

**EFFECT OF WORKPLACE CONFLICT ON TEACHER  
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS  
IN HOMA BAY SUB COUNTY, KENYA**

BY

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ABSTRACT

Workplace conflict is a global organizational phenomenon present in all organizations including schools. Many schools in Kenya have experienced a general wave of conflict characterized by destruction of property. Between 1980 and 2008, the number of conflicts in public secondary schools increased from 22 to more than 300, with property of great value destroyed and learning time wasted. Homa Bay County in the past three years experienced increased incidences of workplace conflict which resulted into massive destruction of school property in more than five Secondary schools and 37 teachers interdicted among others. Many studies have been done in the area of conflict management and the effect of conflict management strategies on organizational performance. However, they focused on conflict in general without looking at specific dimensions of conflict and their effects on teacher performance. This study, sought to analyze the effect of workplace conflict on teacher performance. Specifically it intended to establish the effect of task conflict, role conflict, structural conflict and relationship conflict on teacher performance in Homa Bay Sub County. The study was guided by the Interactionists' view of organizational conflict. Correlation research design was adopted with a target population of the 456 teachers in the 56 public secondary schools in Homa Bay Sub County. Stratified random sampling technique was used to draw individual respondents ranging from principals and deputy principals, HODs, Director of studies and assistant teachers totaling to 224 respondents. Questionnaire was used to collect primary data. A pilot study was done on eight principals from eight public secondary Schools. Split half technique was used to test the reliability where a correlation coefficient of 0.83 was computed showing reliability of the test instrument. Data were analyzed by computing Pearson correlation coefficient that revealed a significant but weak positive association among the independent variables, suggesting absence of serial correlation. Relationship conflict ( $r = -0.667, P = 0.00$ ), structural conflict ( $r = -0.582, P = 0.00$ ), Task conflicts ( $r = -0.493, P = 0.00$ ) and goal conflicts ( $r = -0.362, P = 0.000$ ) had significant negative association with teacher performance suggesting a negative influence on teacher performance. Regression results showed that, task conflict ( $B = -0.263, p < .05$ ), Goal conflict ( $B = -0.253, p < .05$ ), Structural conflict ( $-0.394, p < .05$ ) had significant negative effects on teacher performance while relationship conflict ( $-0.009, p < .05$ ) had statistically insignificant negative effect on teacher performance. The study concludes that apart from the relationship conflict, all the other dimensions of conflict have a negative significant effect on teacher performance and thus should be reduced to enhance teacher performance. Likert scale was used, more studies in the same area should be done using time series data to check the accuracy of the findings. The study findings may help in policy making in the academic arena and provide literature for further research.



CHAPTER ONE  
INTRODUCTION

This chapter presents the background of the study, statement of the problem, research objectives, research hypothesis, scope of the study, justification of the study and the study conceptual framework.

**1.1 Background to the Study**

Conflict, an outcome of behavior, (Pathak 2010), is an integral part of human life and an inevitable part of an organization. Ongori (2009) reports that conflict exists in every organization. While Kapusuzoglu (2010) says conflict in itself is not a bad thing and therefore, must not be necessarily reduced, suppressed or eliminated, but should be managed to enhance organizational learning effectiveness (Rahim, 2002). Optimal level of conflict in an organization, impacts positively on the performance of an organization (Armstrong, 2009). Organizations consist of several people with differences in attitudes, feelings, needs and perceptions. These differences may cause misunderstandings and conflicts between individuals and groups. Organizational conflicts occur as a result of the struggle between incompatible or opposing needs, wishes, ideas, interest or people (Okumbe, 2001). In Organizations, conflicts occur at intrapersonal, interpersonal, Intergroup and Inter organizational levels (Robbins & Coulfer, 2004). Conflict is not destructive if well managed (Okutoni and Okutoni, 2003). Conflict has the potential to bring unique problems, benefits and choice that may have not been previously thought of or confronted (Champoux, 2003). Conflict is the greatest challenge for team effectiveness in every organization (Thomas, 1992; Wall & Callister, 1995; Cohen & Bailey, 1997). At various levels, conflicts affect team work both positively and negatively (De Dreu *et al.*, 1999). Conflict also increases turn over (Spector & Jex, 1998).

According to De Dreu (2008) workplace conflict is an omnipresent organizational phenomenon and is a major theme of occupational/ social psychology and organizational behavior. Human resource managers report spending 24% to 60% of their time on trying to solve employee disputes (Bell, 2002). The number of violent incidences in the workplace has been increasing steadily. A study by the society of human resource management (SHRM)

found that nearly 60% of the respondents' had conflict occurring in their organization during the past three years (Career Press, 1993). A group of organizational researchers opined that conflict is terrible, damaging and destructive to organizations and to employees as well (Watson & Haffman, 1996; Wall & Callister, 1995; Thomas & Schmidt, 1976; Rizzo, House & Lirtzman, 1970). It plunders the quality of group decision making; reduces creativity and innovation, messes up team success and reduces trust among employees (Jehn, 1994, 1995; Amason, 1996). Waltson (1969) tagged conflict as a disturbing force. In the opinion of these early researchers', conflict should be eradicated.

Tjosvold, (1998) argued that conflict may be constructive and beneficial. Conflict can contribute significantly to organization efficiency (Tjosvold, 1986a, 1986b, 2003; & De Dreu & Van de Veliert, 2001). Harmonious, peaceful, cooperative groups are prone to become static, indifferent and non-responsive to changes, creativity and innovation De Dreu & Van de Veliert (2001). Amazon (1996) concluded that workplace conflict is neither all together bad nor beneficial rather its nature, parties involved, circumstances, and other related variables decide whether it is productive or counterproductive. Daft and Marcic (2004) argues that conflict can occur within an employee, between individuals/groups and across organization as they compete over the scarce resources. According to Daft & Marcic (2004), conflict among different interests is inevitable in organizations everywhere. Low or very high intensities of conflict are destructive (Schermerhorn, 2001). Dipaola and Hoy (2001) from previous studies, show that teachers spend less time in conflict than most people believe. Adomi and Anie (2005) says that teachers tend to clash over inequitable distribution of resources, non-instructional responsibilities perceived to be barriers to teacher performance, student achievement and confusion over who makes decisions. This points to differences on how tasks have to be a accomplished, the structures in an organization that gives directives on who and how tasks should be done and the set goals in an organization.

Organizations are managed by Chief Executive Officers's charged with the responsibility of maintaining stability and order to achieve ultimate organizational goal (Okumbe, 2001). In their line of duties, managers encounter opposition resulting into conflicts. When conflicts are not resolved it leads to high absenteeism, high labor turnover, prolonged disruption of



activities and a marked lack of support by stakeholders (Nzuve, 2007). The overall performance of an organization depends on individual and group performance (Alan, 2007). Nzuve (2007) indicated that interpersonal conflicts resulting from personality variables such as dislikes, distrust or prejudice hinder group performance in Schools. He further states that when interpersonal conflicts occur, people are more concerned with gaining advantage over others than with task performance. Organization performance therefore, must be considered using multiple variables within a time frame. This study intends to look at organizational performance by considering teacher performance in core curricula and extra curricula activities. Gupta (2008) posits that human resource policies provide guidelines for a wide variety of employment relationships in the organization. In order to resolve conflict in organizations, human resource policies should focus on areas where conflicts are likely to arise such as management of human resource, organizational development, compensation, work conditions and welfare relations.

