INFLUENCE OF PRINCIPALS' INTERPERSONAL CONFLICT RESOLUTION STRATEGIES ON TEACHERS' JOB SATISFACTION IN PUBLIC SCHOOLS IN LAMU WEST SUB COUNTY, KENYA

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DECLARATION

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

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DEDICATION

This research project is dedicated to my wife Bilha Namalwa Ndung'u, my mother

Naomi Wairimu, my brother Ken Kamau and my friend Bernard Kisango.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

Content   **Page**

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

APPENDICES

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

CDE   County Director of Education

KCSE   Kenya Certificate of Secondary Education

KEMI   Kenya Educational Management Institute

MoE   Ministry of Education

SPSS   Statistical Package for Social Sciences

TSC   Teachers Service Commission

PhD   Doctor of Philosophy

ABSTRACT

The purpose of this study was to investigate the influence of principals' interpersonal conflict resolution strategies on teachers' job satisfaction in public secondary schools in Lamu West Sub County, Kenya. The objectives of the study were; to determine the extent to which principals' use of avoiding strategy influences teachers' level of job satisfaction, to determine the extent to which principals' use of forcing strategy influence teachers' level of job satisfaction, to establish the extent to which principals' use smoothing strategy and how it influences teachers' level of job satisfaction, to establish the extent to which principals use of compromising strategy influence teachers' level of job satisfaction and to establish the extent to which principals use confronting strategy and how it influence teachers' level of job satisfaction. The study employed a descriptive survey design. The target population was 11 schools out of 17 public schools, 11 principals out of 17 principals in public schools which is about 64.71 percent and 88 teachers out of 212 which is about 41.51 percent in Lamu West Sub County. Simple random sampling was used and 10 percent was picked from the total population. To ascertain reliability, the test re-test technique was employed by the researcher where questionnaires were administered to two principals and six teachers from two schools. The researchers then revisited the school after two weeks for a second re-administration. The results from the two test administered were analyzed using Pearson's product moment correlation coefficient. Data for the study was collected by the researcher using questionnaires and was analyzed according to descriptive information following the research questions. Descriptive statistical analysis was employed and it enabled the researcher to reduce, summarize, organize, evaluate and interpret the numeric information. The findings of the study were presented using tables, frequencies and percentages. Different principals used different strategies to solve conflict which in turn influenced teachers' job satisfaction. Most principals used forcing and confronting strategies both at 33.3 percent, followed by avoiding, smoothing and compromising strategies all at 11.1 percent respectively. Most teachers were in opinion that 46 percent of principals use smoothing strategy, 20 percent confronting, 18 percent forcing, 11 compromising and 5 percent avoiding strategy. The study concluded that most principals used smoothing, forcing and confronting resolution strategies to influence teachers' job satisfaction leading to job satisfaction or dissatisfaction while avoiding strategy was the least preferred conflict resolution strategy. The study also suggested that this study should be replicated in other public secondary schools in other counties in Kenya. A study should be carried out to investigate the influence of teachers' interpersonal conflict resolution strategies on students' performance and also find out the effects of various conflict resolution strategies used by various schools on the academic performance of students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Conflict in organizations in the world is inevitable. According to Deutsch (1987), in America there are numerous school based programs in the nation to assist in dealing with institutional challenges that arise from conflict and also help students and staff to manage conflict in a better way. Job satisfaction of employees and administrators in educational institution may be influenced by interpersonal conflict hence they should therefore use the appropriate conflict resolution strategy in the process of conflict resolution. Conflict is characterized by internal wrangling and disagreements are often manifested in open conflicts. According to Newstrom (2007) a situation in which two or more parties feel themselves in opposition conflict can occur hence need for good conflict resolution.

Research conducted on effects of conflict in groups show that conflict is related to reduction in productivity and satisfaction in groups (Wall and Nolan, 1986). Increased productivity at the group and organizational levels is associated with lack of disagreement among top managers and those who make decisions (Bourgeois, 1980). It is vital to identify the circumstances in which conflict is catastrophic and those in which it is useful and the factors that bring about these positive or negative effects on task groups.

According to Weaver (2003) listening to and providing opportunities to meet the needs of all parties and to adequately address interests, so that each party is satisfied with the outcome results to successful interpersonal conflict resolution. Conflict is an interpersonal process that occur when people disagree because of goals to be achieved and methods of achieving those goals in educational institutions. The strategies which are employed by principals in solving conflict influence teachers' job satisfaction because conflict is unavoidable in many educational institutions. If better resolution strategies are used, then teachers will be satisfied with their jobs while poor resolution strategies will lead to dissatisfaction. Therefore conflict resolution strategies exhibited by principals affects the school climate, learning situation, levels of profession and job satisfaction among teachers.

A previous study by Onsaringo (2007) found out that conflict should be resolved among people before it develops into violence hence affecting the institutions performance, stability and eventually damaging people's relationships. The study concluded that social conflicts in educational institutions demand moral and leadership integrity to resolve them. Therefore if social conflicts are not resolved they can have a negative effect on performance of the institution and learning processes. According to Kilonzo (2013) Lamu County is not known for excellence in academics and KCSE results remain below average as shown in Table 1.1.

Table 1.1 KCSE mean score in Lamu County

Year	2011	2012	2013
Lamu West Sub County	3.4815	3.4484	3.2397
Lamu East Sub County	1.8622	1.7766	2.0213

Source: MoE Lamu County

Table 1.1 indicates that both Sub Counties in Lamu County have posted low mean score in the last three years out of a maximum 12 points. This dismal performance could be an indicator of teachers' low job satisfaction due to poor conflict resolution strategies used by principals and could be a contributing factor in which the study seeks to establish.

The conflict resolution strategies that were considered in this study include avoiding, smoothing, forcing, compromising and confronting strategies. Avoiding strategy involves physical removal of oneself from conflict. Shows minimal concern for both parties involved in conflict and mostly results in a lose-lose situation between principals and teachers. Smoothing strategy involves putting great emphasis on the concern for one's own detriment while accommodating the other party's concerns. Forcing strategy implies using dominion tactics in order to win and depends on aggressiveness and authority by principals to achieve personal goals at the expense of teachers. Compromising strategy involves agreeing to give up something in exchange for something else. Here neither the principal nor the teacher loses or wins. Confronting strategy involves handling conflict directly and

solving it to a mutually satisfactory resolution. Here both the principal and the teacher win. According to Newstrom (2007) in most organizations conflict among different parties is unavoidable and sometimes the amount of conflict is essential. Therefore it is important for principals to employ different conflict resolution strategies to encourage harmony and good working relationship with teachers.

George and Jones (2008) established that the employees' level of well being depend on job satisfaction which has the potential to affect a wide range of behaviors in organizations. According to Armstrong (2009) it is commonly held that an increase in job satisfaction results in improved job performance. To achieve a high level of motivation and performance, it is suggested that job satisfaction is necessary. According to Robbins (2003) interaction with co-workers and bosses, following organizational rules and policies, meeting performance standards and good working conditions are requirements for every job; hence the relationship between principals and teachers is paramount for better performance in various institutions.

According to Scot and Dinham (1999) in their study carried out in United Kingdom among English teachers, factors such as students' learning and achievement, professional growth, relationship with colleagues and the status and image of learning influences job satisfaction. Olando (2003) found that to attract and retain teachers in the teaching profession they should be well remunerated because teaching is a demanding job. This will help prevent teachers from running

to other greener pastures. For any efficient work to take place there is need for favorable working conditions. Thus an individual should be provided with an enabling environment to perform and produce the desired results. He further argues that low job motivation and satisfaction is a sign of diminishing conditions in an organization. It leads to strikes, slowdowns, absenteeism, employees' turnover, low productivity, disciplinary and organizational difficulties.

Musyoki (2013) found that when employees are highly satisfied, the production in the organization will always increase. Job satisfaction occurs when the sum total of the various job facets give rise to feelings of satisfaction or when the sum total gives rise to feeling of dissatisfaction. Improving any one of the facets will lead to job satisfaction while eliminating any one of them leads to job dissatisfaction. Wanyama (2010) found that for an employee to play his role satisfactorily, he/she needs to get satisfaction from their job. Job satisfaction can be created by having enabling environment for employee to achieve the much desired corporate goals. Job satisfaction or dissatisfaction is a state of mind that comes because of worker's detailed appraisal of his work.

According to MoE Lamu County (2015) conflict is usually there in public secondary schools. Lack of induction is one of the major causes of conflict in Lamu West Sub County. Newly employed teachers are not inducted well by school principals when they report to school. Every school has its own culture and policies and when new teachers are not inducted properly, conflict arises between

the teacher and the principal. Difference in age group between the principals and young teachers has also been another cause of conflict. The mode of dressing preferred by the young teachers sometimes causes conflict to arise, because the principal wants them to dress decently in a certain way. Some principals have even transferred teachers to other schools as a way of solving conflict in Lamu West Sub County.

This study therefore determined the extent to which conflict resolution strategies used by principals influence teachers job satisfaction.

1.2 Statement of the problem

Although KEMI trains principals and deputies on management skills as they assume office, it cannot cope with the demand due to inadequate human and financial resources to undertake this task effectively. At times there is crisis appointment due to abrupt need for replacement and therefore some principals assume office before the induction course hence most of them fail to handle conflicts constructively causing adverse effects on the smooth running of the institution as well as in staff morale (Kipyego, 2013). Understanding the influence of principals' conflict resolution strategies is important on teachers' job satisfaction so as to determine those facets in the working environment which are related to job satisfaction. The low KCSE performance in Lamu County could be an indicator of teachers' low job satisfaction due to poor conflict resolution strategies used by principals which the study seeks to establish. Although, research

6

has been carried out on influence of administrators' conflict management styles on staffs' job satisfaction in Pan African Christian University there is limited literature on the influence of principals' conflict resolution strategies on teachers' job satisfaction in public schools in Lamu West Sub County. The study therefore focused on the various conflicts resolution strategies used by principals to satisfy teachers in their jobs.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of principals' interpersonal conflict resolution strategies on teachers' job satisfaction in public secondary schools in Lamu West Sub County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

a) To determine the extent to which principals use of avoiding strategy influences teachers' level of job satisfaction.

b) To determine the extent to which principals use of forcing strategy influences teachers' level of job satisfaction.

c) To establish the extent to which principals use smoothing strategy and how it influences teachers' level of job satisfaction.

d) To establish the extent to which principals use of compromising strategy influences teachers' level of job satisfaction.

e) To establish the extent to which principals use confronting strategy and how it influences teachers level of job satisfaction.

1.5 Research questions

The study was guided by the following research questions:

a) How do principals use of avoiding resolution strategy influence teachers level of job satisfaction?

b) To what extent do principals use of forcing strategy influence teachers level of job satisfaction?

c) How do principals use of smoothing strategy influence teachers level of job satisfaction?

d) How do principals use of compromising strategy influence teachers level of job satisfaction?

e) To what extent do principals use of confronting strategy influence teachers level of job satisfaction?

1.6 Significance of the study

The findings of this study may be important to secondary school principals in terms of identifying the most effective and efficient strategy to use in resolving conflict in their respective institutions. Teachers also may gain high job satisfaction as a result of improved conflict resolution strategies by principals. The TSC may use the findings for better management of teachers and to improve human resource management. The MoE may also use the findings in formulation of management policies in the education sector and Board of Management.

1.7 Limitations of the study

Some of the respondents declined to respond to the questionnaire and others provided incorrect information for fear of intimidation. The distance between schools posed a challenge especially due to poor road network and the researcher was forced to use motorbike to reach the targeted schools. However the influence of principals' conflict resolution strategy in relation to job satisfaction varied from one institution to the other.

1.8 Delimitations of the study

The study was conducted in Lamu West Sub County in Lamu County in eleven public secondary schools. The participants included principals and teachers employed by the Teachers Service Commission.

