative research designs to conduct the study. Data was collected using questionnaire as the instrument. The study used Starehe Division through purposive sampling to represent Nairobi County. The Division had a total of 11 public secondary schools out of which 6 were sampled using the stratified random sampling to ensure that all the categories of schools were represented. Random sampling was used further to sample 169 out of the 306 teachers and school administrators currently teaching in Starehe Division based on the sampling table by Robert and Morgan (1970). The questionnaire was piloted in two schools which were not part of the randomly selected schools in the division. Reliability of the Pearson's product moment formula for the test-retest was employed to compute the correlation coefficient (r) and necessary adjustments done before embarking on data collection. The data collected was coded and entered into the computer for analysis using statistical package for social sciences (SPSS, Version 21) and analysis presented using descriptive statistics of percentages and frequencies. Pearson Correlation was used to test relationships between and among factors of conflict. Results of the study indicated that organizational and relational conflicts were high in public secondary schools in Starehe Division. The majority of the schools (92%) did not have conflict resolution policies and the few available were not applied effectively. Among the organizational factors ranked by percentages, the majority (57.2%) agreed that conflicting needs was the main organizational factor influencing conflict followed by conflicting roles and pressures (52.9%) and finally unpredictable policies at 49.3%. However, the differences between the three factors were not significant. Among the relational factors as ranked by percentages, the majority (55.1%) indicated that conflicting goals and values were the main factor influencing conflict followed by conflicting styles (54.3%) and finally conflicting perceptions at 42.8%. The main role of the union was not recognized as the majority of the respondents (56.5%) were not sure of the role of the union in handling of conflict in schools. This was unlike the role of the employer and the parents which were negatively rated in all cases. There was a high positive correlation between the organizational and the relational factors as the two are mutually dependent on each other, hence the need to always tackle both as they arise. Among the recommendations was that the school administration should involve the all school stakeholders more in conflict identification and management in the public secondary schools to allow for the creation of positive relationships among the teachers and between the teachers the external stakeholders; Further research should also be done to cover all public and private secondary schools as the influences of conflict tend to vary from situation to situation and may need in depth analysis in order to get more information.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Psychologists described conflict as an interactive opposing behavior between two or more people, organizations or systems over incompatible goals, interests, scarce resources, values, belief system, power and prestige, nature of relationship as well as performance. Conflict in any society could range from intellectual jostling or malicious gossip all the way to use of physical force to influence destruction of property or physical injury. However, when it reached the extent of violence, destruction and killing, it could no longer a healthy part of living and might need to be managed effectively. Conflict is considered a characteristic of human existence considered to be part of the dynamic of life that drives individuals into the future. They are integral part of any social system but need to be properly managed in order to create a healthy organizational climate that is important for effective performance of responsibilities.

Employee conflict in the workplace had been reported as a common occurrence, resulting from both organizational and employee differences and values. According to Rau-Foster (2000), the workplace setting could be a fertile breeding ground for conflicts because of the dynamics and interdependency of the employee-to-employee, customer-to-employee, and employee-to-outside vendor relationships. Moreover, Schlesinger, Eccles and Gabarro (1999) asserted that conflict was a normal and natural part of both the workplace and personal lives. Pondy (1995) argued that in a company, an agency or a small scale business, conflict could be the very essence of what the organization was about and if conflict was not occurring, then, the organization had no reason for being. This meant that conflict in most cases uprooted the very impediments that undermine the organizational development and if absent, the management of the organization might be off-track in managing the affairs of the organization.

Reports from research have indicated that the evolution of conflicts in school setups is mainly influenced by threats to resource supply and demand which may be real or perceived. However, the school has the responsibility to develop favorable attitudes towards learning and relationships in each child and therefore all efforts must be employed reduce conflict incidences to minimum. This is important because it is in the schools that the students are expected to interact with one another, their teachers and educational administrators for purposes of social development.

A previous empirical study by Mensar (2007) in Ghana and Onsarigo (2007) in Kenya while focusing to establish and analyze the existing conflict resolution mechanisms in public secondary schools had sought to determine factors influencing conflicts in institutions of higher learning. The studies established that conflict was rife in learning institutions but the means of combating them are limited. More findings had also indicated that it was better to expose and resolve conflict before they damage people's relationships or even before they degenerate into violence which undermines institutional stability and performance. The studies concluded that social conflicts in educational institutions demand moral authority and leadership integrity to resolve them. If not resolved on time, they could have a destabilizing effect on institution's performance and learning processes. This dictates any arising potential conflict causes be analyzed and the underlying issues addressed before the actual conflict occurs.

1.2 Statement of the Problem

It was a general belief that quality education was centered on the quality and the efficacy of the teacher, availability of teaching and learning resources, infrastructure and the ability of the pupils or students to grasp and reproduce the concepts. Little attention was however paid to what happened in the school environment, in the classroom when teaching was in progress and the kind of relationships that existed between teachers and pupils, among teachers, among pupils, between teachers and their school heads, and even between the school and the community in which the school existed. The Ministry of Education report indicated that in spite of the government policies put in place; Kenyan educational institutions had continued to report increased cases of conflict. Republic of Kenya (2001) indicated that conflicts in Kenya's secondary schools had become a major problem that all stake holders in education should take a great concern. However, this approach had not been keen to look at the influences of conflict among the teaching staff yet it could have a significant effect on the school community. This study therefore attempted to investigate the factors which influence conflict in public secondary schools among the teaching staff and between the teaching staff and the administration. The main aim of the study was to come up with the real explanation as to why conflicts occurred frequently and provide recommendations on the remedies.

1.3 Purpose of the Study

The purpose of this study was to establish the factors that influence conflict among the teaching staff in public secondary schools in Kenya.

1.4 Objectives of the Study

The specific objectives were to:

1. Establish the organizational factors that influence conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County;
2. Identify the relational factors that influence conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County;
3. Identify the external factors that influence conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County;
4. Determine the relationship between organizational and relational factors that influence conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County;

1.5 Research Questions

1. What are the organizational factors that influence conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County?
2. What are the relational factors that influence conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County?
3. What are the external factors that influence conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County?
4. Is there any relationship between organizational and relational factors that influence conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County?

1.6 Significance of the Study

The findings of this study would be invaluable to the school actors such as the employer, the school administration the teachers and the students to strengthen the school management practice of putting strategies in place to manage conflicts in a more professional manner. The findings would also contribute to academia by providing valuable empirical data for further research and academic interest in conflict resolution and management. The school management bodies could also use the information from the study to develop appropriate models that incorporated effective conflict management and resolution for improved performance and other teaching, learning outcomes. The policy makers would employ the information as a source of evidence while undertaking the review of conflict management policies in schools.

1.7 Delimitations of the Study

This study identified individual teachers and school administrators within the schools in Starehe Division of Nairobi County for the study. The study covered issues relating to the factors of conflict in secondary schools and the existing conflict management structures. Even though the study was limited to Starehe Division, the outcome could be generalized to other secondary schools in the country since it was impossible to include all secondary schools in the country.

1.8 Limitations of the Study

The main limitation of the study was based on the fact that case-specific study approach to derive information may have brought the possibilities of misrepresentation when it came to using it for data generalizations. Some heads refused to give information on conflict situations in their schools for fear of their schools being labeled “conflict prone”. This denial made it difficult for the researcher to have access to a reflection of real conflict situation from the school head teachers and be able to validate the data obtained from other respondents, creating more room for bias. The alternative involved getting as much information as possible from the teachers after assuring them that the information would remain confidential and was solely for the purpose of the research.

1.9 Assumptions of the Study

This study was conducted on the assumption that inherent human biases of the respondents was minimal by them giving truthful and honest responses and therefore did not compromise the accuracy of the information generated. Furthermore, the sample chosen was a representation of the population and the data collection tool was reliable enough to collect all the required information accurately.

1.10 Definition of Significant Terms

Conflict: Refers to being in opposition or hostility, which leads to either passive or violent resistance;

Public Secondary Schools: Refers to schools that are state owned and managed by the government policies as they receive government support; for example, posting of teachers and funding.

External Factors: Factors outside the organization or group that affect conflict within the organization.

Organizational Factors of conflict: Factors which originate within the system in which several networks of individuals interact, and which itself interacts with the wider social and economic environment.

Relational Factors of conflict: Factors that involve two or more people or groups in a conflict.

Teaching Staff: Refers to the school employees that are involved in giving curriculum instructions and general guidance to the students.

1.12 Organization of the Study

Chapter one provided the introduction, objectives, the research questions and the problem statement that required to be studied. Chapter two provided a review of literature related to conflict and discussed issues on conflict in general, how conflict can be initiated, influences of conflict as well as the positive and negative effects of conflict. Chapter three discussed the research methodology. It described the research design, population studied, sampling techniques adapted, instrumentation, primary and secondary data, data collection procedures and the data analysis plan. Chapter four dealt with data analysis reporting and discussion of the main findings of the research while chapter five gave the summary, conclusions, and recommendations for improving school environments in order to reduce conflict situations in public secondary schools in Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section highlighted on the existing literature on conflict in general, conflict environment and specific factors that affect relationships in the work place in general and school environment in particular. It was structured under the sub-headings; general conflict in the society which mainly discussed conflict in general and their causes, workplace and school environment conflicts especially within the school environments, the categories of conflicts which include organizational causes, relational causes and environmental causes. Conflict resolution strategies, theoretical framework, conceptual framework were also discussed in this chapter together with summary and research gaps that still exist in this area of study.

2.2 General Conflict in the Society

Webster's Dictionary (1983) defined conflict as sharp disagreement or opposition of interests or ideas. According to Meek, Heit and Page (2005), conflict is a disagreement between two or more people or between two or more choices. Similarly, Cannie et al (2002) referred to conflict as a disagreement or struggle between two or more people in a relationship. Hart (2002) wrote that "conflict is a state of opposition, disagreement or incompatibility between two or more people or groups of people which is sometimes characterized by physical violence or assault". The definitions could be summarized that conflict was condition that arises whenever the perceived interests of an individual or a group clash with those of another individual or a group in such a way that strong emotions are aroused and compromise is not considered to be an option.

The implication to this was that conflict only occurs where there was a struggle characterized by actions and reactions from the two or more opposing groups that results into expressed struggle which means the two sides must be aware of the problem but in opposing contexts for there to be a conflict. Another important indication is that conflict often involves perceptions whereby the two sides may only perceive that their goals, interests, resources and interference are incompatible with each other's and are appearing to be threatened.

Conflict has some distinctive features that have been identified by researchers such as Lulofs (1994), McCorkle and Mill (1992), McKinney et al (1995) to include the following:

1. Conflict usually requires two sides that are antagonist to each other. This can be through two feelings within an individual, two people or two groups;
2. Conflict inherently involves some sense of struggle or incompatibility or perceived differences among values, goals or desires;
3. Action, whether overt or covert, is the key to any conflict such that until an action or expression occurs; conflict remains latent, lurking below the surface;
4. Power through coercion or attempt to influence through manipulation inevitably occurs within conflict.

More often than not, conflict unfolded when new initiatives are implemented or when there was a change in decision making in a given setup. This was so because people find it unpleasant to change their beliefs or practices that have been adopted for a greater part of their lives, any attempt to change or modify these practices may breed conflict. Tannen and Debora (2003) indicated that conflicts are mostly initiated through change in that where there is a change, there will be conflict since conflict is a natural part of the change process. They argued that conflict does not occur in a vacuum, in other words, there are causes to conflict of any type and perceive conflict and that conflict can be considered as the main vehicle through which change takes place in society. Covey (2002) observed that conflict emerges when one party decides that things are not moving the way it should and seeks a change, which is not agreed to by the other party. This shows that it takes one party to declare a conflict which the other party is drawn into. In this regard, Girard and Koch (1996) asserted that the rapid pace of change in society over the last few decades has far outstripped the human body's natural evolutionary change rate, hence, the many conflicts in the world.

According to Boulding (1993), the adverse effects that conflict can produce disagreement between people but noted that it also has advantages. Wehlege and Wisconsin (2000) pointed out that conflict is a pivot around which change takes place in workplaces and the society at large because disagreements sharpen focus and defines what the important issues are. Wheeler and Terrence (1995) indicated that suppression of conflict and dissent is a sure sign that freedom is on the decline and democracy is in trouble. Likewise, Aldag and Stearns (1987) explained that theorists and practitioners today view conflict as a useful force in an organization and, if managed correctly, can be a potential force for innovation and change. In disagreeing with the notion that conflict is inherently destructive. Robbins (2000) instead

asserted that a certain amount of conflict in an organization is healthy as it prevents the organization from stagnating and from producing myopic decisions.

This positive perspective implies that when conflicts are effectively managed, it can lead to outcomes that are productive and can enhance the health of the organization overtime. Thus, conflict in itself is neither good nor bad in value terms; it is natural, and has an impact on an organization and the behavior of the people in it is largely dependent on the way it is treated. Jennings and Stuart (2004) also agreed to the assertion that conflict is a necessary agent to stimulate change and innovation and that problems and inefficiencies in working will be highlighted by conflict whereas attempts to eliminate conflict can lead to such matters being “swept under the carpet”. Owens (2001) precisely noted that healthy competition and rivalry can lead to better decisions being made as attention is more clearly focused on the issue.