Conflict is an inevitable phenomenon. In Secondary Schools system, it comes in different forms. It is therefore the duty of the school management to handle conflict properly (Uchedu *et al.*, 2013). In Kenyan Education system, various legislations serve as a guide to management and administration of Educational institutions. Nevertheless, a majority of Educational institutions have not been successful in management of conflicts (Republic of Kenya, 2002). Conflicts have made management of educational institutions to be on the spot in Kenya (Ministry Of Education, 2008). The chaotic situation that results has undermined learning programmes aimed at enhancing the imparting of knowledge and skills in the future human resource for the country within and beyond. There has been every indicator that conflicts in Kenyan Secondary Schools have become a major problem that every stakeholder in the Education sector should take as a great concern (Republic of Kenya, 2002). Republic of Kenya (2002) states that conflict affects the community, the School administration, and the government directly or indirectly and if allowed to continue would jeopardize the running of educational institutions and education itself. Conflict in schools, come in form of needs to be met, desires to be settled and ideas to be shared that eventually lead to change of attitudes, feelings and perceptions. High intensities of conflict in School can lead to lack of cooperation and team work amongst members. It may result into



disciplinary action such as interdiction, suspension or even dismissal worsening the wary state of understaffing that already exists and consequently causing poor performance in schools. Although the Ministry of education has developed Teachers Service of Commission Code of ethics, Basic Education Act and Children's Act they do not provide formal guidelines on conflict management in secondary schools and have not established the effect of the various dimensions of conflict on the performance of teachers to know the conflict dimension which would be most detrimental in school set ups.

Attention has been drawn to the level of violence in secondary schools and society (Ogosia, 2009). Wanton destruction of property seems to be on the increase in public secondary schools. Due to pressures of life and the many failed agreements between the teachers unions and their employer TSC, teachers have developed inbuilt grievances. The dynamic change in government policies governing education matters has resulted into conflicts. According to KUPPET secretary Homa Bay County, (2015), there seems to be unfair deployment of teachers to managerial levels and unfair promotions. The difference in pay packs of teachers and other government officers at the same job groups has continued to cause dissatisfaction amongst teachers creating pressure on the teachers (KUPPET National Secretary, 2015). In many cases dissatisfaction in performance evaluation systems, schools infrastructural development, staffing, domineering leadership, not withholding has caused greater challenge (National KSSHA Secretary, 2015).

Conflicts have been of different forms: task, structural, goal and relationship and have had an influence in the performance amongst the teachers in Homa Bay Sub-county. Between 1980 and 2008, the number of conflicts in public secondary schools in Kenya alone increased from 22 to more than 300 with properties of great value destroyed, great learning time wasted, massive unwarranted transfers, demotions of head teachers and dismissals from service of teachers (Ministry Of Education report, 2008). In Homa Bay Sub County in 2013 more than two dormitories were raised down by fire in three secondary school, in 2014 three dormitories were raised down, a computer laboratory and a library were also burnt down in more than three public secondary schools amongst several other cases that did not go out of proportion (KUPPET Secretary, Homa Bay County, 2015). During her speech at the Homa

Bay Sub County Heads Conference in 2015, the County director TSC reiterated that in the past three years, public Secondary Schools in the Sub county had experienced a lot of destruction with many School property being destroyed, head teachers being blocked out of schools by hired goons in a horrendous manner, stakeholders of Public Secondary Schools leading delegations' to the T.S.C county directors office to protest the actions of some principals and many protested teacher transfers had been witnessed. She also expressed concern on the number of teachers getting disciplinary actions due to breach of policy issues. According to unpublished T.S.C (2013/2014) report on disciplinary cases in Homa Bay County the County has in the past two years, experienced high magnitude of workplace conflict which resulted into massive destruction of school property in more than five Secondary schools, close to 37 teachers interdicted ,five head teachers rejected by the communities upon posting, more than 15 Head teachers protesting their transfers, not less than five teachers dismissed from service and over ten pending disciplinary cases. Homa Bay Sub County being the home to the county plays a centre stage role in all the activities and for this reason Homa Bay Sub County was chosen for the study.

There have been a number of studies on workplace conflict in Kenya. Musonye (2014) studied the effect of conflict on project team productivity at Jaza Jaza project of Mastermind Tobacco Kenya Limited Nairobi with the objective of examining the effect of project leadership related conflict on project team productivity and found that the company faced conflicts related to leadership, organizational structures and stakeholders' involvement to varying extents. These conflicts had an effect on team productivity. The conflict dimension looked at here was structural conflict. However the study did not look at the possibility of having the other dimensions of conflict and what their effect would have been on project team productivity. Iravo (2011) investigated the determinants of conflict management in Kenyan Secondary Schools Machakos County, with the aim of assessing the effect of conflict in performance and found out that if Principals were to view conflicts from a positive perspective, then it would be possible to leverage the conflicts to improve cohesion and productivity. The study by Iravo (2011) however, did not give the effects on conflict on performance as had been intended. Cheronon (2009) investigated conflict management styles in Secondary Schools in Bomet District and their effect on teacher performance and found



that cooperative management style was most effective in Secondary Schools. The studies discussed above looked at conflict management styles and their effect on performance. The effect of the aspects of conflict looked at, focused on the general population at large and not on a particular class or category of members of the organization. The studies equally did not look at the effect of each of the dimensions of conflict but rather looked at conflict in general. The current study therefore sought to look at a particular category of employees in a school set up who are the teachers and establish the effect of each of the dimensions of conflict on teacher performance amongst the teachers of Homa Bay Sub County.

Mwangi (2013) studied the effect of workplace conflict on teacher performance in Nyeri District Secondary Schools descriptive research was used and data analyzed using measures of central tendencies'. The study found that the dimensions of conflict had varying influence on performance. The current study opposes the work based on the reasoning that the study by Mwangi (2013) used measures of central tendencies as the tool for analysis yet measures of central tendencies do not give a measure of relationship between variables. The research findings should therefore be treated with a lot of caution and the findings be corroborated using a robust methodology that brings out magnitude of the effect of workplace conflict on teacher performance in order to provide clear policies to the Education sector on conflict management.

## **1.2 STATEMENT OF THE PROBLEM**

In spite of the policies that the government has put in place with regard to management of educational institutions, most educational institutions Chief Executives Officers have failed to manage conflicts in their institutions. As a result, a number of educational institutions have continued to report an increase in the cases of workplace conflicts. Homa Bay County has experienced several workplace conflicts amongst teachers in public Secondary Schools, which resulted into massive destruction of school property in more than five Secondary schools, slightly more 37 teachers interdicted, five head teachers rejected by the communities upon posting, not less than 15 Head teachers protesting their transfers, five teachers dismissed from service and over ten pending disciplinary cases. Homa Bay Sub County being the Sub County that hosts the County headquarters has taken centre stage in all these



activities. The conflicts take different forms: task, structural, goal and relationship conflicts, which result in strikes, burning down of School property, protested teacher transfers and the general unhealthiness and hostility in the School environment. Several studies on conflict have tried to link some of the conflict dimensions with organizational performance and even performance of individual employees. However, the empirical relationship and magnitude of effect of various dimensions of conflict; task conflict, structural conflict, goal conflict and relationship conflict on performance has not been adequately established particularly amongst the public Secondary Schools in Homa Bay Sub County. Moreover the studies relied on descriptive statistics that could not provide the empirical relationships and purposive sampling a non probability technique which can introduce biasness in the study and is less likely to produce accurate and representative samples in comparison to probability sampling.

### **1.3 RESEARCH OBJECTIVES**

#### **1.3.1 The overall objective of the study was to:**

Analyze the influence of workplace conflict on performance of public secondary school teachers in Homa Bay Sub County.

#### **1.3.2 The Specific objectives of the study were to:**

- (i) Establish the effect of task conflict on teacher performance in public secondary schools in Homa Bay Sub-county.
- (ii) Establish the influence of structural conflict on teacher performance in public
  - a. Secondary schools Homa Bay Sub-county.
- (iii) Determine the influence of goal conflict on teacher performance in public secondary
  - a. Schools in Homa Bay Sub-county.
- (iv) Establish the effect of relationship conflict on teacher performance in public secondary schools Homa Bay Sub-county.

### **1.4 RESEARCH HYPOTHESIS**

The study sought to test the following:

- (i)  $H_0$ : Task conflict does not affect teacher performance in public secondary schools Homa Bay Sub-County?

- (ii)  $H_0$ : Structural conflict does not affect teacher performance in public secondary schools Homa Bay Sub-County?
- (iii)  $H_0$ : Goal conflict does not affect teacher performance in public secondary schools Homa Bay Sub-County?
- (iv)  $H_0$ : Relationship conflict does not affect teacher performance in public secondary Schools in Homa Bay Sub-County.

