INFLUENCE OF HEADTEACHERS' CONFLICT MANAGEMENT STYLES ON TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN HOMA BAY SUB-COUNTY, KENYA

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DEDICATION

This research project is dedicated to my beloved wife Caren Juma, my wonderful sons Andry, Rolex, Nobert and my supportive parents John Olielo and Gladys Olielo.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM   Board of Management

KCSE   Kenya National Examination Council

KEMI   Kenya Education Management Institute

KICD   Kenya Institute of Curriculum Development

KNUT   Kenya National Union of Teachers

KUPPET   Kenya Union of Post Primary Education Teachers

MOEST   Ministry of Education, Science and Technology

NCES   National Center for Education Science

TPAD   Teacher Performance Appraisal Data

TSC   Teachers Service Commission

ABSTRACT

The manner in which conflict is handled in an education institution has potential to affect teacher's job satisfaction and organizational outcomes. Schools as organization are faced with conflicts which when not amicably resolved would result into school unrest, poor performance, high stuff turnover. The frequent unrest witnessed in most public secondary schools in Homa Bay Sub County is a clear indication of existing unresolved conflicts among the members of the school. Despite this, no studies have been carried on conflict management styles in public secondary schools in Homa bay. This study was conducted to investigate how the different conflict management styles employed by the head teachers influenced teachers' job satisfaction in public secondary schools in Homa Bay Sub-County, Kenya. The objectives were: influence of integrating, obliging, dominating, avoidance and compromising conflict management styles on teachers' job satisfaction. The study adopted the descriptive survey research design. The respondents included the 32 head teachers and 164 teachers from public secondary schools in Homa Bay. Data collection instruments were head teachers and teachers' questionnaires which were developed to address specific objectives. The validity of the research instruments was evaluated using content validity to verify whether the content is appropriate and relevant to the study of objectives. The reliability of the research instruments was done using the test-retest technique whereby the instruments were administered twice within one week interval. Teachers were selected using simple random sampling procedure, and all the 32 head teachers were sampled using census method. The collected data was coded and analyzed both using the Statistical Package for Social Scientists (SPSS). Quantitative information was presented in percentages, bar graphs, pie charts and frequency distribution tables. Ethical consideration was also put in place as the research was issued with a letter of authority from both the university of Nairobi and NACOSTI and also from the Director of Education Homa Bay sub county. The respondents who participated in the study were also assured of the confidentiality of their responses. The findings were; the head teachers used the five conflict management styles examined. The most used conflict management style was integrating (mean of 2.32 out of 5) followed by compromising (2.47) conflict management style. The other three, dominating (3.0), avoidance (3.36) and obliging (2.60) conflict management styles were used to a smaller extent by few head teachers. The use of integrating conflict management style had a positive relationship with teacher's job satisfaction. The researcher recommend that head teachers should be trained on conflict management style so as to be aware which style to use at a particular situation.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

In all living organisms, conflict manifests itself human as natural and social occurrence (Ahmed, 2015). The history of conflict draws back to creation times for instance the disagreement between Adam's Son Cain and Abel that resulted to murder. Therefore, conflict in organizations has an inherent function of the leader. In recent times, conflict emerges as a natural phenomenon in human norms to a certain extent. That is why it's estimated that in organizational management, leaders spend 20% of their time averagely to resolving conflicts that arise between different stakeholders (Ahmed, 2015). Organizational outcome and effectiveness depends of on the manner used to handle conflict. Effect leaders in organizations have been known to manage conflict rather than eradicating it as an efficacy function (Boucher, 2013).

Fink & Brunner, (2011) defined as conflict as individual's effort for effective attainment of secure status, values, influence and resources to draw opponent in a group or a number of individuals. Alternatively conflict can be defined to as the manner in which a person(s) sees that his/her needs, goals, interests, values, or behaviors are disagreed with, differ, opposed, or negatively influence another person's opinion (Baker, 2011). Irreconcilable goals, cognitions, or emotions are the primary situations triggering conflict arises within or between individuals or groups leading to hostile or belligerent relations (Yasin & Khalid , 2015).

Academic institutions, like other organizations, are not immune against conflict. Alzahrani (2013) asserts that ancient Greek educational institutions suffered from

conflict. Conflict in organizations may produce negative consequences that include job dissatisfaction, propensity to leave the job, lack of organizational commitment, increased absenteeism, increased litigation and extreme violence. However, today, conflict researchers view conflict as a potentially useful occurrence in an organization, because, if handled appropriately, it can enhance creativity and innovation, improve the quality of decision making and leads to job satisfaction and loyalty to the organization (Chan & Huang, 2010).

According to Ahmed (2015), the rise of conflict can test relationships and provide an opportunity for the parties that are involved to understand whether they are valued and trusted. In Kenya education system, various legislation serve as guidelines for management and administration of educational institutions. However, it appears that most educational institutions have been less successful in how to manage conflicts. The Ministry of Education report indicate that in-spite of the government policies put in place, Kenyan educational institutions have continued to report increased cases of conflict (Republic of Kenya , 2008).

In the recent past the concern has shifted to the changing nature and increased number of organizational conflicts. Most of these conflicts occurs in secondary schools, middle level colleges and tertiary institutions. Most of these conflicts are characterized by violence and wanton destruction of institutional property. Between 1990 and 2008 the number of conflicts in public secondary schools alone increased from 22 (0.9%) to 300 (7.5%) (Republic of Kenya , 2008).

According to a report by Misoi quoted by Lagat (2013) 10% of the head teachers in Uasin Gishu went on transfer and 2% left headship all together because of the

conflicts. The board of governors or the teachers had either rejected the head teachers that were transferred or had faced frequent unrest among students in their schools. As a way of preventing and solving future conflicts, the Teacher service commission transferred other head teachers to put off conflicts in their stations. The 2 percent that left headship found educational administration too hot to remain around. These conflicts may have influenced their levels of job satisfaction leading to their decision to leave teaching and venture in other careers (Lagat, 2013).

A study by Kiboss and Jemiryott (2014) indicates that in secondary schools where conflict are poorly managed there is low satisfaction among the teachers leading to high rate of teachers' turnover and poor academic performance. While on the contrary in schools where conflict are effectively managed teachers feel satisfied with their job and work to improve school academic performance. In support of this Mehrad (2015) contends that one of the key elements that have great contribution in the amount of job satisfaction among staff is management styles. Mehrad further argues that employing accurate styles of management can be effective in forming of job satisfaction. One of the important managerial and organizational behaviors is conflict management styles that should be performed by managers. On the same line, the study by Kiboss and Jemiryott(2014) revealed that principals' leadership styles have a great impact on the working atmosphere in a school and consequently the teachers' job satisfaction.

The above observations denotes that head teachers needs to be equipped with skills to manage conflict related matters so as to boost job satisfaction among

teachers. Job satisfaction represents a combination of positive or negative feelings that workers have towards their work (Mbithe, 2013). Olcuma and Titrek (2015) define job satisfaction as a satisfactory or positive emotional state arising from a person's evaluation of their work or work experience. While Boundless (2017) define job satisfaction as the level of contentment a person feels regarding his or her job.

Bishay(2008) opines that the most important information regarding an employee in an organization is validated by the measure of his/her level of job satisfaction. It is for the same reason that Bowran and Todd(2009) indicate that job satisfaction and job performance are positively correlated because the factors associated with it helps leaders in their organization to guide their employees' activities in a desired direction to achieve the organizational objectives. Therefore, job satisfaction is a deciding factor in the organization's efficiency because it is an affective reaction to an individual's work situation in which the overall feeling about an individual's job or career which can be related to specific outcomes, such as productivity, ownership of school goals and increase in self-esteem (Syptak & Ulmer, 2011).

A study by Sisungo (2012) found that teachers with a high job satisfaction will exhibit the following characteristics: highly efficient and effective, friendly to administration, have low turnover and always present in school. Sisungo also found that teachers with low satisfaction lead to Absenteeism, apathy, reduced performance, frequent requests for transfers to other schools, value material rewards, are hostile to school officials and work towards promotion to other

positions with better prospects or quitting altogether resulting to high teacher education costs.

Mehrad(2015) contends that there are five conflict management styles, with each having a separate consequence on job satisfaction. These are integrating, obliging compromising, and dominating and avoiding management style. Integrating style is used to reach out the common solution of the problem. The manager expects that by the means of numerous conflicting views, he can generate new and improved view point about the solution of the problem (Ghaffar & Khan, 2012). Generally, it is also called cooperative style. It helps the manager to find out the real solution of the problem through his sincere effort.

An obliging style involves low concern for self and high concern for others. It is that management style in which administrators ignore self–interest by satisfying other's concerns. In obliging style, the administrators try to absorb conflict by minimizing differences with other parties. In obliging style, administrator is hesitant in expressing his ideas, beliefs and feelings. This style indicates low concern for self and high concern for others. This is also known as accommodating (Ghaffar & Khan, 2012).

Compromising style is conflict management style in which both parties give up some desired outcomes to reach the mutual solution of the problem. In compromising style each person wins some major issues and loses other. This style is used when both parties have equal power and the complex matters need to be temporarily settled (Farooqi, Arshad, Khan, & Ghaffar, 2016).

Dominating style is the use of power and aggressive behaviour to manage conflicts. The unwanted outcome of the situation may cause the use of dominating style of conflict management. It is used in emergency situation, in implementing unpopular decisions and in the failure of all other method. The effects of using dominating style are often destructive (Ghaffar & Khan, 2012).The dominating style may not manage the conflict but even some time escalates its intensity. This style has lack of respect for the rights and feelings of others.

The avoiding style is used when the administrator wants to refrain from the conflict. In such style, the administrator does not want to help anyone to achieve his goals or/and does not want to impose his own behavior. This style is used when the matter has no importance for the administrators. Researchers called it turtle style because turtle thinks that to refrain from the conflict is easier than to face it. Moreover, researchers called it passive style because the administrators want to remain away from the problems and try to hide the situation (Farooqi, Arshad, Khan, & Ghaffar, 2016).

Boucher (2013) conducted a study in South Carolina to identify conflict management style preferences of elementary principals and determine whether a relationship exists between conflict management preference and eight indicators of school climate. The study revealed that most (91 percent) of the principal prefer using integrating conflict management style. Moreover, the finding showed that no significant correlation was found to exist between principal conflict management style and school climate indicators. Another study was conducted by Alzahrani, (2013) to compare relationship between conflict management styles

and job satisfaction, organization commitment and propensity to leave the job among Saudi and American principals. The study revealed that there were no statistically significant differences in conflict management styles between Saudi and American principals. Furthermore, there were no significant correlations between any of the conflict management styles and job satisfaction, organizational commitment, and propensity to leave the job.

A study done in Turkey by Olcuma and Titrek (2015) examined effect of school administrators' decision-making styles on teachers' job satisfaction. The study revealed that teacher job satisfaction levels were predicted significantly by administrators' decision-making styles. Majority of administrators used rational decision-making style which positively affected job satisfaction and they rarely use avoidant decision-making style that was found to negatively affect job satisfaction. A similar study conducted in China by Chan and Huang (2010) the result showed that use of integrating conflict management style by managers increased subordinates' job satisfaction and minimized turnover intention. This was because by use of integrating the manager focuses on satisfying the need of both parties in conflict situation leading to build up of relationships based on trust and respect. When employees perceive they are being valued they reciprocate by displaying positive work attitudes including higher job satisfaction and lower turnover intention.

In Pakistan a study was conducted by (Farooqi, 2014) to compare conflict management styles used by head at public and private secondary schools. The result revealed that different styles are being used in both schools except

integrating style which was commonly used in both type of schools. However, domination style was used in public sector schools as compared to compromising style which was being used in private schools. In Egypt a study was conducted by Ahmed(2015) to examine the relationship between conflict management styles and job satisfaction. The study revealed that managers used different conflict management styles which all had significant effect on job satisfaction apart from avoidance style which had no significant effect on job satisfaction.

Awolowo (2013) conducted a study in Nigeria to investigate management of conflict in the secondary schools in Osun state. The study revealed that administration of secondary schools in the state was hampered by high rate of conflicts. Several types of conflicts were identified in the schools among which were conflicts between management and staff, between staff and students, between the communities and schools, and inter-personal conflicts. The reason for the increased number of conflict was because most of the school administrators were not knowledgeable in conflict management, therefore, they used trial and error approach. Moreover, absence of laid down procedures for conflict management in most schools contributed to the high rate of conflicts and industrial actions in the schools.