Eccles and Gabbaro (1995) also noted that the impact of such conflict is that groups can become more cohesive and operate more effectively as teams, increasing more group and individual motivation. This in turn, goes a long way to boost standards of performance as a result of commitment and concern to make better decisions (Barker and Gum (1994), Jorgensen and Gail (1990), Hopkins and Reynolds (1995)). These observations imply that the cyclic relationship between conflict and change whereby change determines conflict and conflicts results into further changes has a determining effect on the world’s dynamic processes.

2.3 The School Environment and Conflicts

Organizations are associative social systems where participants engage in organized activities to attain collective goals and personal goals and interpersonal interactions are fundamental to these organizational activities (Moshia, 1994). Although a relatively large proportion of peoples’ daily interactions at work are positive (Watson, (2000)), evidence suggested that negative events, such as episodes of interpersonal conflict, hold more potency than positive events with regards to their effects on individual well-being (Rook, (2001); Taylor, (1991)).

Research has showed that intimacy and closeness do not seem to exclude disagreement or conflict and that conflict cannot be eliminated when people work or live in close proximity and is why conflict is not ruled out in friendships despite the fact that most people consider the level of compatibility before choosing friends. It is significant therefore to note that no matter how much one party might tolerate the other or ignore conflict situations, conflict develops

progressively such that even if there is tolerance, one party is likely to react strongly to a situation and respond to conflict in a more hostile manner at a certain point in time. The idea is that even the best of friends or colleagues at work are likely to face conflict of a sort at a point in time.

Creating a work environment in which employees are productive is essential to increase profits for the organization, corporation or small business. In looking at the relationship between work, the workplace and the tools of work, workplace interactions become an integral part of work itself. The management should strive to maximize employee productivity by focusing on three major areas which include: personal motivation, conflict reduction and the infrastructure of the work environment.

The workplace environment impacts employee morale, productivity and engagement - both positively and negatively. According to Chandrasekhar (2011), it is the quality of the employee's workplace environment that most impacts on their level of motivation and subsequent performance. How well they engage with the organization, their immediate environment influences to a great extent their error rate, level of innovation and collaboration with other employees, absenteeism and ultimately and how long they stay in the job. Researchers such as French et al (1982) explained in their report that this is further linked to decreased job satisfaction, lower organizational commitment, higher turnover intentions, and increased counterproductive work behavior.

It was therefore noted that conflict in the work place was not easy to avoid but should never be ignored if it occurred. According to Wilmot and Hoher (1998), ignoring workplace conflict whether in the substantive or personality based sets destructive forces in motion and spread the conflict to others, subsequently reducing morale and productivity to irreparable levels. Reynolds and Kalish (2002), organizational consultants in mediation, collaboration and conflict resolution, noted that managers in conflict sensitive organizations spend 25-40 percent of their time resolving workplace conflicts. This obviously affects the productivity of both managers and associates (employees) and can have a far-reaching impact on organizational performance.

Orlich et al (2001) defined a system as an entity composed of many elements or components that interact in a positive manner to reach a specific goal. Schools can therefore be viewed as organizations and as system as well because they are human institution that are made up of a collection of people, infrastructure, equipment, material resources, rules and conventions and

there is interaction between its individuals. It interacts with the society within which it is situated. Garton (1996) explained that systems and subsystems are critical, in that they function as a unit and interact in a way that either stimulates or retards more interaction. Besides, Bodine, Crawford and Schrupf (1994) confirmed that the interactions within a system are important for the system's organizational health.

The school as an organization of individuals cannot escape conflict because it is made up of individuals. Siann and Ugwuegbu (2000) explained that parents and teachers are the two centers of almost every child's universe since they know them better than anyone else. Makaye and Amasa (2012) conducted a research on Conflict Resolution between Head teachers and Teachers in Masvingo Zimbabwe and concluded that the main source of conflict in schools is the administration and how it treats the individuals or groups of individuals within the system. Smith and Lastlett (1994) believed that when there is a school-based conflict, it is almost always desirable to avoid a win or lose outcomes because the players will continue to work together in the best interests of the child. This is because relationships between parents and the schools continue long after the conflict is over. The last thing that is needed in conflict in the school situation is for one party to feel like a winner and the other a loser because these stakeholders need to coordinate to ensure better education of the children.

Cannie, (2002) affirmed that there are some common factors which cause conflict in relationships. They explain these as situations or circumstances which people choose to be in or just find themselves in. The personality of the individual or people, and the urge or desire for power was identified as major factors in conflict situations. Bell and Art (2002) suggested six reasons for conflict in the workplace to include conflicting needs, conflicting styles, conflicting perceptions, conflicting goals, conflicting pressures, and conflicting roles. Hart (2002) discussed two additional causes of conflict to include: different personal values and unpredictable policies. The factors that influence conflict are many and intertwined but can be grouped for easy analysis and remediation as follows: organizational factors, relational (Interpersonal) factors and external factors.

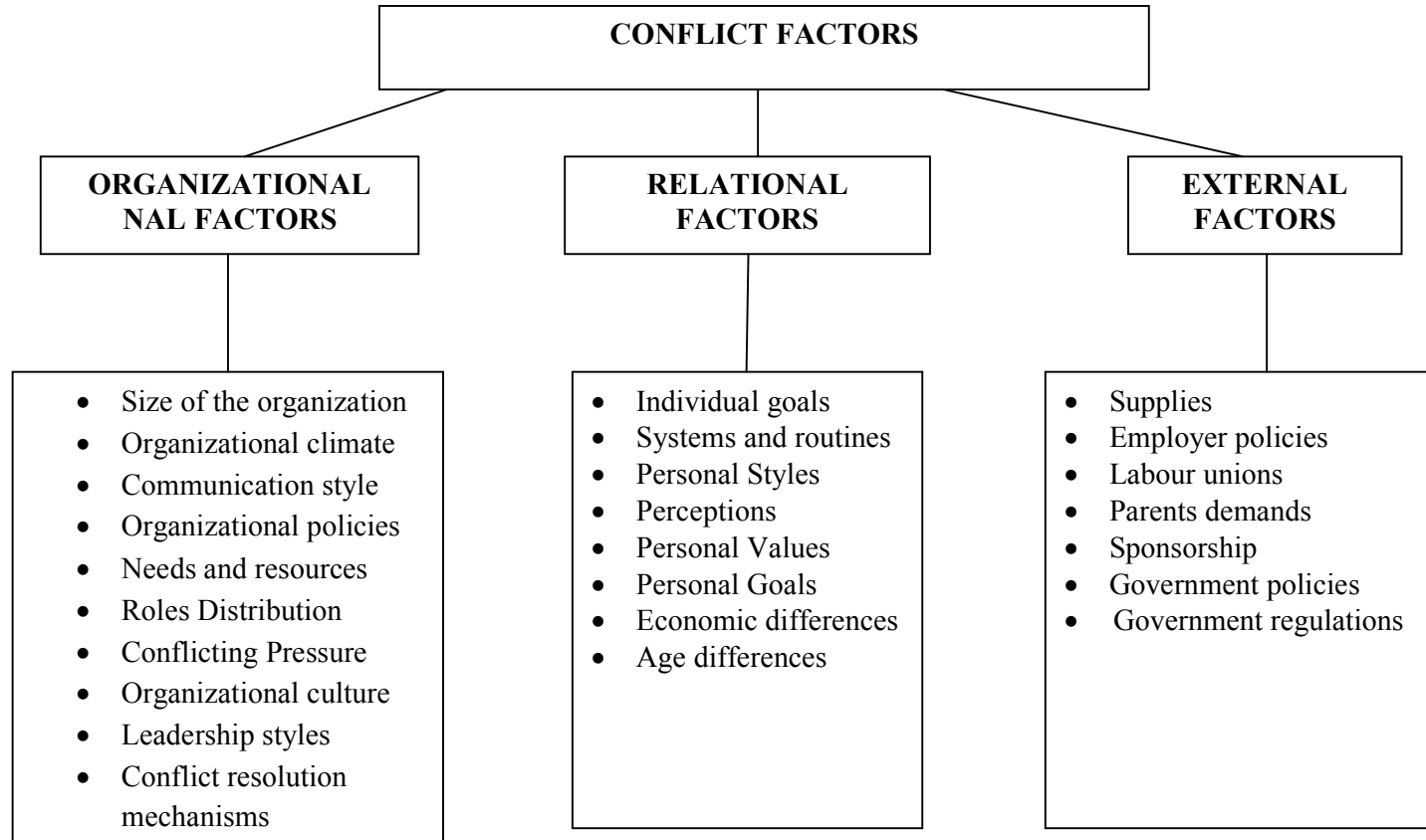
Lyons and Hatherly, (1992) while conducting research on conflict in schools in Tanzania indicated that organizational health is determined by the institutions levels of trust as well as well as individual autonomy in patterns of supervision and control. They indicated that in healthy organizations relationships are honest characterized by high degree of trust and poor performance and other problems are confronted and joint solutions sought. People feel free to

signal problems and participate in finding solutions. Conflict is therefore considered as part of the human environment, is natural and is expected in relationships mainly because of the high value placed on individualism. Frimpong et al (2005) reported in their studies that conflict is inevitable between people working alongside each other in close proximity for any length of time. They stress that increased interaction is also an ingredient in the conflict mixture. Likewise, McCorkle and Miller (1992) also affirmed that the more people interact, the more potential there is for conflict.

Many educators believe that student behavior affects academic achievement (Wayne, et al 2001). This can only occur in a healthy environment where there is trust and sharing of resources. Contrary to this, conflict among pupils and teachers was reported to be a common occurrence. Mensar (2007) in her study of schools in Ejisu- Juaben district in Ghana reported that conflicts of different types are rampant and occur almost every day in the basic schools. She also found out that most schools did not have defined conflict resolution mechanism and where it exists, the interested parties are hardly aware of any conflict resolution mechanism in their respective schools communities.

It was therefore required that people understand others' points of view, needs and priorities to avert or reduce conflict situations. Teamwork and increasing levels of participation within an organization will require a greater need for conflict resolution skills. Murphy and Saal (1990) stated that conflict management is a high level interactive process that involves becoming aware of actual or potential conflict, diagnosing its nature and scope and employing appropriate methodology to diffuse the emotional energy involved and enable disputing parties to understand and resolve their differences.

Figure 1: Relationship between Conflict Factors



2.3.1 Organizational Factors

Bennett (1995) defined organization as a system inside which several networks of individuals interact, and which itself interacts with the wider social and economic environment. A typology that further categorizes sources of conflict is offered by Nelson and Quick (2001, 424–8) indicated that the organizational factors or causes are the ones that develop from within the organization and originate from the manner in which work is organized. Havenga (2002, 160) reported that causes of conflict at the level of the organization could also include resource availability and distribution; affirmative action programs; the scope and content of workload; the introduction of new management techniques; and differences of a cultural and racial nature.

Van Tonder (2007a) asserted that increasing uncertainty and complexity in the operating environment of organizations provide fertile ground for the onset of conflict in the workplace. The organizational climate maybe expressed by the description of desired conditions and the level of satisfaction about those conditions (Kremer-Hayon & Kurtz, 1985).The organizational factors of conflict are mainly those associated with job- and work-environment–related stressors that cause conflict by adversely affecting resources, safety and health as well as job security. Studies by Lee (1996) identified many stressors, including role ambiguity, role conflict, heavy work-load, pressure, and physical discomforts as being important when it comes to organization based conflict generation.

The school as an organization is a system in which several networks of individuals interact, and which itself interacts with the wider social and economic environment. These individual interactions can be categorized as Head–Teacher, Teacher–Teacher, Teacher–Pupil and School – Community interactions or relationships. In school setups, work stress has been shown to result in job dissatisfaction, burnout (physical, emotional, and mental exhaustion), staff turnover, occupational illness and injuries, reduced mental health, depression, and even suicide, (Zak, 1981).

Some of the organization related factors that influence conflict have been identified to include conflicting needs, conflicting roles, conflicting pressures and unpredictable policies.

2.3.1.1 Conflicting Needs

Whenever workers compete for scarce resources, recognition, and power in the organization's "pecking order", conflict can occur. This is because everyone requires a share of the resources which may include office space, supplies, the principal's time, or the budget fund to complete their jobs. Resentment and conflict can also occur when one department is viewed as more valuable to the organization than others (Hart, 2002). According to Bell, (2002) the case gets worse when segregation occurs and the "have-nots" gripe and plot against the "haves" within the system. Dowling and Osborn (2001) reported in their conflict study that resources are available assets which may include time, money and material possessions and affects the incidences of conflict to a large extent. Meeks, Heit and Page (2005) confirmed that conflict may arise when there are insufficient available resources in a family, friendship, marriage, groups or organizations. In this instance, individuals try to have their share of the available limited resources and most likely step on each other's toes in the course of the struggle or competition resulting in the emergence of conflict.

According to Gray, Miller and Noakes (1995), if resources are not enough to be shared equally, hard decisions are made and that these decisions may provide fertile grounds for conflict because some people may not have their share as wished and hence feel left out in the system. In agreement with this contention, Jennings and Wattam (2005) also believed that under normal circumstances, conflict occurs when there is scarcity of commodity such as raw materials, machines or rooms, or intangible things such as prestige, influence or status, or time. Bryant (1992) also agreed that conflict is likely to be minimal where there is plentiful supply of such commodity and where there is a scarcity (real or imagined), the potential for conflict increases.

