

**HEAD TEACHERS' CONFLICT MANAGEMENT STYLES AND THEIR  
EFFECT ON DISCIPLINE IN SECONDARY SCHOOLS IN CENTRAL  
DIVISION, MACHAKOS DISTRICT, KENYA**

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by

**Betty Sibambi Kisinga**

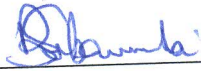
**A Research Report Submitted in Partial Fulfillment of the Requirements for  
the Award of the Degree of Master of Education in Educational  
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## DECLARATION

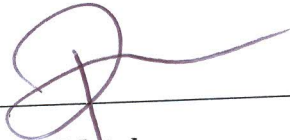
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This research report has been submitted for examination with our approval as university supervisors.



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## **DEDICATION**

This work is dedicated to my husband Henry Kisinga and my sons Richard Musembi, Joseph Ndambuki and Eric Ngewa.

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First and foremost I wish to express my sincere gratitude to God for blessing me with good health, clarity of mind and focus which enabled me to undertake this study successfully. May his name be glorified forever.

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To you all I say thank you!

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## LIST OF ABBREVIATIONS AND ACRONYMS

FPE	Free Primary Education
KNUT	Kenya National Union of Teachers
MoEST	Ministry of Education Science and Technology
NAME	National Association for Mediation in Education
ROK	Republic of Kenya
SMT	School Management Team
SPSS	Statistical Package for Social Sciences
ROK	Republic of Kenya
TKI	Thomas Kilman Instrument
TSC	Teachers Service Commission

## ABSTRACT

The purpose of the study was to investigate head teachers conflict management styles and their effect on discipline in secondary schools in Central Division Machakos District. The study was guided by the main objectives which were to determine if avoidance as a conflict management style affects discipline, to determine if competition as a conflict management style affects discipline, to establish if compromise as a conflict management style affects discipline, to determine if collaboration as a conflict management style affects discipline and to establish if accommodation as a conflict management style affects discipline in secondary schools.

Students' discipline is critical to the attainment of positive school outcomes. Level of students' discipline depends on whether the head teacher as the chief executive of the school is able to manage conflict positively. The study investigated the causes of conflict and found out that scarce resources, personality clashes, communication breakdown and unequitable treatment all were potential sources of conflict. Moreover, on types of conflict, it was revealed that types of conflicts include goal divergence conflict, cognitive conflict, affective conflict and role conflict. The study also found out that all four levels of conflict namely intrapersonal, interpersonal, intra group and inter group conflicts were prevalent in secondary schools in Central Division, Machakos District. These conflict were common among students and fellow students, students and teachers, teachers and teachers, students and administration and teachers and administration.

The findings of the study indicated that there were different conflict management styles which were used in Central Division. It was with this understanding that this study was undertaken to investigate the background of increasing occurrence of conflicts in secondary schools in Central Division Machakos District. The study was to specifically establish whether conflict management styles employed by the head teacher have any effect on students' discipline. To address the management of conflict in selected secondary schools in Central Division of Machakos District, twelve secondary schools were selected through random sampling from total number of 30 public schools from Central Division Machakos District which has three zones with a total of 30 head teachers, 1018 teachers, and 4161 students. Twelve head teachers, 54 teachers and 63 students filled the questionnaires. In the investigation both quantitative and qualitative methods were used using questionnaire as data gathering techniques with the  $\alpha = 0.05$  validity and reliability of data instruments were tested and ascertained. The study was achieved through literature review and an empirical investigation. Data were analyzed using SPSS. The study showed that conflict management styles by head teachers in Central Division secondary schools affect students discipline in the division.

The study found out that head teachers conflict management styles have an effect on the discipline of students. This findings have important implications on school management with respect to training of head teachers on conflict management styles in order to enhance students discipline. The study recommends that school administration need to enhance communication among stake-holders in the schools, involve the students and teachers in the decision making so that they can feel that they are part and parcel of the school. Further studies can be done on the causes of conflicts and how to solve those conflicts.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Conflicts are an integral part of human organizations world over. In daily life conflict are inevitable. A large amount of energy and resources are expended by organizations to prevent and resolve conflicts. Flippo (1980), attempted an explanation by remarking that total absence of conflict would be unbelievable, boring and a strong indication of conflict suppression. On the other hand Kezner (1998) asserted that conflict is part of change and therefore necessary.

According to Deutsch (1987), in America there are numerous school based programmes in the nation to help cope with institutional problems created by conflict and to help students and staff to handle conflict better. These conflict resolution programmes are in every state. They are run in every school both urban and rural. The programmes have been set up in both elementary and secondary schools to help reduce violence for better performance of learners.

The development of conflict resolution in school started in the early 1970's in USA although the methods were geared towards mediation (Tyrrel & Farrel, 1995). Activities in the field of mediation had grown substantially by 1984 in the USA with the formation of National Association for Mediation in Education (NAME). At the same time Tyrrel & Farrel (1995), note that similar activities were taking place in Northern Ireland under the fellowship of Reconciliation in Ireland. According to the authors, these efforts were extended to schools in 1987.

In the late 1980s and early 1990's, the authors further note that British schools had taken up the initiative. These initiatives spread to other countries such as South Africa and Newzealand in 1992. Conflict management and resolution in secondary schools has also been studied in Nigerian schools, Osun State had reported in an article by Olu & Abosede (2003). The article identifies, analyses and discusses the causes as well as the various ways conflicts manifested in the administration of secondary schools in the state. The mediation studies were focused on minimizing the impact of conflicts and maintaining a balance conducive for the attainment of educational goals.

Education is a vital entry point into all initiatives for the establishment of a civilized social system. It gives awareness, identity and provides the tools for struggle against poverty, ignorance, diseases and other vices. It furnishes the instruments for the creation of protective values, norms and required goods and services (Okumbe 2001). Schools are established with the aim of imparting the learners with knowledge and skills which will enable them to choose careers with confidence, cope with vocational education after school and build a firm foundation for higher education. The extent to which this basic objective is achieved is measured by determining the academic performance of the students in the national examination, Kenya Certificate of Secondary Education at the end of four years.

Educationists over the world are in agreement that many factors come together to determine performance in schools. According to Fuller (1985), the availability and use of text books and other learning resources is of paramount importance. On the other hand Hanushek (1989), cites student's entry behaviour as an element to consider while Robbins (1998), sees the learning environment as a major contributing factor to performance. Student's attitude to education and their characteristics is mentioned by

Fuller, (1985). Ezewu (1993), pinpoints socio-economic status of the family as a contributing factor to performance. Okumbe (2001), contends that a school is a social system. The social behaviour which is found in the system is a function of two major elements, institutional role and expectations. It has a goal oriented objective which is academic excellence of all the learners who go through it. It consists of various elements (teachers, students, and non-teaching staff) and is comprised of people acting according to roles, regulations and expectations.

All the elements of the school as a social system must work together harmoniously. That is, each person performing his or her role and behaving as expected in order to provide a conducive environment for teaching and learning, hence enabling the school to achieve its basic objective. However, when this harmonious relation does not prevail, conflict arises, which in turn interferes with the teaching-learning process, thus hindering attainment of the goals.

Steers (1991), postulates that a conflict is the process in which individuals or groups feel that other individuals or groups have frustrated or are about to frustrate their goals, beliefs or activities. The head teachers are charged

with the enormous responsibility of establishing an enabling environment for the teaching and learning process which involves helping resolve conflicts whenever they arise (TSC, 2002). In most cases conflicts in schools normally lead to indiscipline. Discipline according to Adams (1987), refers to strategies for the elimination of anti social behaviour. Mackenzie (2002), outlined causes of indiscipline in schools as poor management of institution by head teachers, lack of supervision of curriculum and absenteeism of the head teacher are other causes of student indiscipline. Moreover the use of drugs by students and unreasonable and biased punishment of the learners may lead to indiscipline.

The head teacher as the head of the institution is expected to provide leadership to the students, teachers and other stakeholders in the school. The ability of the head teacher to successfully maintain discipline in school depends on his/her ability to employ effective conflict management strategies. These include collaboration, competing, compromising, avoiding and accommodation. The head teachers may however employ one or a combination of more of these strategies depending on the type and level of the conflict.

Incidences of students' unrest in secondary school in the past where students have gone on strike, causing damage to property and human life clearly indicate that dysfunctional conflicts are still rampant in schools. For instance, in 1991, 19 girls from St. Kizito girls' school died when boys from the neighbouring school invaded their school and raped them to death (ROK, 2001). In 1996, six prefects from Nyeri High school died when their dormitory was torched by fellow students (ROK 2001). In 2001, 69 boys from Kyanguli secondary school, now Kyanguli Memorial lost their lives when their dormitory was torched by fellow students (Daily Nation 19<sup>th</sup> March, 2001). Apart from these incidences that involved loss of human life, in the year 2008 alone over 300 schools in Kenya went on strike destroying a lot of property.

## **1.2 Statement of the problem**

The nature of teaching-learning atmosphere is a key determinant of whether a school will realize its mission and vision hence achieve its educational goals and objectives (Robbins 1998). When this atmosphere is interfered with, strife sets in form of conflicts which interfere with learning in the institutions.

Most often, however, these conflicts are suppressed in the absence of proper conflict management styles. Consequently, this has dampened the morale of both teachers and students in these schools. To accumulate a series of conflicts without devising appropriate means of managing them tends to lead to explosion. The attitude of school administration in many secondary schools in Kenya has not helped much as some of the conflicts center on their personality, administrative and leadership styles (Mullins 2005). As illustrated in the foregoing, conflicts exist in the schools in the form of unrests and strikes.

Just like other parts of the country Central Division, Machakos District has had its share of conflicts in schools. In the year 2010, four schools in the District went on strike. (Machakos District Education Office Annual Report 2010). Karimi 2010 did her research on factors influencing conflict resolution in secondary schools in Central Division, Machakos District and came up with the findings that conflicts were caused by poor conflict management by head teachers. She recommended further studies on conflict management styles. It was against this backdrop that this study will attempt to determine the effect of secondary school head teachers'

conflict management styles on students discipline in Central Division, Machakos District, Kenya.

### **1.3 Purpose of the study**

The purpose of this study was to investigate head teachers' conflict management styles and their effect on discipline in secondary schools in Central Division, Machakos District.

### **1.4 Objectives of the study**

The study was guided by the following objectives:

- i. To determine if avoidance as a conflict management style affects discipline in secondary schools in Central Division Machakos District.
- ii. To determine if competition as a conflict management style affects discipline in secondary schools.
- iii. To establish if compromising as a conflict management style affects discipline in secondary schools.
- iv. To determine if collaboration as a conflict management style affects discipline in secondary schools.

- v. To establish if accommodation as a conflict management style affects discipline in secondary schools.

### **1.5 Research questions**

The study was guided by the following questions:

- i. To what extent does avoidance as a conflict management style affect discipline in secondary schools in Central Division Machakos District?
- ii. To what extent does competition as a conflict management style affect discipline in secondary schools?
- iii. To what extent does compromise as a conflict management style affect discipline in secondary schools?
- iv. To what extent does collaboration as a conflict management style affect discipline in secondary schools?
- v. To what extent does accommodation as a conflict management style affect discipline in secondary schools?