In Tanzania conflicts in schools are common, Haruni and Mafwimbo(2014) conducted a study to investigate influence of principal's leadership styles on job satisfaction. The study revealed that principals in best performing schools used democratic leadership styles which promotes high teacher's job satisfaction. In Kenya, research on management of conflict in secondary schools has also been

done. A study conducted by Lagat(2013) in Nandi County revealed that secondary schools experienced conflict over image perceptions, structural conflicts, political conflicts, interpersonal conflicts and conflicts over basic values. The study further revealed that the most commonly used conflict resolution were smoothing (playing down differences while emphasizing common interest between conflicting parties), avaidance, compromise and authoritative all in varying degrees. Another study conducted in Nandi by Kiboss and Jemiryott(2014) revealed that principals' leadership styles have a great impact on the working atmosphere in a school and consequently the teachers' job satisfaction.

According to the sub-county Director of Homa bay (Report, 2016) every day there are almost three cases of conflicts involving the head teacher and his or her teachers, individual teacher and another teacher, or a teacher and a student being reported.The situation escalated in most public secondary schools in 2015 to early 2017. The situation become worse in 2016 where about 16 schools were burnt (Homa bay-sub county office reports due to failure to resolve conflicts. There is need to investigate the conflict management style employed by head teachers and their influence on teachers job satisfaction in Homa Bay.

1.2 Statement of the Problem

Schools are learning environments which need peace and silent atmosphere as intended ideals. Conflicts are inevitable hence cannot miss where people are and coexist. Homa Bay Sub County has been noted to be having high levels of conflicts in the public secondary schools. Despite the government efforts to curb this menace by training, guiding and counseling teachers, establishing a

department of guidance and counseling, accepting pastoral and chaplaincy services in schools, training school heads in conflict management styles organized in workshops by a department of Basic Education in MOEST, 2 year training programme offered by KEMI for heads and deputies, and among others on curriculum changes by KICD.

In 2010, a seminar was organized and conducted by the government countrywide covering the need to use human relationship to reduce conflicts in schools and the society, TSC officials at the zonal and school level for teachers and head teachers have also tried to resolve conflicts. Consequently, a code of conduct and regulations for teachers and code of ethics have also been put in place. Conflict has continued to be an elusive matter in our schools, organizations and the society in general. Failure to resolve conflicts affects performance of duty by teachers and may in most cases result to poor working relationships among the various players in the school.

The conflict involves head teachers, teachers, students, support staff. Wherever conflicts occur in schools, the officer held accountable and responsible is the headteacher. With all these conflicts in school, it has emanated into strikes, demonstrations, lock outs, destructions and burning of properties such as laboratories, classes, libraries, instructional materials, poor communication and personal differences among others. The conflicts have resulted to job dissatisfaction among teachers in the sub-county. This study therefore sought to investigate the various conflict management styles employed by administrators of public secondary schools and there resultant effects on teachers' job satisfaction in Homa Bay sub- county, Kenya.

1.3 Purpose of the Study

The purpose of this study is to investigate the conflict management styles employed by the head teachers and the influence on teachers' job satisfaction in public secondary schools in Homa Bay Sub- County, Kenya.

1.4 Objectives of the Study

The study is guided by the following objectives;

i.   To examine how integration conflict management style used by head teachers affect teachers' job satisfaction in public secondary schools in Homa Bay Sub- County, Kenya.

ii.   To examine how obliging conflict management style used by head teachers influence job satisfaction in public secondary schools in Homa Bay sub- county, Kenya.

iii. To determine the extent to which domination conflict management style used by head teachers influence teachers' job satisfaction in public secondary schools in Homa bay Sub –County.

iv.   To determine the extent to which the use of avoidance conflict management style used by head teachers affect teachers' job satisfaction in public secondary schools in Homa bay Sub-County, Kenya.

v.   To assess how the use of compromising conflict management style affect teachers' job satisfaction in public secondary schools in Homa Bay Sub –county, Kenya.

1.5 Research questions

The study is guided by the following research questions;

i.   What way does integration conflict management style used by head teachers affect teachers' job satisfaction in public in secondary schools in Homa Bay Sub-County?

ii.   To what extent does obliging conflict management style used by head teachers influence teachers' job satisfaction in public secondary schools in Homa Bay Sub- County, Kenya?

iii.   How does domination conflict management style used by head teachers influence teachers' job satisfaction in Homa Bay Sub- County?

iv.   What is the effect of avoidance conflict management style used by head teachers affect teachers' job satisfaction among teachers in public secondary schools in Homa Bay Sub- County?

v.   In what ways does the use of compromising conflict management style by head teachers influence teachers' job satisfaction in public secondary schools in Homa Bay Sub- County?

1.6 Significance of the Study

The findings of this study is valuable to the administrators of both public and private secondary schools in Kenya by using identified conflict management styles to enhance good relationships in the school. The findings are handy to the stakeholders to present their grievances to the respective administrators within the school in a more objective manner. The findings are also of great importance to the management of various organizations on conflict resolution styles while dealing with their human resource personnel and other workers.

The findings from this study may also assist educationist, policy makers and education administrators in developing effective strategies of resolving conflicts in educational institutions. The findings may help the MOEST to understand the

underlying factors behind conflicts in schools and mechanism of conflict resolutions. The findings may be of great benefit to KUPPET, KNUT in handling conflicts in learning institutions and conflicts affecting teachers in their various work stations.

1.7 Limitations of the Study

The availability of the respondents was a limitation because of their duties. To overcome the challenge, the researcher made a pre-visit to the school to book appointments. The use of self-reporting questionnaire was limitation. However, where there was difficulty in responding the researcher clarified the details. Some of the responses were sensitive to be revealed by the respondents. Therefore, they were encouraged to be honest since identities were confidential no one was to be victimized. The researcher assured the target respondents that the study is strictly for academic purposes. This study was done in Homa Bay; therefore it may not give a true picture of the situation in other counties, which do not have circumstances similar to Homa Bay sub-county hence can be generalized with caution.

1.8 Delimitation of the Study

The study was confined to public secondary schools in Homa Bay Sub County. The study focused on the influence of conflict management styles employed by principals and the influence on teachers' job satisfaction. The respondents were teachers and head teachers of secondary schools within Homa bay Sub County.

1.9 Basic Assumption of the Study

    i.   It is assumed that the respondents were to cooperate and give reliable data as well as being honest and sincere to the researcher.

ii.   It is was assumed that the teachers, heads of departments, deputy principals and principals have role to play in managing conflicts using different conflict management styles.

iii.   It is was assumed that conflict management style is an important issue to educators.

1.10 Definition of Significant Terms of the Study.

Avoidance style- here head teachers have   low concern for   themselves and for others.

Conflict- this refers to a disagreement or being in opposition or hostility which can degenerate to violence or resistance to a given institution.

Conflict management styles- it refers to handling conflicts effectively through making wise decisions and finding possible solutions or alternatives to problems at hand or in a school

Compromising style – here head teachers have only an intermediate concern for themselves and for others and they try to get a solution that can be partially satisfactory for both parties in a school.

Dominating style – head teachers seeks to increase their own interest and minimize the others benefit by using power or forceful actions in a secondary school.

Job dissatisfaction- this is a combination of psychological, physiological and environmental factors that are not pleasing to the individual worker preventing him/her to render his services fully to the organization or institution.

Job satisfaction- this refers to the attitude or feeling of being able to meet your demands or needs as a teacher in the work place and in the profession trained for.

Influence- the exercise of power or capacity by head teachers that have an effect on teachers as they perform their duties and solving of issues in a public secondary school

Integrating style- it is where a head teacher has got high concern for self and for others in a public school.

Obliging style- involves low concern for self and high concern for others

Style- refers to a unique way of doing something used by the head teachers and teaching staff in a public secondary school.

1.11 Organization of the Study

The study is organized into five chapters. The first chapter covers background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, and definition of significant terms and organization of the study. The second chapter is the review of related literature. Some of the subthemes drawn from objectives include; concept of conflict, Influence of integrating, obliging, dominating, avoidance and compromising conflict management style on job satisfaction. The chapter end with the summary of literature review, theoretical framework and conceptual framework. The third chapter is the research methodology which covers research design, target population, sample size, and sampling procedures, research instruments for data collection, validity and reliability of the instrument, data collection procedures, data analysis techniques and ethical consideration. Chapter four covers data analysis, presentation and interpretation.

Lastly chapter five comprises summary, conclusion, recommendations and suggestion for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The section starts with a critical review of empirical literature related to the research objectives. The review concludes with a summary of the gaps of knowledge that the study intends to fill. Finally a theory related to the conflict management Styles and job satisfaction and conceptual framework linking the independent variables and dependent variables.

2.2 The Concept of Conflict

Conflict can be defined as a disagreement between two or more people or between two or more choices (Mbithe, 2013). Ahmed (2015) defines conflict as a sharp disagreement or opposition of interest or ideas. According to Chan and Huang, (2010) conflict is the interaction of the interdependent people who perceives incompatibility and possibility of interference from others as a result of incompatibility. This incompatibility from others may prompt interference from others desires, goals, personal comforts or communication preferences. Conflict is inevitable in any organization such as a school which brings different people with different goals, desires and cultural backgrounds. Conflict thus permeate from all sorts of life but the real issue that faces each and every organization, individual or groups is how to solve it.

2.3 Influence of Integrating Conflict Management Style on Job Satisfaction

Integrating style also known as problem solving style it is when one has high concern for self and others. It is used on behalf of both parties to settle their conflicts mutually and address each other's concerns. Integrating style resolve the

conflict when both parties are reasonably satisfied and support the solution. When the individual is not able to solve an intricate problem, he may collaborate with other parties to create operative solutions, and alternatives. Integrating style yields positive outcomes for both parties involved in conflicts. This style is most appropriate when issues are complex and is most useful in dealing with strategic issues relating to objectives, policies and long range planning. The integrating style is widely appreciated because both sides have win-win situation.

According to Farooqi (2014) integrating style is usually associated with many positive organizational outcomes productivity, job satisfaction, job performance, and effectiveness. A study by Johnson (2010) found that integrating strategy had a strong association with job satisfaction and job performance. Integrating provides openness and collaboration and allows all parties to share information about their concerns about the problem.

2.4 Influence of Obliging Conflict Management Style on Job Satisfaction

An obliging style involves low concern for self and high concern for others. This style is associated with an attempt to diminish differences and emphasize commonalities for the purpose of satisfying the needs of the other party. This style has been found to be used by an individual believing that he/she may be wrong and that the issue in question is much more important than the other person's involvement. It can be used as a strategy when an individual is willing to make a concession with the hope of getting something in return. This style is associated with an endeavor to play down the differences and emphasizing harmony to satisfy the concern of the other party. There is an element of self-sacrifice in this

style. It may take the form of selfless generosity, charity or obedience to another party's order. An obliging person neglects his/her own concern to satisfy the concern of the other party. Such an individual is like a conflict absorber (Rahim, 2012).

The obliging style is used when relations are more important than issues and encouragement is needed to staff. The strategies which are used in obliging styles are to make excuses, to be silent, soft language, reluctant in voice and follow the ideas of opponent party (Johnson, 2005). Research by Akuffo (2015) showed that obliging management style is positively related to job satisfaction.

2.5 Influence of Dominating Conflict Management Style on Job Satisfaction
Individuals who use dominating style usually seek to increase their own interest and minimize the others benefit by using power or forceful actions. This style is appropriate when the issues involved in a conflict are important to the party or when an unfavorable decision by the other party may be harmful to this party (Rahim, 2012). Farooqi, et al,. (2016) stated that dominating style is applied when managers want to achieve their goals without caring of others and to satisfy one's own concerns and gaining power. It is the most confrontational style because of manager's self-interest. In this style, the manager uses forceful tactics to win its drives and is not ready to move from his initial stand. Dominating style focuses only on winning goals and defeating opponents.