### **1.5 SCOPE OF THE STUDY**

The study focused on the 56 public secondary schools in Homa Bay Sub County from which the sample was drawn. The school administrators including the principal/ deputy principal, H.O.D games and Director of studies and assistant teachers were the main respondents. The study focused on the magnitude of influence of task, relationship, structural and goal conflict on overall teacher performance with policy frameworks, political factors and social factors as intervening variables. The study was conducted in the last two weeks of August 2015.

### **1.6 SIGNIFICANCE OF THE STUDY**

The study intends to help the education researchers, scholars in educational administration and planners as an instrument for increasing awareness of magnitude of influence of dimensions of workplace conflict on overall teacher performance and a pointer on the dimension of conflict that should be minimized due to its adverse effect. The findings of the study would help policy makers and educational planners to make adequate adjustments that would enhance performance in educational management and administration of public secondary schools.

### **1.7 CONCEPTUAL FRAMEWORK**

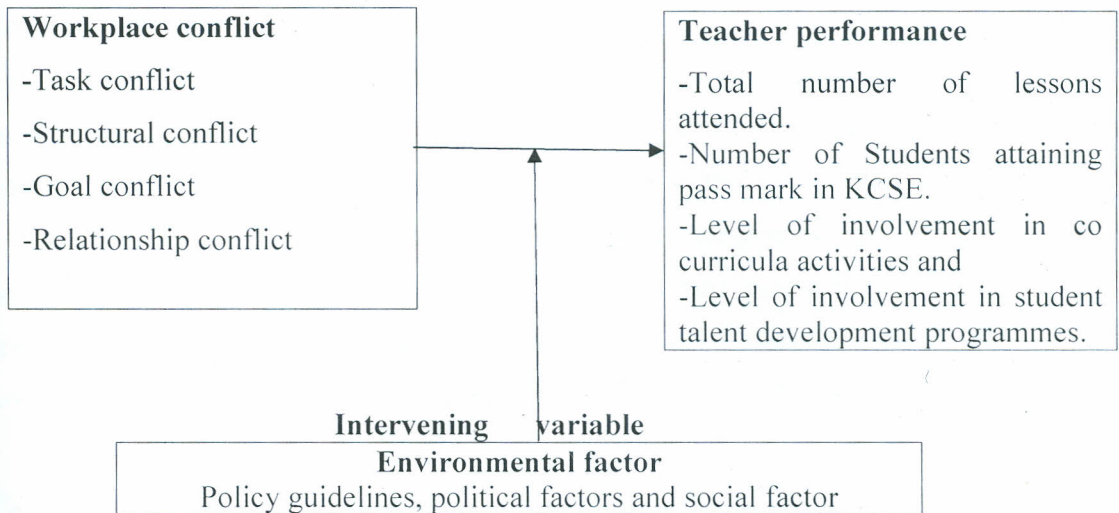
Conceptual framework is a model presenting relationships between variables in a study shown diagrammatically (Orodho, 2009).

In the current study, the framework was based on the concept that change in the independent variables results into change in the dependent variable (Kothari, 2009). The presence of workplace conflict (Independent variable) in a school set up may influence teacher performance (dependent variable) in public secondary schools. The intervening variable

(environmental factors) was integrated in the study to minimize their effect on the study findings. The extent to which the dimensions of workplace conflict influence teacher performance depend on the interaction between the variables indicated on the conceptual framework. The study conceptual framework was as follows:

**Independent variable**

**Dependent variable**



**Figure 1. Adapted from (Mwangi, 2013)**



## CHAPTER TWO

### LITERATURE REVIEW

This chapter deals with theoretical and empirical analysis of literature on organizational conflict.

#### **2.1 Theoretical Review of Organizational Conflict**

##### **2.1.1 Traditional view of Organization Conflict**

Traditionalists view organization conflict as undesirable (Huselid *et al.*, 1977; Hodge *et al.*, 1991) and dysfunctional. According to traditionalists', organizational conflict need to be eliminated, avoided and stifled at all cost (Huselid *et al.*, 1977; Ibid *et al.*, 1986; Hodge *et al.*, 1991). They view organizational conflict as disruptive, dangerous and indicative of underlying social pathologies (Brown, 1983). Rahim (1986) states that organizational structures including rules, procedures, hierarchy and chain of command were set up in traditionalists organizations in order to minimize the chances for conflict amongst members.

##### **2.1.2 The Behaviorist Theory.**

Behaviorists' theory argues that conflict is a natural and inevitable outcome of organizational life (Robbins, 1986) and is an important difference from that of traditionalists who view conflict as inherently unnatural in organizations. Plunkett & Attner (1989) attributes frequency of conflict as ascribed by behaviorist to people's nature, allocation of resources and complexities of organizational life. Conflict causes are traced to perceptions and misperceptions. This category of theorists argue that aggressive behavior is innate, that is, biologically programmed into the human species (Bangura & McCandless, 2007). The behaviorist school tries to establish whether humans possess either biological or psychological characteristics that would predispose them towards aggression and conflict. Important assumptions of the behaviorist school are that the root causes of war lie in human nature and human behavior; and that there is an important relationship between intrapersonal conflict and conflict that pervades the external social order. The Behaviorist theories helps us to understand conflict better by putting complex situations into workable models that stand the test of empirical analysis. They prove a useful asset in the attempt to impose

objectivity on specific situations (Cunningham, 1998). Robbins (1986) opines that conflict need not be evil and that conflict has the potential to be beneficial to the organizations. From this theory we conclude that conflict is an inevitable aspect of organizational life, it is normal and must occur in any organization however they view conflict as harmful and has to be resolved or eliminated once it arises (Robbins, 1986).

### **2.1.3 Human Relations Approach.**

Human relations organizational theorists regard conflict as bad, undesirable and unnecessary (Hodge *et al.*, 1991). Human relations approach view human nature as potentially good. Trust, cooperation and goodness are bestowed in human nature. Aggressions and conflicts are due to faulty policies in organizations resulting in distortion and breakdown in communication (Mwangi, 2013). Organizational conflict is seen as inevitable in any organization and should be accepted (Hogde *et al.*, 1991) and yet could be prevented by altering the environment (Strauss, 1975). Traditionalists, Behaviorists and Human Relations approach to conflict are that, it should be eliminated in order to increase the effectiveness of organizations (Rahim, 1986).

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### **2.1.4 Interactionists View of Organizational Conflict**

Interactionists theory represents the most recent view of conflict in organizations and looks at conflict as an important part of organizational life (Decenzon and Robbins, 2001). Interactionists view society as human interacting on meanings that things have for them (Blumer, 1969). They tend to live themselves open to discovery (Blumer, 1969). The current study is anchored on Interactionists view of conflict. The study, just as Huselid *et al.*, (1977) views conflict as good necessary and desirable for organizational health. Like the Interactionists the current study looks at conflict as healthy, useful for organizations, keep workers on their toes, improve performance, overcome staleness, facilitate group cohesiveness, improve organizational effectiveness and can stir creativity in an organization (Robbins, 1986; Huselid *et al.*, 1977 and Hodge, 1991). Interactionists further state that organizations without conflict is more likely to be static, non responsive, inflexible and inadaptable. They view organizations conflict as inevitable, unavoidable and legitimate and cannot be permanently suppressed (Rahim, 1986; Hodge, 1991). According to interactionists



a minimal level of conflict is actually beneficial for a group in order to maintain creativity, self evaluation and competition among individuals which in turn results into increased performance, more creative solutions to problems and better outcomes (Rahim,1986).

The reviewed theories have attempted to understand and explain the onset, causes and dynamics of conflicts. Interactionists theory, focus on “the general forces and dynamics at play” such as situations where by skewed social structures favor some social groups over others in access to resources. Because resource is always scarce, in its distribution there must be structures which at some point would prioritize one area in preference to the other; this would cause grievance hence conflict. The current study is guided by the Interactionists theory since the study looks at conflict as being inevitable in a school environment and is caused by the general forces and dynamics at play such as tasks to be accomplished, organization structure, the organizational/individual goals and the relations between individuals and groups in an organization .Interactionists argue that every type of conflict is not beneficial, only functional and constructive forms of conflict are beneficial thus there are forms of conflict that have negative effect and should therefore reduced to enhance productivity.