The needs can also be looked at from the service and relationship points of view. Recent literature on organizational stress suggests that needs for autonomy and control are important predictors of job satisfaction in the work setting (French, Caplan, & Harrison, 1982; Karasek, 1979; Sutton, & Kahn, 1986). Need for a particular level of task clarity affiliation/social support/nurturance also appears to be important (French, Caplan, & Harrison, 1982; House, 1981; Karasek, et al, 1982). For such needs, lack of commensurate supply may easily lead to conflict because of misunderstanding hence the need to assess the degree to which tasks are clarified in the schools as organizations.

2.3.1.2 Conflicting Roles and Pressures

Conflicting roles can occur when employees are asked to perform a function that is outside his job requirements or expertise or when two or more employees or groups are assigned to perform the same job. This situation can contribute to power struggles for territory. This causes intentional or unintentional aggressive or passive-aggressive (sabotage) behavior. Organizations mainly experience role related conflicts where the members have a tendency of wielding their power in inappropriate ways.

Conflicting pressures can occur when two or more employees or departments are responsible for separate actions with the same deadline. It determines how the extent to which we depend on each other to complete our work can contribute greatly to conflict (Hart, 2002). This may easily cause burnout. Burnout was found to correlate directly with organizational stressors such as workload and role stress. School tends to develop their own independent cultures that are unique to themselves. These norms and values may be generated internally hence creating intentional pressures on teachers as they strive to conform.

2.3.1.3 Unpredictable Policies

Whenever company policies are changed, inconsistently applied, or non-existent, misunderstandings are likely to occur. The absence of clear policies or policies that are constantly changing can create an environment of uncertainty and conflict in an organization (Hart, 2002). It is therefore important for employees to know and understand company rules and policies without any guess work.

Organizational policies affect the management and communication styles in an organization to some extent. Research by Byrne (1998) ascertained that employee concerns in terms of salaries and other remunerations, workload and the general school environment as dictated by policies contribute immensely to the teacher morale and level of motivation to work. In addition, difficulties with the school administration could raise the level of stress, thus leading to further problems.

One of the important policies that is a potential source of conflict but appears to be understated is the organizational communication policy. This is because it is through

communication that all interested parties will be able to be updated on the all the aspects of the organization. With a few exceptions (Ritzer 1972; Robbins 1998; Vecchio 2000) communication is infrequently considered as a source of conflict. The typologies utilized by these authors tend to suggest that the various sources of conflict can be classified into three categories, namely communication processes, structure, and individual behavioral factors. In their ranking of the typologies of factors, communication became the most significant over riding the other two factors.

Schlesinger, Eccles and Gabarro (1999) believed that different communication styles can lead to misunderstanding between employees or between an employee and a manager. In their view, lack of communication drives conflict “underground”. On that stand, Whetten and Cameron (2005) contended that an important message may not be received if effective communication channels are not used mainly due to the likelihood of misinterpretation or decision makers arriving at a different conclusion because they use different information. This becomes a ripe ground for conflict because both parties believe that their argument is based on some factual grounds without necessarily considering that the information may not be accurate due to poor communication, misinformation or misunderstanding. Aldag and Stearns (1987) indicated that the more misperceptions members have concerning what activities exist in another department or division, the greater the potential for conflict. Straight communication with clarity and protocol is therefore important in an organization because it helps in clarifying previous messages and also makes it easy to obtain additional information whenever required.

2.3.2 Relational Factors

These are factors which emerge as a result of individual differences among employees. According to Keenan and Newton (2001) relational factors are those which are related to interpersonal conflicts which they defined as a negative interpersonal encounter characterized by a contentious exchange, hostility or aggression. Interpersonal conflict is overlapping yet distinct from several other negative workplace phenomena. Interpersonal conflict may be an isolated incident or a common occurrence and, in this sense, it is broader in scope than bullying or social undermining, (Einarsen, 1999). Interpersonal conflict may include rude behavior but, unlike workplace incivility, interpersonal conflict would also include instances of respectful yet contentious disagreement. (Anderson and Pearson, 1999).

Larson and Mildred (2000) referred to interpersonal conflict as clashes that involve two or more individuals who perceive each other as being in opposition to preferred outcomes, goals, attitudes, values or behaviors. Similarly, Nelson-Jones (1990) indicates that interpersonal conflict is a situation in which one or both individuals in a relationship are experiencing difficulty in working or living with each other. Nelson-Jones (2005) further, states that interpersonal conflict usually occurs due to conflicting styles, perceptions as well as differences in goals and values. Similar to this assertion is Orlich et al observation (2001) that in interpersonal conflict, the values of different individuals or groups openly clash.

Daily work hassles raise the likelihood of daily occurrence of conflict with coworkers or supervisors at work and have established that work hassles in general—and interpersonal conflict in particular have a direct effect on employees' negative affect (Vittengl & Holt, 2013). Average levels of self-reported interpersonal conflict have correlated moderately with negative emotions (state anxiety and frustration) and with symptoms of depression (Frone, 2000), and there is also evidence to suggest that interpersonal conflict has a strong effect on the work output and is related to other daily stressors such as the workload and availability of resources (Kessler, & Schilling, 1989).

Connie etal (2002) observed that no part of one's life has more effects on the person than one's relationships with others. Although relationships can be frustrating, disappointing and painful, they can also be satisfying, fulfilling and a source of pleasure and growth. Based on this statement, Kyriacou (1999) explained that a good interpersonal relationship is one of the factors which promote effective school administration, teaching and learning. He emphasized that an example of good interpersonal relationships that exist in the school include how well teachers relate with pupils, how teachers relate with each other, how the school relates to the parents or guardians, and to the community as a whole. According to Fianu (2000), pleasant interpersonal relationships between these groups are indisputably one of the factors which promote effective school administration and teaching and learning. Hence, their absence adversely affects school effectiveness.

Some of the personal qualities that lead to effective relationships are positive affection (Coudray, 1995; Poenaru & Sava, 1998), warm attitude (Elmore & LaPointe, 1975), tact of teaching (Van Manen, 1991), teacher immediacy and teacher power (West, 1994), teacher assertiveness and responsiveness (Wanzer & McCroskey, 1998), and low differential

treatment (Brattesani, Weinstein, & Marshall, 1984). Lack of any of these traits may negatively influence interactions.

In this research the relational factors that affect interpersonal relationships were based on the observation by Nelson-Jones (2005) to include personal goals and values, conflicting styles and conflicting perceptions.

2.3.2.1 Conflicting Styles

Individuals differ in the way they approach people and problems. Individuals in any system need to understand their own style and learn how to accept conflicting styles from others that arise due to diversity if they are to work as a team. Personality tests, such as Myers-Briggs Personality Type Inventory (MBTI), could help people explore their instinctive personality styles (Bell, 2002). An example of conflicting styles would be where one worker works best in a very structured environment while another worker works best in an unstructured environment. These two workers could easily drive each other crazy if they constantly work in conflict with one another and do not learn to accept one another's work style.

2.3.2.2 Conflicting Perceptions

Two or more workers can have conflicting perceptions which in many cases involve viewing the same incident in dramatically different ways. Bell (2002) gave an example of Memos, performance reviews, company rumors, hallway comments, and client feedback as sources for conflicting perceptions especially when what was meant in the communication or action gets lost in a firestorm of responses to perceived wrongs.

2.3.2.3 Conflicting Personal Values and Goals

It is a common place to have different viewpoints about an incident, plan, or goal in the workplace and this can easily cause conflict in the workplace. Problems occur in the workplace mainly when associates are responsible for different duties in achieving the same goal. According to (Hart, 2002), segregation in the workplace leads to gossiping; suspicion, and ultimately, conflict. The associates therefore need to learn to accept diversity in the workplace if they are to succeed in working as a team.

Values are the beliefs and standards held by people and as Atkenson and Forehand (1994) hypothesized those values as beliefs that people use to give meaning to their lives. Values explain what is good or bad, right or wrong, just or unjust. In agreeing with this definition, Jennings and Wattam (2005) asserted that values help one to define what is right or wrong in any situation, and provide a moral compass for one's life. According to them, conflict normally occurs when decisions must be made by people who have different standards and beliefs.

When an employee decides to pursue her own career goals, without regard for the organizational goals and its well-being, it results in strife among her coworkers. This occurs when the employees become so focused on achieving their own objectives in total disregard to how it affects others within the company and the company itself. Personal goals can easily make one to forget that a team in which the goal is to work together on a specific assignment exist resulting in a buildup of resentment in among the coworkers.

The personality factors come from individualism or the differences that are inherent in people and it is evident that everybody has a unique combination of values, characteristics, beliefs and life style. In an agreement with this assertion, Marshall (1990) said that as much as differences in personality add pleasure and richness to life, these differences can also create conflict in all aspects of life. Covey (2002) added that very often, conflict involving personality factors occur over matters such as mannerism, table manners and a person's way of life. These personality quirks may get on the nerves of another person and cause conflict. In the classroom situation, personality factors may be the tendency for one to be talkative, the dragging of feet, restlessness and fidgeting.

However, as Burden and Miller (1993) stated, value conflicts are caused over perceived or actual incompatible belief systems. They explain that value disputes arise only when people attempt to force one set of values on others or lay claim to exclusive value systems that do not allow for divergent beliefs. To this, Bodine et al (1994) suggested that it is no use to try to change value and belief systems during relatively short and strategic mediation interventions; rather, it can be helpful to support each participant's expression of their values and beliefs for acknowledgement by the other party.

On the other hand, Bridges (1997) disagreed and made it clear that different values do not need to cause conflict because people can live together in harmony with different value systems. This is why Bettmann and Moore (1994) pointed to the need to expand tolerance, understanding, and acceptance of others' points of view as the key to improving success of conflict resolution in any human institution.

2.3.3 External Factors

External conflict is conflict that originates from an external source outside of the person and the organization. The important thing to note about these factors is that both workers and management respond to them. Some of the external causes of conflict may however not directly instigate industrial action but they do influence general social expectation.

Ojielo (1987) stated that the causes of industrial conflict in Nigeria is due to the lukewarm attitude of employers and government in responding to the demands of the workers or treating their demand with levity, and also, non-recognition of the Nigerian Labour Congress [NLC] as an organ for harmonizing possible conflict between the employers of labor and employees. Mensar (2007) indicated that the union, the parents and the employer policies on promotion, remuneration and job security plays a very important role in funning conflicts among the staff.

2.3.3.1 The Role of the Teachers' Unions in Conflict in Secondary Schools

Unions are also known to fan conflicts. In a research conducted by Amasa (2012) to determine the causes of conflict in schools in South Africa, all the participants highlighted how union conflicts could affect the operations in the schools. The participants gave various examples of how one union would strike while another is not supporting the strike. They said that this can create much conflict among staff members from various unions.

However, recent studies by Mensar (2007) in Ghana, pointed to the positive role played by unions in helping to resolve workplace disputes. Research by Saundry, etal (2011) found that autonomy from management and greater dispute resolution skills and expertise allowed union representatives to play a more constructive role than non-union representatives in disciplinary proceedings. Managers in workplaces generally felt that union representatives helped to ensure that disciplinary hearings operated in a more procedurally fair and efficient manner than might otherwise have been the case. Such outcomes were most likely in

workplaces where there were high levels of trust between union representatives and managers (Saundry et al., 2011). A recent survey conducted for ACAS revealed that union officials were far more inclined to take a conciliatory rather than antagonistic approach when negotiating with employers. Over 50 per cent of officials agreed strongly that they would seek a compromise solution, whereas 15 per cent agreed strongly that they would opt for positive outcome on behalf of their members at any cost (Rooks, 2001).

Various studies show that workers in enterprises where unions are present are likely to have greater capacity to assert their rights and improve their conditions beyond the statutory minimum than those in non-unionized workplaces (Colling, 2006). Unions provide the rights and scope to organize workers, writers such as Cole (1998) indicated that unions have incorporated the expansion of worker rights around issues such as conflict management, promotion and salary adjustments into their traditional collective bargaining strategies with some success. As such, union's support of state intervention to protect workers' rights and interests look set to continue, despite the supplanting of collective bargaining by statutory rights as the predominant form of employment protection. Contrary to this, Ojielo (1987) argued that most union leaders are politically motivated by making a big case out of nothing in order to obtain cheap popularity. More often than not, they cause confusion in their organization when they capitalize on trivial matters to blow their trumpets but do not help the employees much.

Kenya has two main teaching staff unions; KNUT and KUPPET that are registered by the Ministry in charge of labour issues and the teachers employer ;TSC. Both unions are expected to meet the teacher's expectations by addressing all issues that affect teachers including sorting disputes that arise between the teachers and the employer.

2.3.3.2 The Role of the Teachers' Employer in Conflict in Secondary Schools

Conflicts of this nature arise when employees have grievances and objections about the way an employer is handling an existing contract for all or specific individuals in a school setup. A typical grievance involves accusing the employer of doing something that violates the union contract, such as firing an employee without just cause, salary disputes, disciplinary cases, job security issues among others.