Rahim (2012) asserts that this mode can be suitable when a manager deals with daily and repetitive decisions, or when the subordinate is competitive. However, it is not suitable when the problem is composite, or people have the same power, or

when the issue is central to the individuals involved in conflict situations. Collectivists tend to avoid conflicts to maintain coherence with other members while individualists incline to employ more confrontational approaches. Alzahrani, (2013) contends that this style is most appropriate when the conflict matter is trivial and prompt decision is required and is suitable when unpopular courses of action must be implemented.

Since the dominating style is characterized by an individual's high concern for self and low concern for the other party, its use is generally unethical because it ignores the needs of others. This unethical behavior may affect the organizational ethical climate and create critical problems leading to job dissatisfaction.

2.6 Influence of Avoidance Conflict Management Style on Job Satisfaction

Individuals who have a low concern for themselves and for others adopt avoiding style (Rahim, 2012). Avoiders ignore the problem and do not attempt to understand and handle conflicts at all. The avoiding style is used when the situation can be ignored and is assumed that conflict may be resolved without personal involvement. The manager remains neutral which often offends both parties. However, sometimes, it can be useful in cooling of the situation and averting from trivial matter. Moreover, it is useful style in securing long term solution to the problems (Ghaffar & Khan, 2012).

Rahim (2002) asserts that this style can be employed when the negative consequences of conflict overweight the advantages of solving the issue. It can also be used to handle issues that are not important, or if an individual desires to create a space of time to feel easy about the situation. This style is inappropriate

when the issues are important to a party, when a person is in charge of making decisions, or when a swift action is required to deal with a situation. According to Farooqi, et al. (2016) the administrators who use avoiding style neither satisfies themselves nor to the other party. Research by Olcuma and Titrek (2015) found that avoidant decision-making style affect job satisfaction negatively and increases staff turnover intentions.

2.7 Influence of Compromising Conflict Management Style on Job Satisfaction

Individuals who have only an intermediate concern for themselves and others use compromising style (Rahim, 2012). The conflicting parties seek to settle the disagreement by reaching a middle ground and get a solution that can be partially satisfactory for both parties. It is all about to maintain harmonious relationship as compared to achieve personal goals. In this style, one party respects the wishes of other party or both parties are in giving in or giving up situation. The compromising style is generally characterized as dividing resources in some equitable fashion without pursuing alternative solutions that may meet each party's interests more satisfactorily.

This style can be used when consensus cannot be reached, the parties need a temporary solution to a complex problem, or other styles have been used and found to be ineffective in dealing with issues effectively (Rahim, 2012). This style is suitable when both parties have important goals to achieve. According to Rahim (2012), compromising style may be effectively used to handle the strategic and complex issues. In compromising style, the parties negotiate the strategically

important point and let go the insignificant point. In few words, compromising style may be effective in handling immediate conflict but the vital issues should not be sacrificed on the name of compromise. Research has shown compromising style to be positively related to job satisfaction (Akuffo, 2015).

2.8 Summary and Research Gap of the Literature Review

Conflict in an education setting is an unavoidable, therefore, it is the duty of the head teachers and other administrators to use effective conflict resolution methods. Reviewed literature shows that failure to solve conflict properly can lead to decrease in job satisfaction and higher staff turnover resulting to poor academic performance. However, studies reviewed were done long time (Bishay, 2008; Chan & Huang, 2010), therefore a need for a fresh outlook due to social turbulence and social dynamics in society.

The reviewed literature has identified various conflict management styles employed by school head teachers. These are, integrating style where an individual has high concern for self and other (Farooqi, 2014), obliging where an individual has low concern for self and high concern for others (Johnson, 2005), dominating where one party has high concern for themselves and low concern for the other party (Rahim, 2012), avoidance where one party has low concern for themselves and for others (Ghaffar & Khan, 2012), and finally compromising where an individuals have only an intermediate concern for themselves and others (Rahim, 2012). However, such studies investigating conflict management style used by head teacher in secondary schools in Homa Bay are non-existent

therefore, a need to carry a research to compare findings with what is already documented.

The reviewed literature shows that dominating and avoidance conflict management styles have a negative effect on job satisfaction, while integrating, obliging and compromising conflict management styles have a positive effect on job satisfaction (Ahmed, 2015; Akuffo, 2015). The studies reviewed linking conflict management style with job satisfaction were all carried outside Kenya, there was none that was carried in Homa Bay sub-county investigating influence of head teacher conflict management styles on job satisfaction, a contextual gap that need to be filled.

2.9 Theoretical Framework

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

Both Hygiene Factors and Motivators are important but in different ways. Applying this concept in the study the way head teachers manages conflict using various styles in a school can either increase conflict or decrease teacher

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motivation and capabilities. This is the core effort of making schools more effective in terms of administration and management. Consequently highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. The environment in which people work has tremendous effect on their level of job satisfaction and pride in themselves and the work they are doing. Teachers may have high levels of job satisfaction if the head teachers of secondary schools are able to employ effective conflict management styles.

2.10 Conceptual Framework

According to Kombo and Tromp (2006), a conceptual framework explains the possible connection between the variables that is the independent variables and dependent variables. Figure 2.1 depict the diagrammatic link between the independent variables and dependent variable.

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┌─────────────────────┐
│ Integrating         │
│ - High concern for  │
│   self and others   │───────┐
│ - Integration of    │       │
│   ideas in solving  │       │
│   conflict          │       │
└─────────────────────┘       │
                              │
┌─────────────────────┐       │
│ Obliging            │       │
│ - Self- sacrifice   │       │
│   element           │───────┤
│ - Ignore self-      │       │
│   interest          │       │
└─────────────────────┘       │
                              │      ┌──────────────┐      ┌──────────────┐
┌─────────────────────┐       │      │ Management of│      │ Teachers' job│
│ Dominating          │       │      │ conflict     │      │ satisfaction │
│ - High concern for  │       │      │ within the   │      │ - Staff      │
│   self              │       ├─────▶│ school       │─────▶│   turnover   │
│ - focuses on winning│       │      │              │      │ - Academic   │
│   goals and         │       │      │ - Strategies │      │   performance│
│   defeating others  │       │      │   adopted by │      │ - Absenteeism│
│ - Aggressive        │       │      │   head       │      │ - Request for│
└─────────────────────┘       │      │   teacher of │      │   transfer to│
                              │      │   secondary  │      │   other      │
┌─────────────────────┐       │      │   school to  │      │   schools    │
│ Avoidance           │       │      │   solve      │      └──────────────┘
│ - Low concern for   │       │      │   conflict.  │
│   self and others   │───────┤      └──────────────┘
│ - Ignore the problem│       │
│ - Refrain from      │       │
│   conflict          │       │
└─────────────────────┘       │