1.9 Basic assumptions of the study

This study was based on the following assumptions:

a) That respondent's response will indicate genuine attitudes towards job satisfaction or dissatisfaction.

b) That the school principals are trained in conflict resolution strategies.

c) That public school will experience interpersonal conflict despite their being a code of regulations and code of conduct and ethics for teachers.

d) That effective resolution of conflict will lead to teachers' job satisfaction.

1.10   Definition of significant terms

The following terms are defined within the context of this study:

Avoiding strategy refers to physical or mental withdrawal from conflict.

Compromising strategy refer to agreeing to give up something in exchange for something else.

Confronting strategy refers to handling conflict directly and solving it to a mutually satisfactory resolution.

Conflict refers to a situation in which people or groups are involved in a serious disagreement or argument.

Forcing strategy refers to using power tactics to achieve a win.

Interpersonal conflict refers to disagreement between different persons over an issue.

Intrapersonal conflict refers to conflict within your own self.

Job dissatisfaction refers to a teacher's attitude of unhappiness or discontent towards their work.

Job satisfaction refers to positive and good emotional state which occurs as a result of appraisal of one's job.

Principal refers to lead educator appointed by TSC in a secondary school level of educational institution.

Resolution refers to the act of solving or settling a problem or disagreement.

Smoothing strategy refers to putting great emphasis on the concern for one's own detriment while still accommodating the other party's interest.

Strategy refers to a plan that is intended to solve conflict.

Teacher refers to a registered teacher by TSC and who has trained as a teacher to teach in post primary institution.

1.11   Organization of the study

This study is organized into five chapters. Chapter one contains background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, basic assumptions of the study, limitation of the study, delimitation of the study, basic assumption of the study, definition of the significant terms and organization of the study. Chapter two comprises of introduction, job satisfaction, sources of conflict, influence of conflict resolution strategies on job satisfaction, conflict resolution strategies, review of related studies and summary of literature review, theoretical framework and conceptual framework. Chapter three describes the research methodology. It includes research design, target population, sample size and sampling procedures, research instrument, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques. Chapter four consists of the findings, data analysis and finally chapter five consists

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

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comprises review of related literature on: concept of job satisfaction, sources of conflict, conflict resolution strategies and job satisfaction, summary of the literature review, theoretical and conceptual framework of the study.

2.2 The concept of job satisfaction

Literature suggests that there is a high level of job dissatisfaction among teachers and principals in Kenya secondary schools (Okumbe, 2001). Job factors as interpersonal relations, workload, status and recognition in the society, available promotion opportunities and their relationship with their employer are factors that lead to their dissatisfaction (Emulole and Morris, 1994). Low job dissatisfaction may reduce absenteeism and employee turnover while high job dissatisfaction may lead to grievances, low productivity, disciplinary problems and organizational challenges. According to Latham (1998), job satisfaction not only retains teachers but also improves their teaching. Student's academic performance and school effectiveness at large can significantly be improved when teachers are satisfied. Shann (2001) argue that job satisfaction is important because it makes schools effective when teachers are committed to their job and reducing the number of teachers leaving the teaching profession. Teachers are dissatisfied with factors

such as their involvement in participation in decision making and them not given chances to participate in decision making. Travers and Cooper (1996) argue that low salary and the lack of promotion opportunities are some of the factor contributing to teachers' intention to quit their jobs.

2.3 Sources of conflict

Conflict can occur whenever two or more parties feel themselves in opposition. Some of the causes of conflict include organizational change, different sets of values, threats to status, lack of trust, contrasting perceptions and personality clashes.

a) Organizational change. Occur when people differ on the way to go, the direction to take and their likely achievement; the human personnel to be used and the end results. Conflict might arise between principals and teachers due to differences in views and routes to take as a result of organizational change hence affecting teachers' job.

b) Different sets of values. People have different beliefs and also follow different value systems. What people believe in leads them to different ways and directions. Due to difference in believe these may results into conflict because of disagreement over the way to go. If the principal and the teacher hold different sets of values then automatically conflict will arise.

c) Threats to status. People defend their status when they became threatened so that they can maintain them because social status and rank are important to a person in a group setting. Conflict may occur between the person defending his or her status and the one who created the threat.

d) Lack of trust. In order to maintain a good relationship between people then trust is vital. Trust may either destroy a relationship or create a good working relationship in the organization. In an institution where people do not trust one another the possibility of conflict arising is very high therefore if trust among principals and teachers is lacking then conflict will arise.

e) Contrasting perceptions. Principals and teachers may differ in perceptions. Principals may have a different perception of things because of their seniority. They feel that things should always be done according to the way they perceive them. As a result conflict is unavoidable if principals and teachers do not have the same perception.

f) Personality clashes among people. Sometimes people in an organization clash because of their different personality. Occurs mostly when employees do not mind others and fail to respect one another in an organization. However not always do personality differences cause conflict, sometimes it is a good way of solving problems in an organization. (Newstrom, 2007).

2.4 Conflict resolution strategies on job satisfaction

Any conflict resolution strategy used by principals' to solve certain conflict can either encourage or discourage teachers in their job. Teachers dissatisfied with the strategies used, display low commitment and are at greater risk of leaving the organization (Pace, 1993). According to Kaliski (2007) achievement and success on the job depends on worker's job satisfaction meaning that it is associated directly to productivity and personal prosperity. Doing a job which one enjoys, doing it well and being rewarded for work done equals to job satisfaction. It entails enthusiasm and happiness with one's work and it is the key ingredient that leads to promotion, recognition, income, and self fulfilling goals. According to Cole (2005) conflict is a condition that emerges whenever one party's perceived interests clashes with another party in such a way that strong feelings arise and compromise is not regarded as an option. Newstrom (2007) asserts that the strategies used will have an essential impact on the outcomes to be reached. The simplest strategies focus on the contrasting approaches of either cooperation or completion. Conflict resolution strategies include the following:

2.4.1 Avoiding strategy and job satisfaction

Involves withdrawal from conflict either physically or mentally and there is low concern for both party's outcomes and leads to a situation where by both parties lose (Newstrom, 2007). According to Thomas and Kilmann (2004), this is where the principal may tend to evade the conflict entirely by implementing controversial

decisions or accepting defaults to preserve people's feelings. The controversy may be trivial or impossible to solve or another person within the institution is in a better position to solve it. Musyoki (2013) found out that an avoiding person is one who fails to satisfy his/ her own interest as well as the other party. Oetzel and Toomey (2006) argue that this strategy is however weak and ineffective in most scenarios. There is a strong theoretical support for the idea that, avoidance has negative effects in most scenarios and it is both unassertive and uncooperative. Principals ignore conflicts, hoping that they will remedy themselves hence making teachers dissatisfied. Problems are simply put on hold and when they are considered, drawn out procedures are used to stifle the conflict and secrecy is used as a tool to avoid confrontation (Hoy and Miskel, 2008). The use of this method will make the teachers dissatisfied with their jobs because conflicting issues are not addressed and solved effectively.

2.4.2 Smoothing strategy and job satisfaction

The strategy involves putting great emphasis on the concern for one's own detriment while accommodating the other party's interest and usually results in one party losing while the other party wins. Here people have high concern for others needs and low concern for their own needs. In this strategy, principals usually value positive relationships with teachers. They are always out of their way to please teachers ending up forgetting to satisfy their own needs (Barsky, 2002).

2.4.3 Forcing strategy and job satisfaction

The strategy involves using dominion tactics in order to win. Depends on aggressiveness and authority by principals to achieve personal goals at the expense of teachers resulting in a win-lose situation. The use of forcing strategy may result to short term goal but often irreparably harms the relationship between the parties. Campbell, Corbally and Nystrand (1983) state that in many conflicts to which the administration is a party they are resolved by domination. Decision making often produce intrapersonal conflicts for school administrators because they force choices among values. Folger, Poole and Stutman (2009) found out that this is orientation to conquer the other and coerce him/ her to do what the party wants. Conflicts resolved using this strategy makes the teachers dissatisfied with their job because they lose.

2.4.4 Compromising strategy and job satisfaction

The strategy involves agreeing to give up something in exchange for something else. This strategy reflects a moderate degree of concern for self and others but with no clear outlined outcomes. Hoy and Miskel (2008) state that the aim of this strategy is looking for the midst ground, negotiating, trade-offs and seeking for solutions that are satisfactory or acceptable to both parties because it is a balance between the needs of organization and those of the individual. Musyoki (2013) notes that in compromising strategy, it may involve giving and taking where by both parties give up something to make mutually agreeable decision and may

further involve searching for centre ground, splitting the differences and exchanging concessions. Newstrom and Davis (2002) argue that compromising is effective in dealing with interpersonal conflict when it benefits both parties. Hellriegel and Woodman (2000) viewed compromise as a means of achieving moderate, but only partial, satisfaction for each party. Musyoki (2013) found that principals pay attention to their own needs and some attention to the teaching staff to satisfy them. This means that teachers who are dissatisfied with the principals' conflict resolution strategy display low commitment are at greater risk to leave the organization. Therefore the use of this strategy by principals' only make teachers partially satisfied with their jobs.

2.4.5 Confronting strategy and job satisfaction

It is referred to as problem solving or integrating strategy since it entails facing the conflict directly and working it through to a mutually satisfactory resolution. This strategy aims at maximizing the achievement of both party's goals, resulting in a win-win situation (Newstrom, 2007). Okumbe (2001) argue that in this strategy, it is when two party's interests are too important to be compromised. Hoy and Miskel (2008) view this strategy as one which is assertive and cooperative. It is a problem solving tactic and usually problems and conflicts are viewed as challenges. Differences are confronted and ideas and information shared among parties. There is a concerted effort to find integrative solutions, those in which everyone emerges victorious. Both parties view the recent conflict as productive

because both parties win. Therefore participants find confronting approach to be fulfilling because they retain their self respect and gain new respect for the other party. Wachira (2011) found that the problem solving strategy is more effective for achieving integration of the activities of different subsystems. This strategy is suitable in utilizing the skills and information possessed by both the principal and teachers to come up with solutions and successful implementations, when issues appear difficult. This strategy is believed to be both effective and appropriate in conflict resolution and therefore is perceived as highly competent. It is therefore the best strategy to use to solve conflict because it results into teachers being satisfied with the way conflict is being solved by principals. A model of conflict resolution process is shown in figure 2.1.

Figure 2.1. A model of the conflict resolution process

Causes of conflict	Perception of conflict
• Organizational change • Different sets of value • Threats to status • Contrasting perceptions • Lack of trust • Personality clashes	• Constructive • Destructive

Participation intentions
- Winning
- Losing

Conflict outcomes	Resolution strategies
• Lose-lose • Lose-win • Win-lose • Win-win	• Avoiding • Smoothing • Forcing • Compromising • confronting
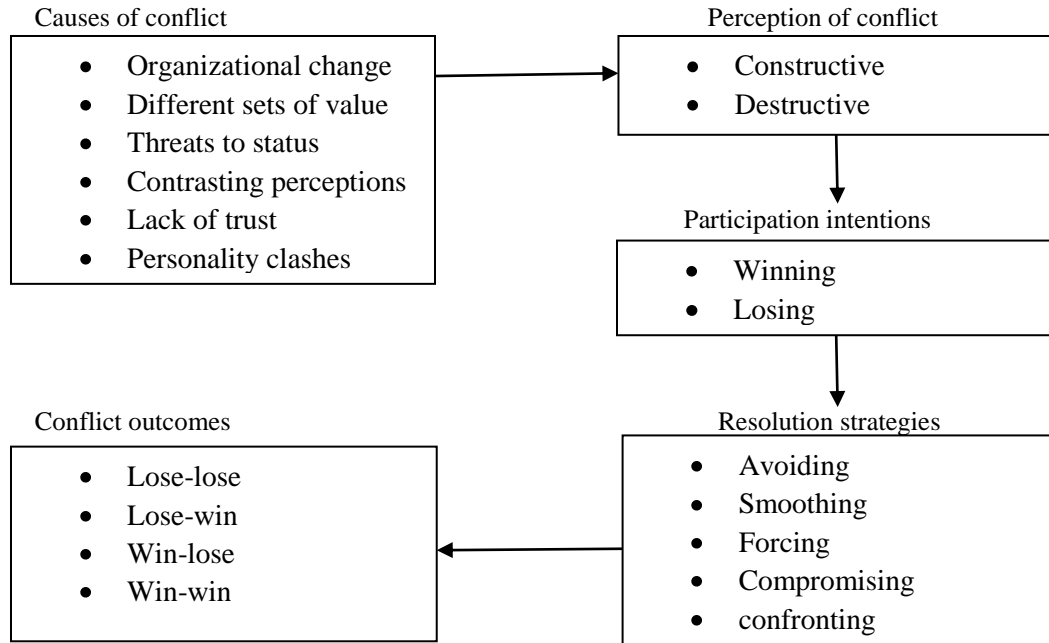
Source: Newstrom (2007). Organizational Behavior (12th ed.)