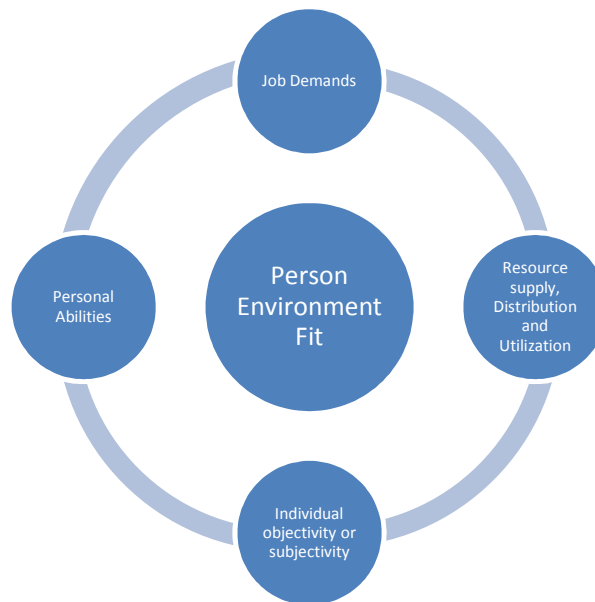
Currently the teacher management in Kenya is under the Teachers Service commission; A constitutional commission established under Article 237(1) of the Constitution of Kenya (2010) whose mandate includes the following: To register trained teachers; To recruit and employ registered teachers; To assign teachers employed by the Commission for service in any public school or institution; To promote and transfer teachers To exercise disciplinary control over teachers; and To terminate the employment of teachers. These activities are regulated by various policies which if not administered in a fair manner, can be a source of conflict among the teachers.

2.3.3.3The Role of the Parents and the Community in Conflict in Secondary Schools

Siann and Ugwuegbu (2000) agreed that a school is an integral part of a much wider society and whatever happens in the society affects the school and vice versa; therefore, it is highly imperative that there should exist a healthy relationship between the school and the community. Totten and Manley (1996) viewed the community in which the school exists as one that exerts influence on the school informally through the School Management Committees and the Parent Teachers Association. For this reason, the school authority needs particularly to understand and develop a good relationship with the immediate community the school serves.

The school as an organization of individuals cannot escape conflict because it is made up of individuals. Siann and Ugwuegbu (2000) explained that parents and teachers are the two centers of almost every child's universe. Smith and Lastlett (1994) believed that when there is a school-based conflict, it is almost always desirable to avoid a win or lose outcomes because the players will continue to work together in the best interests of the child. In other words, relationships between parents and the school are ongoing since it continues long after the conflict is over. The last thing that is needed in conflict in the school situation is for one party to feel like a winner and the other a loser because these stakeholders need to coordinate to ensure better education of the children.

Figure 2: Theoretical Framework



2.4 Conceptual Framework

This study explored the factors that cause conflict among the teaching staff in public secondary schools and the existing conflict resolution mechanisms that the school administration used to resolve conflicts as they arose. The study employed the conclusion by Amasa, (2012) whose opinion was that conflict is an inevitable outcome of human interaction and is commonly funned by a variety of factors such as allocation and distribution of learning and teaching resources, lack of support among the teachers, poor interpersonal relationships and subjective attitudes among others. Cannie etal, (2002) affirmed that there are some common factors which cause conflict in relationships. They explain these as situations or circumstances which people choose to be in or just find themselves in. The personality of the individual or people, and the urge or desire for power was identified as major factors in conflict situations. Bell and Art (2002) suggested six reasons for conflict in the workplace to include conflicting needs, conflicting styles, conflicting perceptions, conflicting goals, conflicting pressures, and conflicting roles. Hart (2000) discussed two addition causes of conflict to include: different personal values and unpredictable policies.

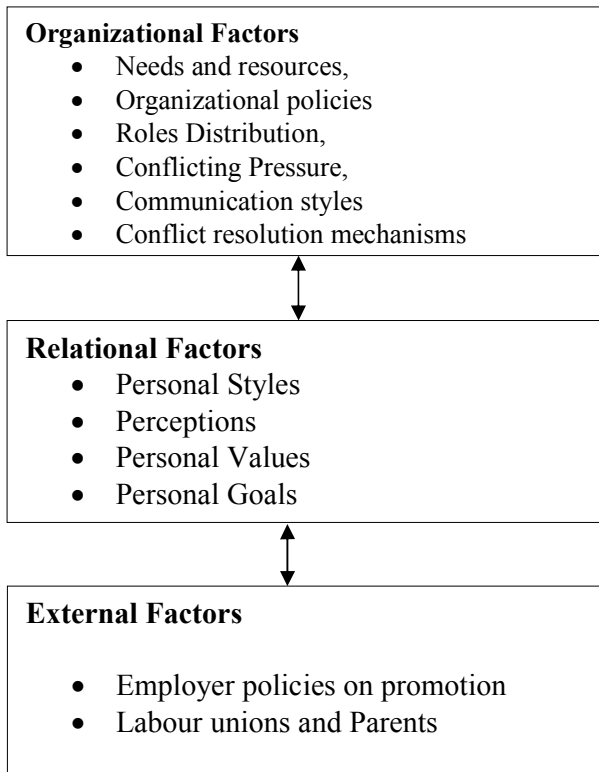
The factors are many and intertwined but were classified into three for the purposes of this study as: organizational factors; interpersonal or relation factors; and external factors. The

study was based on assumptions of the theory of person-environment fit by French, Caplan, and Harrison (1982) which indicated that discrepancies between abilities and demands or between motives and the environment produce strain. This occurs when individuals cannot adequately deal with conflict because of lack of support or because their personality does not fit in a conflict-ridden environment making them to experience strain reactions.

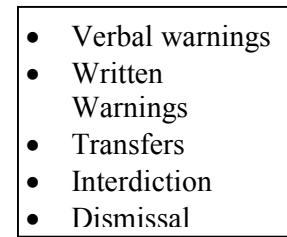
Figure 2.3 shows the conceptual framework with the different relationship variables that are likely to raise issues leading to conflicts as well as contextual and intervening variables that will not be investigated in this study.

Figure 3:
Conceptual Framework

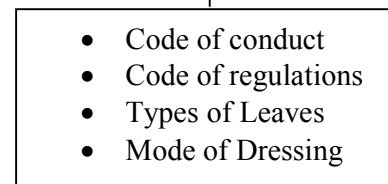
INDEPENDENT VARIABLES



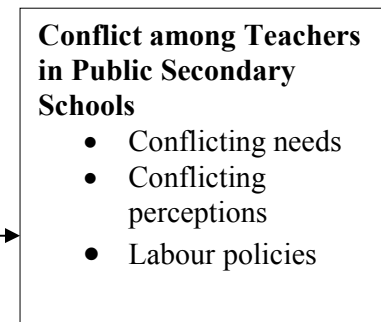
INTERVENING VARIABLES



MODERATING VARIABLES



DEPENDENT VARIABLE



2.5 Knowledge Gaps

The rapid changes occurring in the schooling system call for the need to empower and enhance the practice and capacity of school principals to manage conflicts. Growing research has been conducted to acquire a better understanding of what goes on in secondary schools in Kenya especially in relation to students' performance and causes of student unrest. However, there is a huge gap in school conflict research in Kenya on the side of the causes of teachers-teacher conflict, management - teacher's conflict as well as the external sources of conflict and how the different factors causing conflict under these categories are related. This has occurred despite the fact that many schools are plagued with devastating performance related challenges that various forms of conflicts may have contributed to. Understanding the dynamics of this high level conflict would minimize the negative effects of conflict among educators as it would lead to the identification of conflict management needs of schools and also expected to give recommendations on how the conflicts can be resolved without affecting performance and productivity of the teachers and the students.

Table 1: Knowledge Gaps

The Study objective	Knowledge Gap	Source of Literature	Findings
To identify the organizational factors that influence conflict among the teaching staff in public secondary schools	Causes of management –teacher conflict in secondary schools	Republic of Kenya (2001)	Little research has been done on school conflict in Kenya on the side of the management - teacher's conflict
To identify the relational factors that influence conflict among the teaching staff in public secondary schools	Causes of teacher – teacher conflict in secondary schools	Republic of Kenya (2001)	A gap exists on school conflict research in Kenya on the side of teachers-teacher conflict,
To identify the external factors that influence conflict among the teaching staff in public secondary schools	Determine the role of the union, the teachers' employer and the parents in conflict in schools	Onsarigo (2007)	Little research has been done on external sources of conflict and how they can be managed
To determine the relationship between organizational and relational factors that influence conflict among the teaching staff in public secondary schools	Understanding the dynamics of the high level conflicts and their interactions in order to minimize the negative effects of conflict among educators	Murphy and Saal (1990)	The need to understand the dynamics of this high level conflict in order to minimize the negative effects of conflict is important. Determine how the different factors causing conflict under various categories are related.

2.6 Summary

The review of literature focused on the authors who provided a description of the factors which affect conflict and its outcomes at the personal, group and organizational levels in general. The overview of several key studies on conflict indicated that conflict cannot be avoided where human kind and even some animal species coexist. The emphasis was also on the importance of identifying the factors which contribute to flare-up of conflicts in a particular setup. The factors which cause conflict that were sourced from literature were varied and inter related but for purposes of easy separation and analysis, they were divided into three groups which include: organizational factors, relational or interpersonal factors and external factors. The research reports contended that conflict may seem to be a problem to some, but should not always be the case. On the contrary, conflict should be perceived as an opportunity for growth and be considered as an effective means of opening up among groups or individuals. However, when conflict begins to draw back productivity and gives way to more conflicts, then conflict management would be needed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlined the overall research methodology that was used to carry out the study. It focused on the research procedure as presented under the following sub-headings: research design, target population and area of study, sample and sampling procedure, data collection, determination of reliability and validity as well as data analysis approaches that were used.

3.2. Research Design

Dooley (2007) defined research design as the scheme, outline or plan that is used to generate answers to the research problems. This study employed the quantitative research design using questionnaire. Minimal qualitative approach was used in order to get meaningful interpretation of the face to face interviews discussions and observations made with the school administrators and teachers. This was necessary because the study adopted the case study approach that required in- depth study of conflict situations at the different levels of the school system. The qualitative techniques used included discussions, interviews and observations mainly to obtain the tentative causal explanation that was essential to extend the researcher's understanding of the grounded theories that exist on conflict.

3.3. Target Population

This study was carried out in Kenya and targeted secondary school teachers and school administrators in Starehe Division of Nairobi County. According to the information obtained from the Nairobi County Teachers', Service Commission office, Nairobi County has 60 public secondary schools (Nairobi County T.S.C Register 2014) but the researcher picked on Starehe Division through purposive sampling to represent Nairobi County. Starehe Division currently has a total of 11 public secondary schools and a total of 306 public secondary school teachers and administrators (Nairobi County T.S.C Register 2014).

3.4. Sampling Procedure and Sample Size

Six out of the 11 public secondary schools in the Division were sampled using stratified random sampling to ensure that all the categories of schools were represented. The study sample was drawn from 306 public secondary school teachers and administrators in Starehe Division. The school administrators were basically the deputy principals and senior masters because they mainly deal with discipline cases. The secondary school teachers and the

school administrators were sampled using the Robert and Morgan (1970) technique which employs the Robert and Morgan's table (Table 2) that is generated from the sampling formula:

$$s = \frac{X^2NP(1 - P)}{d^2(N - 1) + X^2P(1 - P)}$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum Sample size).

d = the degree of accuracy expressed as a proportion (.05).

Table 2: Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
15	14	110	86	300	169
20	19	120	92	320	175
25	24	130	97	340	181
30	28	140	103	360	186
35	32	150	108	380	191
40	36	160	113	400	196
45	40	170	118	420	201
50	44	180	123	440	205
55	48	190	127	480	214
60	52	200	132	500	217
65	56	210	136		
75	63	240	148		
80	66	250	152		
85	70	260	155		
90	73	270	159		
95	76	280	162		
100	80	290	165		

Note.—N is population size.

S is sample size.

Source: Robert and Morgan, (1970)

According to the formula and the table, the sample sizes for the public secondary school teachers and the administrators were gauged at 169 secondary school teachers and schools administrators.

Table 3: Sampling Frame

Target Group	Population	Sampling Technique	Sample Size
Divisions in Nairobi County	8	Purposive	1 (Starehe Division)
Public Secondary Schools in Starehe Division	11	Stratified Random Sampling	6
Teachers and administrators within the schools Starehe Division	306	Random Sampling using Robert and Morgan (1970) formulae	169

3.5 Data Collection Instruments

The triangulation approach which involved the use of two or more data collection techniques was used in this study. Brenner and Marsh (1985) asserted that triangulation techniques in social sciences is important because it attempts to map out or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint.

3.5.1. Primary Data

Self-administered Questionnaire was used to collect primary data. The questionnaire was designed in the form of Likert type rating scales and organized in such a manner that a set of items addressed each specific objective. The rating was based on a five-point Likert scale which requires the subject to indicate his or her degree of agreement or disagreement to a statement (Likert, 1932).

Copies of the questionnaire were distributed to the sampled respondents in different departments within the schools. The respondents were asked to indicate on a 5-point Likert scale the degree of emphasis or importance attached to the factors influencing conflict among the teaching staff in their schools. The research also involved detached observations and unstructured interviews through open discussions to collect in-depth information from the senior teachers and the management who were the key decision makers in the organizations. The oral admission of questions in a face encounter and observation approaches allowed for the collection of sufficient data. Cooper and Schindler (1998) emphasized the value of personal interview and observations when they stated that the approach enables in-depth and detailed information to be obtained.