┌─────────────────────┐       │
│ Compromising        │       │
│ - propose a middle  │       │
│   ground            │───────┘
│ - Reach middle      │
│   ground partially  │
│   satisfying        │
│   solution          │
└─────────────────────┘
```

Figure 2.1: Head teachers Conflict Management Styles on Teachers' Job

Satisfaction

The figure 2.1 shows the different conflict management styles employed by head teachers in their schools. The conflict management style such as integrating, obliging, dominating, avoidance and compromising used by the head teachers of secondary schools are the independent variables of the current study. These conflict management styles come to play in the school set-up as the administrators interact with the teachers and students in the day to day teaching and learning activities and administration of the school. When the management use either one or combination of the more than two conflict management styles to solve conflict in the school, they will ultimately have an effect on the teachers' job satisfaction, which is the dependent variable of the current study. Teachers will either be satisfied or dissatisfied. Teachers with high job satisfaction will have low turnover, will work to improve the school academic performance and will always be present in school. While teachers with low job satisfaction will exhibit high rate of turnover, absenteeism will be common and they will frequently ask for transfer to other school leading to poor academic performance of the school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research Design

The study adopted a descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals used when collecting information about people's attitudes, opinions, and habits on a variety of educational or social issues (Orodho, 2009). Descriptive survey method is prefered because the researcher intends to describe specific characteristics of a group of persons, objects or institutions to produce statistical information on Influence of Head teachers' Conflict Management styles on Teachers' Job Satisfaction in Public Secondary schools in Homa Bay Sub-County, Kenya.

3.3 Target Population

Target population represents the total number of units for which the study is designed to be carried out. Based on data from the Homa bay Sub-county Directorate of Education Office, by December 2016 there were 32 public secondary schools with 32 head teachers and 368 teachers.

3.4 Sample Size and Sampling Procedure

Sampling entails selecting a given number of respondents from a defined population. While a Sample is part of the entire population selected for study to

obtain information on the whole set of human respondents from the population (Kothari, 2006). According to Mugenda and Mugenda (2003) a sample size of 30% is adequate for a small population of less than 100,000 individuals. Where the population is very small, all individuals can be included using census method. Two schools were not used for the maon study since they participated in the pilot study as proposed by Mugenda and Mugenda (2003). Table 3.1 below shows the sample size.

Table 3.1 Sampling frame

Category	Total Population	Percentage (%)	Sample size
Schools	32	100	30
Head Teachers	32	100	30
Teachers	368	30	111

Source: Author

Teachers were be selected using simple random sampling procedure from each school. Teachers were assigned random numbers which gave each teacher an equal opportunity to be included in the study. All the head teachers were be sampled using census method.

3.5 Research Instruments.

The researcher utilized questionnaire to collect data. There were questionnaire for teachers and for the head teachers. Mugenda and Mugenda (2003) contend that questionnaires are commonly used to obtain important information because they can be developed to address a specific objective. The questionnaire covered items from the research objectives.

3.5.1 Validity of the Instruments

Validity is the degree to which results obtained from an analysis of data actually represent the phenomenon under investigation (Orodho 2009). This study evaluated content validity to verify whether the content of the questionnaires is appropriate and relevant to the study objectives. This study sought expert judgment from the two supervisors who independently reviewed the relevance of each item in the research instrument (Mugenda & Mugenda, 2003). Instruments were piloted in two schools in Homa Bay Sub-County that were not included in the sample to be studied. Outcomes of the pilot study were used to modify items in order to eliminate ambiguous items and include any indicators of the variables omitted.

3.5.2 Reliability of the Instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. In this study test-retest technique was used to assess the reliability of the research instruments. The same instruments were administered to the same respondents twice with one week interval to test the reliability of the instruments. This was done in two schools (1%) for the pilot study. The Pearson-product moment correlation coefficient (r) was calculated to determine the reliability.

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

Where n= number of pairs of scores $\qquad$ $\sum y$ = sum of y scores
$\sum xy$ = sum of the products of paired scores $\quad \sum x^2$ = sum of squared x scores
$\sum x$ =sum of x scores $\qquad$ $\sum y^2$ = sum of squared y scores

Best and Kahn (2001), point out that a coefficient of 0.70 or more indicates high reliability of the instrument. For all the instruments, a co-efficient of 0.7 were used in this study.

3.6 Data Collection Procedures

After successful defense and approval of the proposal, the researcher was issued with an introduction letter from University of Nairobi to seek a research permit from National Commission for Science Technology and Innovation (NACOSTI). The researcher visited the Homa Bay sub- county Education Office to present the research permit and obtain consent to carryout research in the sub-county. The researcher thereafter visited the schools to book appointment for data collection. On agreed date the researcher delivered the questionnaires, allowed the sampled respondents to fill them and collected them in person.

3.7 Data Analysis Techniques

According to Orodho (2009) data analysis involves searching and arranging of data collected from the study in groups or classes on the basis of common characteristics. Quantitative data was coded and keyed into the Statistical Package for Social Scientist (SPSS) computer software. It was analyzed using descriptive statistics such as frequencies, percentages and means and reported using tables, frequency polygons bar graphs and pie-charts. Themes derived from the objectives were used to analyze qualitative data. Qualitative data was reported in form of narrations.

3.8 Ethical Considerations

The researcher was issued with a letter from the University of Nairobi to obtain a permit prior to data collection. Thereafter, the researcher visited the schools to book appointments. On the data collection day the researcher explained the

purpose of the study to the respondents. Participation in the study was voluntary and respondents were allowed to opt out of the study even after initial participation. Those who accepted to participate in this study were assured of confidentiality. No identifying information such as the name of the school or respondent was required.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation of findings.

The data presented in this chapter were processed using Statistical Package for

Social Sciences (SPSS). All themes discussing the same research questions were

presented and analyzed together. The items focusing on a particular theme were

presented together guided by the following objectives;

i. To examine how integration conflict management style used by head teachers affect teachers' job satisfaction in public secondary schools in Homa Bay Sub- County, Kenya.

ii. To examine how obliging conflict management style used by head teachers influence job satisfaction in public secondary schools in Homa Bay sub- county, Kenya.

iii. To determine the extent to which domination conflict management style used by head teachers influence teachers' job satisfaction in public secondary schools in Homa bay Sub –County.

iv. To determine the extent to which the use of avoidance conflict management style used by head teachers affect teachers' job satisfaction in public secondary schools in Homa bay Sub-County, Kenya.

v. To assess how the use of compromising conflict management style affect teachers' job satisfaction in public secondary schools in Homa Bay Sub –county, Kenya.

4.2 Response Rate

In analyzing the research it was important to understand what response rate of the research was. Response rate is one of the most important indicator of survey quality because it shows the demographic representativeness within the range examined. The researcher administerd 196 questionnaires to head teachers and teachers. The response rate is summarised in Table 4.1

The findings in Table 4.1 show that 96.93 percent of selected respondents participated in this study. Lynn, Roel and Beerten, Johanna and Martin (2010) content that when 50 percent of sampled target population participates in a study, it's a satisfactorate representation. On the same note Prewitt (2010) add that for a small random sample it's preferable to get a high response rate (80% or higher) rather than a low response rate from a larger pool of potential respondents.Therefore, the response rate in this study was a sufficient representation of the target population that can be reliable for data analysis.

Table 4.1 Response Rate

Category	Sample	Response	Percentage response rate
Head teachers	30	30	100.0
Teachers	164	160	97.56
Total	196	190	96.93

4.3 Demographic data of the Respondents

The head teachers and teachers were asked to their age, gender and academic qualification.

4.3.1 respondents' gender

It was important to find out the gender of the respondent. The opinions of the respondents would require finding out the gender of the respondents in order to

ascertain whether the gender was too heavy on one side or not. The finding of the gender of the teachers who participated in this study are presented in the figure 4.1.
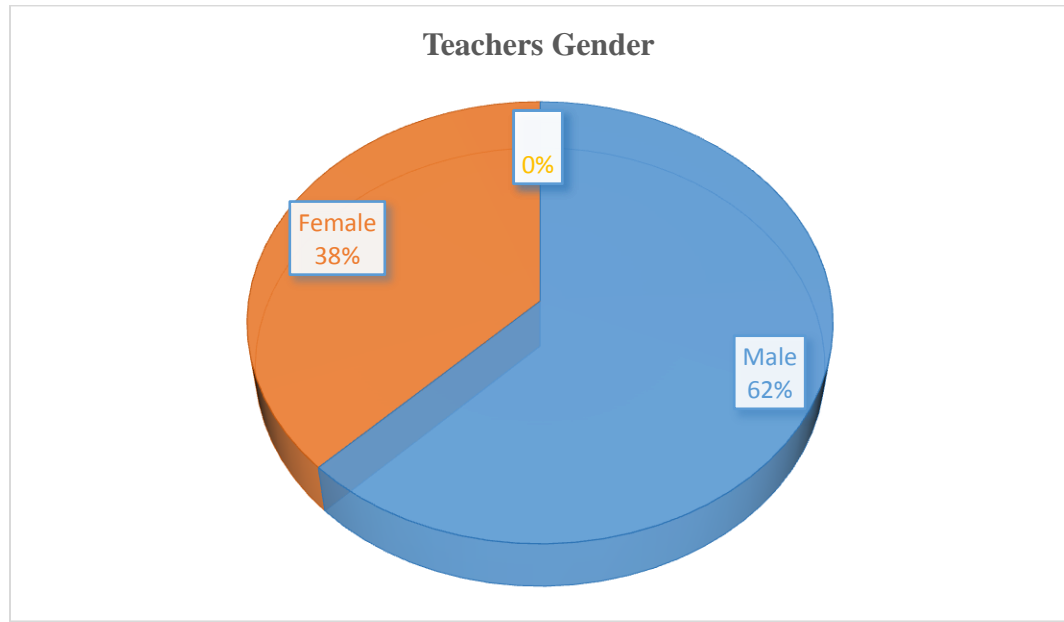
Figure 4.1 Teachers Gender

The finding in Figure 4.1 shows that majority 62 percent male teachers and 38 percent of female teachers participated in this study. The gender of the head teachers who participated in the study is summarized in Figure 4.2

Head Teachers Gender

Female 20%

0%

Male 80%
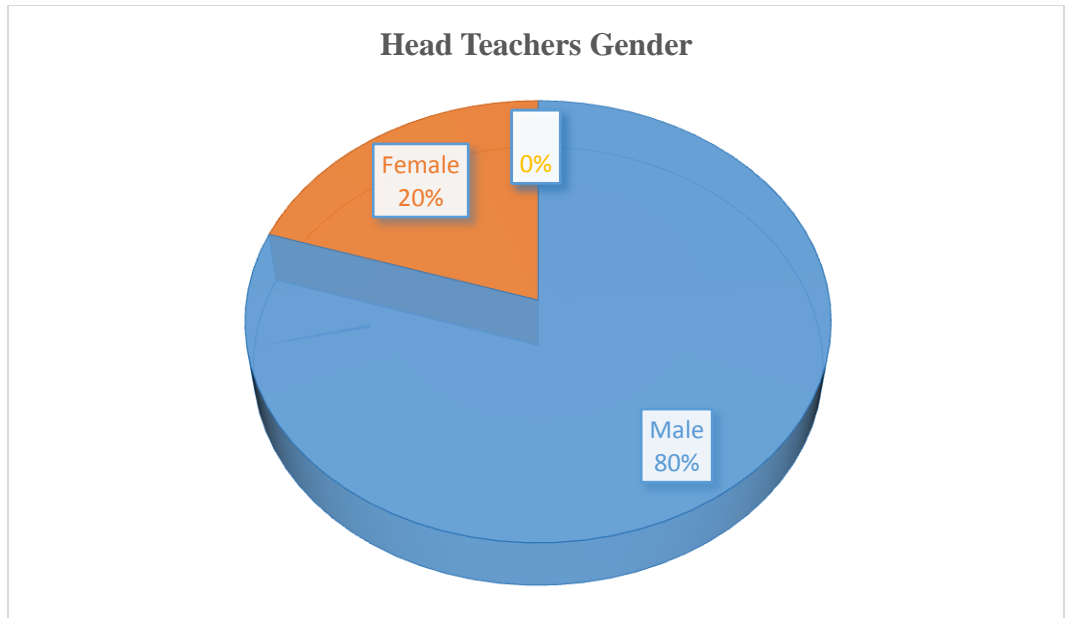
Figure 4.2 Head Teacher Gender

Figure 4.2 shows that majority 80 percent male head teachers and 20 percent female head teachers participated in this study. This is an indication of gender inbalance in the number of respondent who participated in this study. The reason for gender gap is because there were many boys schools in the area of study. The inclusion of gender data was important because it helped to reflect the way respondents contributed ideas to the study. Being a male or a female had significant influence in the way they responded and this helped the researcher to analyze the data more objectively.

4.3.2 Respondents' Age

It was important to find out the age of the respondents. Age of the respondents would easily tell how experienced in general life issues that a respondent was. How well equipped they were to respond to certain level of issues that would

require experience beyond work and academics. The Table 4.2 shows age of teachers in this study.

Table 4.2 Distribution of Teachers by Age

	Age bracket	Frequency	Percent	
Valid	Below 20 Years	4	2.3	
	20-30 Years	71	44.3	
	31-40 Years	60	37.5	
	41-50 Years	14	9.1	
	Over 50 Years	4	2.3	
	Total	153	95.5	
Missing	7	7	4.5	
Total		**160**	**100.0**	

The table 4.3 shows age of head teachers who took part in this study.

Table 4.3 Distribution of Head Teachers by Age

	Age bracket	Frequency	Percent
Valid	31-40 Years	2	6.7
	41-50 Years	22	73.3
	Over 50 Years	6	20.0
	Total	**30**	**100.0**

The finding on table 4.2 shows that majority, 73.3 percent of teachers are of age between 41 and 50 years. However, there are still younger and older teachers teaching in Homa Bay an indication that there is a wide range of age differences of the teachers. The result on table 4.3 shows that 7 percent were of age 31-40, 73 percent 41-50 and 20 percent over 50 years. This is due to the fact that one must

have taught for some years as a teacher to be promoted to become a head teacher. Therefore, that the reason why none was below 30 years and majority had 40 years and above.

4.3.3 Respondents' Academic Qualification

The study sought to find out academic qualifications of the teachers and head teachers. Figure 4.3 shows the academic qualifications of the respondents under study.
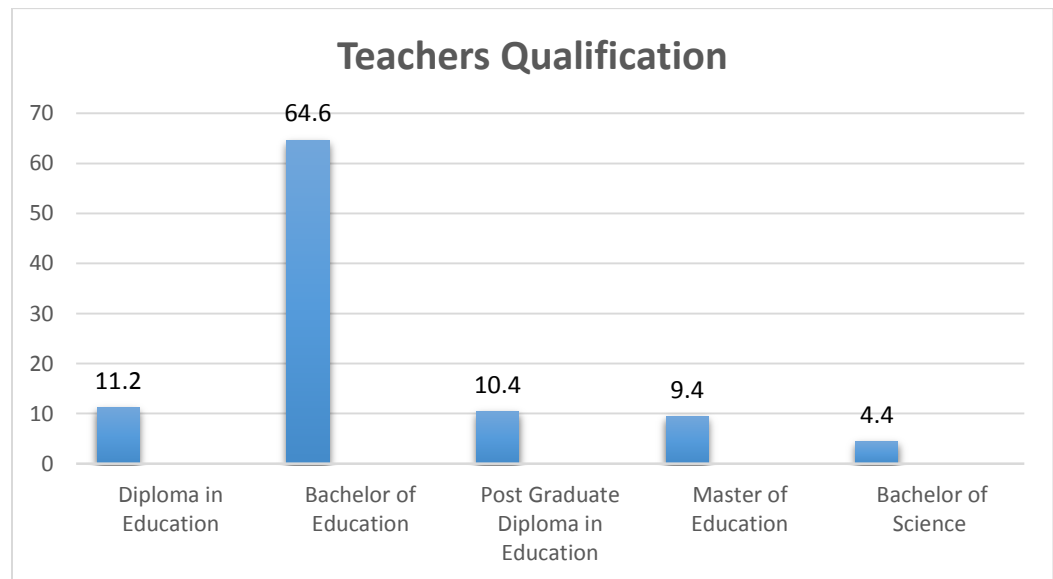
Figure 4.3 Teacher Qualification

The finding in figure 4.3 shows that 18 teachers (11.2%) of teachers have a diploma in education, 104 teachers (64.6%) bachelor of education, 16 teachers (10.4%) Post Graduate Diploma in Education, 15 teachers (9.4%) masters of education and 8 teachers (4.4%) bachelor of science. This suggests that all teachers have a professional qualification to teach their respective subjects. This is important according to Bessoondyal (2005) because, the teacher who has both the breadth and depth of his or her understanding of a certain subject will be better