Newstrom (2007) asserts that depending on the strategies taken by people involved, conflict may produce four distinct outcomes as shown in figure 2.2.

Figure 2.2. The four possible outcomes of conflict

Individual A's outcome	3 Win-lose	4 Win-win
	1 Lose-lose	2 Lose-win

Individual B's outcome

Source: Newstrom (2007). Organizational Behavior (12th ed.)

21

Interpretation of quadrants

a) Lose-lose. Shows a situation in which conflict worsens to the point that both parties are worse off than they were before conflict.

b) Lose-win. Occurs in a situation where individual A defeats individual B. One person wins at the expense of the other.

c) Win-lose. The situation is reversed, with individual B losing to individual A.

d) Win-win. Depicts a situation in which parties are in better position before conflict began. This is the favorable outcome.

2.5 Summary of literature review

Only the confronting strategy is preferred as a conflict resolution approach, because it addresses the basic differences involved among parties and removes them through problem solving. Other tools and ideas used to resolve conflicts may involve simple application of rules and policies to solve a dispute. Parties can be separated by reassigning workspaces, removing one person from a committee or placing workers on different shifts. Involving a third party into the interaction, a consultant, mediator or other neutral person who can ignore personal issues and facilitate resolution. A constructive approach is to challenge the parties to work together toward a unifying goal**.** Newstrom (2007) asserts that depending on strategies taken by people involved, conflict may produce four distinct outcomes, which are; lose-lose, lose-win, win-lose and win-win.

2.6 Theoretical framework

This study was guided by Kenneth Thomas' theory of analysis on conflict styles 1976 (Miller, 2006:197). The theory provides a useful typology for examining five conflict resolution strategies. The theory identifies two dimensions of behavior that can produce conflict, attempting to satisfy one's concerns (institution demands in the case of principals) and attempting to satisfy other's concerns (individual needs of the members). Attempting to satisfy institution demands can be viewed along an assertive, unassertive continuum; attempting to satisfy individual needs can be conceptualized from uncooperative to cooperative. Figure 2.2 shows conflict resolution strategies.

Figure 2.3. Conflict resolution strategies
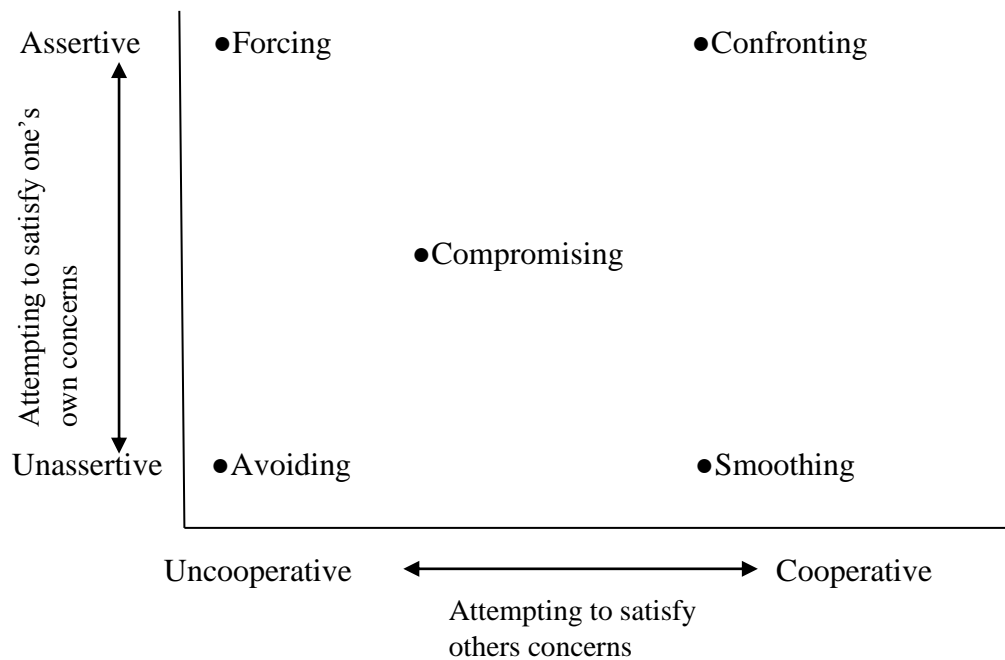
Source: Thomas (1976).

2.7 Conceptual framework

Reichel and Ramey (1987) define conceptual framework as set of board ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. Figure 2.3 shows the conceptual framework relationship between principals' conflict resolution and teachers' job satisfaction.

Avoiding strategy		
Smoothing strategy	Conflict resolution process within the school	Indicators: commitment, job satisfaction, professional growth, decision making, students learning achievement.
Forcing strategy		
Compromising strategy		
Confronting strategy		
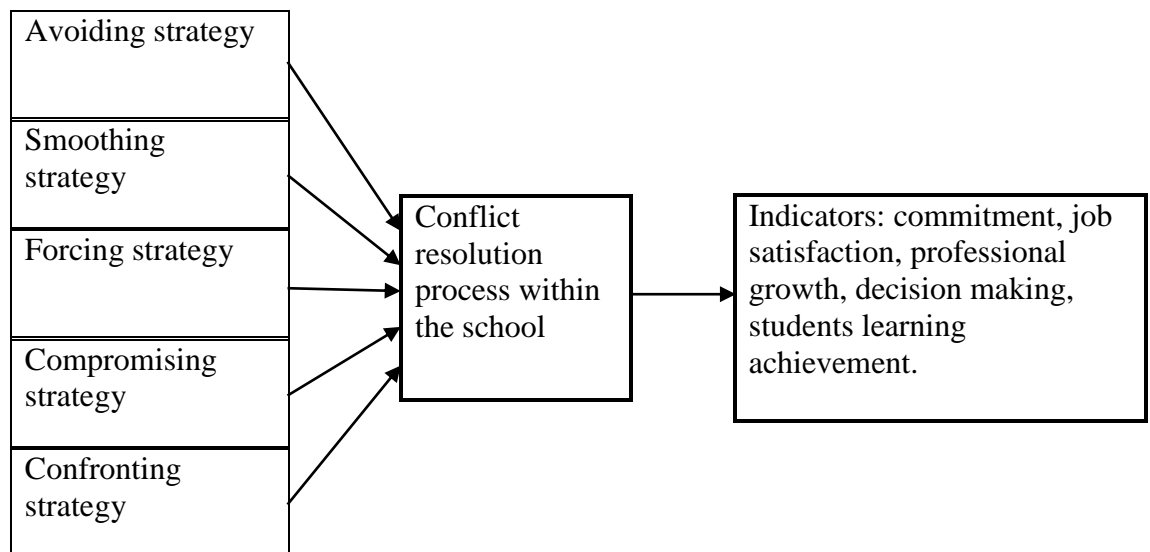
Figure 2.4. Principals' conflict resolution strategies and teachers' job satisfaction

The framework shows different conflict resolution strategies which were used by principals in different schools. Depending on the strategy that was used, for example avoiding, forcing, smoothing, compromising or confronting had an effect on the teachers' job satisfaction or dissatisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research design

The study employed descriptive survey design. According to Best and Kahn (2005) the survey method collects data at a particular time on a relatively large number of cases. The method is concerned with the statistics that result from a number of cases rather than characteristics of individuals as individuals. Creswell (2003) states that survey gives numeric description and qualitative trends, attitudes or opinions of a population by studying a sample of that population from the sample results and then the researcher generalizes or makes claims about the population. The design was involved in administering of questionnaire to sample individuals. Therefore descriptive survey design for this study was used to analyze the relationship between conflict resolution strategies used by principals' and teachers' level of job satisfaction.

3.3 Target population

Mugenda and Mugenda (1999) define target population as the whole group of individuals, events or objects having a similar observable characteristic. It is the total of all that conforms to a given specification. The target population for this study was 11 public secondary schools in Lamu West Sub County, 11 principals and 88 teachers (MoE Lamu County, 2015).

3.4 Sample size and Sampling procedures

Carrying out research on large target populations is often difficult to reach out to all members groups or phenomena to determine the reality about the characteristic under investigation. Mugenda and Mugenda (1999), states that the sample size must be able to accurately represent population characteristic which is under investigation. Stratified sampling was done to determine the number of members to participate in the study. In order to provide equal chances for every member in the school to be included, simple random sampling was done. Names of all targeted schools, principals and teachers were drawn on a piece of paper and mixed in a container thoroughly after which 11 schools, 11 principals and 88 teachers were identified to participate in the study. 11 schools were selected out of 17 public schools in Lamu west and 11 principals out of 17 principals in all public secondary schools which is about 64.71 percent and 88 teachers out of 212 which is about 41.51 percent (TSC, Lamu County, 2015).

3.5 Research instruments

Questionnaire is used in carrying out surveys that involves relatively large samples (Krathwohl, 1998). Using the questionnaire as a tool to collect data takes relatively shorter time, allows data collection from a large portion of the target population and use of closed ended items allows the questionnaire to explore a wide range of variables within the study. The principals' questionnaire had three parts; demographic information, conflict resolution strategies used and influence of principals conflict resolution on teachers job satisfaction. The teachers questionnaire had five parts; demographic information, strategies used by principals, influence of principals conflict resolution on teachers job satisfaction and teachers level of job satisfaction.

3.6 Instrument validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences which are based on research results. It is the percentage to which results obtained from the data analysis represents the actual phenomenon under investigation. The questionnaires were scrutinized and approved by the two supervisors to ascertain the content validity and also face validity to judge on the appropriateness of the instrument.

3.7 Instrument reliability

Fraenkel and Wallen (2006) observe that reliability is the consistence of scores or answers from one administration of an instrument to another and from a set of items to another. The researcher employed the test re-test technique where questionnaires were administered to two principals and six teachers from two schools in order to ascertain reliability. The researcher then revisited the school after two weeks for a second re-administration and the results from the two test administered were analyzed using Pearson's product moment correlation coefficient. Mugenda and Mugenda (2008) state that a coefficient of 0.80 or more implies that there is a high degree of reliability. The following formula was used to calculate the Pearson's product moment correlation coefficient.

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

Where: r = Pearson's coefficient of reliability

N = number of subjects

Σ = the sum of scores

X = scores on one test

Y = scores on the other test

3.8 Data collection procedures

The researcher obtained permit to conduct research from the National Commission of Science, Technology and Innovation (NACOSTI). Then the researcher visited the County Commissioner and CDE Lamu County to seek permission to undertake the study in the area. The researchers also introduced himself to all principals of the targeted schools and established a rapport, to allow the study to be conducted in their schools. Then the researcher administered the questionnaires personally and ensured that the respondents understood what is required of them. The researcher however assured the respondents of confidentiality of their identity.

3.9 Data analysis techniques

According to the Organization for Economic Co-operation and Development (2004) Glossary of statistical terms, data analysis is the process of transforming raw data into useful information, often presented in the form of a published analytical article. Thus data analysis is the process of breaking down and summarizing, classifying, interpreting and reporting about the different aspects of investigated phenomena. The quantitative data collected using questionnaire were coded and entered in the computer for analysis using Statistical Package for Social Sciences. Data was presented in tables, graphs and charts. Qualitative data collected was analyzed by synthesizing the information from the respondents and arranging the responses thematically in line with the objectives of the study.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation of findings Presents: questionnaire response rate, demographic information of respondents, conflict strategies used by principals, influence of principals' conflict resolution on teachers' job satisfaction and teachers' level of job satisfaction.