3.5.2. Secondary Data

Secondary data was obtained from documents and records on past discipline cases for teachers that had arisen from conflicts at the workplace through requests made to the school administration. These were analyzed and a brief report written on the same. No document was carried out of the school compound by the researcher. All information gathered from the documents and records were used only for the purpose of the project and not shared with anyone because according to Saunders, Lewis and Thorn (2003), confidentiality and anonymity are important and assist in terms of gaining access to information from organizations and individuals.

3.6 Validity and Reliability of the Research Instruments

Validity and reliability are systems that are used in measuring and defining biasness and distortions in research. In this study, the importance of both reliability and validity was considered and hence were determined before undertaking the actual data collection and analysis.

3.6.1 Validity

According to Maxwell, (1992). validity is the degree by which the sample of test items represents the content the test is designed to measure. Content validity ensures that the measure covers the broad range of areas within the concept under study. This is important because not everything can be covered and therefore items need to be sampled from all the domains. Content validity was employed in this study as a measure to which data collected using this particular instrument represented a specific domain or content of the concept to ensure that the measure covered a broad range of areas within the concept under study. Content validity was enhanced further by comparing study findings with the literature review. Pretesting of the data collection instrument was done in two schools which did not participate in the main study and adjustments were done in line with the objectives of the study.

3.6.2 Reliability

Reliability test was used to determine the extent to which the measuring procedure yielded the same results on repeated trials as explained by (Neumann, 2000). In this study, the reliability was determined using the reliability coefficient which is the piece of evidence that operationalizes the values of accuracy, dependability, stability, consistency and precision.

The reliability of the research instrument was determined using the test-pretest method whereby the questionnaire was administered and re-administered two weeks after the first administration in a pilot study that was conducted in two schools. The responses were then categorized and assigned values. The questions were then divided into two equal halves using the odd and even numbered items. The correlation coefficient formula was then used to compute the co-efficient of correlation (r) between the first and the second scores. A correlation coefficient of 0.5 or more was considered appropriate to ascertain the reliability of the instruments. In this study, a reliability coefficient of 0.89 was obtained which was a strong measure of reliability.

The reliability was enhanced further through the following means:

- i. Cross checking the records based on literature review in order to confirm some of the aspects being studied and;
- ii. Conducting the interviews by two people (the researcher and a research assistant) and in all instances making comparisons to ensure that they yielded the same results.

3.7 Methods of Data Analysis

The quantitative approach to data analysis was employed. All the data collected from respondents was edited and organized systematically according to specific objectives prior to analysis. The cleaned data obtained was then entered into SPSS (Statistical Package for Social Sciences) databases population for analysis and analyzed using descriptive statistics (measure of central tendency and measure of variations) and inferential statistical tools. The information generated in form of frequencies, percentages, means, standard deviations and standard error of estimates was presented using frequency tables. Inferential statistical techniques were employed in higher level data analysis. Specifically; Pearson Correlation and cross tabulation were used to test correlations between and among factors of conflict.

3.8 Operational Definition of Variable

The respondents were taken through a set of statements given under each theme and the appropriate value corresponding to each statement scored. This modified instrument was considered relevant for this study as it allowed more information to be captured from the respondents within a short period, thus providing economy of time. Effective administration of this tool made it necessary to train and deploy research assistants who were capable of capturing accurate information from the key respondents.

Table 4: Operational Definition of Variable

Objective	Variable		Indicators	Measurable Scale	Tools of Analysis	Type of Tool
To identify the organizational factors that causes conflict among the teaching staff in public secondary schools.	Independent Variable	Dependent Variable	<ul style="list-style-type: none"> • Awareness of conflict • Frequency of conflict 	Interval	Descriptive statistics	Frequency distribution Tables, Percentages
	<ul style="list-style-type: none"> • Resource availability • Resource sharing • Interdependency • Unmet deadlines • Communication channels • Organizational policies 	Conflict between the staff and administration				
To identify the relational factors that causes conflict among the teaching staff in public secondary schools.	<ul style="list-style-type: none"> • Cooperation • Indiscipline • Expertise challenges • Complexes • Age differences 	Conflict among the teaching staff	<ul style="list-style-type: none"> • Awareness of conflict • Frequency of conflict 	Interval	Descriptive statistics	Frequency distribution Tables, Percentages
To identify the external factors that causes conflict among the teaching staff in public secondary schools.	<ul style="list-style-type: none"> • Employer policies on promotion • Parents interventions 	Conflict between the staff and the employer, the union and parents	<ul style="list-style-type: none"> • Awareness of conflict • Frequency of conflict 	Interval	Descriptive statistics	Frequency distribution Tables, Percentages
To determine the correlation between organizational and	<ul style="list-style-type: none"> • Resource availability • Resource sharing 	Relationship between organizational and	Correlation between organizational and relational variables	Interval	Inferential statistics	Pearson's moment correlation

relational factors that influence conflict among the teaching staff in public secondary schools.	<ul style="list-style-type: none"> • Partisanism • Interdependency • Unmet deadlines • Communication channels • Organizational policies • Cooperation • Indiscipline • Expertise challenges • Complexes • Age differences 	relational factors				
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3.9 Ethical Issues

This study took cognizance of a number of ethical issues that could arise from the areas of interest including; confidentiality, disclosure of the purpose of the study, legitimacy of data, respect for values and views of respondents, professional assessment of the respondents and obligation to share the study findings with the relevant authorities. Some respondents did not wish that certain responses given regarding their status and opinions be made public. To reduce this, the purpose of the study was made clear to the respondents by clearly indicating that this study was mainly for academic discourse and any useful findings and recommendations from the study would be made available for public schools' improvement. The research tools were carefully developed to ensure legitimacy of the information gathered from the respondents. For the documents to be analyzed from the schools, all efforts were made to make them confidential.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the study findings and discussions. The chapter is organized into four parts: Data analysis, the presentation of the findings, interpretations and discussions of the results. The chapter therefore provides a comprehensive analysis of the study findings by presenting the descriptive statistics and the correlations for determining the different relationships between the variables.

4.2 Demographic Characteristics

This section presents the demographic characteristics of the sampled schools in terms of the response rate, the ages, gender, and work experience and education level of the respondents.

4.2.1 Response Rate and Position of the Respondents

The study sought to establish data from 169 teachers and administrators through questionnaires and interviews. The responses were as shown in Table 5.

Table 5: Response Rate and Position of Respondent in the School

Position	Response rate	
	Frequency	Percentage
Teachers	122	88.4
Administrators	16	11.6
Total	138	100.0

The total response was 138 out of 169 targeted respondents. This translated into 82% response rate. Further analysis of the responses indicated that 122 teachers and 16 administrators responded to the questionnaires and interviews, giving a response rate of 88.4% teachers and 11.6% administrators (Table 5). The administrators were mainly the deputy head teachers and the boarding masters in the case of boarding schools. Both the teachers and the administrators responded to the same questionnaire and were treated uniformly as teachers in the schools. This cross sectional approach to sampling was intended to collect varied views regarding the subject from both the teachers' and the administrators' perspectives.

4.2.2 Age of the Respondents

The respondents were requested to indicate their age bracket in the questionnaire. The results were as presented in Table 6.

Table 6: Age of Respondents

Age	Frequency	Percentage
30 years and below	11	11.6
31 to 40	24	17.4
41 to 50	77	55.8
Above 50 yrs	21	15.2
Total	138	100.0

Majority of the respondents (55.8%) were within the age bracket of 41 to 50 years followed by the age bracket of 31 to 40 years (17.4%), above 50 years (15.2%) and the lowest were in the age bracket of 30 years and below (11.6%). It appeared therefore that majority of the teachers in secondary schools in Starehe Division were aged 41 to 50 years; an indication that the teachers in the Division were seasoned teachers with enough experience in teaching and hence better understanding of conflict issues in school setups.

4.2.3 Gender of the Respondents

The respondents were requested to indicate their age bracket in the questionnaire. The results were as presented in Table 7.

Table 7: Gender of the Respondents

Gender of the Respondents		
	Frequency	Percentage
Male	71	51.4
Female	67	48.6
Total	138	100

The respondents included 67 (48.6%) females and 71(51.4%) males. The respondents were almost divided in the ratio of 1:1 in the interviews; an indication that the males and the females in the schools were almost in equal numbers and therefore the responses were not to be affected by gender bias.

4.2.4 Work Experience of the Respondents

The respondents were requested to indicate their work experience in the questionnaire. The results were as presented in Table 8.

Table 8: Work Experience of the Respondents

Work Experience of the Respondents		
	Frequency	Percentage
0 to 2 years	1	.7
3 to 4 years	7	5.1
5 to 7 years	28	20.3
More than 7 years	102	73.9
Total	138	100.0

The analysis indicated that 102 (73.9%) respondents had a work experience of more than 7 years, 28(20.3%) had worked for between 5 to 7 years, 7(5.1%) had worked for 3 to 5 years while only 1(0.7%) had worked for less than 2 years. This indicated that most of the teachers interviewed had a long experience in teaching and had made many observations on factors influencing conflict in their respective schools (Table 8).

4.2.5 Education Level of the Respondents

The respondents were requested to indicate their highest level of education and the responses obtained were as shown in Table 9.

Table 9: Education Level of the Respondents

General Incidences of Conflict Witnessed		
Response	Frequency	Percentage
Bachelors	81	59
Masters	50	36
PhD.	0	0
Others	7	5
Total	138	100

From Table 9, it was shown that 59% of the teachers have Bachelor's degree, 36% of the teachers have masters' degree and 5% of the teachers have other qualifications which included Post Graduate Diplomas in Education and ordinary diplomas and no teacher had PhD degree. It can therefore be inferred that majority of the teachers and administrators in secondary schools in Starehe Division have the minimum qualifications that allowed one to enter into the teaching

profession as well as school administration and are therefore able to understand and handle the different types of conflicts that arose in their schools.

4.3 Background of Conflicts in Secondary Schools in Starehe Division

Before going into the specific factors, six general information questions were formulated in the questionnaire to get the general overview of conflict in the schools. The questions were to assess the following: the awareness levels of the respondents on any conflict incidences, the frequency of occurrence of conflict among the staff, the frequency of occurrence of conflict between the staff and the school administration, the frequency of occurrence of conflict between the staff and the Union, the employer and the parents as well as availability of conflict resolution policies and the level of effectiveness of these policies where they exist in conflict resolution in the schools.

4.3.1 Incidences of conflicts among the staff members in the School

The respondents were requested to indicate occurrences conflict incidences in the school environment that they had witnessed and the responses were as indicated in Table 10.

Table 10: 1 Incidences of conflicts among the staff members in the School

General Incidences of Conflict Witnessed		
Response	Frequency	Percentage
Yes	124	89.9
No	14	10.1
Total	138	100.0

Asked whether they had witnessed incidences of conflict in their school environment, 89.9% responded in the affirmative while only 10.1% denied having witnessed any form of conflict within their school environment. This implied that conflict incidences were common phenomenon in the public schools in Starehe Division as witnessed by the responding teachers and administrators.

4.3.2 Frequency of occurrence of conflicts

The respondents were requested to indicate the frequency of occurrence conflict incidences in the school environment that they had witnessed and the responses were as indicated in Table 11.

Table 11: Frequency of Occurrence of Conflict

Frequency of Conflict	Very High		High		Moderate		Low		Total Freq.
	Freq	Perc.	Freq	Perc.	Freq	Perc.	Freq	Perc.	
Among the Staff	2	1.4	107	77.5	18	13	11	8	138
Between Staff and administration	3	2.2	97	70.3	27	19.6	11	8	138
Between Staff and the Employer	6	4.3	0	0	113	81.9	19	13.8	138
Between Staff and the Union	10	7.2	108	78.3	10	7.2	10	7.2	138

The majority of the respondents reported high frequencies of conflict among the staff and between the staff and the administration at 77.5% and 70.3% respectively with moderate occurrences reported at 13% and 19.6% respectively for the same categories. Frequency of conflict between the teaching staff and the employer (TSC) was reported to low by the majority of the respondents at 81.9% while the conflict between the teaching staff and the Union was reported to be moderate by the majority of the respondents at 78.3%.

However very high incidence responses between the teaching staff and the employer and the between the teaching staff and the Union were higher at 10.1% each when compared to only 1.4% and 2.2% of the incidences among the staff and between the staff and the administration respectively. One explanation for this response pattern given by the administration of some of the schools contacted after analysis of the responses was that the ones that are indicated as very high were mainly coming from teachers who have had disciplinary cases that involved the employer taking some stern disciplinary action such as demotion on the case.

4.3.3 Availability of Conflict Resolution Policy and its Effectiveness

The respondents were asked to indicate whether their school has a conflict management policy and whether it is effective in solving conflict issues in the schools. The responses were as shown in Table 12.