### **2.1.5 Concept of Workplace Conflict**

Conflict is derived from a Latin word *confligere* meaning strike together (Barash &Webel, 2002).Conflict can be defined as opposition or antagonism towards individuals or things (Hodgetts, 1993).According to Kuye *et al.*, (2002) conflict occurs when ideas differ dramatically amongst people. Conflict is therefore a situation where there is disharmony between the parties who share a common organization, such as workers and employers. Du Brin (1994) looks at conflict as synonymous to controversy, strike, quarrel and incompatibility. He defines conflict as a condition which occurs when two or more parties perceive mutually exclusive goals, values or events. Conflict is a social interaction process, whereby individuals or groups come to perceive of themselves at odds (Achinstein,2002).While according to Uline *et al.*,(2003)conflict occurs when two persons interact and are found to be having different interests. Conflict therefore occurs when the action of a person is interfering, obstructing or in some way making others behavior less effective.



Conflict is a condition which results when two or more individuals' ideas clash or when people compete over scarce resources. "when individuals or groups in the organization clash over some issue that at least to them is important, conflict occurs"(Hodgetts,1990). De Janaz,*et al.*, ( 2002 ) stressed that conflict is a fact of life in an organization. White field (1994) posits that in today's changing world conflict has become a fact of life. Conflict is not always bad, but when it leads to deterioration of cooperation trust and loyalty among the personnel, it becomes bad (Hodgetts, 1990). If managed effectively, conflict can be constructive. If not resolved conflict can be a destructive force in people and organization. Chung and Megginson (1996) opine that we live in an age of conflict.

The number and level of conflict seem to increase in most organization. Employees are becoming more assertive in demanding their share of organization rewards such as status, recognition, pay, benefits and autonomy. Conflicts amongst groups are also increasing as there are so many interests and pressure groups in organization. It is difficult to find a sense of commonness and reach a kind of consensus amongst them. Organizational tasks as they become so complex demand cooperation between various functional and technical groups. This increased demand for task independence tends to foster group conflict.

Conflict is inevitable in any organization. It occurs between individuals who have different perceptions (Sagimo, 2002 & Rue &Byarrs, 1992). Conflict appears in variety of forms and grows from simple to complex, from non-violent to violent depending on the gravity (Ageng'a & Simatwa, 2011). Conflict connotes a stressful, unhappy, distressing, depressing, annoying and frustrating state of affairs (Sagimo, 2002). Struggle for power and competition for the available scarce resources could serve as grounds for conflict (Botchwey, 2006; Afful-Broni, 2007). Conflict occurs in the organization due to reasons, such as competition over limited resources, when parties in the same organization share different objectives and when there are some aggressive and abrasive personalities (Du Brin, 1994). Conflict no matter their effects and cause, need to be handled well so that their effects do not overwhelm a community especially the leadership. It is worth to realizing that not all conflicts can be resolved completely and that all of conflicts should be handled with a lot of tact (Sagimo,

2002; Parker, 1974; Steuart, 1974). Goals authority and interpersonal conflict are three types of conflicts that seem to involve parties at interest (Meredith and Mantel, 2006). The difference in goals and objectives of senior management, HODs' and Individual teachers' are therefore a major source of organizational conflict.

### **2.1.6 Classification of Workplace Conflict**

Rahim (1986) classifies organization conflict based on the antecedent conditions which lead to their occurrences. Conflicts here are classified as Affective conflict, Conflict of interest, Conflict of values, cognitive conflict, goal conflict and substantive conflict. The second classification bases conflict on Severity or quality of conflict; conflicts are classified as first level, second level and third level conflicts (Linder low and Scott, 1989) and lastly conflict is classified according to Structures, groups and cognition.

Hodge and Anthony (1991) classify conflict into two type's intra group and intergroup conflicts. He describes intragroup conflict as the conflict that occurs among members of a group or between two or more subgroups within a group. It can occur between members different departments in a school. Such conflicts have to do with differences about allocation of work in the department, seniority in the department and the school organization, competition for scarce resources, difference in levels of commitment amongst department members and leadership challenges. Interpersonal conflict according to Hodge and Anthony (1991) is the conflict that occurs between two or more organization members at the same or different levels. This type of conflict occurs in Schools amongst teachers or between the principal and individual teachers as a result of differences in ranks, economic status, tasks orientation, approaches to human relations, personality, professional values, work allocation, religions, membership of opposing groups and personal habits.



According to Amason and Sapienza (1997) workgroup conflicts can be categorized into;

**Relationship conflict:** which is an awareness of interpersonal, incompatibilities and includes affective components such as feeling tension and friction? It involves personal issues such as dislikes among group members and feelings such as annoyance, frustration and irritation.

**Task conflict:** which is an awareness of differences in view points and opinions pertaining to a group task? It pertains to conflict about ideas and differences of opinion about task (Amason and Sapienza, 1997). Task conflicts are void of the intense interpersonal negative emotions which are associated with relationship conflict.

**Structural conflict:** defined by Beardwell and Claydon (2007) as the conflict between groups or units in organization. Structural conflict is caused by forces external to the people in dispute (Swift and Piff, 2005). The nature of organization and the way in which work is organized causes structural conflict. Structural factors that cause conflict in Schools include limited resources, the heterogeneity of the staff, leadership style, interdependence of the components of the organization, organization change, organizational climate, power and authority in the organization bureaucracy and size of the School. **Goal Conflict:** This refers to either strategy or plans that are made but cannot be effectively completed because of inherent differences and problems between goals. Goal conflict occurs when there are some important differences among the ratings given for expectations.

### **2.1.7 Causes of Workplace Conflict in Organizations**

In an organization conflict can be defined as a process of opposition and confrontation that can occur in organization between individuals or groups, when parties exercise power in pursuit of valued goals or objectives and obstruct the process of other parties (Wagner III & Hollen Beck, 2002). Bell (2002) suggests six reasons for workplace conflict as; conflicting needs, conflicting styles, conflicting perceptions, conflicting goals, conflicting pressures and conflicting roles. Hart (2000) suggests two more causes of workplace conflict as difference in personal values and unpredictable policies. Jones and George (2003) categorized sources of organizational conflict with each category having its unique characteristics. The sources include incompatible goals and time horizons, status inconsistency, scarce resources, overlapping authority, task dependencies and incompatible evaluation or reward systems.

In most organizations, conflicts increase as employees assert their demands for an increased share in organizational rewards, such as position, acknowledgment, appreciation, monetary benefits and independence. Conflicts emanate from more than one source, and so their true origin may be hard to identify. Important initiators of conflict situations include: Conflicting perceptions and styles of people; People disagree for a number of reasons (De Bono, 1985). They see things differently because of differences in understanding and viewpoint. Bell (2002) gives an illustration on how hiring a new administrator assistant in an organization can cause conflict when a group views the move as an advantage (more hands to do work) while the another group may perceive it as an insult (an indication that the current group are not working adequately).

Other sources of conflict could be memos, performance review, company rumors', hallway comment and client feedback. In all this what is meant gets lost in fire storm of responses' to perceive wrongs (Bell, 2002). Resentment also occurs when one department is viewed as of more value to the organization than the others (Hart, 2002). Amuhaya (2010) says that individuals have different styles, values, beliefs, principals and slogans in life, which determine their choices and objectives .when the choices and objectives, contradict then a conflict arises. He continues to say that a conflict may arise when two individual groups interacting in the same state of affairs see an issue from different perspectives due to differences in settings, awareness, background, disposition or reason/outlook. On a similar view, people have different styles, principles, values, beliefs and slogans which determine their choices and objectives. This makes them differ in the ways they approach people and problems. When choices contradict, people want different things and that can create conflict situations. For example, a risk-taking manager would be in conflict with a risk-minimizing supervisor who believes in firm control and a well-kept routine. Conflicts do not always hinder progress towards a desired goal; it can also serve as a red flag signaling for the need of change (Wagner III and Hollenbeck, 2002) and contributes to positive impact for the organization.



Conflict situations can also arise because people have different status. When people at higher levels in the organization feel indignant about suggestions for change put forward from their subordinates or associates, it provokes conflict. By tolerating and allowing such suggestions, potential conflict can be prevented.