4.2 Questionnaire return rate

It is the proportion rate of the number of questionnaire returned by respondents. In this study out of 88 teachers sampled, all of them returned the questionnaire which is 100 percent return rate. Out of 11 principals sampled, 9 returned the questionnaire which is equivalent to 82 percent. This return rate was on the higher side to provide the required information for the study.

4.3 Demographic data

The demographic information for the respondents focused on: gender, age, education level and teaching experience. The subsequent sections represent the findings of the study.

4.3.1 Gender of principals

The study aimed at determining the gender of principals. This helped to know the number of male and female principals in Lamu West Sub County. Figure 4.1 presents the distribution of principals by gender.

Figure 4.1 Principals gender data
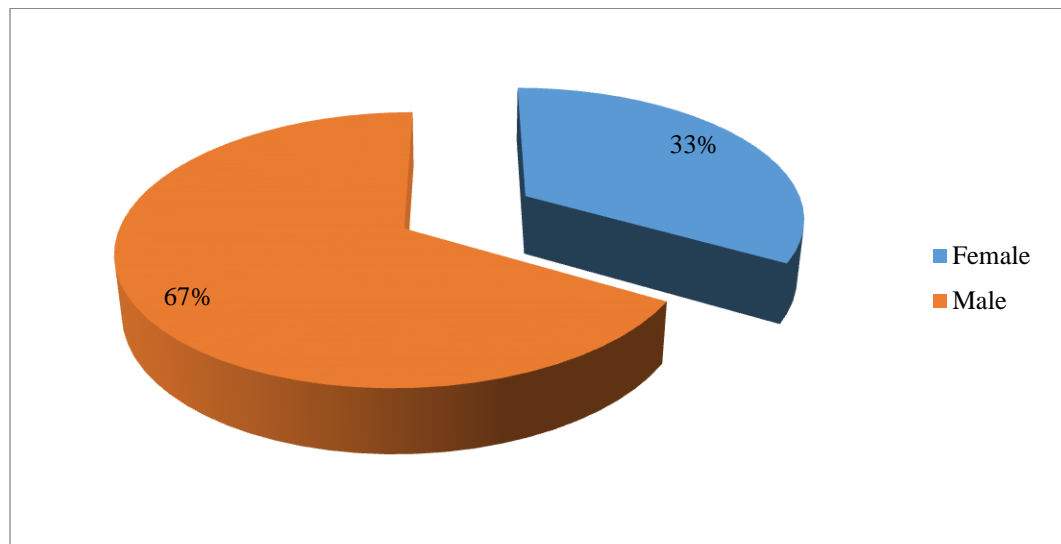
According to the results in figure 4.1, majority of principals were male at a frequency of 6 which was equivalent to 67 percent and female 33 percent with a frequency of 3. Public secondary schools in Lamu West Sub County have more male principals, implying that there was gender disparity among principals.

4.3.2 Gender of teachers

The study aimed at determining the gender of teachers. The findings are presented in figure 4.2.

Figure 4.2 Teachers gender data
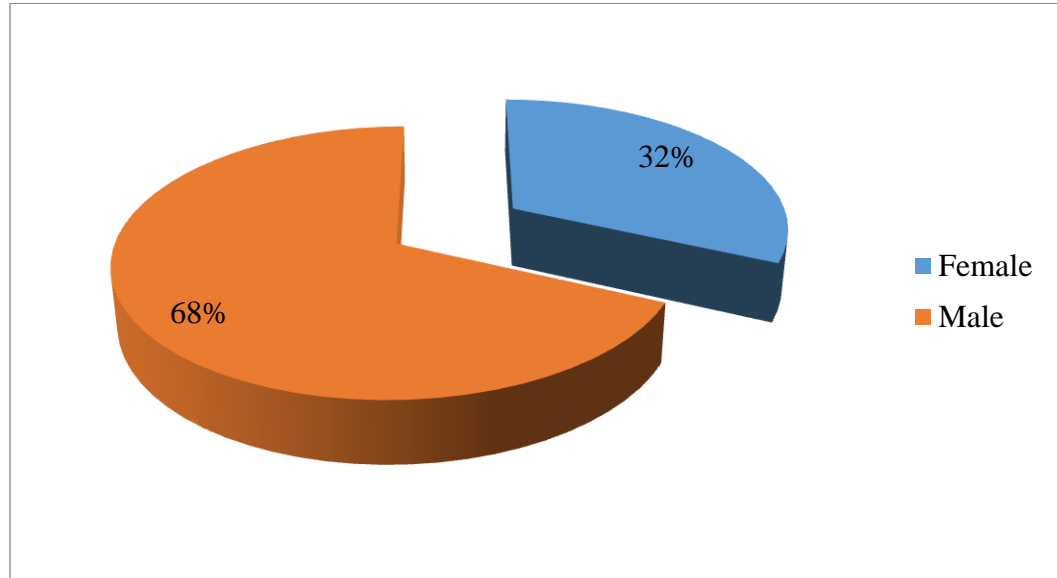
According to the results, majority of the teachers were male at 68 percent with a frequency of 60. Female teachers recorded a frequency of 28 which was 32 percent. The findings may be interpreted that public secondary schools in Lamu West Sub County were dominated by male teachers.

4.4 Age data

The study sought to determine the ages of principals and teachers. The findings are presented in the subsequent section.

4.4.1 Age of principals

The study aimed at determining the ages of principals. The findings are presented in table 4.1.

Table 4.1 Distribution of principals by age

Age in years	Frequency	Percent
Above 50 years	1	11
41-50 years	8	89
31-40 years	0	0
21-30 years	0	0
Total	9	100

From the findings, majority of the principals were between ages 41-50 years equivalent to 89 percent while those above 50 percent were 11 percent. This resulted into differences between the older principals and the young teachers who account about 45 percent, between 21-30 years in Lamu West Sub County. Different perceptions had aroused in terms of the preferred mode of dressing among the older principals and young teachers hence cause of conflict in their work places. Experience different types of conflicts which need to be resolved by different conflict resolution strategies while old principals had a lot of differences in relation to the young teachers hence more conflict.

4.4.2 Age of teachers

The study sought to determine the ages of teachers. The findings are presented in table 4.2.

Table 4.2 Distribution of teachers by age

Age in years	Frequency	Percent
Above 50 years	4	5
41-50 years	8	9
31-40 years	36	41
21-30 years	40	45
Total	88	100

From the responses most of the teachers in Lamu West Sub County were between ages 21-30 years which was equivalent to 45 percent, followed by 31- 40 years at 41 percent. This may be interpreted that teachers were at their early career ages. Teachers above 50 years recorded low p ercent equivalent to 5 percent. Meaning that the age gap between older principals and the young teachers who were the majority, resulted into conflict in terms of the preferred mode of dressing among the two parties.

4.5 Academic qualification

The study sought to determine distribution of principals and teachers by their highest academic qualification. The findings are presented in subsequent section.

4.5.1 Academic qualification of principals

Academic qualification is important factor in the way people handle conflict situations and the study sought to determine the distribution of principals by their highest academic qualification. The findings are presented in table 4.3.

Table 4.3 Principals' academic qualification

Qualification	Frequency	Percent
PhD	0	0
Masters	4	44
Bachelors degree	5	56
Diploma	0	0
Total	9	100

Table 4.3 shows that majority of the principals, 56 percent had bachelors' degree of education. About 44 percent had masters' degree while 0 percent had PhD or diploma. The study findings may be interpreted that principals in Lamu West Sub County are highly qualified and knowledgeable in terms of dealing with conflict because of their academic qualification which provide efficient skills in conflict resolution.

4.5.2 Academic qualification of teachers

The study sought to determine distribution of teachers by their highest academic qualification. The findings are presented in table 4.4.

Table 4.4 Teachers academic qualification

Qualification	Frequency	Percent
PhD	0	0
Masters	8	9
Bachelors degree	68	77
Diploma	12	14
Total	88	100

From the findings majority of the teachers had bachelor's degree of education. None of the teachers had PhD, while masters were 9 percent and diploma qualification 14 percent. The study findings may be interpreted that majority of the teachers were highly qualified professionals, knowledgeable and were competent enough to discharge their duties.

4.6 Working experience

Principals and teachers were asked to indicate how long they have been teaching. The results are presented in subsequent section.

4.6.1 Working experience of principals

The study sought to establish the working experience of the principals. The data is presented in table 4.5.

Table 4.5 Distribution of principals by working experience

Teaching experience	Frequency	Percent
Over 15 years	1	11
11-15 years	0	0
6-10 years	5	56
1-5 years	3	33
Total	9	100

The results show that more than half of the principals have 6 years and above experience as principals. Meaning that majority were highly experienced principals. Those with 1-5 years experience were 33 percent. The vast working experience means that principals were experienced in terms of dealing with conflict in their schools and practice good conflict resolution strategies. They understand teachers and how to handle conflict in different situations. Moreover the principals can also understand the influence of conflict resolution strategies on teachers' job satisfaction.

4.6.2 Working experience of teachers

Teachers were asked to indicate their working experience in terms of how long they have been teaching. The results are presented in table 4.6.

Table 4.6 Distribution of teachers by working experience

Teaching experience	Frequency	Percent
Over 15 years	6	7
11-15 years	10	11
6-10 years	24	27
1-5 years	48	55
Total	88	100

Table 4.6 shows more than half of the teachers at 55 percent had teaching experience of between 1-5 years. The findings may be interpreted that teachers were still in their early career age and if they were not inducted well in their respective schools it increased chances of conflict arising hence resulting in job dissatisfaction. About 45 percent of teachers had more than 5 years teaching experience, meaning that they were highly experienced in the profession. This experience is important because it makes the teachers to adapt to different types of conflict and conflict resolution strategies. This helps them to compare the different conflict resolution strategies used by principals' and their influence on teachers' job satisfaction.

4.7 Conflict resolution strategies

The study sought to determine conflict resolution strategies used by principals and how they influence teacher's job satisfaction. The findings are presented in subsequent sections.

Teachers were given items to determine the conflict resolution strategies employed by school principals. The responses are shown in figure 4.3.

Figure 4.3 Teachers' response on conflict resolution strategies used by principals
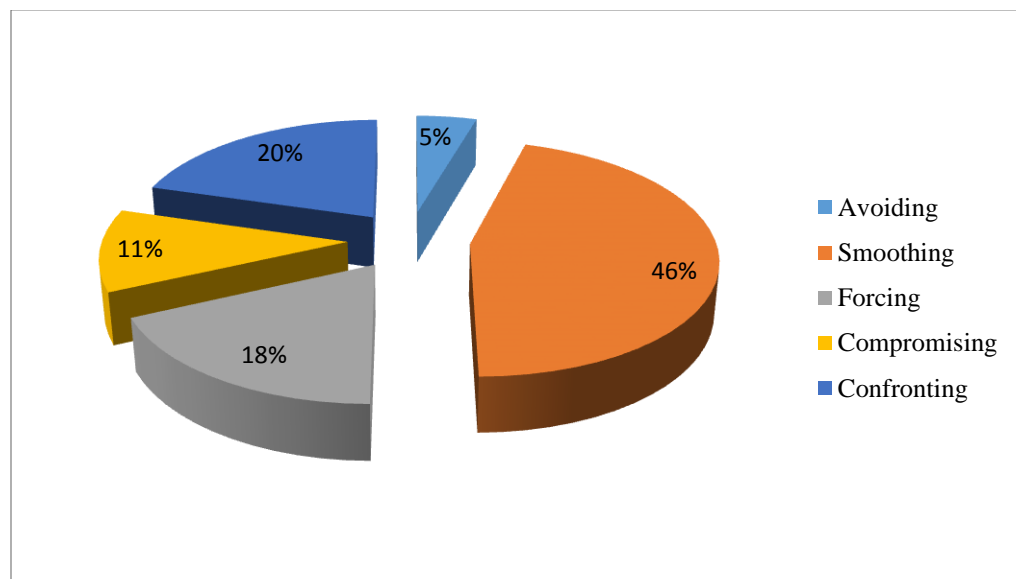
From the findings most teachers were in opinion that 46 percent of principals use smoothing strategy to solve conflict, meaning that principals accommodate other party's interests and places greatest concerns for others, resulting into a lose-win outcome. It was followed by confronting strategy at 20 percent and forcing strategy at 18 percent respectively. Avoiding strategy was the least used strategy to

solve conflict at 5 percent. Meaning that some principals use one strategy to solve conflict while others use more than one strategy.