### **1.6 Significance of the study**

The study hopefully may be useful to all teachers, deputy head teachers, head teachers and the Ministry of Education officials as it may increase

their awareness of the value of conflict as well as conflict management styles which are constructive and yield benefits to the schools. It may also be important to the public and private institutions and the society at large as it may broaden and enhance their knowledge in conflict resolution. Moreover, the study may be useful to the government and other education stakeholders in formulating policies to minimize conflict in schools. It is anticipated that recommendations based on the findings may be useful to future researchers in understanding and identifying the nature, causes, effects and conflict management styles.

### **1.7 Limitations of the study**

Best and Kahn (2000) observed that limitations are those conditions beyond the control of the researcher that may place restrictions on the conclusion of the study and their application to other institutions. The study focused on head teachers conflict management styles which is a sensitive issue in most schools. As such the study was hindered by hostility and inhibitions that affected the head teachers, teachers' and students' responses. The researcher also encountered respondents fatigue due to many studies being conducted in Central Division Machakos District. To counter these limitations research instruments were structured carefully and piloted to

eliminate the element of biasness and vagueness which enabled the researcher to get the most needed information that is included in this study.

### **1.8 Delimitations of the study**

This study was delimited to public secondary schools in Central Division Machakos District, because the criteria for appointing head teachers are set by the Ministry of Education (MOE) and Teachers Service Commission (TSC). Also there are several other factors that may influence students discipline in secondary schools but this study will only focus on head teachers' conflict management styles. Since the study was conducted in Central Division, Machakos District where most schools are in urban areas, the findings may not be generalized to schools in the rural areas.

### **1.9 Definition of significant terms**

<b>Conflict</b>	refers to disagreements or tension between two or more social entities arising from incompatibility of actual or desired responses.
<b>Conflict management</b>	refers to the act of resolving disagreements.
<b>Discipline</b>	refers to doing the right thing at the right place at the right time

<b>Effect</b>	refers to an outcome of an occurrence that follows a happening.
<b>Infractions</b>	offences committed by students in schools.
<b>Punishment</b>	Punitive measures meted on standards for breaking school rules / regulations.
<b>Secondary School</b>	refers to an institution of learning which is post primary where students receive regular instruction for four years from form one to four.

### **1.10 Organization of the study**

The study is organized as follows: Chapter one which is the introduction consists of background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study and definition of significance terms. Chapter two includes introduction, concept of conflict, types of conflict, conflict management styles and concept of discipline. Chapter three on research methodology includes introduction, research design, target population, sample size and sampling procedure, research instruments, instruments validity, reliability of instruments, data collection

procedure and data analysis techniques. Chapter four will consist of the report after analyzing the data while chapter five provides the findings, conclusions, recommendations and suggestions for further research.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

This section consists of review of related literature on organizational conflicts, the levels of conflicts, types of conflict, sources of conflicts in organizations and conflict resolution styles. The last section is the summary of the literature review and conceptual framework of the study.

#### **2.2 Conflicts in Organizations**

Definition of conflict vary and at times becomes confusing Constantino (1996), defines conflict as expression of dissatisfaction or disagreement with an interaction, process, product or service .Conflict is the struggle or fight or collision generated if and when two or more parties seek to achieve or defend incompatible principles, goals values, needs and interests (Steers 1991). From historical perspective, conflict was seen as bad or dysfunctional .From late 19<sup>th</sup> century until 1940'the world viewed conflict as social evil and destructive (Metch &Caroll 1991).

Rahim (2001), postulated that a certain amount of conflict was essential to the proper functioning of a group. In early 1990's Zeiger (1990), found that in Toronto State of U.S.A, conflicts were rampant and were dealt with by

zero tolerance (Automatic Expulsion of Students) In Nigerian schools conflicts were dealt with by looking for policies of managing the disagreement.(Olu & Abosede 2003).In the recent past in the year 2008 secondary schools in Kenya experienced a spate of conflicts where more than 300 schools went on strike (ROK, 2008). This clearly shows that conflict is rife in secondary schools in Kenya and effective measures of addressing the issue need to be employed.

### **2.3 Causes of Conflict in Organizations**

Conflict occurs because people perceive things differently as a result of their prior experience and expectations. Since their perception must be real, they feel the perceptions must be equally apparent to others. They fail to realize that others may hold contrasting perceptions on the same stimuli. Conflicts may thus arise unless the individual learn to see things as others see them and help others to do the same (Mullins 2005).

Scarce resources causes conflict. Resources may include money, supplies, people or information. Often, organizational units are in competition for scare or declining resources. This creates situation where conflict is inevitable. Conflicts may also surface when job boundaries and task

responsibilities are unclear. Individual may disagree about who has the resistibility for task and defined roles.

Personality Clashes also causes conflicts. A personality conflict emerges when two people simply do not get along or do not view things similarly.

Personality tensions are caused by differences in personality, attitudes, values and beliefs. Power and status conflict may occur when one individual has questionable influence over another .People might engage in conflict to increase their power or status in an organization (Terry, 1992).

Communication breakdown is another cause of conflicts. Communication based barriers may be derived from difference in speaking styles, writing styles and nonverbal communication styles. These stylistic differences frequently distort the communication process. Faulty communication leads to misperception and misunderstanding that lead to long standing conflict (Daft, 1992).

Inequitable treatment is another potential of conflicts. According to the equity theory of motivation, the perception of inequity will motivate a person to take action to restore equity including changes of inputs or outputs or through acting on others. Thus a person's perception of injustice such as in the operation of personnel policies and practices or in the reward and punishment systems can lead to tension and conflict (Mullins, 2005).

Lack of trust can lead to conflict. Trust opens up boundaries and provides opportunity which enriches the entire social fabric of an organization.

When a person has a real or perceived reason for not trusting another, the potential for conflict arises (Newstrom, 2007).

#### **2.4 Types of Conflicts in Organizations**

There are several types of conflicts according to (Mullins, 2005). These include goal divergence conflict which occur where the attainment of goals of one party are fundamental and often in direct conflict with goals of the other party. In a school set up a case could be a head teacher who is committed to excellence in a school performance vis-à-vis a group of teachers who have a take-it-easy attitude and are only willing to put on the basic minimum efforts just to be kept on the payroll.

Cognitive conflict refers to a situation where a group holds different ideas or opinion that are inconsistent with those of another group. The key issue in cognitive conflict is the level of understanding of the issues at hand.

Affective conflict is another type identified and it occurs when ones emotions are incompatible with those of another group (Pondy, 1967).

Behavioral conflict is also another type of conflict and it occurs when a certain form of behavior may be acceptable to one group and yet

unacceptable to another (Rahim, 2001). A case in point could be where a head teacher insists on strict disciplinary procedures which are interpreted by the students as authoritarianism. Students and teachers may accept some form of clothing as trendy while the management disagrees with putting on such attire on the grounds that they could be indicative of loose morals. Role conflict is another type and occurs where the performance of duties of one party may mean encroaching to another person's area of jurisdiction (Rahim, 2001). Finally cultural conflict occurs when people have differences in perception, information, understanding of people's lifestyle and habits.

### **2.5 Levels of conflicts in organizations.**

Okumbe, (2001) asserts that conflict can occur within an individual (intrapersonal) between individuals (interpersonal), between groups (inter-group) and across organizations (inter-organizational conflict) as they compete. Intrapersonal conflict occurs when an individual has difficulties in making choices on the basis of the implication of each choice. The choices to be made may be both positive, both negative, one negative and the other positive depending on the situation at hand.

Okumbe (2001) further says that intrapersonal conflicts are of three types: approach –approach conflict which is generated by two appealing choices where one has to be made. In this case, both individual and organization goals are congruent so conflict will be minimized. The second is approach-avoidance conflict. This is a situation where an individual is attracted to perform a certain task because of its inherent prestige but at the same time wants to avoid it because of the demands of the task.

The third manifest is avoidance- avoidance which occurs where an individual or even a group is faced with two negative choices for example a teacher may be dissatisfied with teaching but cannot quit because of lack of an alternative job. A student may dislike schooling but also find the world out of school hostile for his comfortable survival. One in this case is forced to stick to choice that one could easily discard if an alternative was available. Interpersonal conflict is precipitated by difference in perception, understanding and culture between two individuals. It occurs when two people disagree on the same matter (Deventer & Kruger 2005).

Intergroup conflict takes place where two groups hold positions that are directly opposed to each other. Such conflict may be between departments .It involves disagreements between two opposing forces over goals or sharing of resources. Each group sets out to undermine the other, gain

power and improve its image. Rahim (2001), states that inter-organizational conflict occurs between two organizations, companies or societies.

## **2.6 Causes of Indiscipline in Public Secondary School in Kenya**

According to ROK task force on student's unrest (2001), several causes of indiscipline in public secondary school were highlighted. One major cause were school rules which were undemocratic, vague and oppressive and were at times applied selectively. The students didn't also participate in the formulation of the rules leading to lack of ownership of the rules resulting in resentment and ultimately open defiance. Due to moral decay, some teachers were involved in love affairs with their female colleagues and students in mixed secondary schools. This had brought conflicts and tension if male students happened to harbor interest in the same girl. Prevalence of dishonesty had made some students to cheat in internal and external exams, causing conflicts.

Drug and substance abuse by students were also cited as having caused indiscipline and hence conflicts. Special treatment of prefects and giving prefects excessive power was cited as one of the major causes of conflicts between the prefect and the other students. In the recent wave of unrest in secondary schools, poor communication between the students, school

administration, parents and education managers was cited as one of the major causes of conflict.

## **2.7 Conflict Management Styles**

Management theorists have developed and suggested a range of options for handling organizational conflicts. A research presented by Kilman (1974), identified a conflict handling strategy comprised of five conflict management styles.

**Avoiding conflict styles.** It is neglecting the conflict or denying the availability of the conflict. One seeks for neither one's own concern or the concern of the others thus the conflict is not addressed. In this style one prefers to evade an issue or put it off until a later time. Avoiding might take the form of side stepping, or postponing or simply withdrawing from a threatening situation. It is the action of doing nothing.

**Accommodation.** This involves overlooking one's own concerns to satisfy the concerns of others. It is a form of selfless generosity that is followed by yielding to others people's wishes and placing the needs of the others above one's needs. It orients to obeying other people and yielding to other's point of view.

Compromising. It is a situation where each party seeks for a mutually acceptable solution that satisfy both parties partially. It addresses the concerns of both parties by finding a middle ground position or a share position. It can also be called bargaining which produces mutual sub optimal results.

Collaboration. It involves the attempt to work with others to reach a solution that fully satisfies their concern. It entails facing the conflict directly and working through it to a mutually satisfactory resolution. It is also known as problem solving or integrating. The strategy seeks for a creative solution to the problem.