When workers compete for scarce resources, recognition and power in the organization pecking order, conflict occurs. Because everyone requires a share of the resources (office space, supplies, boss's time, budget fund, lesson time) to complete their jobs (Hart, 2002). Conflict between employees in a workplace is a natural element of worthwhile communication (Amuhaya, 2010).

Individuals may have different viewpoints about an incident, plan, or goal. Problems in workplace do occur when employees are responsible for different duties in achieving the same goal. Brett (2000) illustrates a scenario of a bank teller with two managers giving conflicting tasks. The head teller instructs that the staff rapid service is the top priority, while the community relations director instructs that the staff quality customer service is the priority. Conflict arises between the teller and the head teller if speed is compromised for quality service time with the customer. Amuhaya (2010) in his study found out that most conflicts in educational institutions are caused mainly by differences in goals. Fairness refers to an individual's sense of what is right and what is not right, a fundamental factor learnt in early childhood. This sense of fairness determines the moral values of an individual. People have different moral values and accordingly appreciate a situation in different ways, creating conflict situations (Amuhaya, 2010). Segmentation in workplace leads to gossip, suspicion, and untimely conflict. People working together should therefore learn to embrace diversity in workplace (Iravo, 2010).

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## 2.2. EMPIRICAL REVIEW

### 2.2.1 Effect of Conflict on Employee Performance

Conflict situations should be either resolved or used beneficially. Conflicts can have positive or negative effects for the organization, depending upon the environment created by the manager as she or he manages and regulates the conflict situation. Conflict can be of value to an organization since it promotes innovativeness and creative problem solving, clarifies issues and allows underlying problems to rise to the surface (Tommy, 2010). Whether conflict has a beneficial or detrimental effect on a work team depends on the type of conflict and the team's task (De wit, *et al.*, 2012). Conflict in itself is not destructive if handled well (Okotoni and Okotoni, 2003). Champoux (2003) observed that each conflict has the potential to bring unique problems, benefits and choice that may have not been previously confronted.

Institutional conflict if not managed well may result into riots and strikes by students which interrupts learning besides causing damage to school properties and sometimes may lead to deaths and rapes. Such outcomes affect investor confidence, lower productivity; destabilize economy and causes human right violation. To use conflict constructively, teams need to cultivate environment that is open and tolerant of diverse viewpoints, where team members feel free to express their ideas and have the capability to resist pressure to conform to the group (Ilgen, *et al.*, 2005).

A study by Darko (2014) on conflict among junior high School teachers in Tema metropolitan Ghana sought to examine the causes and effect of conflict in Junior Schools in Tema Metropolis Ghana Schools. Purposive sampling was used and questionnaire administered to 330 respondents. Descriptive statistics was used to analyze data. The study established that personal factors play a greater role in causing conflict amongst participants than structural factors. The study concluded that conflict affect work performance negatively and is equally necessary at times. Conflict according to the study has both positive and negative effect on organizational performance and if not properly managed will affect the organization adversely in terms of performance. The study however does not look at the individual dimensions of work place conflict and the magnitude at which each one of them



affect organizational performance and instead looks at conflict in general. Further more descriptive statistics used in the study does not show relationships among variables and purposive sampling used is a non probability technique that does not give generalization and contributes to biasness.

There have been a number of studies on workplace conflict in Kenya. Musonye, (2014) studied the effects of conflicts on project team productivity at Jaza Jaza project of Mastermind Tobacco Kenya limited. The objectives of the study were to examine the effect of project leadership related conflicts on project teams' productivity and establish the effect of stakeholders' involvement conflict on teams' productivity. A descriptive research design was adopted and found out that the company faced conflicts related to project leadership, organizational structures and stakeholder's involvement to varying extents. However the effect of structural conflict on project team productivity was not measured.

Iravo (2011) sought to highlight the determinants of conflict management in Kenyan secondary school a case study of Machakos County. The objectives of the study were to assess the effect of conflict in performance of public secondary school, determine whether management awareness of conflict in school organization help in conflict resolution and management. Descriptive research design was used with a population of 140 secondary school principals. Stratified probability sampling was used and found out that if Principals were to view conflicts from a positive perspective, then it would be possible to leverage these conflicts to improve cohesion and productivity within Kenyan secondary school. He recommends that School principals should be alert and sensitive to sources of conflict and be well prepared to deal with conflict situation. The effect of dimensions of conflict on performance was not established.

Cherono (2009) sought to investigate conflict management styles in secondary school and their effects on teacher performance in Bomet District with a target population 77 schools. Descriptive design and purposive sampling were used and found that cooperative management style was most effective in secondary school.

From the foregoing literature, the studies discussed did look at conflict management techniques and did not look at the effect of the conflict on the employees' performance yet from the theoretical and empirical review, it is clear that conflict has different dimensions and each dimension has an effect on employee performance which in turn affects organizational performance. The current study sought to establish the influence of workplace conflict on teacher performance in public secondary schools in Kenya.

Mwangi (2013) studied effect of workplace conflict on teacher performance in public secondary schools in Nyeri District with the main objectives of establishing the effect of workplace conflict on teacher performance in public secondary school. The target population was 292 respondents from 17 public schools. Descriptive research design was used with stratified random sampling of Schools. Data was analyzed by the use of measures of central tendencies. The current study opposes the study by Mwangi (2013) based on the following reasoning; the study by Mwangi (2013) used measures of central tendencies as the tool of analysis. Measures of central tendencies do not give a measure of relationship between two or more variables and do not show the strength and direction of association between the variables. The study focus was on teacher performance and therefore the teachers and not the Schools should have been stratified. The research findings from the study by Mwangi (2013) should therefore be treated with a lot of caution and the findings to be corroborated using correlation and regression analysis that brings out the strength and direction of the relationships of the dimension of conflict in order to provide clear policies in the Education sector on conflict management.

### **2.2.2 Task Conflict and Teacher Performance in Public Secondary Schools**

Task conflict refers to the disagreement, difference of opinion and contrasting argument of staff while working in an organization. Overly task conflict can be caused by various issues including major decisions, line policies, rules and regulations, expectations and workload. While disagreement from workers generate task conflict, it is also vital for survival, creativity and learning. Amason (1996) found out that there exists a positive relationship between task conflict and employee performance. Dipaola and Hoy (2001), states that schools have little disruptive conflict and that the conflicts that arise in schools are mainly



task (cognitive) and this contributes positively to school improvement. Contrary, Khan *et al.*, (2009) indicated that task conflict adversely affects employee performance and their performance depletes by between 24% to 40%. Liang *et al.*, (2007) stated that there exists a positive association between task conflict and team performance but on the contrary Lovelace, *et al.*, (2001) and Khan *et al.*, (2009) indicated that there was a negative association between task conflict and performance. In a laboratory setting Jehn *et al.*, (2001) found that when subjects were instructed to improve their performance on one of two assigned task, their performance suffered on one task. Subjects handled conflicts by prioritizing one task at the expense of the other. The influence of task conflict was not measured but inferred. Task conflict is seen to be closely associated with better decision and optimal performance (Kurtz berg *et al.*, 2005; Simon *et al.*, 2000; Jehn, 1995). Creativity requires conflict and so as conflict arises it stimulates innovative ideas and constructive arguments (Kurtz berg *et al.*, 2005) which result in better decision. Teams can benefit from task conflict when they have high degree of trust and psychological safety (De Dreu *et al.*, 2003). In organizations, development of cooperative work relationships helps in avoiding misinterpretation of disagreements as personal attacks.

### **2.2.3 Structural Conflict and Teacher Performance in Public Secondary Schools**

Types of organizational structures can create conflicts. Line managers that perform in a matrix structure are under tremendous pressure to staff a multitude of projects possibly at the same time (Keizer, 2011). The current trend of organizations setting tighter budget and schedule goals exacerbates the stress level of both workers and management. It is the conflict associated with the administration, management structure or the underlying philosophies of the organization. The type of organization structure will determine the level of conflict available in a particular organization. Structural factors that result into conflicts include sharing of common and limited resources, authority, relationship, status and inconsistencies, high interdependence, jurisdictional ambiguity and specialization. According to Hart (2000) the absence of clear policies or policies that keep on changing create environment of uncertainty and conflict.