prepared to teach in a manner which is accurate, interesting and helpful to every student.
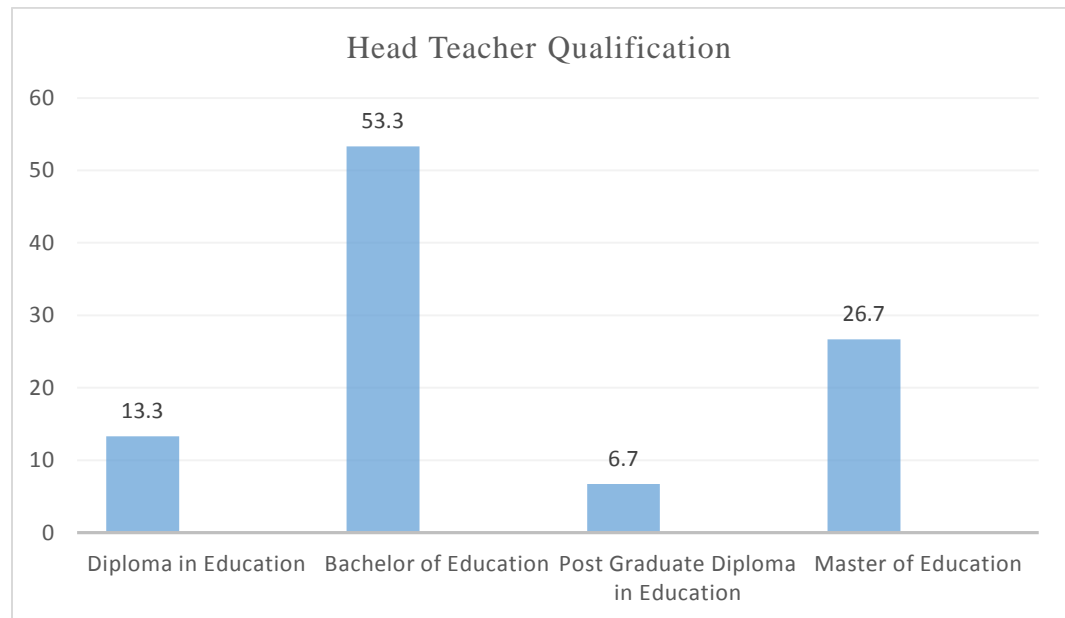
Figure 4.4 Head Teacher Qualification

The findings in Figure 4.4 shows 4 head teacher (13.3 %) had a diploma in education, most of the head teachers (53.3%) had a bachelor degree in education, 2 head teacher (6.7) had a post graduate diploma in education and 8 head teachers (26.7%) had a master of education qualification. This is an indication that all head teachers have a professional background in education and therefore capable of dealing with education issues that may arise at a school. Moreover, having an education background qualification is important in solving conflict that occur in an education institution.

4.3.4 Teaching Experience of the Respondents

Teachers and head teachers were asked about the years they had served. Figure 4.5 shows the experience of the teachers and headteachers that participated in this study.

Teacher's Experience
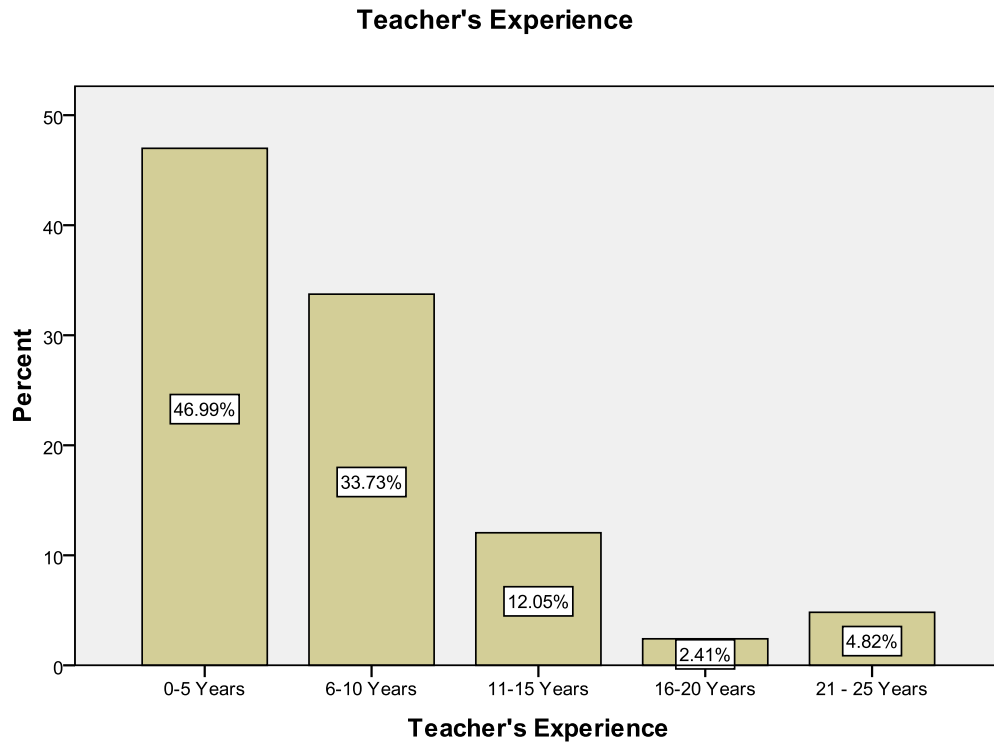
Figure 4.5 Teacher's Experience

The finding in figure 4.5 shows that teachers have acquired necessary experience in teaching secondary schools. Most of them have 0 to 5 years, followed 5 to 10 years of teaching experience. Majority have little experience (below 5 years) implying that they do not have adequate experience in handling conflicts.
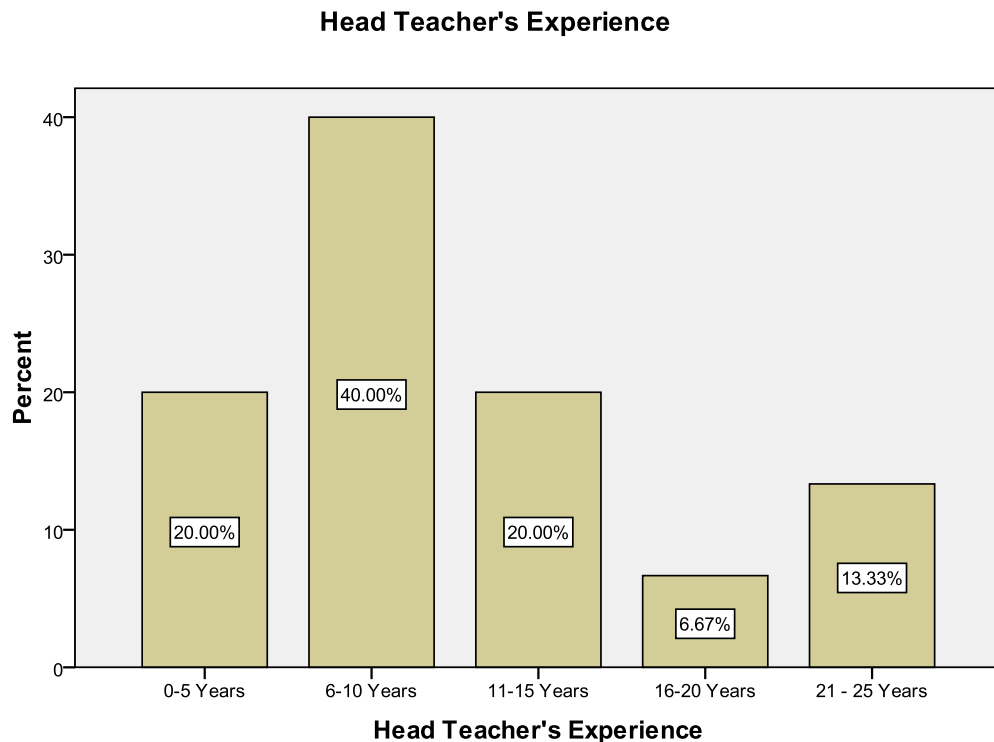
Figure 4.6 Head Teacher Experience

The findings in figure 4.6 shows that majority of the head teachers 6 to 10 years (40%) have acquired necessary experience in teaching secondary schools. It is important especially for head teachers to be experienced in conflict management in order to be better placed to resolve conflicts that occur in an educational set up.

4.4 Integration Conflict Management Style and job satisfaction

The study sought to find out whether head teacher use integration conflict management style in solving disputes in their school. This was evaluated based on questions in section B of teachers and head teacher's questionnaires. The items on the questionnaire were based on a 5 Likert scale where 1= strongly Agree 2= Agree 3= Uncertain 4= Disagree 5= Strongly Disagree. The table 4.4 present the mean of result of the finding as per the participants' responses.

Table 4.4 Teachers Responses on Integrating Conflict Management Style

No.	The head teacher	Mean
i.	Tries to investigate an issue with others to find a solution acceptable to us.	2.32
ii.	Integrates his/her ideas with those of others teachers to come up with a decision jointly.	2.68
iii.	Tries to work with teachers to find a solution to a problem which satisfy our expectation.	2.61
iv.	Usually exchange accurate information with others to solve a problem together.	2.53
v.	Tries to bring everyone concerns in the open so that the issues can be resolved in the best possible way.	2.67
vi.	Collaborate with others teachers to come up with decision acceptable to all.	2.56
vii.	Is always willing to listen to other's opinion, but he also gives his opinion.	2.38
viii.	Tries to see conflicts on both side	2.67
ix.	Usually presents his views and invites others to do the same.	2.64
x.	Gathers as much information as he can whenever there is a disagreement in order to keep the lines of communication open.	2.55
	Overall Mean	**2.56**

Key for Means Integrating Management Style

0-2.25 – Majority (65% and above) use the conflict style evaluated

2.26- 2.75 – Average (50%) use the conflict style evaluated

2.76- 5 – Few (less than 45%) use the conflict style evaluated

The finding on table 4.4 shows that majority of the teachers were of the view that head teachers use integrating conflict management style. This is evidenced by means of the teachers' responses that evaluated use of integrating conflict management style. The highest mean is 2.68 for the response "the head teacher integrates his/her ideas with those of others teachers to come up with a decision jointly". While lowest is 2.32 out of 5 for the statement "the head teacher tries to investigate an issue with others to find a solution acceptable to us". The overall mean was 2.56 which is average use of the integrating conflict management style being examined. This means that teachers rated use of integrating conflict management style by head teacher in their schools averagely used.

Table 4.5 Head Teachers Responses on Integrating Conflict Management Style

No.	As the head teacher	Mean
i.	I try to investigate an issue with others to find a solution acceptable to us.	1.67
ii.	I try to integrate my ideas with those of others to come up with a decision jointly.	1.87
iii.	I try to work with others to find a solution to a problem which satisfy our expectation.	1.86
iv.	I exchange accurate information with others to solve a problem together.	1.73
v.	During conflict I try to bring everyone's concerns in the open so that the issues can be resolved in the best possible way.	1.80
vi.	I collaborate with others to come up with decision acceptable to us.	1.87
vii.	I am always willing to listen to other's opinion, but I also want to give them mine.	1.80
viii.	I try to see conflicts from both sides. What do I need? What does the other person need? What are the issues involved?	1.73
ix.	When there is a conflict I make a point of presenting my view and I invite others to do the same	1.93
x.	When there is a disagreement, I gather as much information as I can to keep the lines of communication open	1.80
	Overall mean	**1.81**

The findings from the head teachers in table 4.5 rating their conflict management style reveal that most use integrating style. This is because of the low mean for their responses. The highest mean was for the response "I try to investigate an issue with others to find a solution acceptable to us", which was 1.67. While the lowest mean was for the statement "When there is a conflict I make a point of presenting my view and I invite others to do the same", which was 1.93 and the overall mean was 1.81. A lower mean is an indication that majority of the participants agree with the statement measuring use of conflicting management style being examined. While a higher mean is an indication that majority of the participants disagree with the statement measuring the use of the conflict management style being examined. The result is in agreement with a study conducted by Boucher (2013) that a mean of 4.8 out of 5 of the head teacher use integrating conflict management style.

The reason why head teacher prefer to use integrating conflicts management style is because the style yields positive outcomes for both parties involved in conflicts. In support of this Ghaffar and Khan (2012) argue that the integrating style is widely appreciated because both sides have win-win situation. In addition, Farooqi (2014) contends that integrating style is associated with many positive organizational outcomes, productivity, job satisfaction, job performance and effectiveness. Therefore, it is an appropriate conflict management style to use in a school.

The conflict management style has high positive (0.54) relationship between the independent variable (integrating style) and the dependent variable (job

satisfaction). The statements used to measure the conflict management style recorded a low meaning most of the teachers agree with the statements. It is associated with many positive outcomes such as low staff turnover, high performance and low rate of teacher transfer.

4.5 Obliging Conflict Management Style and Job Satisfaction

The study sought to find out whether head teacher use obliging conflict management style in solving disputes in their school. This was evaluated based on questions in section C of teachers and head teacher's questionnaires. The items on the questionnaire were based on a 5 Likert scale where 1= strongly Agree 2= Agree 3= Uncertain 4= Disagree 5= Strongly Disagree Score. Table 4.6 presents mean for teachers responses on obliging conflict management style.

Table 4.6 Teachers' Responses on Obliging Conflict Management Style

No.	The Head Teacher	Mean
i.	Does not like to rock the boat so he cooperate with others and accept instructions easily.	3.03
ii.	Usually cooperate with anyone he/she thinks has a good idea	2.40
iii.	Believes in getting along with others than winning an argument	2.98
iv.	Likes to ask others for their opinions and tries to find ways to cooperate with others	2.56
v.	Usually adjusts his/her priorities to accommodate other people's needs.	2.87
vi.	Tries to meet the expectations of others.	2.94
vii.	Agrees early on rather than argue about a point.	3.69
viii.	Gives in easily as soon as the other party gets emotional about an issue.	3.98
ix.	Believes in keeping peace rather than getting what he want.	3.21
x.	Usually does not change another's opinion but prefer to give in totally.	3.93
	Overall Mean	**3.16**

Key for Means Obliging Management Style

0-2.25 – Majority (65% and above) use the conflict style evaluated

2.26- 2.75 – Average (50%) use the conflict style evaluated

2.76- 5 – Few (less than 45%) use the conflict style evaluated

The findings in Table 4.4 on evaluation of the teachers view on use of obliging conflict management style by their head teacher, suggests that majority of them rarely use the style. The statement with the highest mean is "the head teacher usually does not change another's opinion but prefer to give in totally", which is 3.93, the lowest mean is 2.56 for the statement "the head teacher likes to ask others for their opinions and tries to find ways to cooperate with others" and the overall mean is 3.16. According to the key used for measuring obliging management style only few of the head teacher use the style in solving the disputes at school. This is because the higher the mean the more the participant disagreed with the statement measuring use of obliging conflict management style.

Head teachers were also asked to give their responses on the use of obliging as a conflict management style, the responses were as shown in Table 4.7.

Table 4.7 Head Teachers' responses on Obliging Conflict Management Style

No.	As the head teacher	Mean
i.	I don't like to rock the boat so I cooperate with others and accept instructions easily	2.47
ii.	When someone else thinks they have a good idea I cooperate and help them.	4.00
iii.	I think it is more important to get along than to win an argument.	2.40
iv.	I like to ask others for their opinions and try to find ways to cooperate	2.60
v.	I try to adjust my priorities to accommodate other people's needs.	3.07
vi.	I try to meet the expectations of others.	4.07
vii.	I agree early on, rather than argue about a point	4.53
viii.	I give in as soon as the other party gets emotional about an issue	2.93
ix.	I may not get what I want, but it is a small price to pay for keeping the peace.	4.13
x.	I give in totally rather than try to change another's opinion.	3.67
	Overall Mean	**3.39**

Table 4.7 shows that the highest mean measuring obliging conflict management style was for the statement "I agree early on, rather than argue about a point" which was 4.53, the statement with lowest mean was "I think it is more important to get along than to win an argument" with a mean of 2.40 and the overall mean was 3.39. These result reveal that head teacher were in agreement with their

teacher that they rarely use obliging conflict management style. This is because according to the key for mean measuring obliging conflict management style, mean of 3.39 is within the range interpreted that few head teacher use the obliging style to solve differences among staff in the school. The result are in line with a study conducted by Akuffo (2015) which revealed that though obliging conflict management style affect job satisfaction positively it is hardly used by managers. The mean for study conducted by Akuffo (2015) measuring obliging conflict management style was 3.5 out of 5. Rahim (2012) contents that obliging style is used by an individual believing that he/she may be wrong and that the issue in question is much more important than the other person's involvement. The author further add that when using the style there is an element of self-sacrifice. This may be the reason why head teachers rarely use obliging conflict management style.

The conflict management style had moderate positive relationship between the independent variable (obliging style) and teachers' job satisfaction (dependent variable). Although the mean is high 3.39 indicating majority of the teachers disagree with some of the statements, but the statement of its important to get along than to win an argument which got a lower mean of 2.40. It is rarely used by head teachers since it affect teachers job satisfaction.

4.6 Dominating Conflict Management Style and Job Satisfaction

The study sought to find out whether head teacher use dominating conflict management style in solving disputes in their school. This was evaluated based on questions in section D of teachers and head teacher's questionnaires. The items on the questionnaire were based on a 5 Likert scale where 1= strongly Agree 2=