Competing .This involves seeking for one's own concerns at the expense of others concern by using all appropriate power to win the position and achieve preferred personal goal at the expense of the other party.

Competing means standing for one's opinion and defending one's position which one believes is correct or simply trying to win despite the odds.

## **2.8 Conflict style and student discipline**

Kilman (1974) developed a model for handling conflicts which utilizes five styles namely; collaborating, avoiding competing accommodation and compromising. The TKI is the most widely used questionnaire of its type in

both research and management training. This study has used the tool in distributing the five Conflict Management Style.

### **2.8.1 Collaboration style and student discipline**

Collaborating means working together for a common end. Many head teachers are discovering that collaboration can be a powerful strategy for fostering school reform (Lugge and Boyd, 1993) staff development.

Baru faidi and Reinhertz, 2001) and the student accomplishment (Gage 1984; Spark and Loucks – Horsley, 1990).

The concern here is to satisfy both sides it is highly assertive and highly cooperative. The goal is to find a “win-win” solution. Appropriate uses for the collaborating style include integrating solutions, merging perspectives, gaining commitment and improving relationships. Using this style can support open discussion of issues, task proficiency, better brainstorming and development of creative problem solving.

This style is appropriate to use frequently in a team environment. Collaborating skills include the ability to use active and effective listening, confront situation in a non threatening way, analyze input and identify underlying concerns.

Overuse of collaborating style can lead to spending too much time on trivial matters, diffusion of responsibility, being taken advantage of and being overloaded with work. Understanding can result in using quick fix solutions lack of commitment by other team members, disempowerment and loss of innovation (Kilman,1974).

Hodgetts (1993) also adds that sometime goals desired by two or more parties cannot be reached without the cooperation of those involved. This is when collaboration can be effective Jay (1995) maintains that it is also possible to coerce people into becoming collaborative. People can be coerced when they are given no choice.

### **2.8.2 Avoidance style and student discipline**

This is the process of treating complaints as if they do not exist. In this context the head teachers do nothing when conflicts occur and hope they will resolve themselves as time goes by. It can be used by head teachers when they are faced with a problem and have not yet gathered enough information about it. It provides them with time to collect information necessary for the solution of the problem (Deutsch, 2005) Head teachers must be aware that avoiding conflicts is closely associated with negative consequences, Deutsch (2005).

### **2.8.3 Accommodation style and student discipline**

This style seems to be effective because it is highly featured with consensus. This means that one party satisfies the interest of the other party at his/her own expenses (Squelch and Lemmer 1994).

Head teachers who manage conflict by means of accommodation tend to put aside what they think is important. They do not propose their own professional, points of view but tend to ensure that others points of view are espoused (Mostert, 1998).

Accommodation style is appropriate to use in situations when you want to show that you are reasonable, keep peace, retreat or for issues of low importance. Accommodation style plays down differences while emphasizing common interest on the other hand.

### **2.8.4. Compromising style and student discipline**

In this style, both the conflicting parties become satisfied when each party gives up something and no one group is the clear winner, compromise occurs. This method is one of some the most successful approaches to conflict management because it concentrates on solving the problem directly rather than trying pass it or smooth over the issue (Hodgetts, 1993).

In compromise each side emerges as the winner. It often allows each side to gain at least some of what it is seeking.

### **2.8.5 Completing style and student discipline**

This is when you stress your position without considering opposing points of view. To develop this style you must develop your ability to argue and debate, use your rank or position to assert your opinions and feelings and learn to state your position and stand your ground ( Burrell, 2001).

Overuse of this style can lead to lack of feedback and reduced learning. People who overuse the competing style often use inflammatory statements due to lack of interpersonal skills training.

## **2.9 Summary of Literature Review**

The literature review above outlines the concept of conflict and the possible sources of conflicts in organizations. Outlined also are the causes of indiscipline among students in public secondary school in Kenya. It has also outlined some of the effective ways of managing conflicts. Various levels and types of conflicts have also been identified .Past and recent spate of unrest in schools al over the republic in which more than 300 schools went on strike in the month of June and July 2008 confirmed the existence

of conflicts in schools leading to compromise discipline in public Secondary School.

The literature review showed that very little research has been carried out on conflict management in education. Wanguda (2009), carried out a research in conflict management styles of principals in secondary school of Kenya, A case study of Kisumu District while Kingangi (2009), carried out a study on conflict management styles used by head teachers and their effect on Kenya Certificate of Secondary performance in Lari District. No research has been carried out on conflict management styles of headteachers and their effect on students discipline in Central Division of Machakos District. This study intends to fill the information gap left by the preceding studies.

### **2.10 Theoretical Framework**

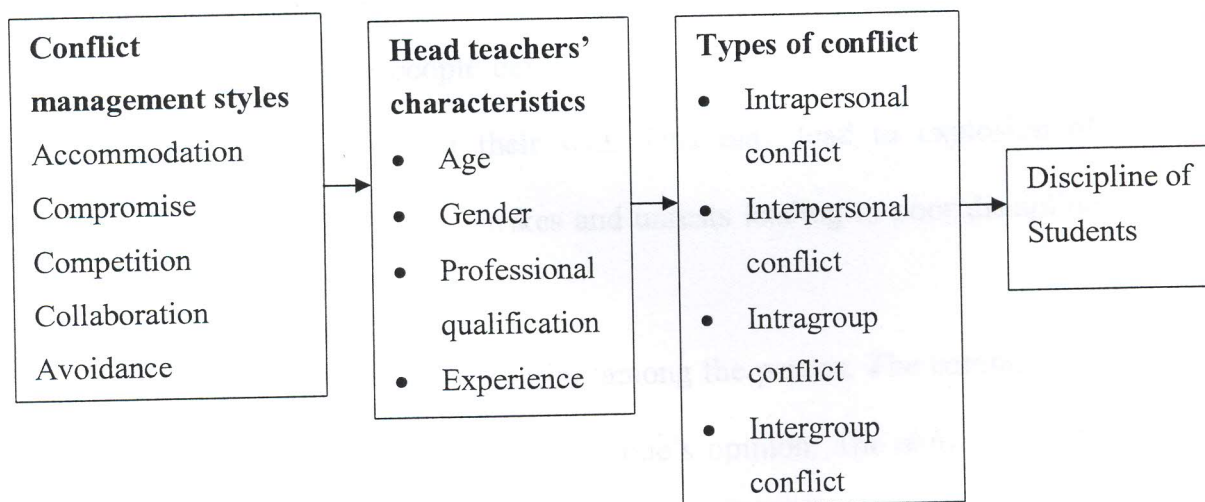
The study was guided by Schermerhorn (2001) theory which states that whether or not conflict benefits an organization depends on the intensity of the conflict and the way conflict managed. He is of view that moderate intensity can be good for good performance. Low and very high conflict interfere with other more task relevant activities whereas too little conflict may promote incompetence and loss of activity. Conflicts are inevitable in

every organization. The teacher can therefore use Schermerhorn (2001) theory to control and manage the intensity of conflict .For optimum performance it is advisable for the school head to ensure there is moderate conflict but to maintain it at a level which will not interfere with the performance of the school.

## 2.11 Conceptual Frame work

**Figure 2.1 Conceptual framework**

**Conceptual framework of head teachers conflict management styles and their effect on discipline**



The model explains the relationship between conflict management styles and students' discipline in public secondary schools. When faced with conflict, the head teacher may use any of the five different styles

of conflict management, that is avoiding, accommodation, compromising, competing and collaboration.

Avoiding strategy orients towards neglecting conflict which is never directly addressed and resolved. This escalates to emotional outbursts leading to rebellion and deteriorates discipline of students.

Accommodating orients towards adaptation and concession thus allowing individuals to achieve goals and outcomes. It is appropriate in maintaining relations between parties and motives people to exhibit self driven intrinsic behavior leading to improvement of discipline amongst the students.

Competing strategy is based on gaining and tries to reach the preferred outcome at the expense of others. This leads to suppression of other peoples feelings and as a result people develop deep cited hatred because they are forced to do things against their will. This may lead to explosion of emotions and is exhibited by strikes and unrests leading to poor discipline in schools.

Compromising styles seek for sharing among the parties. The commitment to solve the problem gives a leeway to one's opinion. The ability to settle the conflict is doubtful and this may lower the standard of discipline in schools because issues are shared and each may wish to behave according to the dictates of his/her opinion.

Collaboration strategy emphasizes on group solution. It mandates sincere efforts by all parties involved. The conflicting parties involves pool their creative energy to find innovative answers to a problem. The strategy motives the members leading to high levels of discipline among the students. Any of the five strategies or a combination of two or more may be appropriate and effective depending on the situation at hand.

## CHAPTER

### RESEARCH METHODOLOGY

#### **3.1 Introduction**

In this section a brief description of the research methods is discussed. They include the research design, target population, sample size and sampling procedures, research instruments, the procedure for data collection and analysis, instruments validity and reliability.

#### **3.2 Research design**

This study adapted a descriptive research design where the researcher conducted a field survey in selected public secondary schools in Central Division, Machakos District. The design is adapted because it allows the collection of large amounts of data from the target population. Kothari (2003) explains that the major purpose of descriptive research design is a description of state of affairs as it exists at present. The design was based on the use of questionnaires as data collection instruments. The population of the study is scattered since the schools are located separately from each other therefore a survey will be appropriate. The researcher applied this design to investigate the current situation on head teachers' conflict

management strategies and their effect on students' discipline in secondary schools in Central Division in Machakos.

According to Churchill (1991) descriptive survey design is appropriate to seek descriptive characteristics of certain groups, estimate the proportion of people who have certain characteristics and make predictions.

### 3.3 Target population

Target population according to Borg and Gall (1983) is the members of a real or hypothetical set of people, events or objects to which are used to generalize the results of the research. The target population of this study comprised 12 head teachers, 54 teachers and 63 students of secondary schools in Central Division of Machakos District.

**Table 3.1 Head teacher, teacher and students population per category of secondary schools in Central Division Machakos District.**

Category of School	Number of		
	Schools	Teachers	Students
Boys	7	448	1018
Girls	8	351	1200
Mixed	15	219	1843
<b>Total</b>	<b>30</b>	<b>1018</b>	<b>4161</b>

Source: DEO'S office, Machakos District, 2011.

### 3.4 Sample size & sampling procedure

This study used a sample size of twelve schools out of a total of thirty which is slightly higher than the 10% recommended as adequate for descriptive studies by Mugenda. M.O and Mugenda. G.A, (2003). The study samples included boarding and day schools, single sex and mixed public secondary schools. This choice was meant to cater for differences in students' behaviour occasioned by school category whether National, Provincial, District or by type whether boarding, day or mixed. A schematic representation of the research population and sample size determination is clearly shown.

The researcher used random sampling to select the study sample of form three students, teachers and head teachers because it was not possible to collect data from all schools. The total number of students for the study were seventy- two where twenty – four were selected from each zone. Random selection was used to pick twenty-four students from four schools from each zone.