#### **2.2.4 Goal Conflict and Teacher Performance in Public Secondary Schools**

It occurs when there are some important differences among the ratings given for expectations. Stephen and Julia (2005) in their study found that when subjects were assigned a goal that is significantly higher than their previously chosen personal goals, the commitment to the assigned goal and performance were lower than when personal goals were assigned by individuals. Di paola and Hoy (2001) in their study came up with the same findings. Amuhaya (2010) in his study on conflict resolution in organizations in Kenya found that most conflicts in educational institutions are caused by differences in goal settings. Creation of common goals between employees enhances social cohesion and interpersonal trust in organizations (Ozkalp, Sungur&Ozdemir, 2009) and may reduce conflict in an organization. The study however did not establish the magnitude of influence of goal conflict on performance. Jehn *et al.*, (2003) observed similar trends in commitment to assigned goals. A study by Ahmed,(2014) on the impact of role ,goal and relationship conflict with the objective of measuring the effect of different types of conflict on employee performance using correlation as the data analysis tool and found out that task conflict had a positive relation to performance while relationship and role conflict had a negative relation with performance. The study however did not look at the impact of goal conflict on teacher performance and how goal conflict relates to the other dimensions of conflict.

#### **2.2.5 Relationship Conflict and Teacher Performance in Public Secondary Schools**

Relation conflict occurs when there are some misunderstandings amongst your feelings or attitudes that create tension (Jehn and Mannix, 2001).Peterson and Behfar (2003) opined that significant study on literature show that relationship conflict is detrimental to group performance regardless of the type of task a team is performing (see also Jehn, 1995).Relationship conflict creates dissatisfaction for team; it does not overly disrupt team performance. In many cases team members try to avoid working with members with whom they do not get along with on personal levels. Consequently it hurts performance only when the task requires interdependent actions. Relationship conflict always leads to increased task conflicts because of the negative emotions created. Ahmed *et al.*, (2014) did a study on how teachers and professors respond to conflict related to interpersonal issues, personal tastes, values and lack of clarity towards their work in educational institutes. Questionnaires' were



used on 158 respondents. The results revealed that relationship conflict had a significant impact on employee performance. The existence of a high correlation between relationship conflict, task conflict and role conflict on teacher performance was established. The study suggested that organization need to educate their employees on types of conflict and conflict management styles to enable handling of conflict at the initial stages. However the study did not show the magnitude of effect of relationship conflict on performance but was rather inferred. The study equally did not use regression to determine whether task conflict, role conflict, structural conflict and relationship conflict together predicted teacher performance.

### **2.3 Summary**

Conflict is an inevitable phenomenon in secondary schools just as it is in any other organization. Throughout centuries, conflict has been observed as a major problem in educational institutions. Studies have sought to establish the effect of conflict on organizational performance. There is no one measure or criteria that adequately reflects performance at any level of the organization (Patrick, 2008). Organizational performance must therefore be considered in multiple measurements and be time bound. Conflict can come in different forms of task conflict, relationship conflict, structural conflict and goal conflict. A decline or below average performance in an organization calls for corrective action from the management. Corrective actions focus on elements of organizational tasks, behavior, structure and goals. This study intends to establish the magnitude of influence of the dimensions of conflict on teacher performance in public secondary schools in Homa Bay Sub County

## CHAPTER THREE

### RESEARCH METHODOLOGY

This section presents the research methodology, research design, study area, target population, sampling frame, data collection methods, data presentation and analysis.

#### **3.1 Research Design**

A correlation survey design was adopted for the study because the study intended to establish relationship between variables. The design was chosen because of its efficiency in data collection regarding characteristics of a sample of a population. The design allows the researcher gather information regarding respondents' opinion, perception, attitudes and views in an economical way. Quantitative research is the investigation of phenomena that lead themselves to precise measurement and qualification often involving a rigorous and controlled design (Polit *et al*, 2001). Quantitative approach was used because data was collected through questionnaire and analyzed using statistical tools. Qualitative approach was also used because qualitative data is more in depth and detailed. It provides information about the phenomenon being studied establishes patterns, trends and relationship from the information gathered. It helps gain new perspective on things where much is already known (Hoepfl, 1997).

#### **3.2 Study Area**

The study area was Homa Bay Sub County. Homa Bay Sub County is in Homa Bay County located along the shores of Lake Victoria and covers an area of 3183.4KM<sup>2</sup>. The County is a home to eight Sub Counties, Homa Bay Sub County being one of them. Homa Bay Sub County covers an area of 463KM<sup>2</sup> on a geographical coordinates of (00<sup>0</sup> 31'0''S, 34<sup>0</sup> 27'0''E). The population is generally Luo tribe with the principal occupation being fishing and labor associated with fishing. Otherwise many of the inhabitants are involved in rain fed subsistence Agriculture. Homa Bay Sub County was chosen because it hosts the County headquarters and in the past three years the County has experienced a number of work place conflict characterized by wanton destruction of school properties, protested teacher transfers and dismissal from service of some teachers. The Sub County therefore, has been in the



center field of all these activities. The researcher intended to establish the effects of these conflicts on teacher performance in Homa Bay Sub County.

### 3.3 Target population

Target population refers to the large population where the researcher generalize the results of the study.(Berg,2001).The target population here comprise of 456 teachers working in the 56 public secondary schools in Homa Bay Sub-County.

### 3.4 Sampling Frame

Sampling frame is a list of all Items where a representative sample is drawn from for the purpose of the study. In this study, stratified random sampling was used. The basis of stratification was based on cadres of responsibilities and duties of teachers which would expose them to conflicts. Respondents were selected from the following categories of teachers; principals or deputy principals, director of studies, HODs games, and assistant teachers giving a total of four strata of teachers. These category of teachers' are on the front line of workplace conflict in their institutions and were best able to give a clear picture of how workplace conflict it plays out.

Strata	Population size	Sample size	% determination	%
Principals/deputy principals	112	56	56/224	25
Director of studies	56	56	56/224	25
HOD Games	56	56	56/224	25
Assistant teachers	232	56	56/224	25
<b>Total</b>	<b>456</b>	<b>224</b>	<b>224/224</b>	<b>100</b>

Table 3.1 .sampling frame (source MOE Homa Bay Sub County, 2015)

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### **3.5 Data Collection Methods**

#### **3.5.1 Sources of Data**

Primary data was obtained by gathering information through self administered open and closed ended questionnaires. A total of 224 questionnaires were dispatched. Secondary data was obtained from journals, text books and reports made by authorities in the area of study.

#### **3.5.2 Data collection procedure**

Data was collected through a standard self administered questionnaire dispatched to all the 224 respondents. Three research assistants were trained to help in administering the questionnaires.

#### **3.5.3 Instrument for Data Collection**

Questionnaires were used. A questionnaire is the convenient instrument used in collecting data (Adomi and Anie, 2005). Questionnaire offers the advantage of being easy and cost effective to administer to a large population (Orodho, 2009). According to Kasome (2006) questionnaire consists of questions and statements carefully designed for collecting data from people. The research instrument contained both open ended and closed ended questions. The research instrument sought to establish from the respondents the link between task conflict, goal conflict, structural conflict and relationship conflict on organizational performance. The research instrument also required the respondents to reflect the extent of conflict in their secondary schools.

#### **3.5.4 Reliability Test(s)**

A pilot study on eight Principals from eight secondary schools was done to test the reliability of the test instrument. The pilot study is important since it helps in revealing any deficiencies that may be in a questionnaire Mugenda and Mugenda (1990) so as to address them on time. Split half technique was used to test the reliability of test instrument on a pilot study of eight principals of eight public secondary schools where the questionnaire was administered to the principals. The questions were divided into two halves taking odd numbered items against even numbered items. The score for the odd numbered questions and those for the even numbered questions was correlated using split half measure of reliability. This yielded half test coefficient. A correlation factor was then applied on the computed coefficient. Spearman Browns Prophecy formula was employed and an adjusted correlation ( $r=0.83$ ) was obtained



to represent the reliability of the whole test. The correlation value obtained was considered reliable since it was within the range (0.7-1.0) which is considered adequate (Fraenkel and Wallen, 2000). The used questionnaires were then discarded.