Agree 3= Uncertain 4= Disagree 5= Strongly Disagree Score. The table 4.8 present mean of result of the findings as per the participants responses.

Table 4.8 Teachers' Responses on Dominating Conflict Management Style

No.	The Head Teacher	Mean
i.	Uses his/her influence to get his/her ideas accepted	3.36
ii.	Uses his authority to make a decision in his favour	3.86
iii.	Uses his expertise to make decision in his favour	3.65
iv.	Uses power to win a competitive situation	3.74
v.	Does not like to have others try to talk him out of it, once he has taken position	3.72
vi.	Usually stand on his principles whenever conflict arise.	3.09
vii.	Is usually firm and not swayed by others when pursuing his priorities.	3.39
viii.	Defends his decision firmly.	3.34
ix.	Strives to attain excellent result and he cannot be limited by others.	2.95
x.	Usually argues his case and insist on the merits of his point of view.	3.34
	Overall Mean	**3.44**

Key for Means of Dominating Conflict Management Style

0-2.25 – Majority (65% and above) use the conflict style evaluated

2.26- 2.75 – Average (50%) use the conflict style evaluated

2.76- 5 – Few (less than 45%) use the conflict style evaluated

Table 4.8 shows the highest mean being 3.86 for the statement "the head teacher uses his authority to make a decision in his favour" the lowest mean is 3.09 for the statement "the head teacher usually stand on his principles whenever conflict arise" and the overall mean is 3.44. This is an indication that only few head teachers use dominating style to solve conflict at school. It implies that head teachers do not prefer use of dominating conflict management style. Further, Table 4.9 presents head teachers' responses on dominating conflict management style.

Table 4.9 Head Teachers' Responses on Dominating Conflict Management Style

No.	As the Head Teacher	Mean
i.	I use my influence to get my ideas accepted	4.67
ii.	I use my authority to make a decision in my favour	4.33
iii.	I use my expertise to make decision in my favour	4.67
iv.	I sometime use power to win a competitive situation	4.80
v.	Once I have taken a position, I don't like to have others try to talk me out of it.	3.40
vi.	When conflicts arise I usually stand on my principles.	3.00
vii.	When pursuing my priorities I am usually firm and not swayed by others.	3.27
viii.	After I have made a decision I defend it strongly.	3.67
ix.	I need to attain excellent results and cannot be limited by others.	3.67
x.	I generally argue my case and insist on the merits of my point of view	4.07
	Overall Mean	**3.96**

Table 4.9 shows that the highest mean was 4.80 for the statement "I sometime use power to win a competitive situation" the lowest mean is 3.00 for the statement

"when conflicts arise I usually stand on my principles" and the overall mean is 3.96. This is an indication that head teachers rarely use dominating conflict management style to solve disputes as per the key of means measuring dominating conflict management style. This is because all the responses in the two table have a high mean. The higher the mean the more the majority of participant disagree with the statement measuring the conflict management style being examined. The result are in disagreement with a study conducted by Farooqi (2014) which revealed that dominating conflict management style was commonly used in public secondary schools. The mean of the dominating style for public school was 1.95 in the study by Farooqi (2014). However, Farooqi, et al, (2016) argue that dominating style is applied when managers want to achieve their goals without caring of others and to satisfy one's own concerns and gaining power. It is the most confrontational style and that is why it is rarely used by head teachers.

This conflict management style has a high negative (high average mean 3.96) relationship on teachers job satisfaction since the head teacher impose his ideas and wants his objectives met.

4.7 Avoidance Conflict Management Style

The study sought to find out whether head teacher use avoidance conflict management style in solving disputes in their school. This was evaluated based on questions in section E of teachers and head teacher's questionnaires. The items on the questionnaire were based on a 5 Likert scale where 1= strongly Agree 2= Agree 3= Uncertain 4= Disagree 5= Strongly Disagree Score. The table 4.10 present result of the findings as per the participants responses.

Table 4.10 Teachers' Responses on Avoidance Conflict Management Style

No.	The Head Teacher	Mean
i.	Believes that differences of opinion are not always worth worrying about, so he usually avoid them.	3.55
ii.	Tend to back out of the situation and does something else, when a conflict occurs	4.16
iii.	When people do not respect our head teacher opinion, he keep it to himself.	4.02
iv.	Often keep to himself	4.17
v.	Tries to avoid people who have strong opinions	4.18
vi.	Usually say very little and tries to leave as soon as possible, when he finds himself in an argument	3.87
vii.	Usually avoid quarrelsome people	3.63
viii.	Usually avoids hard feelings whenever a conflict arises.	3.36
ix.	Avoids handling conflicts	4.35
x.	Prefer to refrain than to retreat from a quarrel.	3.60
	Overall Mean	**3.89**

Key for Means of Avoidance Conflict Management Style

0-2.25 – Majority (65% and above) use the conflict style evaluated

2.26- 2.75 – Average (50%) use the conflict style evaluated

2.76- 5 – Few (less than 45%) use the conflict style evaluated.

Findings on table 4.10 shows that the highest mean is 4.35 for the statement "the head teacher avoids handling conflicts", the lowest mean is 3.55 for the statement

"the head teacher believes that differences of opinion are not always worth worrying about, so he usually avoid them" and the overall mean is 3.89. This is an indication that use of avoidance style is lowly rated by teachers as one of style used by head teacher to solve conflict. Table 4.11 presents head teachers responses on avoidance conflict management style.

Table 4.11 Head Teachers' Responses on Avoidance Conflict Management Style

No.	As the Head Teacher	Mean
i.	Differences of opinion are not always worth worrying about, so I usually avoid them.	4.60
ii.	When a conflict occurs, I tend to back out of the situation and do something else.	4.47
iii.	If people don't respect my opinion, I keep it to myself.	4.87
iv.	I often keep to myself because most things are not worth arguing about	4.93
v.	I try to avoid people who have strong opinions	4.40
vi.	When I find myself in an argument, I usually say very little and try to leave as soon as possible.	4.13
vii.	I avoid quarrelsome people as they will only make your life miserable.	3.93
viii.	I avoid hard feelings by keeping my disagreements with others to myself.	4.00
ix.	The best way to handling conflicts is to avoid them	3.47
x.	I prefer to refrain than to retreat from a quarrel	2.80
	Overall Mean	**4.16**

The findings on table 4.11 reveals that head teachers rarely use dominating conflict management style to solve disputes in school. This is because all the responses in table 4.11 have a high mean, the overall mean is 4.16 out of 5.The

higher the mean the more the majority of participant disagree with the statement measuring the conflict management style being examined meaning that avoidance style is seldom used by head teachers to solve conflict. Research by Ahmed (2015) showed that avoidance style is infrequently used by managers. The mean of avoidance conflict management style in that study was 4.76 out of 5. According to Titrek (2015) avoidance conflict management style is inappropriate when the issues are important to a party, when a person is in charge of making decisions, or when a swift action is required to deal with a situation. Moreover, the style has been revealed to affect job satisfaction negatively and increases staff turnover intentions. It therefore, wise for a head teacher to avoid using avoidance conflict management style in settling school disagreements.

This conflict management style has negative effect (average mean 4.16 out of 5) when used to solve conflicts in a school leading to high negative relationship between avoidance conflict and teachers' job satisfaction.

4.8 Compromising Conflict Management Style and Job Satisfaction

The study sought to find out whether head teacher use Compromising conflict management style in solving disputes in their school. This was evaluated based on questions in section F of teachers and head teacher's questionnaires. The items on the questionnaire were based on a 5 Likert scale where 1= strongly Agree 2= Agree 3= Uncertain 4= Disagree 5= Strongly Disagree Score. The table 4.12 present result of the findings as per the participants responses.

Table 4.12 Teachers' Responses on Compromising Conflict Management Style

No.	The Head Teacher	Mean
i.	Prefers to propose a middle ground, when viewpoints are opposed	2.99
ii.	Likes to meet other people half-way whenever in a disagreement	4.18
iii.	Tries to find some compromise, when a conflict arise	3.24
iv.	Prefers to agree to a middle ground rather than looking for a completely satisfying solution.	3.49
v.	Prefers to be half-wrong rather than explore the differences in a conflict.	3.97
vi.	Usually makes slight modifications in his goals to meet other people's needs.	3.56
vii.	When a conflict arises, our head teacher usually is willing to adjust his priorities to reach a resolution.	3.18
viii.	Prefers to compromise when solving problems and just move on.	3.52
ix.	Is usually satisfied when he get half of what he expect in any conflict.	3.52
x.	Tries to negotiate and adopt a "give-and-take" approach to problem situations.	3.09
	Overall Mean	**3.47**

Key for Means of Compromising Conflict Management Style

0-2.25 – Majority (65% and above) use the conflict style evaluated

2.26- 2.75 – Average (50%) use the conflict style evaluated

2.76- 5 – Few (less than 45%) use the conflict style evaluated

The finding on table 4.12 shows that the highest mean for statement evaluating compromising conflict management style is 4.18 for the statement "the head teacher likes to meet other people half-way whenever in a disagreement", the lowest mean is 2.99 for the statement "the head teacher Prefers to propose a middle ground, when viewpoints are opposed" and the overall mean is 3.47. Therefore, teacher's views in rating their head teacher use of compromising conflict management style shows that rarely do head teachers use the style. Also, the head teachers were asked to respond on compromising conflict management style. Table 4.13 presents the findings.

Table 4.13 Head Teachers' Responses on Compromising Conflict Management Style

No.	As the Head Teacher	Mean
i.	When viewpoints are opposed, I generally propose a middle ground.	3.29
ii.	I like to meet other people half-way	2.47
iii.	During a conflict, I try to find some compromise.	2.80
iv.	I agree to a middle ground rather than looking for a completely satisfying solution.	3.80
v.	I admit I am half-wrong rather than explore our differences.	3.20
vi.	I often make slight modifications in my goals to meet other people's needs.	2.60
vii.	When a conflict arises, I am usually willing to adjust my priorities to reach a resolution	2.80
viii.	I prefer to compromise when solving problems and just move on.	3.40
ix.	I expect to get out about half of what I really want to say.	2.80
x.	I try to negotiate and adopt a "give-and-take" approach to problem situations.	2.33
	Overall Mean	**2.95**

The Head Teacher views on evaluating their conflict management styles as shown in table 4.13 shows that few of them use compromising conflict management style. This is due to the relatively average mean of most of their responses in assessing head teacher use of compromising conflict management style. The mean of head teacher in evaluating compromising conflict management style is 2.95, which mean few use the style to solve disputes as per the key for means of responses measuring compromising conflict management style.

It can therefore, be concluded that sometime head teachers of secondary schools in Homa Bay use compromising style to manage conflicts. The result are in agreement with finding of a study conducted by Rahim (2012) which revealed that mean of responses measuring compromising style to be 3.42 out of 5. According to Rahim (2012) compromising style can be used when consensus cannot be reached, the parties need a temporary solution to a complex problem or other styles have been used and found to be ineffective in dealing with issues effectively. Rahim further argues that compromising style may be effectively used to handle the strategic and complex issues. Moreover, research has shown compromising style to be positively related to job satisfaction (Akuffo, 2015). This is the reason though not commonly used sometime head teachers may be required to use the style when presented with complex matters where other conflict management style fail to work. The head teachers use the style since it is cooperative

The head teachers looks at the concern of teachers to satisfy them. To establish the influence of compromising conflict style and teachers' job satisfaction the analyses were performed using the Pearson Correlation. The scores obtained with the independent variable (compromising style) and dependent variable shows that there was a moderate (0.45) positive relationship between compromising conflict management style and teachers job satisfaction.