**Table 3.2 Schools in Central Division, Machakos as per zone in the year 2011**

<b>Zone</b>	<b>No. of Schools</b>	<b>Percent</b>
Muvuti	10	33.3
Mumbuni	11	36.7
Mutituni	9	30.0
<b>Total</b>	<b>30</b>	<b>100</b>

Source: Ministry of Education – Machakos District; 2011

### **3.5 Research instruments**

Questionnaires were used to collect data for the study. Questionnaires were used for this research because they are more efficient in that they require less time, they are less expensive and permits collection of data from a wide population as suggested by (Gay, 1992). Three categories of questionnaire were used, that is, one for the head teachers, teachers and one for the students.

The head teachers questionnaires was divided into two sections. Section A contained items soliciting demographic information and items seeking information on sources of conflicts in schools. Section B contained questions on conflicts management styles employed by the head teacher in

different conflict situations and sought for suggestions of maintaining and improving discipline schools.

Teachers' questionnaire was divided into two sections. Section A contained item soliciting demographic information of the respondents. Section B contained questions on conflict management styles employed by the head teacher of their respective schools and seek for suggestions of maintaining and improving discipline in schools.

Students' questionnaire will be divided into three sections. Section A contained items soliciting demographic information of the respondents. Section B contained questions on conflict management styles employed by the head teacher of their respective schools and will seek for suggestions of maintaining and improving discipline in schools.

### **3.6 Instrument validity**

Validity is the degree to which an instrument measures what it purposes to be measuring. This is how well a test measures what it is intended to measure. Validity can also be said to be the degree to which results obtained from an analysis of data actually represent the phenomenon under

investigations (Orodho 2004). The researcher tested both face and content validity of the questionnaire. Face validity refers to the likelihood that a question was misunderstood or misinterpreted. According to Wilkinson (1991). Pre-testing a survey is a good way to increase the likelihood of face validity. Piloting (pre-testing) is the process of trying to find out in the field the questionnaire to be used (Kombo and Tromp, 2006). This was done to a selected sample similar to the actual sample which the researcher planned to use in the study. Two schools that were not in the final study list of the schools sampled for the study were randomly selected for pilot study. The purpose of piloting the research instrument was to improve on reliability.

The pilot study was thus used to identify those items that could be misunderstood and such items were modified accordingly, thus increasing face validity. Content validity refers to whether an instrument provides adequate coverage of the topic. Expert opinion literature searches and pre-testing of open ended questions help to establish validity (Wilkinson, 1991). The researcher prepared the instrument in close consultation with her supervisors and ensured that the items in the questionnaires cover all the areas under investigation Best and Kahn (1993) pointed out that content validity of the research instrument is enhanced through expert judgement.

The researcher's supervisors as experts helped to assess the validity of instrument.

### 3.7 Reliability of the instruments.

Reliability measures the stability of research instruments across two or more attempts Mugenda .M.O and Mugenda. G.A. (2003) define reliability as a measure of the degree to which research instruments yield consistent results or data after repeated trials. To test for reliability of the questionnaire, the researcher used a test-retest technique. An appropriate sample was identified in Machakos but outside the study sample. The developed questionnaire administered to them. The answered questionnaire was scored. The same questionnaire was administered to the same group of subjects after a period of time. The data obtained from the analysis of the data actually represents the phenomena under study.

The two sets were correlated using the Pearson Product Moment Correlation Coefficient formula indicated below.

$$R = \frac{\sum xy - (\sum x)(\sum y)}{N}$$

$$\sqrt{\left[ \frac{\sum x^2 - (\sum x)^2}{N} \right] \left[ \frac{\sum y^2 - (\sum y)^2}{N} \right]}$$

The value to determine reliability was 0.05

### **3.8 Data collection procedure**

The researcher sought permit to conduct the study from the National Council of Science and Technology (NCST) and the District Education Officer, Machakos. The researcher personally visited the selected schools to make appointments for administration of the questionnaires and to create rapport. On the day of administration of questionnaires, the researcher and explained to the respondents the types of conflicts known as intra-personal, interpersonal, intergroup and intra-group for clarity. The completed questionnaires were collected and assured that utmost confidentiality would maintained in dealing with their responses.

### **3.9 Data analysis techniques**

Data was first edited to identify errors made by respondents. Data collected was analyzed both quantitatively and qualitatively. Quantitative data was analyzed by use of descriptive statistics and presented as frequencies percentages and means using Statistical Package for Social Sciences (SPSS). Qualitative data was analyzed by organizing and coding data into themes or topics and then establishing the relationship among the themes or topics. The findings were used to write recommendations.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

The findings in this study are based on the responses of the head teacher, teachers and students as regards their opinion on most of the issues in the questionnaires administered and interviews conducted. 100% of the respondents were head teacher; students were 87.5% while teachers were 90%. Since the questionnaires used to collect data from head teachers, teachers and students were not the same, the presentation of the results was made based on the three categories with the results of head teacher first then teachers and lastly the students. The focus of this chapter is presentation and analysis of the data collected by means of the questionnaire. Statistical analysis of the data is presented and interpreted for an understanding of the relationship between the studied variables. The investigation is based on the study objectives and research tasks.

#### **4.2 Data analysis**

The statistical package for social sciences was used for quantitative data analysis and descriptive data analysis was used to describe the

characteristics of respondents descriptive statistics and to identify the most commonly used conflict management strategy. Multiple regressions were used to find an appropriate model consisting of a set of measured variables that estimate regression function for the dependent variables.

R-square values were used to measure the variability of the dependent variable that could be explained by the independent variable. The significance of R-square was tested using F statistic (one-way ANOVA) and the associated probability. The alpha level was set at 0.05 throughout the study and discussion focuses on the findings that are statistically significant at or beyond the 0.05 alpha levels. All the twelve head teachers of the selected schools completed and returned the questionnaires and this represented 100% return rate, this information is summarized in Table 4.1.

#### **4.3 Social demographic information**

This section presented both the descriptive and analytic results of the study. The descriptive results avail information on demographic characteristics of the study population such as gender, age, academic qualifications, administrative experience, service in current school and school characteristics.

**Table 4.1: Response rate**

<b>Questionnaire Type</b>	<b>Number of respondents</b>	<b>Percentage of the total (%)</b>
Head Teachers	12	100
Teachers	54	90
Students	63	87.5

There were 12 head teachers, 54 teachers and 63 students selected from 12 schools out of 30 public schools in Central Division in Machakos District as shown in table 4.1. On the other hand out of the 54 teachers interviewed, twenty seven were male and twenty seven female. A total of 63 students out of 72 form three students from three zones in Machakos District completed and returned the questionnaires. This represented an 87.5% return rate of the questionnaires, including 26 boys and 37 girls. This level of return was probably affected by several factors among them the format and length of instrument, the type of questions, the mood of recipients, among many others.

Out of twelve participating schools each zone has an equal representative of four schools as shown in Table 4.2. Fifty per cent of the sampled schools were Boarding schools, while 41.7 % were Day schools and only 8.3% were both day and boarding schools. Single sex schools comprised of

25.0% for girls schools while 16.7% were boys' schools and 58.3% were both boys and girls (mixed schools.) The study revealed that the schools with one streams were 25.0% (n=3), two streams 50.0% (n=6), three streams 16.7% (n=2) and four streams were 8.3% (n=1). This information is summarized in Table 4.2.

#### **4.4 Demographic Information of the Head teachers**

Twelve secondary school head teachers participated in this survey and as indicated earlier the response rate was 100%. Demographic characteristics of head teachers relating to sex, age, highest qualification, years of experience and years of service in current school and is reported.

##### **4.4.1 Gender of head teachers**

The sample consisted of twelve respondents for the questionnaires. Half of the head teachers were males while the other half were females. This was important for the study because it indicated an equal representation of gender in the secondary schools.

The gender distribution of the of the head teachers is indicated in Table 4.1

**Table 4:2 Gender distribution of head teachers**

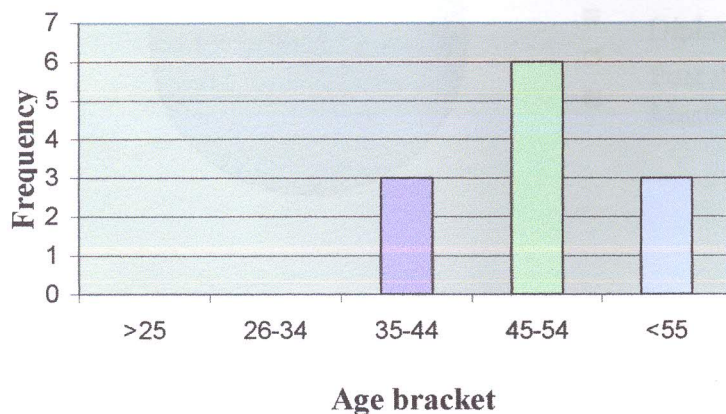
Gender	Percent	Frequency
Male	50	6
Female	50	6
Total	100	12

According to table 4.1 it can be inferred that there is an equal representation of male and female head teachers in secondary schools in Central Division Machakos District. This shows that there is gender parity in secondary school administration.

#### 4.4.2 Age of head teachers

The head teachers were required to indicate other age in years. The respondents age is shown in figure 4.1

**Figure 4.1 Age of head teachers**



In terms of age of the head teachers the study found out that the largest percent of head teachers were in the 45 – 54 years old range making up half of the respondents. A quarter was between 55 – 44 years and the remaining quarter was above 55 years of age. This shows that the head teachers are mature adults who can be trusted to head secondary schools.

#### 4.4.3 Academic qualifications of head teacher

The head teachers were required to indicate their academic qualifications. In this regard the study revealed that three-quarters of the head teachers have attained University degree while a few have masters degree and others have Diploma and Post Graduate Diploma. The respondents professional qualifications are summarized in figure 4.2

**Figure 4.2 Academic qualifications of head teachers**

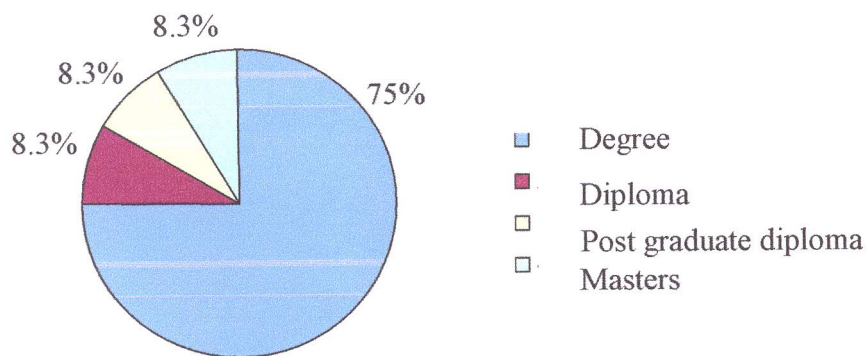


Fig 4.2 clearly indicates that the majority of head teachers are qualified with bachelor degrees and only a few having diplomas. The significance of this data is that there are head teachers who have studied up to diploma and post graduate diploma. The government should offer incentives and opportunities for such head teachers to attain Bachelors degree or masters degree to make them better head teachers.