### **3.5.5 Validity Test (s)**

Validity is the degree to which a test measures what it purports to measure. (Borg and Gall, 1996). Content validity will be measured in this study. Content validity is determined by expert judgment in the relevant field (Donald and Pamela, 2001). Judgment was done by the University experts who assessed the test instrument to find if it addressed all the possible areas it intended to measure and ensured its appropriateness, completeness and accuracy. Information gathered will be cross checked with other secondary data to ensure authenticity and accuracy.

### **3.6 Data Analysis**

Data analysis involved both descriptive and inferential statistical methods. The data was converted into percentages. Inferential statistics was used to analyze the data quantitatively. Relationships and predictions among variables are best determined using correlation and regression techniques. According to Mugenda and Mugenda (2003) multiple regression analysis attempts to determine whether a group of variables together predict a given dependent variable. In this study regression showed the relationship between performance and the dimensions of conflict while Karl Pearson's correlation was used to determine the strength and direction of association between the study variables. Conclusions were then drawn and the findings and recommendations made. The estimated model was specified as:  $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$ . Where  $Y$  = dependent variable,  $\alpha$  = constant variable showing teacher performance with zero conflict,  $X_1$  = Task conflict,  $X_2$  = Structural conflict,  $X_3$  = Goal conflict,  $X_4$  = Relationship conflict and  $\epsilon$  = error term reflecting all the other factors that are non observable. It's assumed to have a mean of zero and a constant variance. The information was presented using charts, tables and graphs.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

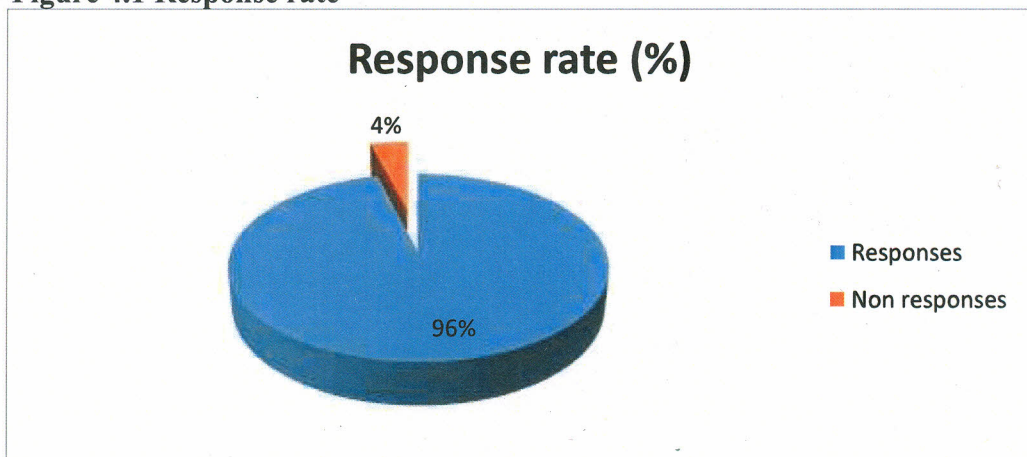
This chapter analyses the data, discusses the interpretations, presentations and findings generated through the analysis of the responses obtained through field survey questionnaires. The findings are presented based on the study objectives.

#### 4.1 Descriptive Results

##### 4.1.1 Questionnaire Response rate

The researcher targeted 224 respondents who were the principals/deputy principals, director of studies, HOD games and assistant teachers from the 56 Public Secondary Schools in Homa Bay Sub County. A total of 224 questionnaires were dispersed where 216 questionnaires were filled and returned. This represented 96% of the targeted population. According to Babbie (2002) response rate of 50% and above is adequate for analysis and therefore, the response rate was considered adequate. Figure 4.1 shows the response rate.

**Figure 4.1 Response rate**



**Source: Field Survey data (2015)**

##### 4.1.2 Demographic data

In table 4.1 most of the respondents were from mixed secondary schools, accounting for 65.60% of the total response. The respondents from boys and girls secondary schools accounted for 10.9% and 23.5% respectively. This indicated that Homa Bay Sub County had more than half of its secondary schools being mixed. The gender analyses revealed that majority of the teachers were male making up to 64.6% while female respondents accounted



for the remaining 35.4%. Most of the teachers who participated in the study were degree holders making up 74.5% followed by those with diplomas at 20.8% and those with master's degrees at 4.7%. The fact that respondents had different qualifications made it possible to obtain inputs from people with varied qualification as alluded to by (Darko, 2014). Majority of the teachers 59.4% were in their first 10 years of teaching experience, close to a third 30.7% had teaching experience of between 10-20 Years while those with over 20 years teaching experience accounted for the remaining 9.9% of the respondents. According to Rice (2010) teacher experience is strongest during the first few years of teaching, after that, marginal return diminishes. Majority of the teachers 59.4% were in first years of experience and were therefore expected to be at the peak in terms of their performance. The age distribution was as follows; between 26 and 35 years was 89.1%, 10.4% for ages between 37 and 45 years and 0.5% for over 45 years. This was an indication that most of the teachers in Homa Bay Sub County public Secondary schools were in their youthful years and are likely to actively participate in the schools programs. According to African youth charter (2006) a youth is every person between the ages of 15-35 years.

Table 4.1 Demographic data of the respondents

Respondents characteristics		Frequency	Percent
Number of participants in each type of School	Girls	51	23.50%
	Boys	24	10.90%
	Mixed	142	65.60%
	Total	216	100.00%
Gender	Male	140	64.60%
	Female	76	35.40%
	Total	216	100.00%
Education level	Diploma	45	20.80%
	Degree	161	74.50%
	Masters	10	4.70%
	Total	216	100.00%
Teaching Experience	1-10 Yrs	128	59.40%
	11-20 Yrs	66	30.70%
	over 20 Yrs	21	9.90%
	Total	216	100.00%
Age	26-35 Yrs	192	89.1%
	36-45 Yrs	23	10.4%
	Over 45 Yrs	1	0.5%
	Total	216	100.0

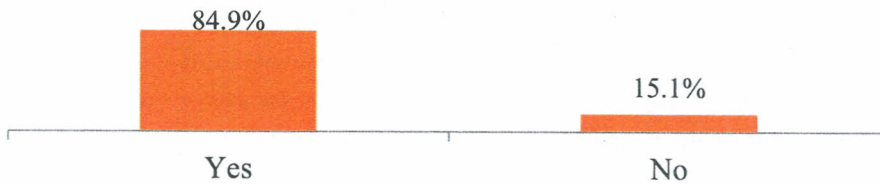
Source: Field survey data (2015)

#### 4.1.3 Incidence of conflicts in Public Secondary Schools in Homa Bay Sub County

From Figure 4.2 it was noted that majority 84.9% of the schools in the Sub County had experienced different forms of conflicts since 2007. This study concurs with the study of Uchedu *et al.*, (2013) which concluded that conflict is inevitable in Secondary Schools. Only 15.1% of the respondents indicated that they had not experienced any form of conflict. On further interrogation of those who had not experienced any form of conflict it was established that 80% had not taken more than three months in their current work stations that meant they regarded themselves as new and were still adjusting to their new environs. The other 20% felt admitting they experienced conflict was a betrayal to the School administration. The statistical data, gave an indication that most of the schools in Homa Bay Sub County were



experiencing conflicts and therefore needed to understand its effects on the overall performance of the teachers.