Principals were also asked to rate which conflict resolution strategies they used to solve conflict.

Table 4.7 presents principals response to the use of each of the five conflict resolution strategies.

Table 4.7 Principals' use of conflict resolution strategies

Type of conflict resolution	Frequency	Percent
Avoiding	1	11.1
Smoothing	1	11.1
Forcing	3	33.3
Compromising	1	11..1
Confronting	3	33.3
Total	9	100

From the findings most principals at 33.3 percent use forcing and confronting strategies. Meaning that some principals use power tactics to achieve a win while others handle conflict directly and solve it to a mutually satisfactory resolution.

The results are further discussed and compared in subsequent sections.

4.7.1 Avoiding strategy and teachers' job satisfaction

The number of teachers with a frequency of 4 who supported the use of this strategy was 5 percent while principals were 11.1 percent. Meaning that principals neglect conflict by using avoiding strategy, therefore are unable to resolve teachers' job satisfaction because this strategy involves physical withdrawal from conflict resulting in a lose-lose situation. Principals refuse to take up responsibility to solve teachers' problems. This shows that principals neglect conflict and were unable to resolve teachers' job satisfaction. This may have been the cause for lack of commitment and job dissatisfaction.

4.7.2 Forcing strategy and teachers' job satisfaction

From the study 18 percent of teachers with a frequency of 16 and 33.3 percent of principals support the use of this strategy. The respondents supported the fact that principals try to force teachers to accept their solution as the best way of solving conflict. Principals maintained that goals were important to them in managing different types of conflict in relation to teachers' job satisfaction. The relationship with teachers was not a big deal as far as conflict resolution is concerned. Principals fought to win at the expense of the teachers. Principals rely on dominion tactics and authority to achieve personal goals at the expense of teachers. The use of this strategy therefore achieves a short term goal but often irreparably harms the relationship between the parties involved. The findings showed that forcing strategy influenced teachers' job satisfaction when used to win and lose in solving

conflict. Teachers were not given space when it came to solving conflict between the two parties. This conflict resolution strategy influenced teachers negatively because of failure to adequately settle conflict. This means that principals intimidated teachers when solving conflict leading to dissatisfaction in teachers' job satisfaction. Musyoki (2013) found out in her study that administrators assumed that they were winners thus leading to a sense of pride, spirit of domination and achievement. This conflict management style had side effects to the lectures' performance.

4.7.3 Smoothing strategy and teachers' job satisfaction

The number of teachers who supported the use of this strategy was 46 percent with a frequency of 40 and principals 11.1 percent. In this strategy principals value positive relationship with others. Musyoki (2013) in her study found out that administrators solved problems in ways of involving lecturers thus getting what they want. They aimed at satisfying the lecturers' problems by giving in to maintain relationships in Pan African University.

4.7.4 Compromising strategy and teachers' job satisfaction

This conflict resolution strategy is moderate in both assertive and co-operative in that principals were concerned with their own concerns as well as the concerns for teachers. This conflict resolution strategy influenced the teachers' job satisfaction by solving their problems in a give and take attitude. About 11 percent of teachers with a frequency of 10 and 11.1 percent of principals supported the use of this

strategy. This aims at proposing a middle ground on which the principals broke the deadlock in a way of discussion. This conflict resolution strategy neglects the importance of objectives in the institution. This conflict resolution strategy is both assertive and cooperative in that the principals were concerned with their own concerns as well as the concerns for teachers. Principals influenced the teachers when in conflict by persuading them so as to satisfy them, thus manage the conflict between them.

4.7.5 Confronting strategy and teachers' job satisfaction

The number of teachers who supported the use of this strategy had a frequency of 18 which was 20 percent, while principals were 33.3 percent. This conflict resolution aims at resolving conflict by analytically tracing the root problem by discussing between them. Principals who used this conflict resolution strategy valued their own goals and relationships when faced with conflict, so as to make teachers satisfied thus do their work with a lot of commitment. Principals sought solutions which looked at both sides leading to job satisfaction. This conflict resolution leads to high performance thus job satisfaction.

4.8 Conflict resolution strategies and teachers' job satisfaction

The study sought to investigate the use of different conflict resolution strategies and how they influenced teachers' job satisfaction. The findings are presented in subsequent subsections.

4.8.1 Teachers level of satisfaction on conflict resolution used

Teachers were asked to rate their satisfaction or dissatisfaction on the conflict resolution used by principals. The levels of satisfaction were measured on a 5 point likert scale as shown on figure 4.4.

Figure 4.4 Level of satisfaction with conflict resolution strategies
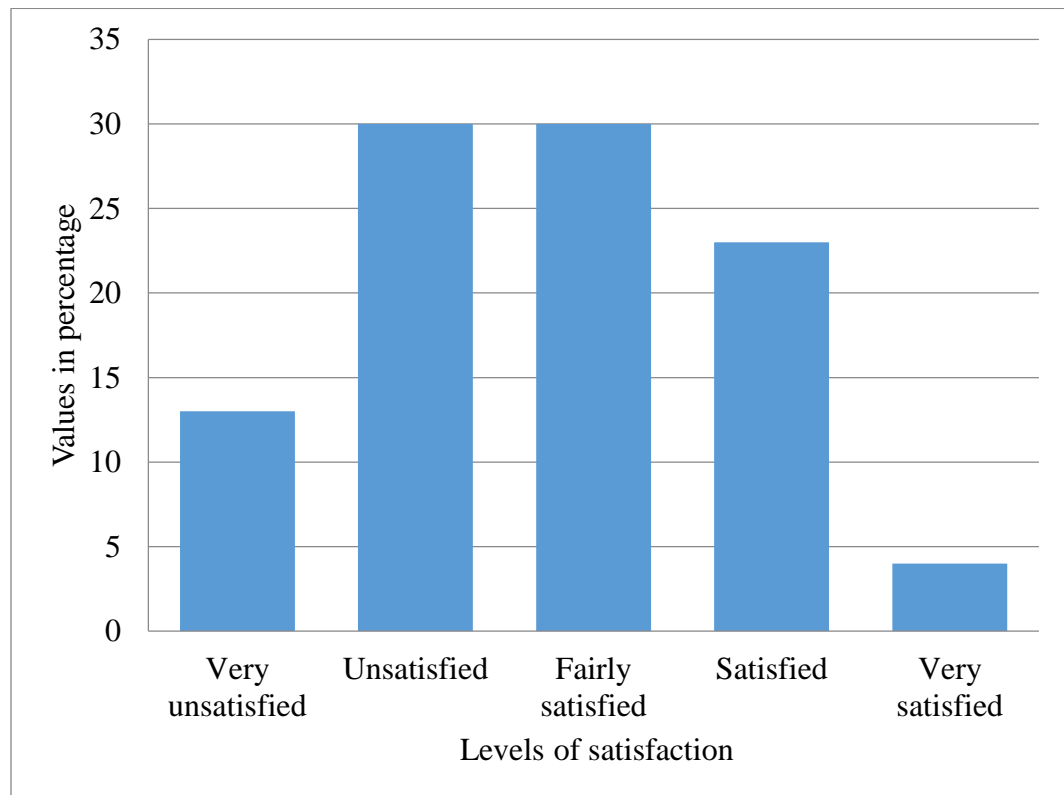
From the findings 13 percent of the teachers were very unsatisfied with the way conflict resolution strategies were used in schools. Those unsatisfied were 30 percent, meaning that they were also unsatisfied with their jobs. Those fairly satisfied were 30 percent. While those who were satisfied were 23 percent and 4

percent were very satisfied with the way conflict resolution strategies were used implying that they were also satisfied with their jobs.

4.8.2 Teachers' response on conflict resolution strategies that influenced their job satisfaction

Teachers were asked to indicate which conflict resolution strategies influenced their jobs. The findings are presented in figure 4.5.

Figure 4.5 Teachers' response on conflict resolution that influenced their job satisfaction
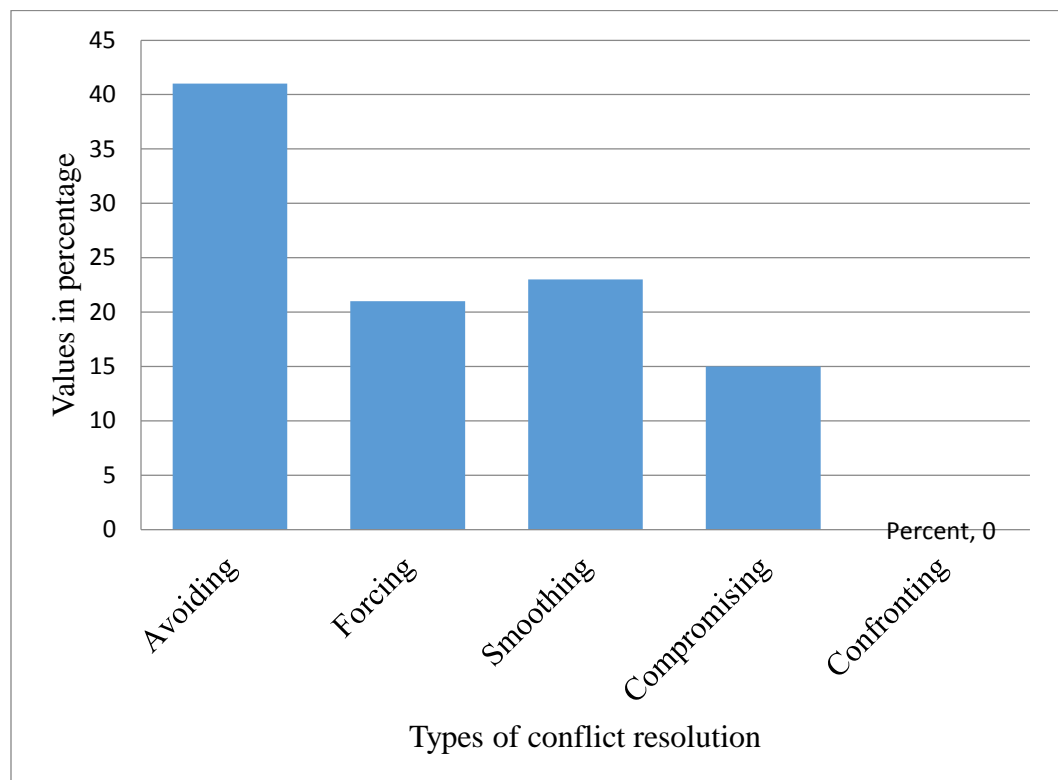
From the findings most teachers in Lamu West Sub County were influenced by avoiding strategy as a strategy of conflict resolution which was equivalent to 41

percent. This may be interpreted to mean that teachers were influenced most when principals avoided conflict in schools while assuming that conflict will solve its self.

Those that were influenced by forcing strategy were 21 percent, which may be interpreted to mean that teachers were dissatisfied when principals use power tactics to achieve a win.

From the study those teachers that were influenced by smoothing strategy were 23 percent. This may be interpreted to mean that teachers were dissatisfied when their interests were accommodated, mostly meant to maintain the relationship with principals.

Teachers who were influenced by compromising strategy were 15 percent. This may be interpreted to mean that teachers were dissatisfied when they were supposed to give up something in order to gain something else.