#### 4.4.4 Experience as head teachers

In the case of experience as head teachers the respondents were required to indicate the number of years they had served as head teachers. The head teachers experience is shown in table 4.2

**Table 4.3 Experience of head teachers**

<b>Experience</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 2	5	41.7
3 -6	3	25.0
7- 10	3	25.0
11- 14	-	-
Above 15	1	8.3

The empirical study showed that the majority of head teachers have less than ten years experience as head teachers while only one has above fifteen

years experience as a head teacher. The significance of the findings is that most head teachers in the secondary schools in Central Division are inexperienced and need regular guidance from experienced head teachers, education officers and the quality assurance and standards officers in workshops, seminars and conferences.

#### 4.4.5 Length of service in the current station

In this section the head teachers were required to indicate the numbers of years they have served in their current schools. The findings are shown in table 4.3.

**Table 4.4 Length of service in current station**

Length of service in current station in years	Frequency	Percentage
Less than 2 years	1	8.3
3 – 6	9	75
7 – 10	1	8.3
11 – 14	1	8.3
Above 15	-	-

Table 4.3 shows that most of the head teachers have served in their current station for less than ten years. Only one out of the twelve head teachers had stayed for over ten years in the current school. This shows that the Ministry

of Education ensures regular transfer of head teachers to avoid complacency and cases of head teachers “owning” schools so to speak which could bring about conflict.

#### 4.4.6 School type

The head teachers were required to indicate their type of school that is whether single sex or mixed school. Table 4.4 shows the findings.

**Table 4.5 Type of school**

Type of school	Frequency	Percentage
Boys + Girls	7	58.3
Girls	3	25.0
Boys	2	16.7
Total	12	100

According to table 4.4, most schools in Central Division Machakos District are mixed secondary schools while a quarter of the secondary school are girls only and the boys only schools are the minority. The results point to a high potential of indiscipline concerns in these schools. Particular to note is the high number of mixed schools where boys may try to coerce and dominate the girls leading to conflict. Moreover, boy-girl relationships are bound to occur among students leading to unacceptable behaviour which

requires strong relationship traits and proactive conflict management styles by teachers and head teachers to deal with the different types of conflict.

#### **4.5 Demographic profile of the teachers' sample**

##### **4.5.1 Gender of teachers**

The sample consisted of fifty-four respondents for the questionnaires. Half of the teachers were male with the other half were female. The gender distribution of teachers is indicated in table 4.5

**Table 4.6 Gender of teachers**

Gender	Frequency	percentage
Female	27	50.0
Male	27	50.0
Total	54	100.0

According to table 4.5 it can be inferred that there is an equal representation of male and female teachers in secondary schools in Central Division, Machakos District. The results indicate that students have both female and male role models to emulate and seek guidance and counseling from.

### 4.5.2 Age of teachers

The teachers were required to indicate their age in years. The respondents age is shown in Figure 4.3.

**Figure 4.3 Age of teachers**

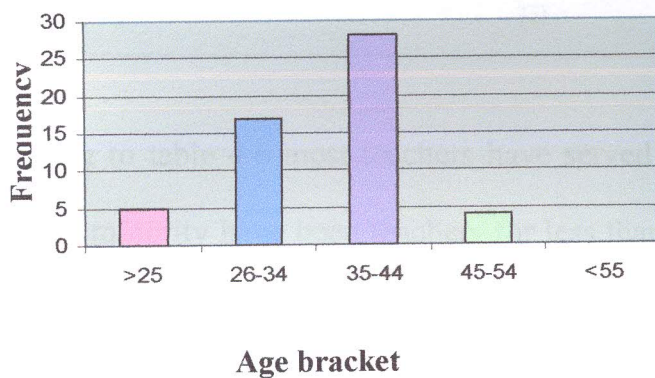


Fig 4.3 Indicates that most of the teachers are above thirty-five years of age while a number of the teachers are below thirty-four years of age. A few of the years are below twenty-five years of age. This shows that most teachers in the secondary schools are mature adults and responsible enough to nurture the students they teach.

### 4.5.3 Length of service

The teachers were required to indicate their teaching experience in years.

The results are indicates in table 4.6

**Table 4.7 Teaching experience**

<b>Teaching experience in years</b>	<b>Frequency</b>	<b>Percentage</b>
Below 1	8	14.8
1 -5 years	11	20.8
6 – 10	7	13.0
11- 15	18	33.3
Above 16	10	18.5

According to table 4.6 most teachers have served for more than ten years while the minority have been teachers for less than ten years. A few of the teachers have less than one year of service. This shows that the teachers have adequate working experience and those new teachers in the profession can be assisted to grow professionally by the teachers with many years in the service through consultation. The teachers with more experience are of great assistance in dealing with different conflict between students and fellow students, students and teachers or teachers and fellow teachers.

#### **4.6 Demographic profile of students' sample**

Demographic characteristics of Form three students in Central Division Machakos District relating to gender, age, and school responsibility are reported.

#### 4.6.1 Gender of students

The sample consisted of sixty three respondents of the questionnaire. Majority of the students were female while the minority was male. The gender distribution is shown in table 4.7

**Table 4.8 Gender of students**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Female	37	58.7
Male	26	41.3
Total	63	100

According to table 4.7 there are more female students than male students in Central Division, Machakos District. This is as a result of more girls schools than boys schools in the division.

#### 4.6.2 Age of students

The students were required to indicate their age in years. The results are shown in the table 4.8

**Table 4.9 Age of students**

<b>Age of years</b>	<b>Frequency</b>	<b>Percentage</b>
12 – 14	2	3.2
15 – 18	59	93.7
19 – 22	1	1.6
Above 22	1	1.6

Table 4.8 shows that majority of students are above fifteen years and a few of the students are below fifteen years. Most students are in the adolescence stage. The stage is characterized by search for identity and role confusion which may cause conflict between students and fellow students, students and teachers or students and administration. Therefore the students require constant guidance and counseling from their teachers and parents to avoid conflicts.

#### **4.6.3 School responsibility**

Students were required to indicate their roles in the school. The results are shown in table 4.9

**Table 4.10 School responsibility**

<b>School responsibility</b>	<b>Frequency</b>	<b>Percentage</b>
Ordinary student	52	82.5
Class monitor	6	9.5
School prefect	5	7.9

Table 4.9 shows that the majority of students are ordinary students whereas there is a minority of class monitors and school prefects. This shows that the class monitors and school prefects have a great responsibility of supervising their fellow students and reporting cases of conflicts detected among fellow students. This may explain why class monitors and school prefects are sometimes overwhelmed by fellow students leading to regular cases of indiscipline.

#### **4.7 The Nature and kinds of conflicts**

Data on kinds of conflicts that lead to conflict management styles in secondary schools was collected from the responses of teachers, students, head teachers and was analyzed with the use of percentages. The variables on which scores were made included student to student conflicts, teacher to teacher conflict, student to administration conflict, parents to school

administration conflicts and community interfering with school internal affairs among others as tabulated in table 4.7.

**Table 4.11: Experience conflicts in school**

Response	Frequency	Percentage
Rarely	9	75
Sometimes	3	25
Total	12	100

According to Table 4.6, it can be inferred that conflicts in secondary schools are rare. Based on the information gathered, it becomes clear that though not to a large extent conflicts is evident in secondary schools and as such cannot be ignored and thought of as of no consequence.

**Table 4.12: The nature and type of conflicts as perceived by teachers**

Kinds of Conflicts	Intra Personal	Inter personal	Intra group	Inter group	Total	%
Student-student conflicts	0	36	0	0	36	40.0
Teacher-teacher conflicts	0	18	0	1	19	21.1
Teachers-headteachers conflicts	0	1	1	3	5	5.6
Students-administration conflict	0	0	0	4	4	4.4
Parent-teacher conflicts	0	0	0	3	3	3.3
Favouritism	0	2	0	0	2	2.2
Poor learning attitude	2	0	0	0	2	2.2
Setting exams	0	0	2	0	2	2.2
Students strike	0	0	0	2	2	2.2
Students-teachers conflict	0	0	0	2	2	2.2
Absenteeism	1	0	0	0	1	1.1
Group leaders with members	0	0	1	0	1	1.1
Hatred	0	1	0	0	1	1.1
Lack of reward after performance	0	1	0	0	1	1.1
Money issue	1	0	0	0	1	1.1
No self-drive	1	0	0	0	1	1.1
Poor payment of remedial teaching	0	0	0	1	1	1.1
School community interfering with school internal affairs	0	0	0	1	1	1.1
Students not self-motivated	1	0	0	0	1	1.1
Students requesting for a library	0	0	0	1	1	1.1
Students requesting for better urinals	0	0	0	1	1	1.1
Subject allocation	0	0	1	0	1	1.1
Teacher-non teaching staff	0	0	1	0	1	1.1
<b>Total</b>	<b>6</b>	<b>59</b>	<b>6</b>	<b>19</b>	<b>90</b>	<b>100</b>

Table 4.6 above shows several types of conflict were identified in schools.

The majority of the teachers reported 23 most disruptive conflicts (students to students (40%), teachers to teachers (21.1%), teachers to head teachers

(5.6%), students to administration (4.4%) and parents to teachers (3.3%) were ranked high in relation to the frequency in the teacher's questionnaires.

Teachers perceived absenteeism, group leaders with members, hatred, lack of reward after performance, money issue, poor payment of remedial teaching, school community interfering with school internal affairs, students not self-motivated, students requesting for a library, students requesting for better urinals, subject allocation, teacher-nonteaching staff and their percentage were rated 1.1%

**Table 4.13: The nature and type of conflicts as perceived by Head teachers**

Kind of conflicts	Intra persona 1	Inter persona 1	Intra grou p	Inter grou p	Tota l	%
Teachers' transfer	0	5	0	0	5	15.6
Student-student conflicts	0	4	0	0	4	12.4
Insubordination	0	3	0	0	3	9.4
Teacher-students conflicts	0	0	0	3	3	9.4
Teacher-teacher conflicts	0	3	0	0	3	9.4
Work family conflicts	3	0	0	0	3	9.4
Work load	0	0	3	0	3	9.4
Conflicts with support staff	0	0	0	2	2	6.2
Teachers strikes	0	0	0	2	2	6.2
Behavioural conflict	1	0	0	0	1	3.1
Conflicts with parents	0	0	0	1	1	3.1
Conflicts with teachers	0	1	0	0	1	3.1
Students strikes	0	0	0	1	1	3.1
Total	4	16	3	9	32	100

The head teachers identified different types of conflicts which they perceived as prevalent in the secondary schools. Teacher's transfer ranked first with 15.6%; while student to student's conflict was ranked second with 12.4%. Other kinds of conflicts which were directly or indirectly related to discipline included insubordination, teacher-students conflicts, teacher-teacher conflicts, work family conflicts, work load, conflicts with support staff, teachers strikes; the percentage ranged from 9.4 % to 6.2%. Results

from both Tables 4.6 and 4.7 indicate that the head teachers and teachers perception on the nature and magnitude of conflicts was similar with only small variations in the responses.