4.9 Teachers Job Satisfaction

The study sought to determine secondary teachers' job satisfaction in Homa Bay in relation to conflict management style used by their head teachers. This was evaluated based on a Likert scale items in section H of teachers questionnaires.

Where1= Strongly Disagree, 2= Disagree, 3 = uncertain, 4= Agree, 5 = Strongly

Agree. Table 4.14 presents teachers responses on their job satisfaction.

Table 4.14 Teachers Job Satisfaction

No.	Statement	Mean
i.	Am satisfied with the way the head teacher handles conflict in this school.	3.12
ii.	Teaching profession provides opportunities for satisfaction of my abilities and capacities.	3.22
iii.	The teaching job itself gives me freedom and independence in completing it.	2.95
iv.	The teaching job is interesting and challenging.	3.65
v.	If i had the opportunity to start over in a new career, I would choose to become a teacher.	3.24
vi.	The school authorities are fair and impartial.	2.95
vii.	The work of teachers is interesting because of variety of activities.	3.31
viii.	My teacher colleagues are good and cooperative.	3.68
ix.	I sometimes feel my job is meaningless	2.77
x.	It would have perhaps been better if I had joined some other profession.	3.15
	Overall Mean	**3.21**

Key for Means Measuring Job Satisfaction

0-2.25 – Majority (65% and above) are satisfied

2.26- 2.75 – Average (50%) are satisfied

2.76- 5 – Few (less than 45%) are satisfied

The finding on table 4.14 shows that lowest mean for measuring job satisfaction is 2.77 for the statement "I sometimes feel my job is meaningless", the highest mean is 3.68 for the statement "My teacher colleagues are good and cooperative" and the overall mean is 3.21. This is an indication that majority of teachers are satisfied. The higher the mean is an indication of agreement with the statement assessing job satisfaction, while low mean indicate disagreement with the statement measuring job satisfaction as per the key above. The reason for higher job satisfaction is linked to the conflict management style adopted by head teacher. The result on assessment of use of conflict management style embraced by head teachers at Homa Bay revealed that integrating conflict management style was the commonly used style. According to Farooqi (2014) integrating style is associated with many positive organizational outcomes and job satisfaction. Therefore, the use of integrating conflict management style is one of the factors leading to high job satisfaction in Homa Bay.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings from the analysis of data of the study's respondents, conclusions and recommendations based on the findings of the research study. The chapter also provides suggestions for further research in conflict management style.

5.2 Summary of the Study

The purpose of this study is to investigate the conflict management styles employed by the head teachers and the influence on teachers' job satisfaction in public secondary schools in Homa Bay Sub- County, Kenya. The study objectives were to examine how use of integration conflict management style, obliging conflict management style, domination conflict management style, avoidance conflict management style, and compromising conflict management style affect teachers' job satisfaction in public secondary schools in Homa Bay Sub –county, Kenya. The study employed Herzberg Two- Factor theory and it adopted a descriptive survey design. The target population comprised of 32 public secondary schools with 32 head teachers and 368 teachers. Simple random sampling procedure was used to sample 30% of the school. Teachers were assigned random numbers which gave each teacher an equal opportunity to be included in the study. All the head teachers were sampled using census method. Therefore the sample size comprised of 111 teachers and 32 head teachers.

The researcher utilized questionnaire to collect data. Content validity and expert judgment were used to verify the relevance of each item in the research instrument. Test-retest technique was used to assess the reliability of the research instruments. Data was collected using drop and pick later method. Collected data was analyzed using descriptive statistics such as frequencies, percentages and means and reported using tables, frequency polygons bar graphs and pie-charts. The study realized a response rate of 96.93%

5.3 Findings of the study

The study sought to find out whether head teacher use integration conflict management style in solving disputes in their school. The findings revealed that majority of the teachers were of the view that head teachers use integrating conflict management style. This is evidenced by means of the teachers' responses that evaluated use of integrating conflict management style. A lower mean is an indication that majority of the participants agree with the statement measuring use of conflicting management style being examined. While a higher mean is an indication that majority of the participants disagree with the statement measuring the use of the conflict management style being examined.

The study sought to find out whether head teacher use obliging conflict management style in solving disputes in their school. The teachers' views on use of obliging conflict management style by their head teacher, suggests that majority of them rarely use the style. The findings showed that measuring obliging management style only few of the head teacher use the style in solving the disputes at school. This is because the higher the mean the more the

participant disagreed with the statement measuring use of obliging conflict management style. The highest mean measuring obliging conflict management style was for the statement. These result reveal that head teacher were in agreement with their teacher that they rarely use obliging conflict management style. This is because according to the key for mean measuring obliging conflict management style, mean of 3.39 is within the range interpreted that few head teacher use the obliging style to solve differences among staff in the school.

The conflict management style had moderate positive relationship between the independent variable (obliging style) and teachers' job satisfaction (dependent variable). Although the mean is high 3.39 indicating majority of the teachers disagree with some of the statements, but the statement of its important to get along than to win an argument which got a lower mean of 2.40. It is rarely used by head teachers since it affect teachers job satisfaction.

The study sought to find out whether head teacher use dominating conflict management style in solving disputes in their school. The highest mean being 3.86 for the statement "the head teacher uses his authority to make a decision in his favour" the lowest mean is 3.09 for the statement "the head teacher usually stand on his principles whenever conflict arise" and the overall mean is 3.44. This is an indication that only few head teachers use dominating style to solve conflict at school. The highest mean was 4.80 for the statement "I sometime use power to win a competitive situation" the lowest mean is 3.00 for the statement "when conflicts arise I usually stand on my principles" and the overall mean is 3.96. This is an indication that head teachers rarely use dominating conflict management

style to solve disputes as per the key of means measuring dominating conflict management style. This is because all the responses in the two table have a high mean. The higher the mean the more the majority of participant disagree with the statement measuring the conflict management style being examined.

The study sought to find out whether head teacher use avoidance conflict management style in solving disputes in their school. From the findings the lowest mean is 3.55 for the statement "the head teacher believes that differences of opinion are not always worth worrying about, so he usually avoid them" and the overall mean is 3.89. This is an indication that use of avoidance style is lowly rated by teachers as one of style used by head teacher to solve conflict. Head teachers rarely use dominating conflict management style to solve disputes in school. This is because all the responses in table 4.11 have a high mean, the overall mean is 4.16 out of 5.The higher the mean the more the majority of participant disagree with the statement measuring the conflict management style being examined meaning that avoidance style is seldom used by head teachers to solve conflict

The study sought to find out whether head teacher use Compromising conflict management style in solving disputes in their school. The findings revealed that the highest mean for statement evaluating compromising conflict management style is 4.18 for the statement "the head teacher likes to meet other people half-way whenever in a disagreement", the lowest mean is 2.99 for the statement "the head teacher Prefers to propose a middle ground, when viewpoints are opposed" and the overall mean is 3.47. Therefore, teacher's views in rating their head

teacher use of compromising conflict management style shows that rarely do head teachers use the style. Evaluating head teachers' conflict management styles the findings showed that few of them use compromising conflict management style. This is due to the relatively average mean of most of their responses in assessing head teacher use of compromising conflict management style. The mean of head teacher in evaluating compromising conflict management style is 2.95, which mean few use the style to solve disputes as per the key for means of responses measuring compromising conflict management style.

5.3 Conclusions

Based on the findings of the study, the study concluded that:

> ➢ Integrating conflict management style is the most used by head teachers because majority of the respondents who are teachers and head teachers agree with the statement of ' trying to investigate an issue with others and finding a solution which is acceptable by all.'' The statement recorded alower mean of 2.32 meaning majority of teachers agree that their head teachers apply integrating conflict management in day to day administrative issues of the school. The dominant use of integrating style by majority of the head teachers had led to increased teachers job satisfaction in areas like lowering staff turnover, improved academic performance.

➢ The compromising conflict management style is usually used when other conflict management style fail to work. The style affect teachers job satisfaction positively.

➢ Dominant, avoidance and obliging conflict managment style were used to a lesser extent by some of the head teachers.this is evidence by the high mean recorded meaning that majority disagree with the items measuring the use of those conflict management styles. This is because they lead to teachers job disatisfaction like higher rate of staff turnover, increased absenteesm, transfers among others thus consequently leading to poor performance of the school..

5.4 Recommendations for Action

The study recommends that:

i.   Teacher training institutions should include conflict management training in the inservice cources for teachers to minimize occurence of conflicts among teachers and head teachers and to effectively handle any conflicts that arise.

ii.   The Boards of Management should encourage use of integrating conflict management style among head teachers and conduct team building activities for teachers with an aim of sensitizing then on conflict management.

iii. Head teachers should strive at minimizing conflicts and use appropriate methods to manage them such as integrating and compromising conflict management styles.

5.5 Suggestions for Further Studies

The following are some of the areas for further research:

❖ A comparative study influence of conflict management style on teachers job satisfaction in other areas other than Homa Bay is necessary for comparison purposes.

❖ A similar study need to be undertaken in private secondary schools to allow for generalizations of the study findings.

❖ A study need to be undertaken on the effect of various conflict management strategies applied by various schools o the acadmic performance of students.

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APPENDICES

Appendix 1: Letter of Introduction

Juma Boy Olielo,

P. O. Box 357,

Homa Bay.

8TH April, 2017

The Principal

Dear Sir/Madam

RE: LETTER OF INTRODUCTION

I am a post graduate student from the University of Nairobi Department of Educational Administration and Planning. I am carrying out a research on **Influence of Head Teachers Conflict Management styles on Teachers' Job Satisfaction in Homa Bay Sub-County.**

Your school has been sampled to participate in the study. You will be required to respond to items on the questionnaires that will be administered. You will not be required to write your name or the name of the institution.

Kindly respond to all items thoughtfully and honestly. Information received will be used for the purpose of the study.

Thank you in advance.

Yours faithfully,

Juma Boy