4.8.3 How conflict resolution strategies influence teachers' job satisfaction

Teachers were also asked to rate which conflict resolution strategy influenced their jobs. The findings are presented in table 4.8.

Table 4.8 How conflict resolution strategies influence teachers' job satisfaction

Conflict resolution strategy	Poor		Fair		Good	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Avoiding	68	77	18	21	2	2
Forcing	70	80	15	17	3	3
Smoothing	40	45	30	34	18	21
Compromising	30	34	42	48	16	18
Confronting	3	3	20	23	65	74

Majority of the teachers at 77 percent were influenced negatively by avoiding conflict resolution strategy. Meaning that they did not feel satisfied when conflict was avoided by principals. Also majority, 80 percent of the teachers are influenced poorly in terms of job satisfaction when forcing strategy is used. Most teachers at 45 percent are influenced poorly when smoothing strategy is used and fairly at 34 percent. Most teachers at 48 percent are fairly influenced when compromising strategy is used. About 74 percent of teachers feel good when confronting strategy is used since conflict is solved in the best possible way.

4.8.4 Level of job satisfaction among teachers

The study sought to establish the rate of job satisfaction among teachers in Lamu West Sub County. This findings may explain why the low performance in the Sub County in national examination and if the conflict resolution strategies used could

be a contributing factor. The levels of satisfaction were measured on a 5 point likert scale. Figure 4.6 shows the levels of satisfaction.

Figure 4.6 Teachers levels of job satisfaction
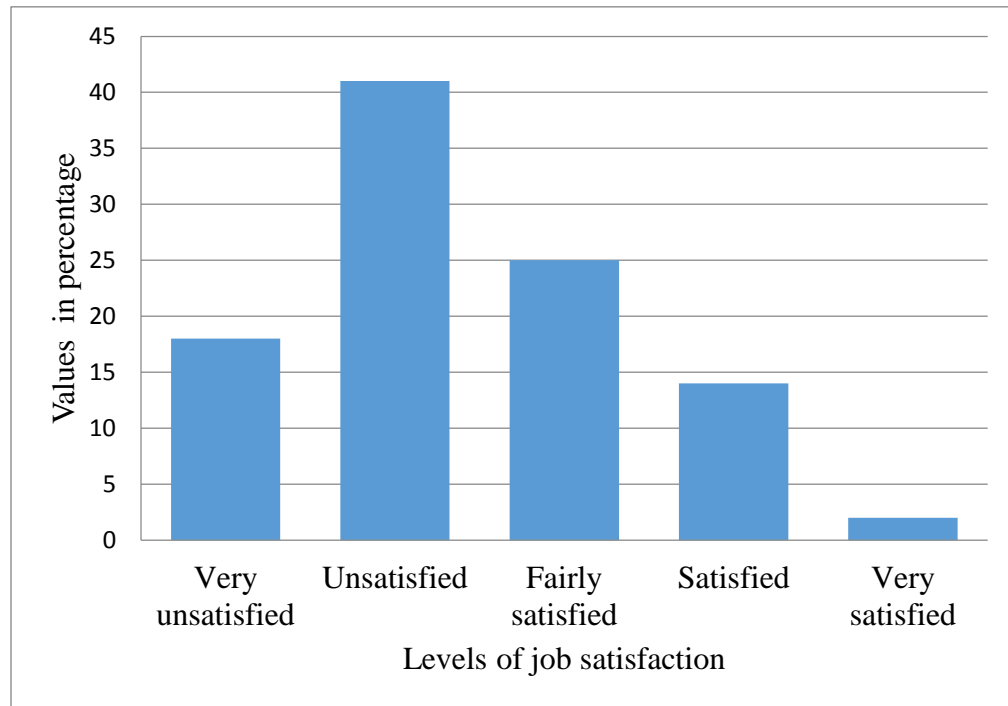
Figure 4.6 shows that 18 percent were very unsatisfied and 41 percent of the teachers were unsatisfied with their jobs. They attributed their dissatisfaction to inadequate of appreciation from their employer TSC, poor remuneration compared to their qualification, low motivation, ridiculed teaching profession, huge workload, lack of recognition, harsh working environment, rare chances for promotion and inadequate professional growth. The number of teachers satisfied with their jobs was 14 percent and 2 percent were very satisfied. They attributed

their satisfaction to learners' achievement, enjoying teaching and that teaching is a calling.

4.8.5 Satisfaction of teachers with teaching profession

Teachers were asked to indicate whether they were satisfied with the teaching profession as teachers. The findings are presented in figure 4.7.

Figure 4.7 Satisfaction of teachers with teaching profession
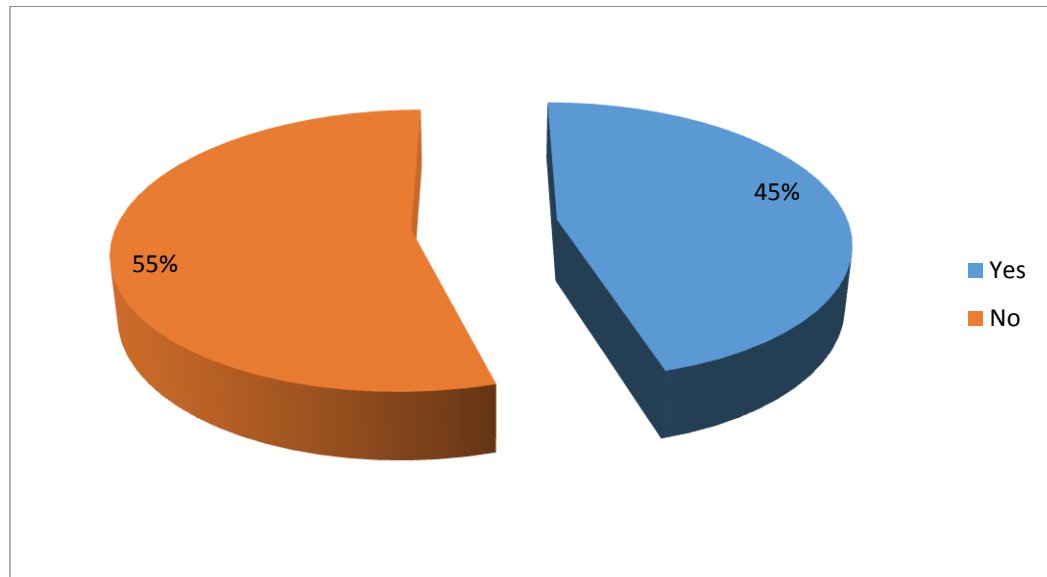
Majority of the teachers' with a frequency of 48 which is equivalent to 55 percent were not satisfied with the teaching profession. This may be interpreted that if the teachers are not satisfied with the profession they are not also satisfied with their jobs. Teachers satisfied with the profession as teachers are also satisfied with their jobs.

4.8.6 Teachers' involvement in decision making on issues affecting them

Teachers were asked to indicate whether they were involved in decision making on issues affecting them and their responsibilities. The findings are presented in figure 4.8.

Figure 4.8 Teachers involvement in decision making
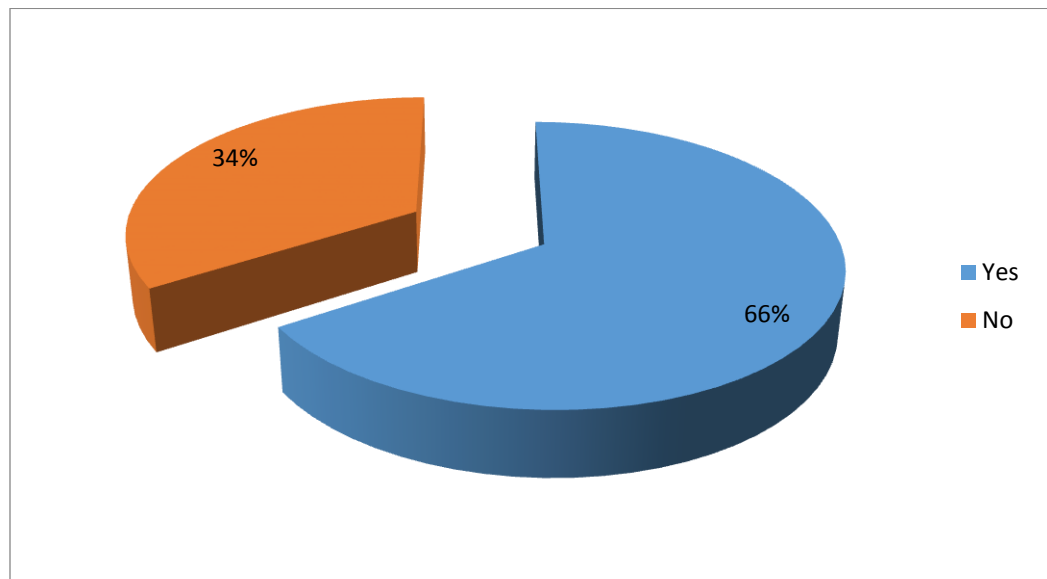
From the findings majority of the teachers' with equivalent to 66 percent were involved in decision making on issues that affect them and their assigned responsibilities at their work place. This may be interpreted to mean that they were satisfied because they were involved in decision making process, hence less conflict. Those who were not involved in decision making were 34 percent. This may mean that they were not satisfied because decisions were made without them being involved.

4.8.7 Relationship between remuneration and job satisfaction

Teachers were asked to indicate their satisfaction with what they earn for work done. The findings are presented in table 4.9.

Table 4.9 Relationship between remuneration and job satisfaction

	VU		U		FS		S		VS	
	F	%	F	%	F	%	F	%	F	%
Salary as a measure of qualification	34	39	22	25	22	25	2	2	8	9
Salary as a measure of responsibilities	22	25	30	34	26	29	6	7	4	5
Salary in meeting expenses	18	20	48	55	16	18	0	0	6	7

KEY: VU- very unsatisfied, U-unsatisfied, FS-fairly satisfied, S-satisfied and

VS-very satisfied.

From the findings most teachers' equivalent to 39 percent were very unsatisfied with their present salary as a measure of their qualification. About 25 percent were unsatisfied and fairly satisfied with their salary as a measure of qualification. Only 2 percent were satisfied with their present salary as a measure of qualification, meaning that they were also satisfied with their jobs.

Most teachers at 34 percent were unsatisfied with their salary as a measure of their responsibilities in school. This may be interpreted to mean that the salary they

received was not equivalent to their qualification. Only 7 percent were satisfied and 5 percent very satisfied.

Majority of the teachers equivalent to 55 percent were unsatisfied that their salary met their expenses. Only 7 percent were satisfied that salary met their expenses.

The findings of the study are in harmony with Mghana (2013) who found out in his study on teachers job satisfaction in Voi District that teachers were highly dissatisfied with their salaries.

4.8.8 Teachers' intentions to continue teaching

The study sought to establish how many teachers were willing to continue teaching. The findings are presented in figure 4.9.