**Table 4.14: Major types of conflicts encountered in school**

Type of conflict	Most common		Common		Less common		Not at all common	
	n	%	n	%	n	%	n	%
Intra personal conflict	-	-	5	41.7	7	58.3	-	-
Inter personal conflict	-	-	6	50.0	5	41.7	1	8.3
Intra group conflict	-	-	6	50.0	5	41.7	1	8.3
Inter group conflict	-	-	6	50.0	5	41.7	1	8.3

For the purpose of this study, the respondents were required to indicate major types of conflicts encountered in their schools. It was found that intra personal conflict, inter personal conflict, intra group conflict and inter group conflict were common in secondary schools.

#### 4.8 Conflict Management Styles

**Table 4.15: Attendance of seminar or course on conflict management**

Response	Frequency	Percentage
Yes	4	33.3
No	8	66.7
Total	12	100

In table 4.9, the question whether head teachers have attended a seminar or course on conflict management or not revealed that the majority of head teachers have not attended seminar on conflict management. The findings show that head teachers are left to solve conflicts at their own discretion which could be a recipe for disaster.

**Table 4.16: Interruption of school learning programmes**

Response	Frequency	Percentage
Yes	3	25.0
No	9	75.0
Total	12	100

For the purpose of this study, the respondents were required to indicate how conflict in schools interrupts the school learning programmes. It was found

that most learning programmes in schools were not adversely affected by conflicts.

**Table 4.17: How often students miss lessons in school**

Response	Frequency	Percentage
Occasionally	4	33.3
Rarely	6	50.0
Never	2	16.7
Total	12	100

The respondents were required to indicate how often students miss lessons in school. It was found that students rarely miss lessons in schools due to conflicts.

**Table 4.18: Student involvement in decision making process**

Response	Frequency	Percentage
Often	10	83.3
Rarely	1	8.3
Most often	1	8.3
Total	12	100

The empirical study revealed that most head teachers involve students in decision making process through dialogue, open communication forums, choosing of school prefects and the use of suggestion boxes.

**Table 4.19: Head teachers' opinion on Student discipline in schools**

Response	Frequency	Percentage
Yes	11	91.7
No	1	8.3
Total	12	100

In table 4.13, 91.7% of the respondents indicated that the students in their schools were disciplined. Only a small number of head teachers indicated otherwise. This shows that head teachers have the responsibility of instilling, controlling and maintaining discipline in their schools.

**Table 4.20: Students seeking transfer to other schools**

Response	Frequency	Percentage
Rarely	9	75.0
Never	3	8.3
Total	12	100

The empirical study revealed that the majority of the respondents (75%) indicated that the students rarely seek transfers to other schools and 25% reported that their students never ask for transfers. This shows that the parents and students are satisfied with the administration of the school and learning atmosphere.

**Table 4.21: Satisfaction with discipline in schools**

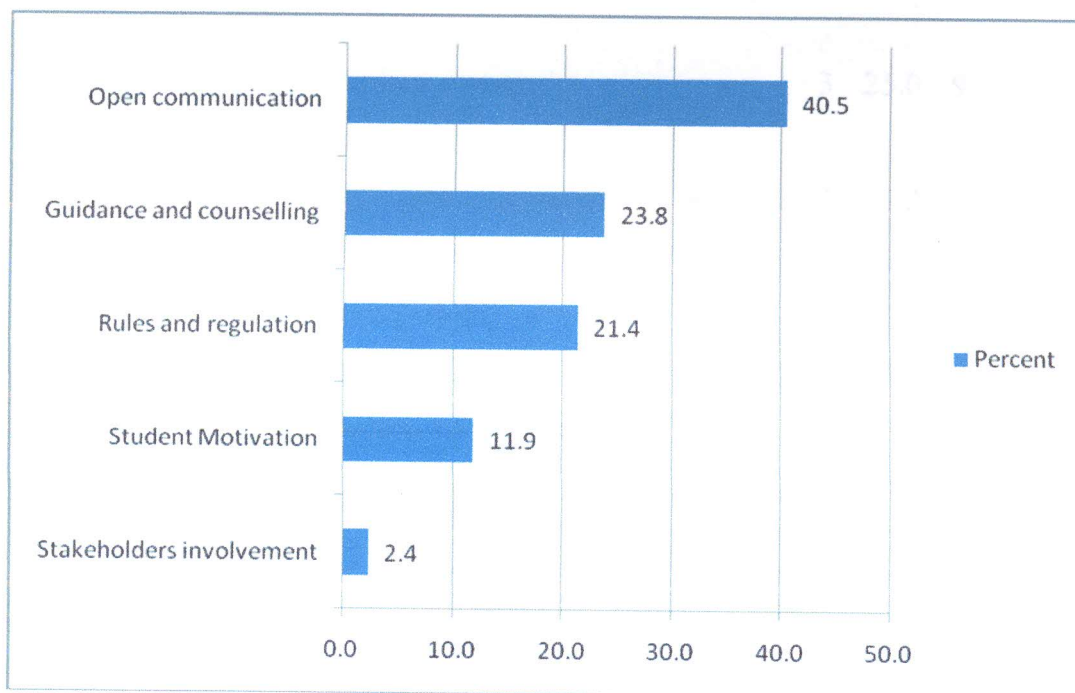
Response	Frequency	Percentage
Satisfied	9	75.0
Moderately satisfied	3	25.0
Total	12	100

In table 4.15, most of the head teachers were satisfied with the discipline in their school, while a small number indicated that they were moderately satisfied.

**Table 4.22: School rewards on good academic performance**

Response	Frequency	Percentage
Often	4	33.3
Rarely	7	58.3
Never	1	8.3
Total	12	100

In this section the respondents were required to indicate how often the school gets rewards for good academic performance. It was found that less than half of the respondents got rewards while the rest rarely or never got rewards for good academic performance.



**Figure 4.4 Methods of enhancing students' discipline**

Figure 4.1 the empirical study revealed that head teachers employed a variety of ways to enhance students' discipline. This includes open communication, guidance and counseling, use of rules and regulations, motivating the students and stakeholders involvement.

**Table 4.23: Conflict management styles employed by the Head teachers**

Conflict management styles	Great extent		Less extent		No extent	
	n	%	n	%	n	%
	I ignore or avoid the problems (avoidance)	1	8.3	2	16.7	9
I make judgment without any intervention of others (compromise)	1	8.3	8	66.7	3	25.0
I quarrel the parties in conflict during the conflict resolution process (competition).	-	-	3	25.0	9	75.0
I discuss the problem fully with concerned parties and consider their views in the resolution process (collaboration)	9	75.0	3	25.0	-	-
I investigate issues with others in order to find solutions that are mutually acceptable (accommodation)	9	75.0	3	25.0	-	-

Table 4.16 on conflict management styles, the head teachers indicated the use of a variety of styles including avoidance, compromise, competition, collaboration and accommodation. However a large number of the respondents indicated that they discuss problems fully with concerned parties and consider their views in the resolution process (collaboration) and also investigate issues with others in order to find solutions that are mutually acceptable (accommodation). However this differed with the

teachers responses which indicated that head teachers do not consult on pertinent issues but instead use the rule of the thumb.

**Table 4.24: Impact of conflict management styles on students' discipline**

Response	Frequency	Percentage
Very high extent	3	25.0
High extent	7	58.3
Moderate extent	2	16.7
Total	12	100

On impact of head teachers' conflict management styles on students discipline the results showed that head teachers indicated that their conflict management styles had a high impact on their students' discipline. This shows that there is a correlation between the heads teachers' conflict management styles and the discipline of students.

#### **4.9 The Research Questions**

This section sought to find out the conflict management styles employed by head teachers in public secondary schools in Central Division, Machakos District. In order to obtain the responses respondents were provided with a three likert scale where occurrence or action taken were measured. The

most probable response was ticked thus 1(Great extent) 2(less extent) 3) No extent. For easy analysis great extent and less extent were taken as agreement while no extent was taken as disagreement.

#### 4.9.1 Avoiding conflict management style

**Table 4.25 Avoidance conflict management styles**

**Head teacher's response on the use of avoiding conflict management style**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Great extent	1	8.3
Less extent	2	16.7
No extent	9	75.0
<b>Total</b>	<b>12</b>	<b>100</b>

**Teacher's response on the use of avoiding conflict management style**

**Table 4.26 Avoidance conflict management styles**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Great extent	9	16.7
Less extent	25	46.3
No extent	20	37.0
<b>Total</b>	<b>54</b>	<b>100</b>

In this section of the study the teachers were required to indicate their opinion as to the head teachers' conflict management styles when managing

conflict in their schools. The head teachers responses showed that they do not use avoidance as a conflict management style. This differed with the teacher's responses where the majority cited common use of avoidance by head teachers. Avoiding conflict management style orients towards neglecting conflict and never addresses or resolves the conflict. This method tends to ignore the conflict and neglects the feelings of parties involved. This frustrates the parties and the people end up rebelling against the authority leading to indiscipline. This concurs with a study done by Shelton (2004) who says that neglecting people's feelings escalates into chaos. Prevalence of the use of avoiding conflict management styles may explain common cases of conflict in schools.

#### **4.9.2 Competing conflict management style**

Competing conflict management and its effect on student discipline in public secondary schools in Central Division, Machakos District.

**Table 4.27 Competing conflict management styles**

**Head teacher's response on the use of competing conflict management style**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Great extent	-	-
Less extent	3	25.0
No extent	9	75.0
<b>Total</b>	<b>12</b>	<b>100</b>

**Teacher's response on the use of competing conflict management style**

**Table 4.28 Competing conflict management styles**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Great extent	6	11.1
Less extent	15	27.8
No extent	33	61.1
<b>Total</b>	<b>54</b>	<b>100</b>

The researcher sought to find out the use of competing as a conflict management style and its effect on students discipline. The results indicate that a small percentage of head teachers use competing as conflict management style. Competing involves seeking ones own concern at the expense of others concern by using appropriate power to win the position and achieve preferred goals despite the odds. Competing style leaves members dissatisfied which eventually leads to emotional outbursts

escalating to indiscipline (Rahim, 2001). This may explain why conflicts are prevalent in secondary schools in Central Division, Machakos District.

#### 4.9.3 Compromising conflict management style

**Table 4.29 Compromising conflict management style**

**Head teacher's response on the use of compromising conflict management style**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Great extent	1	8.3
Less extent	8	66.7
No extent	3	25.0
<b>Total</b>	<b>12</b>	<b>100</b>

**Teacher's response on the use of compromising conflict management style**

**Table 4.30 Compromising conflict management style**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Great extent	11	20.4
Less extent	26	48.1
No extent	17	31.5
<b>Total</b>	<b>54</b>	<b>100</b>

The head teachers use of compromise as a conflict management style was found to be common in most schools with some head teachers indicating

that they used it to a less extent. On the other hand the teachers concurred with the head teachers that the head teachers in the use of compromise. The results reflect a high degree of co-operativeness and allow other individuals to achieve their goals and outcomes at the expense of organizational goals. When used in a school the situation causes confusion and leads to neglect of the main objectives of the school creating room for indiscipline (Kingangi, 2009).