Table 12: Frequency of Availability of Conflict Resolution Policy and its Effectiveness

		Effectiveness of Conflict Resolution		
		Yes	No	Total
Availability of	Yes	8	2	10
Conflict Resolution	No	0	128	128
Policy				
Total		8	130	138

The majority of the respondents 128 (93%) indicated that they have no conflict resolution policy in the school and therefore could not determine how effective such a tool would be in conflict management. Only 8 (7%) indicated having conflict resolution policy in their schools. On the effectiveness of the policies for those who indicated that they had the policy, 8 (80%) accepted the fact that they were effective in conflict resolution while only 2 (20%) rejected the idea that the policies were effective. This was an important observation as it implied that there were not many schools with conflict resolution policies in Starehe Division but in the few schools where they existed, they are working fairly well and hence the need for the practice to be taken by the other schools which did not have them.

4.4 Factors which Influence Conflicts

The objectives addressed the factors which cause conflicts in Secondary Schools in Starehe Division. The specific objectives included the following: to identify the organizational factors that cause conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County; to identify the relational factors that cause conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County and to identify the external factors that cause conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County. Each of the three objectives had three sub-factors analyzed. To make the study more in-depth, each of the three sub-factors was divided into implying positive statements which were analyzed using the Likert Scale.

4.4.1 Organizational Factors which Influence Conflict

The objective was to identify the organizational factors that cause conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County. To achieve this objective, a section of the questionnaire consisting of 9 positive statements was formulated. The

statements were to analyze the contribution of the different organizational sub factors in the determination of the organizational conflict. The sub-factors analyzed included: material needs, unpredictable policies as well as assigned roles and pressures. To address this, the participants were asked to respond to items in the questionnaire on the major organizational factors of conflict in secondary schools. The results were as presented in Table 13.

Figure 13: Organizational Factors of Conflict

Responses	Conflicting Needs		Conflicting Roles and pressure		Unpredictable Policies	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	4	2.9	3	2.2	6	4.3
Agree	79	57.2	73	52.9	68	49.3
Not Sure	20	14.5	19	13.8	36	26.1
Disagree	23	16.7	21	15.2	16	11.6
Strongly Disagree	12	8.7	22	15.9	12	8.7
Total	138	100.0	138	100.0	138	100.0

The majority of the respondents indicated that the three organizational factors: conflicting needs, conflicting roles and pressures and unpredictable policies were the major sources of conflict within the organization. Ranked by percentages, the majority (57.2%) agreed that conflicting needs was the main factor of conflict followed by conflicting roles and pressures (52.9%) and finally unpredictable policies at 49.3%. However, the differences between the three factors were not significant as based on the percentages. A few disagreed with the fact that conflicting needs, conflicting roles and unpredictable policies (16.8%, 15.2% and 11.6%) respectively were the major contributor to conflict incidences in secondary schools. A good number of the respondents (26.1%) were not sure of whether unpredictable policies within the organization contribute to conflict in Secondary schools (Table 13). This was an indication that conflict was rife in schools and the teachers and the administration was aware of its existence.

4.4.1.1 Comparison of Conflicting Needs Sub Factors

Further analysis of the Conflicting Needs as a sub-factor gave more details on its elements underlying organizational conflict. The respondents were asked to ascertain whether working materials were available in their schools and whether they were shared out fairly based on material sharing policy of the school. The results were as shown in Table 14.

Table 14: Comparison of Conflicting Needs Sub Factors

Responses	Availability of School Material Sharing Policy		Availability of working Materials		Fair sharing of Working Materials	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	7	5.1	4	2.9	4	2.9
Agree	22	15.9	26	18.8	23	16.7
Not Sure	15	10.9	20	14.5	23	16.7
Disagree	79	57.2	73	52.9	64	46.4
Strongly Disagree	15	10.9	15	10.9	24	17.4
Total	138	100.0	138	100.0	138	100.0

According to Table 14, the majority (46.4%) disagreed with the fact that there was fair sharing of working materials and space. They further emphasized that the working materials were not available in many instances at 52.7%. The majority also denied that there was a material sharing policy in the school (57.2%) while a few (15.9%) accepted that such a policy existed but in most cases is not in the written form. This was an indication that what the teachers need as working materials were not enough and what was available was not shared in a systematic manner using some official laid down procedure and as already identified in the literature review, this could be a major source of conflict.

4.4.1.2 Comparison of Conflicting Roles and Pressures Sub Factors

Further analysis of the conflicting roles and pressures as a sub-factor gave more details on its underlying contribution to organizational conflict. The respondents were asked to ascertain whether work was assigned as per expertise, professionalism was practiced and whether there was clarity of roles as given by the administration. The results were as shown in Table 15.

Table 15: Comparisons of Conflicting Roles and Pressures Sub Factors

Responses	Work Assigned as per expertise		Professionalism applied in work by staff		Experts in same areas work together	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	3	2.2	3	2.2	5	3.6
Agree	20	14.5	21	15.2	26	18.8
Not Sure	17	12.3	24	17.4	17	12.3
Disagree	69	50.0	66	47.8	62	44.9
Strongly Disagree	29	21.0	24	17.4	28	20.3
Total	138	100.0	138	100.0	138	100.0

The results in Table 15 indicated that the majority disagreed with the fact that work was assigned as per expertise and that professionalism was practiced at 50.0% and 47.8% respectively. A high number also denied that there was roles supplementation as given by the way the administration assigns duties at 44.9% respectively. This situation could pile pressure on those who get many assignments and those who end up doing work that was abstract to their knowledge. Furthermore, those who were not given work regularly by the administration could also end up being dissatisfied with the situation due to work imbalance.

4.4.1.3 Comparison of Unpredictable Policy Sub-Factors

Further analysis of the unpredictable policies as a sub-factor gave more details on its underlying contribution to organizational conflict. The respondents were asked to ascertain whether the teacher motivation policies existed in the school and whether they had any difficulties in communicating with the administration as well as existence of positive flow of communication from the administration to the teachers. The results were as indicated in Table 16.

Table 16: Comparison of Unpredictable Policy Sub-Factors

Responses	Teacher Motivation Policy Exist		Teachers have no Difficulty with Admin.		Communication and application of Policies is clear and non partisan	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	7	5.1	7	5.1	7	5.1
Agree	21	15.2	18	13.0	29	21.0
Not Sure	27	19.6	27	19.6	19	13.8
Disagree	67	48.6	72	52.2	66	47.8
Strongly Disagree	16	11.6	14	10.1	17	12.3
Total	138	100.0	138	100.0	138	100.0

In response, the majority of the teacher disagreed with all the three statements at 48.6%, 52.2% and 47.8% respectively. A number of teachers agreed to the three statements at 15.2%, 13% and 21% respectively. This implied that although low, there was some form of motivation and communication policies either written or unwritten between the administration and the teachers (Table 16).

4.4.2 Relational Factors of Conflict

The objective was to identify the relational factors that cause conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County. To achieve this objective, a

section of the questionnaire consisting of 9 positive statements was formulated. The statements were to analyze the contribution of the different relational sub factors in the determination of the relational conflict among the teaching staff. The sub-factors analyzed included: conflicting styles, conflicting perceptions as well as conflicting goals and values. To address this, the participants were asked to respond to items in the questionnaire on the major relational factors of conflict in secondary schools. The results are presented shown in Table 17.

Table 17: Comparison of Relational Factors of Conflict

Responses	Conflicting styles		Conflicting Perceptions		Conflicting Goals and Values	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	2	1.4	4	2.9	2	1.4
Agree	75	54.3	59	42.8	76	55.1
Not Sure	23	16.7	37	26.8	29	21.0
Disagree	24	17.4	18	13.0	30	21.7
Strongly Disagree	13	9.4	20	14.5	1	.7
Total	138	100.0	138	100.0	138	100.0

The majority of the respondents indicated that the three relational factors which included conflicting styles conflicting perceptions as well as conflicting goals and values were the major sources of relational conflict among the staff in an organization. Ranked by percentages, the majority (55.1%) indicated that conflicting goals and values was the main factor of conflict followed by conflicting styles by 54.3% and finally conflicting perceptions at 42.8%. Majority of those disagreeing indicated that conflicting goals and values was not a major factor in fanning conflict among the staff at 21.7%. A good number of the respondents (26.8%) and 21.0% were not sure of whether conflicting perceptions and conflicting goals and values respectively did contribute to conflict in Secondary schools (Table 17).

4.4.2.1 Comparison of Conflicting Style Sub-Factors

Further analysis of the Conflicting Style as a sub-factor gave more details on its underlying contribution to relational conflicts. The respondents were asked to ascertain whether work negligence, discipline and positive interdependency are not common in their schools. The results were as shown in Table 18.

Table 18: Comparisons of Conflicting Style Sub-Factors

Responses	Work negligence is uncommon		General Discipline among staff is Maintained		Positive Interdependency exist	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	3	2.2	3	2.2	3	2.2
Agree	27	19.6	30	21.7	26	18.8
Not Sure	24	17.4	18	13.0	15	10.9
Disagree	80	58.0	72	52.2	68	49.3
Strongly Disagree	4	2.9	15	10.9	26	18.8
Total	138	100.0	138	100.0	138	100.0

According to the report Table 18, the majority disagreed with the suggestion that there was no work negligence and discipline problem at 58% and 52.2% respectively. Lack of positive inter-dependency was also cited by 49.3% and 18.8% who disagreed and strongly disagreed with the statement respectively. A good number of respondents at 19.6%, 21.7% and 18.8% agreed that work negligence was not common in their schools and that discipline together with positive interdependency was maintained. Some of respondents were not sure of work negligence and positive inter-dependency. This is an indication that some level of order exists but it could be varied from school to school instead of being well structured and widespread in all the schools as could be expected (Table 18).

4.4.2.2 Comparison of Conflicting Perception Sub-Factors

Further analysis of the conflicting perception as a sub-factor gave more details on its underlying contribution to relational conflicts. The respondents were asked to ascertain whether differences in experience and expertise, cultural differences and education differences did not affect how the teachers relate with each other in their schools. The results were as shown in Table 19.

Table 19: Conflicting Perception Sub-Factors

Responses	Experience differences does not affect work among staff		Cultural differences does not affect work among staff		Education differences does not affect work among staff	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	3	2.2	5	3.6	4	2.9
Agree	34	24.6	24	17.4	23	16.7
Not Sure	14	10.1	23	16.7	24	17.4
Disagree	72	52.2	69	50.0	66	47.8
Strongly Disagree	15	10.9	17	12.3	21	15.2
Total	138	100.0	138	100.0	138	100.0

According to the report, the majority disagreed with the fact that differences in experience and expertise, cultural differences and education differences did not affect how the teachers relate with each other in their schools at 52.2%, 50% and 47.8% respectively. A reasonable number at 24.6%, 17.4% and 16.7% agreed that differences in experience and expertise, cultural differences and education differences did not affect how the teachers relate with each other in their schools respectively. This implied that differences existed in the schools as caused by differences in perception of various aspects within the school environment

4.4.2.3 Comparison of Conflicting Goals and Values Sub-Factors

Further analysis of the conflicting perceptions as a sub-factor gave more details on its underlying contribution to relational conflict. The respondents were asked to ascertain whether personality clashes and misunderstanding are not common occurrences and age differences do not affect working relationships. The results were as shown in Table 20.

Table 20: Comparison of Conflicting Goals and Values Sub-Factors

Responses	Personality Clashes not common among staff		Misunderstanding is not common among staff		Age differences does not affect working among the staff	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	16	11.6	4	2.9	3	2.2
Agree	30	21.7	27	19.6	27	19.6
Not Sure	23	16.7	25	18.1	28	20.3
Disagree	69	50.0	70	50.7	62	44.9
Strongly Disagree	0	0	12	8.7	18	13.0
Total	138	100.0	138	100.0	138	100.0

The majority of the respondents disagreed with the statements at 50%, 50.7% and 44.9%. However, a number agreed with the statements at 21.7%, 19.6% and 19.6%. The fact that there was high percentage of respondents disagreeing that personality clashes did not affect the working relationships was important because it showed the level of maturity and personal differences among the teachers. However, it was also important to note that 13% of the respondents strongly disagreed that age differences did not affect working relationships especially in relation to the fact that the majority of teachers about 50% fall within the age group of 41 to 50 years age bracket and the need for strong cohesion without boundaries in the country and mentorship of young teachers in the profession.

4.4.3 External Factors of Conflict in Secondary School in Starehe Division

The objective was to identify the external factors that influence conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County. To achieve this objective, a section of the questionnaire consisting of 9 positive statements was formulated. The statements were to analyze the contribution of the different external sub factors in the determination of the conflict among the teaching staff. The sub-factors analyzed included: the role of the union, the role of the teachers' employer (TSC) as well as the role of the parents. To address this, the participants were asked to respond to items in the questionnaire on the external factors of conflict in secondary schools.

4.4.3.1 The Role of the Union in Public Secondary Schools

Further analysis of the role of the union as a sub-factor gave more details on its underlying contribution to conflict in secondary schools. The respondents were asked to ascertain whether union represents Teachers effectively with the employer, unions intervene effectively in teachers' conflicts and whether the unions are trusted by teachers. The results were as shown in Table 21.