Appendix 2: Questionnaire for the Head Teacher

This questionnaire is aimed at collecting data on *Influence of Head Teachers Conflict Management styles on Teachers' Job Satisfaction in Homa Bay Sub-County* for a Master project. The data will be used for academic purpose only, and will be treated with strict confidence. You are requested to participate in the study by providing answers to the items in the sections as indicated. Where appropriate use a tick (√).

Section A: Bio Data

1. Kindly indicate your sex   i) Male ( ) ii) Female ( )

2. What our highest professional qualification?

i) Diploma Education ( ) ii) B.ED ( ) iii) PGDE ( ) iv) M.ED ( ) v) Other specify

3. Your age i) Below 20 years ( ) ii) 20-30 years ( ) iii) 31- 40 years ( ) iv) 41-50 years ( ) v) Over 51 years ( )

5. How many years have you been head teacher i) 0-5 years ( ) ii) 6-10 years ( ) iii) 11-15 years iv) 16-20 years v) 21-25 years ( )

Section B: Integrating Conflict Management Style

Answer each of the following questions so as to best describe your preferred style in handling differences or conflicts between yourself and others. There is no right or better answer. Each style is good in its own way. In the table below, use a tick (√) to indicate your level of agreement as it relates to the following statements. Where SA = strongly Agree; A = Agree; U= Uncertain; D = Disagree; SD = Strongly Disagree.

6	As the head teacher	SA	A	U	D	SD
i	I try to investigate an issue with others to find a solution acceptable to us.					
ii	I try to integrate my ideas with those of others to come up with a decision jointly.					
iii	I try to work with others to find a solution to a problem which satisfy our expectation.					
iv	I exchange accurate information with others to solve a problem together.					
v	During conflict I try to bring everyone's concerns in the open so that the issues can be resolved in the best possible way.					
vi	I collaborate with others to come up with decision acceptable to us.					
vii	I am always willing to listen to other's opinion, but I also want to give them mine.					
viii	I try to see conflicts from both sides. What do I need? What does the other person need? What are the issues involved?					
ix	When there is a conflict I make a point of presenting my view and I invite others to do the same					
x	When there is a disagreement, I gather as much information as I can to keep the lines of communication open					

Section C: Obliging Conflict Management Style

7	As the head teacher	S A	A	U	D	S D
i	I don't like to rock the boat so I cooperate with others and accept instructions easily					
ii	When someone else thinks they have a good idea I cooperate and help them.					
iii	I think it is more important to get along than to win an argument.					
iv	I like to ask others for their opinions and try to find ways to cooperate					
v	I try to adjust my priorities to accommodate other people's needs.					
vi	I try to meet the expectations of others.					
vii	I agree early on, rather than argue about a point					
viii	I give in as soon as the other party gets emotional about an issue					
ix	I may not get what I want, but it is a small price to pay for keeping the peace.					
x	I give in totally rather than try to change another's opinion.					

Section D: Dominating Conflict Management Style

8	As the head teacher	SA	A	U	D	SD
i	I use my influence to get my ideas accepted					
ii	I use my authority to make a decision in my favour					
iii	I use my expertise to make decision in my favour					
iv	I sometime use power to win a competitive situation					
v	Once I have taken a position, I don't like to have others try to talk me out of it.					
vi	When conflicts arise I usually stand on my principles.					
vii	When pursuing my priorities I am usually firm and not swayed by others.					
vii i	After I have made a decision I defend it strongly.					
ix	I need to attain excellent results and cannot be limited by others.					
x	I generally argue my case and insist on the merits of my point of view.					

Section E: Avoidance Conflict Management Style

9	As the head teacher	S A	A	U	D	S D
i	Differences of opinion are not always worth worrying about, so I usually avoid them.					
ii	When a conflict occurs, I tend to back out of the situation and do something else.					
iii	If people don't respect my opinion, I keep it to myself.					
iv	I often keep to myself because most things are not worth arguing about					
v	I try to avoid people who have strong opinions					
vi	When I find myself in an argument, I usually say very little and try to leave as soon as possible.					
vii	I avoid quarrelsome people as they will only make your life miserable.					
viii	I avoid hard feelings by keeping my disagreements with others to myself.					
ix	The best way to handling conflicts is to avoid them					
x	I prefer to refrain than to retreat from a quarrel					

Section F: Compromising Conflict Management Style

10	As the head teacher	SA	A	U	D	SD
i	When viewpoints are opposed, I generally propose a middle ground.					
ii	I like to meet other people half-way					
iii	During a conflict, I try to find some compromise.					
vi	I agree to a middle ground rather than looking for a completely satisfying solution.					
v	I admit I am half-wrong rather than explore our differences.					
vi	I often make slight modifications in my goals to meet other people's needs.					
vii	When a conflict arises, I am usually willing to adjust my priorities to reach a resolution					
viii	I prefer to compromise when solving problems and just move on.					
ix	I expect to get out about half of what I really want to say.					
x	I try to negotiate and adopt a "give-and-take" approach to problem situations.					

Thank you, God Bless you

Section A: Bio Data

1. Kindly indicate your sex   i) Male ( ) ii) Female ( )

2. What our highest professional qualification?

i) Diploma Education ( ) ii) B.ED ( ) iii) PGDE ( ) iv) M.ED ( ) v) Other specify

3. Your age i) Below 20 years ( ) ii) 20-30 years ( ) iii) 31- 40 years ( ) iv) 41-50 years ( ) v) Over 51 years ( )

5. How many years have you been teaching i) 0-5 years ( ) ii) 6-10 years ( ) iii) 11-15 years iv) 16-20 years v) 21-25 years ( )

Section B: Integrating Conflict Management Style

Answer each of the following questions so as to best describe preferred style in handling differences or conflicts between by your heat teacher. There is no right or better answer. Each style is good in its own way. In the table below, use a tick (√) to indicate your level of agreement as it relates to the following statements. Where SA = strongly Agree; A = Agree; U= Uncertain; D = Disagree; SD = Strongly Disagree Score.

6	The head teacher	SA	A	U	D	SD
i	Tries to investigate an issue with others to find a solution acceptable to us.					
ii	Integrates his/her ideas with those of others teachers to come up with a decision jointly.					
iii	Tries to work with teachers to find a solution to a problem which satisfy our expectation.					

vi	Usually exchange accurate information with others to solve a problem.					
v	Tries to bring everyone concerns in the open so that the issues can be resolved in the best possible way.					
vi	Collaborate with others teachers to come up with decision acceptable to all.					
vii	Is always willing to listen to other's opinion, but he also gives his opinion.					
viii	Tries to see conflicts on both side					
ix	Usually present his views and invites others to do the same.					
x	Gathers as much information as he can whenever there is a disagreement in order to keep the lines of communication open.					

Section C: Obliging Conflict Management Styles

7	The head teacher	SA	A	U	D	SD
i	Does not like to rock the boat so he cooperate with others and accept instructions easily.					
ii	Usually cooperate with anyone he/she thinks has a good idea					
iii	Believes in getting along with others than winning an					

	argument					
vi	Likes to ask others for their opinions and tries cooperates with others					
v	Usually adjust his/her priorities to accommodate other people's needs.					
vi	Tries to meet the expectations of others.					
vii	Agrees early on rather than argue about a point.					
viii	Gives in easily as soon as the other party gets emotional about an issue.					
ix	Believes in keeping peace rather than getting what he want.					
x	Usually does not change another's opinion but prefer to give in totally.					

Section D: Dominating Conflict Management Style

8	The head teacher	SA	A	U	D	SD
i	uses his/her influence to get his/her ideas accepted					
ii	uses his authority to make a decision in his favour					
iii	uses his expertise to make decision in his favour					
vi	uses power to win a competitive situation					
v	does not like to have others try to talk him out of it, once he has taken position					

vi	Usually stand on his principles whenever conflict arise.					
vii	Is usually firm and not swayed by others when pursuing his priorities.					
viii	Defends his decision firmly.					
ix	Strives to attain excellent result and he cannot be limited by others.					
x	Usually argues his case and insist on the merits of his point of view.					

Section E: Avoidance Conflict Management Style

9	The head teacher	SA	A	U	D	SD
i	Believes that differences of opinion are not always worth worrying about, so he usually avoid them.					
ii	Tend to back out of the situation and does something else, when a conflict occurs					
iii	When people do not respect our head teacher opinion, he keep it to himself.					
vi	Often keep to himself					
v	Tries to avoid people who have strong opinions					
vi	Usually say very little and tries to leave as soon as possible, when he finds himself in an argument					
vii	usually avoid quarrelsome people					

			SA	A	U	D	SD
vii i	Usually avoids hard feelings whenever a conflict arise.						
ix	avoids handling conflicts						
x	Prefer to refrain than to retreat from a quarrel.						

Section F: Compromising Conflict Management Style

10	The head teacher	SA	A	U	D	SD
i	Prefers to propose a middle ground, when viewpoints are opposed					
ii	Likes to meet other people half-way whenever in a disagreement.					
iii	Tries to find some compromise, when a conflict arise					
vi	Prefers to agree to a middle ground rather than looking for a completely satisfying solution.					
v	Prefers to be half-wrong rather than explore the differences in a conflict.					
vi	Usually makes slight modifications in his goals to meet other people's needs.					
Vii	When a conflict arises, our head teacher usually is willing to adjust his priorities to reach a resolution.					
viii	Prefers to compromise when solving problems and just move on.					

ix	Is usually satisfied when he get half of what he expect in any conflict.					
x	Tries to negotiate and adopt a "give-and-take" approach to a problem situations.					

Section H: Job Satisfaction

1. Use a tick where appropriate SD = Strongly Disagree, D = Disagree, F = Fair, A= Agree, SA = Strongly Agree

11	Statement	SD	D	F	A	SA
i	My students get high score					
ii	I feel good to do my job					
iii	I always attend class promptly					
vi	I have applied for transfer from this school					
v	If i had the opportunity to start over in a new career, I would choose to become a teacher.					
vi	The school authorities are fair and impartial.					
vii	The work of teachers is interesting because of variety of activities.					
viii	Am satisfied with the way the head teacher handles conflict in this school.					
ix	Am finding another job					
x	It would have perhaps been better if I had joined some other profession.					

2. How do you think your job satisfaction can be improved with respect to conflict resolution styles in your current work station?

_____

_____

_____

_____

Thank you, God Bless you

Appendix IV: Research Authorization Letter

NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY ANDINNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9thFloor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/16158/18094**

Date: **7th July, 2017**

Olielo Juma Boy
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of headteachers' conflict management styles on teachers' job satisfaction in public secondary schools in Homa Bay Sub-County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for the period ending **7th July, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Homa Bay County** before embarking on the research project.

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

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Homa Bay County.

The County Director of Education
Homa Bay County.

Appendix V: Research Permit

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 14823

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. OLIELO JUMA BOY
of **UNIVERSITY OF NAIROBI, 0-40300**
homa bay,has been permitted to
conduct research in *Homabay County*

on the topic: *INFLUENCE OF HEADTEACHERS' CONFLICT MANAGEMENT STYLES ON TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN HOMA BAY SUB-COUNTY, KENYA*

for the period ending:
7th July,2018

Permit No : NACOSTI/P/17/16158/18094
Date Of Issue : 7th July,2017
Fee Recieved :Ksh 1000

....
Applicant's
Signature

....
Director General
National Commission for Science,
Technology & Innovation

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