#### 4.9.4 Collaboration conflict management style

**Table 4.31 Collaboration conflict management styles**

**Head teacher's response on the use of collaboration conflict management style**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Great extent	9	75.0
Less extent	3	25.0
No extent	-	-
<b>Total</b>	<b>12</b>	<b>100</b>

**Teacher's response on the use of collaboration conflict management style**

**Table 4.32 Collaboration conflict management styles**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Great extent	33	61.1
Less extent	13	24.1
No extent	8	14.8
<b>Total</b>	<b>54</b>	<b>100</b>

On collaboration a large percentage of head teachers reported that it was a widely used conflict management style. None of the head teachers reported not using collaboration as a conflict management style. The teachers collaborated with the head teachers response that collaboration was widely used. According to Barisoff & Victor, 1998 this strategy emphasizes on conflict resolution which mandates sincere effort by all parties involved. Parties pull together ideas to look for innovative answers to problems affecting them. Use of this strategy in high percentage in the Division may explain calmness experienced in most public secondary schools.

#### 4.9.5 Accommodation conflict management style

**Table 4.33 Accommodation conflict management styles**

**Head teacher's response on the use of accommodation conflict management style**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Great extent	9	75.0
Less extent	3	25.0
No extent	-	-
<b>Total</b>	<b>12</b>	<b>100</b>

**Teacher's response on the use of accommodation conflict management style**

**Table 4.34 Accommodation conflict management styles**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Great extent	29	53.7
Less extent	20	37.0
No extent	5	9.3
<b>Total</b>	<b>54</b>	<b>100</b>

The study showed that accommodation is a widely used conflict management style in secondary schools. None of the head teachers reported not using accommodation to solve conflicts. The teachers concurred on the head teachers use of accommodation conflict management style. Accommodation orients towards adoption and concession by members of the organization enabling them to achieve their goals. It works to maintain

relations between parties and motivates people to exhibit self driven intrinsic behaviour leading to maintenance of discipline (Kilman, 1974). The prevalence of accommodation conflict management style explains the high level of discipline amongst the students in Central Division, Machakos District and may explain calmness experienced in most schools in the division.

**CHAPTER FIVE**  
**SUMMARY OF THE FINDINGS, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

This study was to investigate head teachers conflict management styles and their effect on students discipline in Central Division, Machakos District Kenya.

Five research objectives and corresponding research questions were developed. The research questions sought to find out the effect of competing, collaboration, compromise, avoidance and accommodation conflict management style on discipline in public secondary schools.

This study adopted the descriptive design of research. The target population was twelve head teachers, fifty-four teachers and sixty-three students. Data was collected by use of three questionnaires; one for head teachers, one for teachers and one for students.

**5.2 Summary of the study**

The purpose of the study was to develop a profile of head teachers conflict management styles in Central Division Machakos District which led to the following findings .Interms of leadership for the participating head teachers

,out of 12 head teachers 6 were male while 6 were female. With regard to age groups the study found out that majority were between 45-54 years a few were between 35-44 years and others above 55 years of age. With regard to experience as head teachers in years the study showed that the majority of head teachers have less than ten years of experience as head teachers. This may explain the regular cases of conflict in schools.

There were fifty four teachers interviewed. Half of the teachers were male whereas the other half were female. Most of the teachers were above thirty-five years teachers were below thirty-four. Most of the schools were mixed schools with only a small number of boys only and girls only schools. Most of the schools are in the urban area giving a comparison in the rural set up. This shows necessary that the study covered all necessary areas and the most cited areas where the ages of the teachers which showed that most of them were mature. Their teaching experience was long enough though they were not able to avoid conflict in schools.

### **5.2.1 Conflict in secondary schools in Central Division Machakos District**

In this section of the study the head teachers were the respondents of the questionnaire and were required to respond with regard to conflict indicating whether they have ever had conflict in their schools. Majority of the head teachers (75%) said yes while the minority (25%) said no. The head teachers cited different types of conflict in their school.

### **5.2.2. Causes of conflict in secondary school in Central Division Machakos District.**

The students were the respondents in this section. Most students cited poor communication, frustration and rumors as the major causes of conflict with a few other students citing intolerance between students, intolerance between teachers and students and students expectation to be competitive as causes of conflict.

### **5.2.3. Types of conflicts experienced in secondary schools**

The head teachers and teachers were the respondents for this section. Interpersonal conflict was cited as the most common type of conflict in

secondary school. A few cases of intergroup conflict were reported. Intrapersonal and intragroup conflict were cited the least.

#### **5.2.4 Conflict in schools affects discipline**

In this section the head teachers were required to indicate yes or no on whether conflict affects discipline of students. All the head teachers said yes unanimously agreeing that conflict affects discipline of students. This had the relevance for the study in that discord in a working environment is inevitable and therefore needs to be continuously managed thereby warranting the necessary styles.

#### **5.2.5 Training on conflict management**

In this section the head teachers were required to indicate yes or no on whether they have had any training on conflict management styles. Majority of the head teachers (66.7%) said no while minority (33.3%) said yes to having attended training on conflict management. This shows that most head teachers manage conflict at their discretion using trial and error method which may lead to improper handling of conflict situation leading to dire consequences for the parties involved.

### **5.3 Conclusions**

The study has shown that head teachers conflict management style have effect on the discipline of students in secondary schools in Central Division Machakos District. It is clear from the findings that conflict is frequent or common in secondary schools. Although the majority of head teachers are mature adults who have attained upto bachelors degree and masters degree level of education nevertheless there is need for head teachers training in conflict management styles to avoid haphazard ways of dealing with conflict in schools.

Based on the findings of the study it was concluded that the majority of the head teachers used collaboration as a conflict management style to maintain discipline of students in their schools. It was also concluded that accommodation was used by a large number of head teachers.

Moreover it was concluded that compromise as a conflict management style was selected for use by a large number of head teachers competing and avoiding were concluded as the least popular styles used by head teachers to manage conflict in managing students discipline in schools.

#### **5.4 Recommendations**

Based on the conclusions of the study the following recommendations have been made:- The head teachers should not use avoidance as a conflict management styles. This is because the head teachers neglect conflict and never address or resolve the conflict. This ends up frustrating parties involved and may explain common cases of conflict in schools.

Moreover, the head teachers should desist from using competition as a conflict management style as it affects students discipline negatively. Competition leaves parties dissatisfied which eventually lead to indiscipline.

Compromise as a conflict management style should not be used to solve conflict as it causes confusion and leads to neglect of the main objectives of the school creating room for indiscipline.

Collaboration is highly recommended for conflict management as it affects students discipline positively. The parties in collaboration pool together ideas to look for innovative answers to solve conflicts.

Head teachers should use accommodation in the management of conflict. The study found out that just like collaboration accommodation has a positive effect on student discipline. Accommodation seeks concession enabling parties in conflict to achieve their goals and also maintains relation between parties involved.

Based on the conclusion there is need to encourage the head teachers to use collaboration as a style of conflict management. The head teachers should be encouraged to use a combination of the conflict management styles depending in the situation at hand.

### **5.5 Suggestions for further research**

In view of the recommendations of the study, the following suggestion for further research were made

- i) A similar study should be replicated in the country to find out if the same results will be realized.
- ii) A study should be carried out on the training needs analysis of head teachers on conflict management style in schools.
- iii) A study should be carried out on the effects of poor communication on management of discipline among secondary school students.

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## APPENDICES

### APPENDIX 1: LETTER OF INTRODUCTION

Department of Educational Administration  
University of Nairobi  
P.O Box 92  
Kikuyu

To the Principal  
.....

Dear Sir/Madam,

I am a post graduate student currently working on my research head teachers' conflict management styles and their effect on discipline in secondary schools in Central Division, Machakos District. Your school has been selected through random sampling to participate in the study. My respondents are head teachers, teachers and form three students. Kindly allow me to collect data using questionnaires. The data collected will be strictly used for academic purposes only.

Thank you.

Yours faithfully,

**Betty Sibambi Kisinga**

## **APPENDIX 2: HEAD TEACHERS' QUESTIONNAIRE**

### **HEAD TEACHERS' CONFLICT MANAGEMENT STYLES AND THEIR EFFECT ON DISCIPLINE**

Kindly respond to all items in the questionnaire.

#### **Section A: Social demographic information instruction for the completion of questionnaire.**

- a) Do not write your name or surname
- b) Kindly complete the following questionnaire as objectively as possible.  
Read all the questions carefully, before answering them.
- c) Possible answers are in some instances provided select the answer that best suits your situation.
- d) The questionnaire is anonymous and information will be used for managing conflict in secondary schools.
- e) Mark with tick (✓) in the appropriate block to indicate your choice and write your answers in these spaces provided.

Your co-operation is appreciated.

#### **SECTION A: Demographic Information**

1. Please indicate your gender
  - a) Male ( )
  - b) Female ( )
2. What is your age
  - a) Below 25 years ( )
  - b) 25 – 34 years ( )
  - c) 35 – 44 years ( )
  - d) 45 – 54 years ( )
  - e) Above 55 years ( )
3. What is your highest academic qualification?
  - a) Diploma ( )
  - b) Degree ( )

- c) Post graduate Dip ( )                      d) Master (MED) ( )

4. How long have you been a head teacher in your entire teaching career?

- a) Below one year ( )                      b) 1 – 5 years ( )  
c) 6 – 10 years ( )                      d) 11 – 15 years ( )  
e) Over 15 years ( )

5. How long have you served in your current school?

- a) Below 2 years ( )                      b) 3 – 6 years ( )  
c) 7 – 10 years ( )                      d) 11 – 14 years ( )  
e) Over 15 years ( )

6. What is the size of your school in streams?

- 1 ( )                      2 ( )                      3 ( )                      4 ( )                      5 ( )

7. What category is your school?

- a) Day ( )                      b) Boarding ( )

8. What is your school category?

- a) Boys' school ( )    b) Girls' school ( )    c) Mixed school ( )

**SECTION B:**

9. Have you ever had conflicts in your school?

- a) Yes ( )                      b) No ( )

10. What kind of conflicts have you experienced in your school? Please list them

- i) .....
- ii) .....
- iii) .....

11. How often do you experience conflict in your schools?

- a) Rarely ( )                      b) Always ( )

c) Often sometimes ( )                      d) Not at all ( )

12. Have you ever attended a seminar or taken a course on conflict management?

Yes ( )                                              b) No ( )

If Yes specify the title.....

Duration.....

Organiser.....