Figure 4.9 Teachers intention to continue teaching
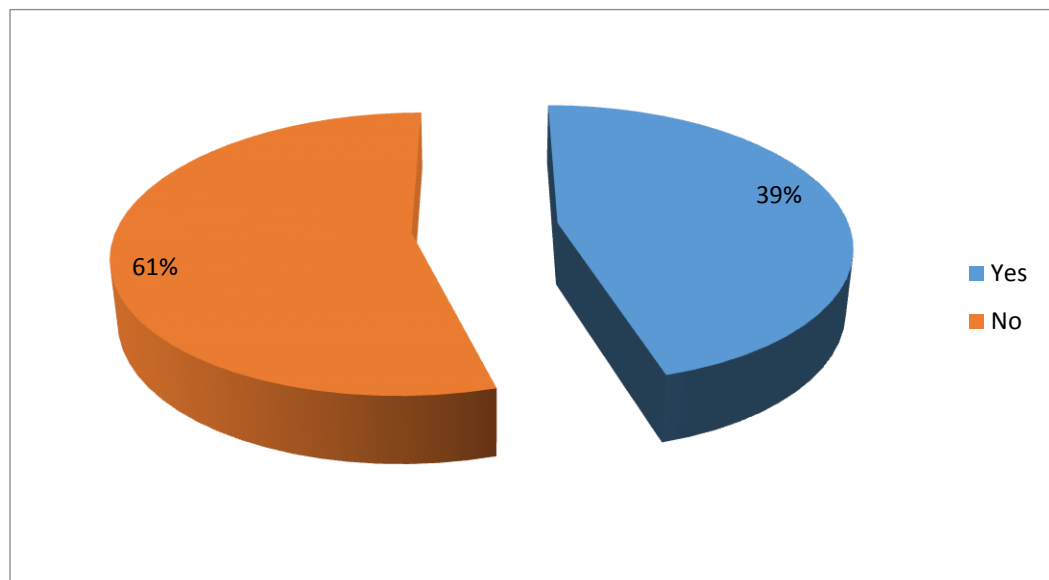
Majority of the teachers' equivalent to 61 percent with a frequency of 54 do not intend to continue teaching. This is an indicator that in future there may be high turnout of teachers in Lamu West Sub County as they seek for more satisfying jobs. The teachers cited; low remuneration (financial dissatisfaction), rare chances of career growth, inadequate motivation from employer, unfavorable working conditions, inadequate appreciation, inadequate recognition, and minimal reward as reasons which will make them not to continue being in the teaching profession.

The number of teachers who would like to continue teaching was 39 percent with a frequency of 34. The reasons that they cited include; teaching is along their career line, lack of other options, teaching is enjoyable and learners achievements. This may be interpreted to mean that not all teachers who would like to continue teaching were satisfied with their jobs; some is due to lack of other options because they are trained as teachers.

4.9 Influence of principals' conflict resolution on teachers' job satisfaction

The researcher sought to find out the use of different conflict resolution strategies on teachers' job satisfaction in Lamu west Sub County, Kenya. Different statements were provided and principals were asked to point out the level of agreement to the statements based on conflict resolution strategies. The levels of satisfaction were measured on a 5 point likert type items where 1 was strongly agree, 2 was agree, 3 fairly satisfied, 4 disagree and 5 strongly disagree. The

response on the use of the five conflict resolution strategies and levels of satisfaction are shown in table 4.10.

Table 4.10 Principals response on use of conflict resolution and teachers job satisfaction

Type of conflict resolution	SA		A		FS		D		SD		Mean of satisfaction
	F	%	F	%	F	%	F	%	F	%	
Avoiding	1	11	2	22	1	11	3	33	2	22	1.8
Smoothing	4	44	2	22	1	11	1	11	1	11	1.8
Forcing	1	11	2	22	3	33	2	22	1	11	1.8
Compromising	3	33	3	33	2	22	1	11	0	0	2.3
Confronting	5	56	3	33	1	11	0		0	0	3.0

From the findings majority of the principals use confronting strategy with a mean 3.0 followed by compromising strategy with 2.3.

Teachers were also asked to rate their level of satisfaction or dissatisfaction on conflict resolution on teachers job satisfaction. The findings are presented in table 4.11.

Table 4.11 Influence of principals' conflict resolution on teachers' job satisfaction

Principal		SA	A	FS	D	SD	Total
Upholds my solutions to problems	F	12	34	16	18	8	**88**
	%	14	39	18	20	9	**100**
Seeks to bring everyone's concerns in open	F	26	36	12	6	8	**88**
	%	29	41	14	7	9	**100**
Attempts to meet the expectations of others	F	16	30	16	14	12	**88**
	%	18	34	18	16	14	**100**
Accepts the recommendations of colleagues, peer and coworkers	F	20	32	16	4	16	**88**
	%	23	36	18	5	18	**100**
Avoids hard feeling by keeping disagreement to themselves	F	8	28	14	10	28	**88**
	%	9	32	16	11	32	**100**
Puts forward middle position in efforts to break conflicts	F	10	40	20	12	6	**88**
	%	11	45	23	14	7	**100**
Satisfied with the teachers contributions	F	34	26	10	12	6	**88**
	%	39	29	11	14	7	**100**
Satisfied with manner in which he/she handles grievances	F	26	32	10	10	10	**88**
	%	30	37	11	11	11	**100**

Key: SA-strongly agree, A-agree, FS-fairly satisfied, D-disagree, SD-strongly disagree

From the findings of the study most of the teachers at 20 percent disagree that principals upholds solutions offered to the problem in conflict. Meaning that teachers felt dissatisfied when they are not listened to by principals hence influencing their jobs negatively. The number of the teachers who agreed that principals uphold their solutions to the problems were 14 percent for strongly agree and 39 percent for agree, hence filling satisfied.

Most teachers who felt that principals seek to bring teacher's concerns into the open in order to resolve disputes in the best way were 29 percent. Meaning that they were satisfied when their concerns were addressed during conflict resolution process. Those who disagreed that their concerns were not brought on board during conflict resolution were 7 percent.

Most of the teachers at 16 percent felt that principals do not attempt to meet the expectations of others during conflict resolution. This may be interpreted to mean that principals rarely use smoothing strategy in conflict resolution. Those in agreement that their expectations were met were 18 percent for strongly agree and 34 percent for agree.

Most teachers' equivalent to 18 percent were fairly satisfied that principals accepts recommendations of colleagues, peer and coworkers. About 23 percent strongly agreed that principals accept recommendations of colleagues, peer and coworkers while 36 percent were satisfied. This may be interpreted to mean that some

principals listen to teachers during conflict resolution. Those in disagreement were 5 percent for disagree and 18 percent for strongly disagree.

Most teachers' equivalent to 32 percent strongly disagreed that principals avoids hard feelings by keeping disagreement with others to themselves. Meaning that most principals kept hard feelings against teachers involved in conflict. This in turn affects their jobs negatively. Further the findings show that only 9 percent of the teachers were strongly satisfied.

The findings further show that most teachers' equivalent to 23 percent were fairly satisfied that principals put forward a middle ground in efforts to break conflict. This may be interpreted to mean that either the principal or the teacher loses in conflict resolution, since no middle position is sought in effort to break conflicts. Further from the findings only 11 percent of the teachers strongly agreed that principals puts forward a middle position in efforts to break conflict.

Most teachers' equivalent to 39 percent were satisfied with the extent to which the principals recognizes their contribution in school. This may be interpreted to mean that when their efforts were recognized and appreciated for work done, they felt satisfied with their jobs. Further only 7 percent of the teachers strongly disagreed that they were not recognized.

Further most teachers equivalent to 30 percent were satisfied with the manner in which principals handled their grievances in schools. Meaning that there was minimal interpersonal conflict when grievances were handled well. However only

11 percent were fairly satisfied with the way grievances were being handled by principals.

4.10 Principals' conflict resolution strategies and teachers' job satisfaction

This section sought to investigate the different conflict resolution strategies employed by principals and their influence on the teachers' job satisfaction. Teachers were asked to indicate their level of agreement to the statements. The levels of satisfaction were measured in a 5 point likert type item. The teachers' responses on the levels of satisfaction are shown in table 4.12.

Table 4.12 Principals' conflict resolution and teachers' job satisfaction

Conflict resolution strategy	Levels of Satisfaction									
	Strongly satisfied		Satisfied		Fairly satisfied		Dissatisfied		Strongly dissatisfied	
	F	%	F	%	F	%	F	%	F	%
Avoiding	6	14	6	21	10	23	15	19	7	28
Smoothing	9	20	7	25	9	20	16	20	3	12
Forcing	11	25	8	29	8	18	10	13	7	28
Compromising	6	14	4	14	10	23	20	25	4	16
Confronting	12	27	3	11	7	16	18	23	4	16
Total		100		100		100		100		100

The study established that most teachers were dissatisfied with the various conflict resolution strategies used by principals. Teachers dissatisfied with compromising strategy which seeks to achieve a midst ground were 25 percent. Those in opinion that they were satisfied with principals' use of confronting strategy were 27 percent. Which means to maximize the achievement of both party's goals resulting in a wining outcome and differences are confronted, ideas and information shared and further a concerted effort is emphasized to find integrative solutions (Newstrom, 2007).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENATIONS

5.1 Introduction

This chapter gives the summary of the study, conclusion and recommendations of the study. The study focused on influence of principals interpersonal conflict resolution strategies on teachers' job satisfaction in public schools in Lamu West Sub County, Kenya.

5.2 Summary of the study

The purpose of the study was to examine the influence of principals' conflict resolution strategies on teachers' job satisfaction in public secondary schools in Lamu West Sub County, Kenya. Five research objectives were formulated to guide the study. The first research objective sought to determine the extent to which principals' use of avoiding strategy influences teachers level of job satisfaction. Research objective two sought to determine the extent to which principals use of forcing strategy influences teachers' level of job satisfaction. Research objective three aimed to establish the extent to which principals' use smoothing strategy and how it influences teachers' level of job satisfaction. The fourth research objective sought to establish the extent to which principals' use of compromising strategy influences teachers' level of job satisfaction while research objective five aimed to establish the extent to which principals use confronting strategy and how it influences teachers' level of job satisfaction.

The study was guided by Thomas' theory of analysis on conflict styles (1976). The theory identifies two aspects of behavior that bring about conflict; attempting to satisfy one's concerns and attempting to satisfy other's concerns.

The study employed descriptive survey design and Simple random sampling technique was used to select 11 schools, 11 principals and 88 teachers. Questionnaires were personally administered in person. The filled questionnaires were coded, analyzed using Statistical Package for Social Sciences (SPSS) and both qualitative and quantitative techniques. Findings were presented using tables, charts and descriptive statistics.

The findings showed that principals and teachers understand the different conflict resolution strategies and their significance in relation to job satisfaction. The findings further revealed that principals used different conflict resolution strategies to resolve conflict hence affecting teachers' job satisfaction differently.

5.3 The findings of the study

The first research objective of this study sought to determine the extent to which principals' use of avoiding strategy influences teachers level of job satisfaction. Principals who used avoiding strategy from the findings were 11.1 percent. Teachers who supported that principals use this strategy were 5 percent. This is an indicator that some principals in Lamu West Sub County used this strategy, which in turn influenced teachers' level of job satisfaction.

The second objective was to determine the extent to which principals' use of forcing strategy influence teachers' level of job satisfaction. Principals who use this strategy were 33.3 percent and teachers who supported that some principals use this strategy were 18 percent. This is an indicator that some principals in Lamu West Sub County used this strategy and in turn influenced teachers' level of job satisfaction.

The third objective was to establish the extent to which principals use smoothing strategy and how it influences teachers' level of job satisfaction. Principals who used this strategy were 11.1 percent. Those teachers who supported that principals use this strategy were 46 percent. This means that some principals accommodated teachers' interest.

The fourth objective was to establish the extent to which principals' use of compromising strategy influences teachers level of job satisfaction. Principals who used this strategy were 11.1 percent. Meaning that principals or teachers were ready and willing to give in order to gain something.

The fifth objective was to establish the extent to which principals use confronting strategy and how it influences teachers' level of job satisfaction. Principals who used this strategy were 33.3 percent while teachers who supported that they use this strategy were 20 percent. This is an indicator that conflict was solved in a manner that both parties felt satisfied and gained.

5.4 Conclusions

Most principals used forcing and confronting conflict resolution strategies to influence teachers' job satisfaction either to maintain them or make them leave for higher pay. The study also concluded that principals' use of smoothing and compromising strategies also influenced teachers' job satisfaction either leading to satisfaction or dissatisfaction. Avoiding strategy was the least preferred conflict resolution strategy.