Table 21: The Role of the Union in Public Secondary Schools

	Role of Union to Represent teachers		Union is Conversant with Conflict Issues in the School		Union is trusted by the teachers	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Agree	19	13.8	19	13.8	24	17.4
Not Sure	78	56.5	81	58.7	81	58.7
Disagree	40	29.0	36	26.1	31	22.5
Strongly Disagree	1	.7	2	1.4	2	1.4
Total	138	100.0	138	100.0	138	100.0

The majority of the respondents were not sure with these statements at 56.5%, 58.7% and 58.7% respectively. A number of respondents agreed with the statements at 13.8%, 13.8%% and 17.4%. However the number of respondents who disagreed remained higher than those who agree with the statements at 29.0%, 26.1%, and 22.5% respectively. This indicated that the majority of the teachers do not take keen interest in what the teachers union should do to address conflict related issues in the schools and the few who do are not fully satisfied with the experiences.

4.4.3.2 The Role of the Teachers' Employer (T.S.C) in Public Secondary Schools

Further analysis of the role of the teachers' employer as a sub-factor gave more details on its underlying contribution to conflict in secondary schools. The respondents were asked to ascertain whether employer policies were motivating to teachers in terms of timely reaction by employer to conflicts and employers ability to solve conflicts in schools. The results were as shown in Table 22.

Table 22: The Role of the Teachers' Employer (T.S.C) in Public Secondary Schools

	Employer Policies are motivating to teachers		Employer solves conflicts in schools		Employer reacts timely to teacher's issues	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Strongly Agree	50	36.2	1	.7	1	.7
Agree	51	37.0	54	39.1	46	33.3
Not Sure	36	26.1	49	35.5	50	36.2
Disagree	1	.7	33	23.9	40	29.1
Strongly Disagree	0	0	1	.7	1	.7
Total	138	100.0	138	100.0	138	100.0

The majority of the respondents (36.2%) strongly agreed with the fact that employer policies are motivating to teachers, 29.1% and 23.9% disagreed with the fact that their employer reacted in a

timely manner to conflicts and employers' ability to solve conflicts in schools was positive. A total of 33% of the respondents strongly agreed with the assertion that the employer reacted to conflict in a timely manner. A good number of respondents remained non committal to all the three statements at 26.1%, 35.5% and 36.2% respectively. The indicated differences in position could have arisen due to the fact that both the teachers and administrators were asked to answer the question and the two groups are likely to have opinion differences towards the employer.

4.4.3.3 The Role of the Parents in Public Secondary Schools

Further analysis of the role of parents as a sub-factor gave more details on its underlying contribution to conflict in secondary schools. The respondents were asked to ascertain whether parents recognize teachers, parents represent teachers in the community and whether parents are involved in conflict resolution in schools. The results were as shown in Table 23.

Table 23: The Role of the Parents in Public Secondary Schools

	Cooperation bet. Parents and Teachers is exist		Parents are involved in conflict resolution in the school		Parents portray teachers positively in the community	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Agree	41	29.8	38	27.9	37	26.8
Not Sure	62	44.9	64	46.8	64	46.4
Disagree	34	24.6	33	23.9	34	24.6
Strongly Disagree	1	.7	2	1.4	3	2.2
Total	138	100.0	138	100.0	138	100.0

The majority of respondents remained non-committal to all the statements at 44.9%, 46.4% and 49.3% respectively. A good number at 24.6% and 23.9% disagreed with the fact that parents represent teachers in the community and that parents are involved in conflict resolution activities in the schools respectively (Table 23). This was an indication of the disassociation between the parents and the teachers except for the interest of the student in the secondary schools.

4.5 The Correlation between Organizational and Relational Factors of Conflict

The objective of this section of the study was to determine the relationship between organizational and relational factors that cause conflict among the teaching staff in public secondary schools in Starehe Division of Nairobi County. To achieve this objective, the responses from the sections of the questionnaire that dealt with organizational factors and relational factors were extracted and analyzed using correlation as shown in Table 24.

Table 24: Correlation between Organizational and Relational Factors of Conflict

	Conflicting styles	Conflicting Perceptions	Conflicting Goals and Values
Conflicting Needs	.431** p=0.00	.502** p=0.00	.494** p=0.00
Conflicting Roles and pressure	.429** p=0.00	.448** p=0.00	.500** p=0.00
Unpredictable Policies	.399** p=0.00	.492** p=0.00	.511** p=0.00

** Pearson's Correlation is significant at the 0.01 level (2-tailed).

Analysis of the correlation between the organizational and relational factors of conflict using the Pearson Correlation gave highly significant positive correlation of between .399 and .511 when the different organizational factors were correlated with the relational factors at 99% confidence limit. This was an indication that the organizational factors significantly affect the relationships and relationships affect how the organization operates over time. The highest correlation was between the unpredictable policies and conflicting goals at $r = .511$ ($p = 0.00$). This was because the teacher motivation packages. The communication in general affects personalities and brings about misunderstanding among the staff and between the teaching staff and the administration.

4.7 Discussion of the Findings

The discussions were based on the objectives of the study and the findings for each of the objectives.

This research indicated that conflict was a common occurrence in secondary schools. Preliminary investigations indicated that 89.9% of the respondents had witnessed some form of conflict in the school environment while only 10.1% denied having witnessed any. The majority of the respondents reported high frequencies of conflict between the staff and the administration at 70.3% with moderate occurrences reported at 19.6% for the same category. However, this situation was not only unique to Kenyan public schools. This implied that conflict was a common phenomenon in the public secondary schools in Starehe Division and concurred with the findings of Rau-Foster (2000) that the workplace setting could be fertile breeding ground for conflicts because of the dynamics and interdependency of the employee-to-employee, customer-to-employee, and employee-to-outside vendor relationships. Moreover, Schlesinger, Eccles and

Gabarro (1999) asserted that conflict was a normal and natural part of our workplace and personal lives that cannot be avoided but only needed to be managed effectively. Makaye and Amasa (2012) conducted a research on causes of conflict between Head teachers and Teachers in Masvingo Zimbabwe and concluded that the main source of conflict in schools was the administration and how it treated the individuals or groups of individuals within the system.

Further analysis of the sub factors within this category of organizational conflict indicated that conflicting needs, conflicting roles and pressures and unpredictable policies were the major sources of conflict within the organization. The findings concur with what Havenga (2002, 160) indicated that causes of conflict at the level of the organization could also include resource availability and distribution; affirmative action programs; the scope and content of workload; the introduction of new management techniques; and differences of a cultural and racial nature.

Studies by Lee (1996) identified many stressors, including role ambiguity, role conflict, heavy work-load, pressure, and physical discomforts as being important when it came to organization based conflict generation. Meeks, Heit and Page (2005) confirmed that conflict may arise when there were insufficient available resources in a family, friendship, marriage, groups or organizations. In this instance, individuals try to have their share of the available limited resources and most likely step on each other's toes in the course of the struggle or competition resulting in the emergence of conflict.

Lack of work material sharing policy as reported by 60% of the respondents make the situation worse for the teachers and the administration due to the likelihood of unfair sharing of scarce resources. According to Gray, Miller and Noakes (1995), if resources were not enough to be shared equally, hard decisions need to be made and that these decisions could provide fertile grounds for conflict because some people may not have their share as wished and hence feel left out in the system. In agreement with this contention, Jennings and Wattam (2005) also believed that under normal circumstances, conflict occurred when there was scarcity of commodity such as raw materials, machines or rooms, or intangible things such as prestige, influence or status, or time. Bryant (1992) also agreed that conflict was likely to be minimal where there was plentiful supply of such commodity and where there was a scarcity (real or imagined), the potential for conflict increased.

The study also reported that flow of communication and teacher motivation policy was lacking in most of the schools. These were some of the important policies that were potential source of conflicts but appear to be understated. This was because it was through communication that all interested parties would be able to be updated on the all the aspects of the organization. Schlesinger, Eccles and Gabarro (1999) believed that different communication styles could lead to misunderstanding between employees or between an employee and a manager. In their view, lack of communication drove conflict “underground”. They concluded that straight communication with clarity and protocol was therefore important in an organization because it helped in clarifying previous messages and also made it easy to obtain additional information whenever required.

Motivation on the other hand was still considered lacking in most Kenyan public schools. Okotoni and Okotoni (2003) indicated that teachers work in highly de-motivating conditions due to poor pay by the government coupled with lack of clear working instructions in their schools. Foster (1989) affirmed this view and as he indicated that unmotivated teachers would not produce good results. Complaint, laxity, grumbling and fighting the head-teacher characterizes their work.

The preliminary investigations indicated that the frequency of conflict among the teaching staff was high at 77.5% while moderate occurrences had been reported at 19.6%. Relational conflicts were common in any organized system that has interactions. According to Nelson-Jones (2005), interpersonal conflict commonly occurred as a result of conflicting styles, perceptions as well as differences in goals and values that affect the relationship setups. Similar to this assertion was the observation by Orlich et al (2001) that in interpersonal conflict, the values of different individuals or groups openly clashed.

Among the areas of relational conflict assessed in this study included: conflicting styles, conflicting perceptions and conflicting goals and values. The majority of the respondents agreed that the three relational factors: conflicting styles conflicting perceptions as well as conflicting goals and values are the major sources of conflict among the staff in an organization. Further analysis of conflicting styles indicated that work negligence, general indiscipline and negative inter-dependencies are common in the schools and caused most of the conflict in that order. This observation agreed with a report from the work of Foster (1989) who affirmed this view and indicated that unmotivated teachers would not produce good results. Complaint, laxity, grumbling and fighting the head-teacher characterizes their work. The head teacher would

always be in the centre of blame and would hardly get anything done without running into trouble with the teachers.

Kingala (2000) concurred with this observation and indicated that men and women who have no calling to teaching vocation take up the training as teachers but have no interest in looking after the young people. These teachers find themselves inside the classroom doing a job they do not like but because they need money, they find themselves staying in the job they are not dedicated to. He also indicated that due to lack of interest in teaching, the teachers become increasingly brutal to the students. Such teachers also became patronized to the politicians and receive protection.

A teacher in this category was likely to cause trouble to the head teacher and the staff mates because of the surety of protection from the politicians who use them to tilt scales in the political battlefield. Philips (2000) affirmed the above views and explained that there are teachers who take up the noble teaching profession yet they have no interest in it. These teachers display incompetence, laziness and lack interest in students' work. They lacked self-discipline and were biased and inconsistent in their application of punishment meted out to students who break school rules. These teachers had no respect for school administration and sometimes incited students against the administration.

Conflicting perceptions took the aspects of differences in experience, culture and education into consideration. The results indicated that the three aspects affect relationships significantly in the public schools in that order. It was common for two or more workers to have conflicting perceptions which in many cases involve viewing the same incident in dramatically different ways. Bell (2002) gave an example of memos, performance reviews, company rumors, hallway comments, and client feedback as sources for conflicting perceptions especially when what was meant in the communication or action gets lost in a firestorm of responses to perceived wrongs.

The findings also concurred with Stewart and Dangelo (1980) that conflicts in work place included conflict over image perceptions which usually revolve around conflicting parties disapproving each other and role conflict which arises over different interpretations of discrepancies in the various roles we play. This was possible in school where stakeholders perceive others negatively and sometimes the stakeholders disagree on matters to do with their roles. Experience, culture and education came out as important factors when interpreting a

situation or an occurrence especially in our public secondary schools where experience, education and cultural partitions are clearly evident as shown in this study.

The analysis of conflicting goals and values considered how personality clashes, general misunderstanding and age differences affect working relationships. This included misunderstanding as determined by personality differences which were very pertinent in building relationships and also affected the level of trust and collaboration that existed in the schools and among the teachers. In regard to types of conflicts in schools, the results concurs with the findings of Nzuve (2007) who argued that interpersonal conflicts resulting from personality variables such as dislikes, distrust, or prejudice usually hinder group performance such as academic performance of a school.

Moreover, the findings in this study corroborated those of Stewart and Dangelo (1980) that conflicts in institutions were associated with conflict over basic values. On the other hand, Bridges (1997) disagreed and made it clear that different values do not need to cause conflict because people can live together in harmony with different value systems. This was why Bettmann and Moore (1994) emphasized on the need to expand tolerance, understanding, and acceptance of others' points of view as the key to improving success of conflict resolution in any human institution.

External factors took into consideration the unions, the teachers' employer and the parents into consideration. The majority of the respondents agreed that the external factors were important in determining the conflict incidences in the schools because they are part of their resolutions. This was in line with the current union activities that have been taking the center stage in championing for the teachers' welfare in Kenya.

This observation was confirmed by other researchers such as Mensar (2007) in Ghana, who pointed to the positive role played by unions in helping to resolve disputes with the employer. Research by Saundry, etal (2011) found that managers in workplaces generally felt that union representatives helped to ensure that disciplinary hearings operated in a more procedurally fair and efficient manner than might otherwise have been the case. Such outcomes were most likely in workplaces where there were high levels of trust between union representatives and managers.

A recent survey conducted for ACAS revealed that union officials were far more inclined to take a conciliatory rather than antagonistic approach when negotiating with employers. Rooks, (2001) in his survey report on the role of unions on negotiations indicated that over 50 per cent of officials agreed strongly that they would seek a compromise solution, whereas 15% agreed strongly that they would opt for positive outcome on behalf of their members at any cost. These observations clearly spelt out the role that the unions should be playing as part of the education system in Kenya. However, a high number of respondents disagreed with the fact that unions are involved in resolving their conflicts and could be trusted. Those who disagreed with the sentiment indicated that most union leaders were politically motivated by making a big case out of nothing in order to obtain cheap popularity. More often than not, they caused confusion in their organization when they capitalize on trivial matters to blow their trumpets but do not help the employees much.