13. Does conflict in your school interrupt the school learning programmes?

Yes ( )                                              b) No ( )

If Yes, to what extent?

a) Small ( )                                      b) Average ( )                                      c) Large ( )

14. How often do your students miss lessons in your school?

a) Often ( )                                      b) Occasionally ( )

c) Rarely ( )                                      d) Never ( )

15. What are the major types of conflicts that you encounter in your school

Type of conflict	Most common	Common	Less common	Not at all common
Intra personal conflict				
Interpersonal conflict				
Intragroup conflict				
Intergroup conflict				

16. How many teachers are currently pursuing further studies?

17. How often do you involve students in decision making process on matters pertaining school activities.

a) Often ( )                                      b) Rarely ( )

c) Never ( )                                      d) Most often ( )

18. In your opinion, do you think students in your school are disciplined?

Yes ( )                                              b) No ( )

If yes, give reason for the above answer.....

19. i) How often do your students seek transfers to other schools

Often ( ) Rarely ( ) Never ( ) Most often ( )

ii) What are the reasons for transfers?

20. How satisfied are you with discipline in your school?

Satisfied ( ) Moderately satisfied ( ) Not satisfied ( )

21. How often does your school get rewards for good academic performance

Rarely ( ) Often ( ) Not at all ( ) Most often ( )

22. Suggest three ways in which you can enhance students' discipline?

i) .....

ii).....

iii) .....

23. Please indicate in the following statements the extent to which you apply these conflict management styles.

<b>Conflict management styles</b>	<b>Great extent</b>	<b>Less extent</b>	<b>No extent</b>
I ignore or avoid the problems (avoidance)			
I make judgement without any intervention of others (compromise)			
I quarrel the parties in conflict during the conflict resolution process (competition).			
I discuss the problem fully with concerned parties and consider their views in the resolution process (collaboration)			
I investigate issues with others in order to find solutions that are mutually acceptable (accommodation)			

24. To what extent have your conflict management styles impacted directly on your students' discipline?

Very high extent ( )      High extent ( )

Moderate extent ( )      Low extent ( )

Very low extent ( )

### APPENDIX 3: QUESTIONNAIRE FOR TEACHERS

#### HEAD TEACHERS' CONFLICT MANAGEMENT STYLES AND THEIR EFFECT ON DISCIPLINE

Kindly respond to all items in this questionnaire by ticking (✓) the appropriate response.

#### SECTION A:- Demographic information

1. What is your gender?  
a) Male ( )                      b) Female ( )
2. What is your age?  
a) Below 25 years ( )                      b) 25 – 34 years ( )  
c) 35 – 44 years ( )                      d) 45 – 54 years ( )  
e) Above 55 years ( )
3. What is your length of service as a secondary school teacher?  
Below 1 year ( )                      1 – 5 years ( )  
6 – 10 years ( )                      11 – 15 years ( )  
Over 16 years ( )
4. How long have you served in your current school?  
Below 2 years ( )                      3 – 6 years ( )    7 – 10 years ( )  
11 – 14 years ( )                      Over 15 years ( )
5. Have you ever had conflicts in your school?  
Yes ( )                      No ( )
6. What kind of conflicts have you experienced in your school? Please list them  
i) .....  
ii).....

iii) .....

**SECTION B**

7. How often are you rewarded for good performance in your school?

- Rarely ( )                      Often ( )  
Very often ( )                      Not often ( )

8. What are the major types of conflicts that in your school?

Type of conflict	Most common	Common	Less common	Not at all common
Intra personal conflict				
Interpersonal conflict				
Intragroup conflict				
Intergroup conflict				

9. To what extent does your head teachers apply these conflict management styles?

i) He or she ignores or avoids the problems (avoidance)

Great extent ( )              Less extent ( )              No extent ( )

ii) He or she makes judgement without any intervention of others (compromise)

Great extent ( )              Less extent ( )              No extent ( )

iii) He or she quarrels the parties in conflict during the conflict resolution process (competition)

Great extent ( )              Less extent ( )              No extent ( )

iv) He or she discusses the problem with the parties concerned and considers their views in the resolution process (collaboration)

Great extent ( )              Less extent ( )              No extent ( )

v) He or she investigations issues with others in order to find solutions that are mutually acceptable (accommodation)

Great extent ( )      Less extent ( )      No extent ( )

10. Are you currently pursuing further studies?

Yes ( )      No ( )

11. Write two reasons why you would consider leaving your current school?

a) .....

b) .....

12. How often do you miss lessons in year school?

Occasionally ( )      Rarely ( )      Never ( )

13. i) In your opinion do you think teachers in your school are motivated?

Yes ( )      No ( )

ii) Give reasons for the above answer

14. Does conflict in your school interrupt the school learning programmes?

Yes ( )      No ( )

If Yes, to what extent?

a) Small      b) Average      c) Large?

15. Write reasons why you choose to stay in your current school.

.....

.....

.....

16. Suggest strategies that can be used to improve head teachers conflict management styles to enhance students' discipline.

.....

.....

17. How satisfied are you with

	<b>Satisfied</b>	<b>Moderately</b>	<b>Less satisfied</b>	<b>Not satisfied</b>
a) Your relationship with the school administrator				
b) Your involvement in decision making?				
c) Method used by your head teacher to appraise teachers for promotion.				
d) Your relationship with other teachers				
e) Delegation of responsibility				
f) Quality of communication from your head teacher				
g) Method used to discipline students				

18. What is your opinion on the following head teachers conflict management strategies?

<b>Strategy</b>	<b>Satisfactory</b>	<b>unsatisfactory</b>
1. Team work and sharing responsibility		
2. Stakeholders involvement		
3. Training on human resource and conflict management		
4. Transfer teachers regularly		
5. Handle conflicts timely		
6. Listen to all complaints		
7. Motivation of teachers / students		
8. Consensus building		
9. Promotion on merit		
10. Communication		

Thank you for participating

**APPENDIX 4: STUDY QUESTIONNAIRE FOR STUDENTS  
 HEAD TEACHERS' CONFLICT MANAGEMENT STYLES AND  
 THEIR EFFECT ON DISCIPLINE**

Kindly respond to all items in this questionnaire by ticking (✓) the appropriate response.

**Section A: Preliminary information**

1. What is your gender status?

- 1- Female ( )                      2 - Male ( )

2. What is your age?

- 12 - 14 ( )                      15 - 18 ( )    19-22 ( )  
 Above 22 ( )

3. Responsibilities

- 1 - School prefect ( )    2 - Class monitor ( )    3 - None of these ( )

Other specify .....  
 .....

**Section B: Personal views of your school.**

Answer each question by providing the response that most accurately reflects your personal view of your school.

4. How do you rate your school in terms of discipline?

- 1 - Excellent ( )    2 - Very good ( )    3 - Good ( )  
 4 - Poor ( )

5. Have you witnessed a strike during your stay at the school?

- 1 - Yes ( )                                      2 - No ( )

6. If yes, how many times?.....  
 .....

7. Was it a peaceful demonstration or a violent strike?

- 1 - Peaceful ( )                                      2 - Violent ( )

8. Do you think that students are influenced by individuals from outside

1 – Yes ( )

2 – No ( )

9. If yes, explain in what way?.....

10. Conflicts interfere with the teaching and learning process.

1 – Often ( )

2 – Sometimes ( ) 3 – Rarely ( )

11. Is there a policy of discontinuing school poor performers?

1 – Yes ( )

2 – No ( )

12. Do you have entertainment facilities and opportunities e.g. DSTV, clubs, dances?

1 – Yes ( )

2 – No ( )

13. Does the head teacher meet the students' leaders on a regular basis?

1 – Yes ( )

2 – No ( )

14. Are you satisfied with academic affairs books available in the library and efforts being made to acquire more reading materials?

1 – Yes ( )

2 – No ( )

15. Conflicts between people at this school are caused by

	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
1. Expectation to be competitive			
2. Intolerance between adults and students			
3. Intolerance between students			
4. Poor communication			
5. Anger and / or frustration			
6. Rumours			

16. Indicate the types and frequency of conflicts experienced by students in this school

<b>Conflicts experienced</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>
1. Put down / Insults/teasing			
2. Threats			
3. Intolerance to differences			
4. Loss of property			
5. Access to group			
6. Rumours			
7. Physical fighting			
8. Verbal fighting			
9. School work			
Others			

17. Indicate the effectiveness of each of the following actions in causing a student to change problem behaviour.

	<b>Very effective</b>	<b>Somewhat effective</b>	<b>Not effective</b>
1. Time out			
2. Detention			
3. Conference with an adult			
4. Suspension			
5. Contacting parent(s)			
6. Expulsion			
7. Other			

18. This school should do better job teaching students to

	<b>Definitely Yes</b>	<b>May be</b>	<b>Definitely No</b>
1. Tell another person how you feel.			
2. Disagree about making the other parents angry.			
3. Respect authority			
4. Control anger			
5. Ignore someone who is bothering you.			
6. Solve problems with other students			
7. Other			

19. When I experience problems I ask for help

1 – Nearly always ( )    2 – Sometimes ( )    3 – Almost never ( )

20. If I needed help, I think I could get it from.

	<b>Definitely Yes</b>	<b>May be</b>	<b>Definitely No</b>
1. a parent			
2. a brother or sister			
3. another family member			
4. a teacher			
5. a counselor			
6. another school staff member			
7. another adult			
8. another student			
9. other			

21. I think this school has

1- More problems than most other schools ( )

2 – About the same amount of problems as most other schools ( )

3 – Fewer problems than most other schools ( )

22. What would you propose as the best ways of preventing student conflicts and other, forms of students indiscipline in secondary schools in the future?

i) Establishing students counselling and guidance services / centre at every school. ( )

ii) Non – admission of students with a record of acts of undiscipline in their previous schools ( )

iii) Instilling intensifying regular parent teacher; meetings at school during the school year. ( )

iv) Government to review and better conditions and service at schools ( )

v) Others state

.....

Thank you for participating

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Our Ref: **NCST/RCD/14/012/842**Date: **21<sup>st</sup> June 2012**

Betty Sibambi Kisinga  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Head teachers' conflict management styles and their effect on discipline in secondary schools in Central Division, Machakos District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Machakos District for a period ending 10<sup>th</sup> July, 2012.

You are advised to report to the **District Commissioner and the District Education Officer, Machakos District** 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.

*Said Hussein*  
**SAID HUSSEIN**  
**FOR: SECRETARY/CEO**

Copy to:

The District Commissioner  
The District Education Officer  
Machakos District.

PAGE 2 PAGE 3

**THIS IS TO CERTIFY THAT:**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Betty Sibambi Kislinga**  
**of (Address) University of Nairobi**  
**P.O.Box 30197-00100, Nairobi,**  
**has been permitted to conduct research in**

**Research Permit No. NCST/RCD/14/012/842**  
**Date of issue 21<sup>st</sup> June, 2012**  
**Fee received KSH. 1,000**

**Location**  
**Machakos District**  
**Eastern Province**



**on the topic: Head teachers' conflict management styles and their effect on discipline in secondary schools in Central Division, Machakos District, Kenya.**

**for a period ending: 10<sup>th</sup> July, 2012.**

**Applicant's Signature**  
**For: Secretary**  
**National Council for Science & Technology**