5.5 Recommendations of the study

The recommendations of the study were as follows:

a) That in order to improve teachers' job satisfaction, the principals should apply confronting strategy which makes both parties satisfied with the way conflict has been solved. Further principals should be able to identify those aspects in the work station that motivate teachers and embrace them more.

b) Principals should use best conflict resolution strategies to improve teachers' job satisfaction and strengthen their relationship thus improve performance in public schools.

c) Good choice of conflict resolution strategy by principals will create good environment and strong relationship within the school. There is need to make a choice of good conflict resolution strategies irrespective of the demographic, gender or working experience.

d) Principals should find out the main cause of conflict in public secondary schools and engage all the parties involved in conflict in resolution process.

e) The government, through the Ministry of Education, should consider offering consistent and quality training on conflict resolution strategies in schools, since conflict is inevitable. This will help them apply the most suitable conflict resolution strategy in their schools. This will further help to motivate the teachers who will dedicate themselves in their work resulting to good performance by learners.

f) Teachers training institutions should include conflict management and resolution in their curriculum.

5.6 Suggestions for further study

The following were suggestions for further research:

a) This research was conducted in Lamu West Sub County, Kenya; therefore, it is necessary to conduct further research in other public secondary schools in other counties in Kenya.

b) To investigate the influence of teachers interpersonal conflict resolution strategies on learners performance.

c) To investigate the effects of various conflict resolution strategies used by various schools on the academic performance of learners.

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APPENDIX A
INTRODUCTION LETTER

University of Nairobi

Department of Education Administration

and Planning

P.O Box 30197

Nairobi

Dear Sir/ Madam,

RE: EDUCATIONAL RESEARCH.

I am a post graduate student at the University of Nairobi, pursuing Master of Education in Corporate Governance. I am conducting a study on **Influence of principals' conflict resolution strategies on teachers' job satisfaction in public schools in Lamu West District, Kenya.** I kindly request your participation in the study by completing the questionnaire. The information obtained will be used for the purpose of this research only. I assure you that all information received in this connection and your identity will be treated with utmost confidentiality.

Thank you.

Yours faithfully,

Simon Ndung'u Wairimu.

QUESTIONNAIRE FOR PRINCIPALS

Please tick (√) where appropriate or fill in the required information on spaces provided.

Part A: Demographic information

1. What is your gender? Female ( )   Male ( )

2. In which of the following age bracket do you belong?

25-30 ( )   31-40 ( )   41-50( )   Above 50 ( )

3. What is your educational level? PhD. ( ) Masters ( ) Bachelor's degree ( )

Diploma ( ) Any other_____

4. Experience as a principal……………years.

5. What is the number of teacher in your school?

   Male ( )   Female ( )   Total_____

Part B: Conflict resolution strategies used.

Please tick (√) from 1 to 5, the most appropriate conflict resolution; you apply in your school.

1. When faced with conflict I postpone the issue, I feel differences are not always worth worrying about, avoid conflict and at times let others take responsibility for solving problem.   ( )

70

2. I am concerned with my interest, not worried about others problems and I do not sacrifice my wishes for other person.   ( )

3. I try to win my position in the conflict process, usually firm in pursuing my goals and I make effort to get my way.   ( )

 4. I try to find a fair combination of gains and losses for both by proposing a middle ground, I give up some points in exchange for others and I try to find a compromise solution.   ( )

5. I attempt to immediately work through our differences and get all issues immediately solved out. I deal with all of his and my concerns to satisfy all our wishes.   ( )

Part C: Influence of principals' conflict resolution on teachers' job satisfaction. Please tick on a scale 1 to 5.

Key: 1. SA-Strongly Agree. 2. A- Agree.   3. FS- Fairly Satisfied.

4. D- Disagree. 5. SD- Strongly Disagree.

Items	SA	A	FS	D	SD
I uphold my solutions to problems.					
I seek to bring everyone's concerns into the open in order to resolve disputes in the best way.					
I attempt to meet the expectations of others					
I accept the recommendations of colleagues, peer and coworkers.					
I avoid hard feeling by keeping my disagreement with others to myself.					
I put forward middle position in efforts to break conflicts.					

Thank you for your cooperation.

QUESTIONNAIRE FOR TEACHERS

Please tick (√) where appropriate or fill in the required information on spaces provided.

Part A: Demographic information

1. What is your gender? Female ( )   Male ( )

2. In which of the following age bracket do you belong?

 25-30 ( )   31-40 ( )   41-50( )   Above 50 ( )

3. What is your educational level?   PhD. ( ) Masters ( ) Bachelor's degree ( )

Diploma ( ) Any other_____

4. Experience as a secondary school teacher……………years.

5. What position do you hold in your school?

Class teacher ( ) Subject teacher ( ) Head of Department ( ) Deputy Principal ( )

Part B: Strategies used by principals.

Which strategy does your principal use in solving conflict in your school? Please choose tick the most applicable strategy from 1 to 5.

1. He/ she physically or mentally withdraw from the conflict.   ( )

2. He/ she accommodate the other parties' interest.   ( )

3. He/ she applies power tactics to achieve a win in conflict resolution, with little

   concern for the other party.   ( )

4. He/ she searches for middle ground or is willing to give up something in

   exchange for gaining something else.   ( )

5. He/ she faces the conflict directly and works it through to a mutually

   satisfactory resolution.   (   )

Part C: Influence of principals' conflict resolution on teachers' job satisfaction. Please tick on a scale 1 to 5.

Key:1. SA-Strongly Agree. 2. A- Agree.   3. FS- Fairly Satisfied.

4. D- Disagree. 5. SD- Strongly Disagree**.**

Items	SA	A	FS	D	SD
He/ she upholds my solutions to problems.					
He/ she seeks to bring everyone's concerns into the open in order to resolve disputes in the best way.					
He/ she attempts to meet the expectations of others.					
He/ she accepts the recommendations of colleagues, peer and coworkers.					
He/ she avoids hard feeling by keeping disagreement with others to himself/ herself.					
He/ she put forward middle position in efforts to break conflicts.					
I am satisfied in with the extent to which the					

principal recognizes my contribution in school.				
I am satisfied with manner in which the principal handles grievances.				

Part: C Teachers' level of job satisfaction.

Tick(√) where appropriate.

Key: 1. Very unsatisfied 2. Unsatisfied 3.Fairly Satisfied 4. Satisfied

5. Very Satisfied.

1. Present salary as a measure of your qualification.

Very Unsatisfied   ( )   Satisfied   ( )

Unsatisfied   ( )   Very Satisfied   ( )

Fairly Satisfied   ( )

2. Present salary as a measure of your responsibilities.

Very Unsatisfied   ( )   Satisfied   ( )

Unsatisfied   ( )   Very Satisfied   ( )

Fairly Satisfied   ( )

3. Present salary in helping you meet life experiences as compared to salary received by other people with similar qualification.

Very Unsatisfied   ( )   Satisfied   ( )

Unsatisfied   ( )   Very Satisfied   ( )

Fairly Satisfied   ( )

4. How would you rate your job satisfaction?

Very Unsatisfied   ( )   Satisfied   ( )

Unsatisfied   ( )   Very Satisfied   ( )

Fairly Satisfied   ( )

5. How would you rate your satisfaction with conflict resolution strategies used?

Very Unsatisfied   ( )   Satisfied   ( )

Unsatisfied   ( )   Very Satisfied   ( )

Fairly Satisfied   ( )

6. Which of these conflict resolution strategies influence your job satisfaction the

most?

Avoiding strategy   ( )   Compromising strategy   ( )

Forcing strategy   ( )   Confronting strategy   ( )

Smoothing strategy   ( )

7. How are these conflict resolution strategies influencing your job satisfaction?

   1. Poor 2. Fair 3. Good

Avoiding   ( )   Compromising   ( )

Forcing   ( )   Confronting   ( )

Smoothing   ( )

8. Are you involved in decision making issues affecting you and your assigned

responsibilities?   Yes ( )   No ( )

9. Are you promoted timely in your work place?   Yes ( )   No ( )

If no why…………………………………………………………………………….

10. Do you intend to continue teaching in secondary school? Yes ( )   No ( )

If yes why………………………………………………………………………………

…………………………………………………………………………………………………

If no why………………………………………………………………………………….

…………………………………………………………………………………………………

11. I am satisfied with the teaching profession.   Yes ( )   No( )

If yes why………………………………………………………………………………....

…………………………………………………………………………………………………

If no why……………………………………………………………………………….

…………………………………………………………………………………………………

Thank you for your cooperation.

APPENDIX D

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. SIMON NDUNGU WAIRIMU
of UNIVERSITY OF NAIROBI, 111-80503
mpeketoni,has been permitted to
conduct research in Lamu   County

on the topic: INFLUENCE OF
PRINCIPALS INTERPERSONAL CONFLICT
RESOLUTION STRATEGIES ON TEACHERS
JOB SATISFACTION IN PUBLIC SCHOOLS
IN LAMU WEST DISTRICT, KENYA.

for the period ending:
15th September,2016

Permit No : NACOSTI/P/15/7548/7788
Date Of Issue : 15th September,2015
Fee Recieved :Ksh 1,000

....
Applicant's
Signature

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

APPENDIX E

AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:
15th September, 2015

NACOSTI/P/15/7548/7788

Simon Ndungu Wairimu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of principals interpersonal conflict resolution strategies on teachers job satisfaction in public schools in Lamu West District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Lamu County** for a period ending 15th **September, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Lamu 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.

DR. S.K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Lamu County.

The County Director of Education
Lamu County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

79

APPENDIX F

COUNTY DIRECTOR AUTHORIZATION LETTER

REPUBLIC OF KENYA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telephone: 0722822548
When replying please quote
Email: educationlamuwest@yahoo.com

COUNTY DIRECTOR OF EDUCATION
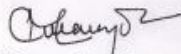LAMU COUNTY
P.O.BOX 75 - 80500
DATE: 13TH October, 2015

REF:LM/ED/SS/G.13 A/123

TO WHO IT MAY CONCERN

RE: RESEARCH AUTHORISATION FOR SIMON NDUNGU WAIRIMU

Following your application for authority to carry out research on *"Influence of principals interpersonal conflict resolution strategies on teachers job satisfaction in public schools in Lamu West Sub-County, Lamu County"* I am pleased to inform you that you have been authorized to undertake the research for a period ending 15th September, 2016.

On completion of the research, you are expected to submit a copy of the report /thesis to this office.

C. Mwanyoha Ndegwa
County Director of Education
LAMU

COUNTY DIRECTOR OF EDUCATION
LAMU COUNTY
P. O. Box 75 - 80500,
LAMU

APPENDIX G

COUNTY COMMISSIONER AUTHORIZATION LETTER

OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams: "DISTRICTER', Lamu West
Telephone: Lamu 633511
Fax: 042-4633511
Email: lamudistrict@yahoo.com
When replying please quote:

COUNTY COMMISSIONER,
LAMU COUNTY,
P.O. BOX 41 – 80500,
LAMU.

Ref. No.**ADM.15/3 VOL.IV/162**   Date: **16ᵗʰ October, 2015**

All Members CSIC – Lamu County
All ACC's – Lamu County

RE: RESEARCH AUTHORIZATION – SIMON NDUNGU WAIRIMU.

This is to inform you that the above mentioned has been authorized to undertake research on "Influence of Principals interpersonal conflict resolution strategies on teachers job satisfaction in public schools in Lamu County," in your Division for the period ending 15ᵗʰ September, 2016.

Any assistance accorded to him is highly appreciated.

(PAUL ROTICH)
COUNTY COMMISSIONER
LAMU COUNTY

Cc:
- County Director of Education – Lamu County
- Simon Ndungu Wairimu – Nairobi

APPENDIX H

LIST OF SCHOOLS IN LAMU WEST SUB COUNTY INVOLVED IN THE

STUDY

1. Bahari secondary school

2. Bright girls Shella secondary school

3. Hongwe secondary school

4. Kiongwe secondary school

5. Lake Kenyatta secondary school

6. Lamu boys secondary school

7. Lamu girls secondary school

8. Majembeni secondary school

9. Matondoni secondary school

10. Mkunumbi secondary school

11. Moa secondary school

12. Mokowe secondary school

13. Mpeketoni boys high school

14. Uziwa secondary school

15. Witu secondary school

16. Witu Mjini secondary school

17. Wiyoni secondary school