Currently the teacher management in Kenya is under the Teachers Service Commission (T.S.C); a constitutional commission established under Article 237(1) of the Constitution of Kenya (2010). The mandate of T.S.C. includes the following: register trained teachers; to recruit and employ registered teachers; assign teachers employed by the Commission for service in any public school or institution; promote and transfer teachers to exercise disciplinary control over teachers; and to terminate the employment of teachers. These activities are regulated by various policies which if not administered in a fair manner, can be a source of conflict.

The respondents were asked to ascertain whether employer policies were motivating to teachers, timely reaction by employer to conflicts and employers ability to solve conflicts in schools. The majority disagreed with the fact that employer policies were motivating to teachers, the fact that there was timely reaction by employer to conflicts and employers' ability to solve conflicts in schools is positive. However some of the respondents remained non-committal saying they are not sure of what the T.S.C does to teachers especially in relation to conflict resolution.

This was an indication that the relationship between the teachers and their employer is not very cordial. In most cases conflict arise when employees have grievances and objections about the way an employer is handling an existing contract for all or specific individuals in the school setup. A typical grievance accused the employer of doing something that violates the union contract, such as firing an employee without just cause, salary disputes, disciplinary cases, job

security issues among others which according to this research report is very common in the Kenya.

Parents could be expected to compliment the teachers in driving the agenda of the students. The school as an organization cannot escape conflict because of the interactions that go on within setup. Siann and Ugwuegbu (2000) explain that parents and teachers were the two centers of almost every child's universe and hence must work together. However this may not be the case in many instances. To ascertain this, the respondents were asked to determine the level of parents' contribution in conflict resolution in the schools and parents recognition of the work done by the teachers.

A high number of the respondents were not sure of the role of the parents in their schools. This was contrary to the suggestion by Smith and Lastlett (1994) that parents and teachers should always work together in the best interests of the child. The relationship between parents and the school was ongoing since it continues long after the conflict is over. The last thing that was needed in conflict in the school situation was for one party to feel like a winner and the other a loser because these stakeholders need to coordinate to ensure better education of the children.

This objective took into cognizance the fact that different causes of conflict do not work in isolation since one leads to the other and vice versa. The analysis of the correlation between the organizational and relational causes indicated a high positive relationship between the two. This was an indication that the prevalence of organizational conflict can be used to predict what would be happening with the teachers in terms of conflict occurrences and management.

Mayer (2000) indicated that understanding the different forces that inform conflict behavior consequently empowers the facilitator or manager with the opportunity to develop a more selectively focused and more elaborate approach for dealing with the specific occurrences of conflict hence the need to understand how the different factors of conflict are related. Among the different conflict correlations, the one between unpredictable policies and conflicting goals and values at .511 was the highest. This was because the teacher motivation packages and communication in general affect personalities and bring about lack of understanding.

In any organization, communication is a very important in factor reducing conflict incidences, providing solutions to conflict and managing conflict. Schlesinger, Eccles and Gabarro (1999)

believed that different communication styles could lead to misunderstanding between employees or between an employee and a manager. In their view, lack of communication drove conflict “underground”. On that stand, Whetten and Cameron (2005) contended that an important message may not be received if effective communication channels were not used. This occurs due to the likelihood of misinterpretation or decision makers arriving at a different conclusion because they use different information. This becomes a ripe ground for conflict because both parties believe that their argument was based on some factual grounds, without necessarily considering that the information may not be accurate due to poor communication and misinformation.

The findings fitted with the French, Caplan, and Harrison’s (1982) theory of person-environment fit which relates organizational aspects such as job demands at work to individuals’ capacity to deal with the situation. The theory postulated that discrepancies between abilities and demands or between motives and the environment produce strain. The situation was made worse by lack of organizational support and individual’s ability and personality to fit in a conflict-ridden environment leading to a vicious cycle of strain reactions and continuous conflict.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarized the interpretation and presentation of the findings the conclusion and recommendations. The purpose of this study was to investigate the factors which influence conflict in secondary schools in Starehe Division of Nairobi County and the relationship among the conflict factors. The motivation to the study was to use the information to provide the way forward in minimizing conflicts among the school stakeholders.

5.2 Summary of the Findings

The findings of the study could be generalized as those affecting secondary schools across the country. The background analysis was done on incidences of conflict and frequency of occurrence of conflict in the schools. The report indicated high conflict incidences between the administration and the teaching staff and among the teaching staff but moderate to lower incidences between the teaching staff and the parents and between the teaching staff and the external stakeholders; the union, the teachers employer and the parents. However, in many instances as reported by 92% of the respondents, there was no conflict resolution policies in the schools. This meant that there was no structured method of resolving conflicts. This was confirmed further by the fact that the majority reported not being sure of any conflict resolution processes that are followed in their schools.

The factors were grouped as organizational, relational and external factors for easy analysis. Among the organizational factors, the existence of conflicting needs, conflicting roles and pressures as well as unpredictable organizational policies. Among the relational factors, the researcher analyzed conflicting styles, conflicting perceptions as well as conflicting goals and values. The external factors analyzed included the role of the union, the role of the teachers' employer and the role of the parents. The organizational factors were analyzed and the results indicated that conflicting needs had the highest contribution to conflict in schools followed by conflicting roles and pressures and finally unpredictable policies on teacher motivation and communication. This indicated that the organization must have clear policies that are communicated to all stakeholders on material availability and sharing, teacher motivation and the practice of professionalism in the work place.

The relational factors analyzed included conflicting styles, conflicting perceptions and conflicting roles and values. The report indicated that conflicting styles had the highest contribution to conflict in schools followed by conflicting perceptions and conflicting goals and values. Among the relational sub factors pointed out under conflicting styles by the respondents in this category included abscondment of duty, general indiscipline and high negative interdependency.

The external factors indicated that the majority were not sure of the roles played by the unions and the parents but agreed that the employer has a role to play in their conflict issues. These roles included developing and implementing policies on conflict resolution, timely reaction to conflicts in the schools, and getting involved in the actual conflict resolution processes. A closer look at external factors indicated that under the role of the union, the teachers were not sure of most of the statements but a high number agreed that the union represents them effectively with the employer. On the case of the parents, the teachers disagreed with all the suggested roles that parent were to play except the fact that they identify with them to support the students.

The overall analysis report indicated that conflict exist in schools and was affected by a variety of factors that emanate from the organization, the individuals and the external stakeholders especially the parents, the union and the teachers' employer (TSC). This was supported further by the analysis of the correlation between the organizational and relational factors which indicated a high positive correlation between the organizational and the relational factors. Among the different conflict correlations, the one between unpredictable policies on teacher communication and motivation on one hand and conflicting goals and values on the other was the highest. This is because the teacher motivation packages and communication in general affect personalities and understanding in the organization.

5.3 Conclusion

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

- i. Conflicts in secondary schools were high among the teaching staff and between the teaching staff and the administration but moderate between the teaching staff and the union, teachers' employer and the parents;

- ii. The major factors of conflict included: conflicting needs, conflicting roles and pressures, unpredictable policies conflicting styles, conflicting perceptions and conflicting goals and values;
- iii. Factors influencing conflict varied from one school to another but the most experienced factors of conflict were the conflicting needs under organizational conflict factors category and conflicting perceptions under relational conflict category;
- iv. Conflict factors were not looked at from all components because the factors relate to each other such that one leads to many others within the system;

5.4 Recommendations

5.4.1 General Recommendations

The recommendations were drawn based on the study findings as follows:

- i. The school administration should involve the all school stakeholders more in conflict management the in public secondary schools to allow for the creation of positive relationships among the teachers and between the teachers the external stakeholders;
- ii. The external stakeholders especially the teachers' employer (TSC), the unions and the parents should strengthen their relationship with the schools and the teachers so that they play complimentary roles to one another;
- iii. The school administration could try to find out the root cause of the factors influencing conflicts in public secondary schools and ensure that these factors of conflict were well understood and dealt with on time;
- iv. There was need to limit personal issues in the management of public secondary schools as these stimulate conflicts;
- v. Transparency and effective communication are important should be considered as a must implement policy in public secondary schools.

5.4.2 Recommendations for Further Research

Further research may be done to assess the following areas of conflict in schools:

- i. Determine the actual effect of the policies in the schools where they exist and have been implemented;
- ii. Determine the role the administrators play in fueling conflict among the teachers and vice versa;
- iii. Extend the study to cover the factors influencing conflict in all schools including private schools

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APENDICES

Appendix 1: Introduction Letter

Jane Nyasio
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Dear Sir/Madam,

I am a postgraduate student at the University of Nairobi, School of Continuing Education and Extra Mural Studies Programme. I am in the process of carrying out a research project on conflict at the and how they can be addressed.

I wish to kindly invite you to give your opinion and views according to your experience on issues of conflict in the workplace and how they can be addressed by filling in the questionnaire provided

The findings of the study will be treated with utmost confidentiality and will help in improving conflict resolution in secondary schools in Kenya through informed policy development and implementation.

Please answer all the questions from all the sections that are relevant to you or your institution as objectively as possible.

Thank you for your cooperation

Jane Nyasio

Appendix 2: Questionnaire

Part One: Biography

1. Position in the Institution: (Tick as appropriate): School Teacher ()

School Administration ()

2. Type of School: National Boys ()

National Girls ()

National Mixed ()

County School Girls ()

County School Boys ()

County School Mix ()

Other () Please specify.....

3. Age:

30 years and below ()

30-40 years ()

40-50 years ()

Above 50 years ()

4. Gender:

Male ()

Female ()

5. Experience in the institution:

0-2 years ()

2-4 years ()

4-7 years ()

More than 7 years ()

Part 2: Conflict Factors

Section One: General Information

1. Are you aware of existence of conflicts among the staff members in the School?
Yes ()
No ()
2. What is the frequency of occurrence of conflicts among the teaching staff in the school?
Very High ()
High ()
Moderate ()
Low ()
3. What is the frequency of occurrence of conflicts between the teaching staff and the administration?
Very High ()
High ()
Moderate ()
Low ()
4. What is the frequency of occurrence of conflicts between the teaching staff and the Teachers' Union?
Very High ()
High ()
Moderate ()
Low ()
5. What is the frequency of occurrence of conflicts between the teaching staff and the teachers' employer (TSC)?
Very High ()
High ()
Moderate ()
Low ()
6. Do you have a conflict resolution/management policy in your school?
Yes ()
No ()

7. If your answer to question 6 above is yes, is the policy effective in conflict resolution/management?

Yes ()

No ()

8. Briefly explain your answer to question 7 above

.....

.....

.....

9. Organizational conflict factors

5		4		3		2		1			
Strongly disagree		Disagree		Not Sure		Agree		Strongly agree			
						5	4	3	2	1	Code
Conflicting Needs (CN)	There is a school policy on sharing working materials and space										CN13
	Working materials and space is always available when required										CN14
	Working materials and are always shared fairly according to needs of different departments and individuals										CN15
Conflicting Roles and Pressures (CRP)	Work is always assigned as per individuals expertise experience and balanced										CRP16
	Tasks here are professionally done without unnecessary power wielding										CRP17
	There is always a clarity of roles for both the teachers and the administration										CRP18
Unpredictable Policies (UP)	School policies on conflict management, resolution and teacher motivation exist										UP19
	Most teachers here have no difficulties with the administration										UP20
	School policies are communicated and implemented fairly to all staff members without favoritisms										UP21

10. Relational conflict factors

5	4	3	2	1						
Strongly disagree	Disagree	Not Sure	Agree	Strongly agree						
					5	4	3	2	1	Code
Conflicting styles (CS)	Absconding work and negligent of duty is not common in this school									CS22
	Indiscipline among teachers is not common in this school									CS23
	There is high inter-dependency among the teachers									CS24
Conflicting Perceptions (CPP)	Differences in experience and expertise do not affect working relationships among the teachers in this school									CPP25
	Cultural differences do affect working relationships									CPP26
	Differences in education levels have no effect on working relationships among the teachers									CPP27
Conflicting Goals and Values (CGV)	Personality clashes are not common in this school									CGV28
	Misunderstanding of motives is not common among the teachers in this school									CGV29
	Teachers of different ages work in harmony in this school									CGV30

11. External conflict factors

5	4	3	2	1						
Strongly disagree	Disagree	Not Sure	Agree	Strongly agree						
					5	4	3	2	1	Code
The Role of the Union (RU)	Unions represent teachers effectively with the employer									RU31
	Unions are conversant with teachers conflict issues and intervene effectively									RU32
	Unions are trusted by teachers to intervene in their issues									RU33
The Role of the Teachers Service Commission (RTSC)	The employer policies on issues that affect teachers are effective and motivating									RTSC34
	Timely reactions are always forthcoming from the employer to the teachers									RTSC35
	The employer shows concern and always try to solve conflict in school									RTSC36
The Role of the Parents (RP)	Parents recognize the teachers of this school because of the past history									RP37
	Parents represent the teachers effectively in the surrounding communities									RP38
	Parents are involved in conflict resolution and management in the school									RP39

Appendix 3: Research Authority Letter