**Figure 4.2 Conflicts in public Secondary Schools in Homa Bay Sub County since 2007.**

#### **4.1.4 Outcomes of teacher conflicts experienced in public Secondary Schools in Homa Bay Sub County.**

From Table 4.2 close to half 42.7% of the respondents sampled in the study, indicated that they had experienced violent aggression to greater extent in their schools while 25% noted that there had been destructions of School properties to great extents arising from the conflicts experienced. In relation to life loss, a small number 1.85% of the respondents indicated that the conflicts to great extent lead to death. A majority of the respondents acknowledged that conflicts to great extent led to poor performance in their KCSE exam and in their extra curriculum activities as was noted by 71.9% and 74.5% of the respondents respectively. Close to a half 46.4% of the participated indicated that they had experienced strikes and riots in their Schools to great extent, while 47.1% had been stigmatized to great extent. Unexpected 64.1% of respondents noted that conflicts had led to personnel turnover to great extent which may be an indication that teachers are transferred or prefer to be transferred when conflicts arise. Twenty nine 29% percent of the respondents noted that the schools to great extent had experienced aggressive effects of conflict such as vandalism and theft. It was notable that most schools in Homa Bay Sub County that had experienced conflicts alluded to the fact that conflicts to a great extent lead to poor performance, destruction of property and personnel turnover. This study agrees with the studies done by Broni (2012) which concluded that conflict affect work performance negatively but is necessary, Mughal *et al.*, (2013) who reported that conflict exerts more negative effect on organizational work performance than the positive ones, Fiore(2010) who reported that workplace conflict leads to decreased productivity, hampered performance, high turnover

rate, absenteeism and at its worst violence and death and Ongori (2009) who reported that conflict has an effect on organization and if not resolved can affect organization performance adversely.

**Table 4.2 Extent to which conflicts outcomes were experienced in public Secondary schools in Homa Bay Sub County.**

Conflict outcomes experienced	Extent	Frequency	Percentage
Violent Aggression	Great	92	42.70%
	Moderate	95	43.80%
	None	29	13.50%
	Total	216	100.00%
Destruction	Great	54	25.00%
	Moderate	133	61.50%
	None	29	13.50%
	Total	216	100.00%
Loss of Life	Great	4	1.85%
	Moderate	183	84.70%
	None	29	13.50%
	Total	216	100.00%
Poor Performance in Exam	Great	155	71.90%
	Moderate	32	14.60%
	None	29	13.50%
	Total	216	100.00%
Poor Performance in Extra curriculum activities	Great	161	74.50%
	Moderate	26	12.00%
	None	29	13.50%
	Total	216	100.00%
Riots and Strikes	Great	100	46.40%
	Moderate	87	40.10%
	None	29	13.50%
	Total	216	100.00%
Stigmatization	Great	102	47.10%
	Moderate	85	39.30%
	None	29	13.60%
	Total	216	100.00%
Personnel Turnover	Great	138	64.10%
	Moderate	48	22.40%
	None	29	13.50%
	Total	216	100.00%
Vandalism and Theft	Great	63	29.20%
	Moderate	124	57.30%
	None	29	13.50%
	Total	216	100.00%

**Source: Field Survey data (2015)**



#### **4.1.5: Indicators of teacher conflict in Homa Bay Sub County.**

The data in table 4.3 reveals that more than 60% of the respondents acknowledged having experienced or witnessed problems from teachers that led to emergence of conflicts. Sixty three percent of the respondents acknowledged experiencing insubordination with 69.8%, 73.4%, 79.2% and 80.7% having experienced absenteeism, lack of involvement in decision making, teachers demanding a share of organizational rewards and emergence of difference in goals and objectives respectively. More than half, 73.4% pointed out that conflict resulted into lack of involvement in major decision making process. According to Odongo (2013) lack of involvement in major decision making, would lead to lack of ownership to school activities which intern breeds unprofessional behavior among teachers, hence poor academic performance. Resentment of one department over the other was experienced by 80.7% while 78.1%, 82.87% and 83.33% having witnessed dissatisfaction by teachers from ambiguous goals, management being felt not to respond to change and problems emanating from skewed resource allocation and favoritism respectively. According to the study findings, the major indicators of conflict were improper resource allocation and favoritism with 83.33% followed by situations where the management is not responsive to change with a percentage of 82.8. This is in tandem with the studies by Ongori (2009) and Hotepo *et al.*, (2010) who in their different studies found that the major cause of organizational conflict is skewed resource allocation. However this study deviates from the studies by Broni (2012) who found out that the major cause of conflict in Schools was due to partiality shown by the administration in dealing with the teachers and Barmao (2012) who found that restricted and poor communication channels were the main source of conflict in schools. The study by Broni (2012) had targeted a population with difference in tribes, political affiliation and religious backgrounds which are different from this study where the respondents more or less were from the similar tribal backgrounds, political affiliation and religious background. This may have eliminated fear of partiality causing the difference in perceptions in the two studies. It was noted that majority of the respondents acknowledged having witnessed high incidence of conflict emanating from teachers or being manifested through teachers.

**Table 4.3: Indicators of Conflict amongst teachers in Homa Bay Sub County**

Problems resulting into Conflict		Count	Percentage
Insubordination	present	136	63.00%
	total	216	100%
Absenteeism	present	151	69.80%
	total	216	100%
Lack of Involvement in decision making policies	present	159	73.40%
	total	216	100%
Demanding Share of organizational rewards	present	171	79.20%
	total	216	100%
Difference In Goals and objectives	present	174	80.70%
	total	216	100%
Rivalry between departments	present	174	80.70%
	total	216	100%
Dissatisfaction from ambiguous goals	present	169	78.10%
	total	216	100%
Management not Responsive to change	present	179	82.87%
	total	216	100%
improper resource allocation & favoritism	present	180	83.33%
	total	216	100%

**Source: Field survey data (2015).**

#### **4.1.6: Performance Rating in Public Secondary Schools in Homa Bay Sub County**

The objective of the study was to determine the influence of the experienced conflicts on key performance indicators of public Secondary Schools. The findings on the respondents experience when conflicts were present in their schools are as indicated in Table 4.4. Close to half 49.5% of the respondent strongly agreed that presence of conflicts were affecting syllabus coverage negatively. while 20.8%,4.2%,12% and 13% indicated an agreement, neutral, disagreed and strongly disagreed respectively. On the effect of conflicts on KCSE performance, 45.3% were in strong agreement, 26.6% were in agreement, 7.3% were undecided, and 12.5% and 7.8% disagreed and strongly disagreed respectively. Slightly more than half 51.6% of the respondent strongly agreed that conflicts were affecting class attendance while 18.2%, 10.4%, 7.3% and 13% responded in agreement, neutral, disagreed and strongly disagreed respectively. The effects of conflicts on extra curriculum performance returned a 28.6% who were in strong agreement,25.5% were in agreement,12% were undecided, 15.1% and 18.2% disagreed and strongly disagreed respectively. It was notable



that there was a general agreement that teacher conflicts were affecting the four key indicators of school performance. This study corroborates the studies by Nzuve (2007) who reported that interpersonal conflicts hindered group performance, Hotepo *et al.*, (2010) who reported that unresolved conflict affect organizational performance adversely in terms of performance. The study supports Musonye (2010) who reported that organizational structure conflict affect project team productivity, Asiya (2012) who indicated that work life conflict has an effect on job performance and Mughal *et al.*, (2013) who reported that conflict has an effect on organizational work performance.

**Table 4.4: Teacher Performance rating during period of conflict**

Performance indicators	Syllabus Coverage		KCSE Performance		Class Attendance		Extra curricula Activities	
	F	%	F	%	F	%	F	%
Strongly Agree	107	49.5	98	45.3	112	51.6	62	28.6
Agree	45	20.8	57	26.6	39	18.2	55	25.5
Neutral	9	4.2	16	7.3	23	10.4	26	12
Disagree	27	12	28	12.5	16	7.3	33	15.1
Strongly Disagree	28	13	17	7.8	26	12	39	18.2

**Source: Field survey data (2015)**

#### **4.1.7. Existence of Task conflict among teachers in Homa Bay Sub County.**

Attributes of task conflict considered to significantly affect teacher performance were examined and the results indicated in Table 4.5. The results showed that slightly more than sixty percent 61 % of the respondent strongly agreed that disagreement among teachers in departments had been witnessed in their schools, less than half 20.8% were in agreement, 6% were neutral, 3.2% disagreed and 8.8% strongly disagreed. More than half 68% strongly agreed that their schools lacked clearly outlined policies, 17% agreed, 28% undecided and 6.5% disagreed and strongly disagreed respectively. Slightly more than half 54.2% of the respondent strongly agreed that the teachers' were not involved in major decision making, 30.7%, 5.2%, 5.7% and 4.2% indicated that they were in agreement, neutral, disagreed and strongly disagreed respectively. Duplication of tasks got 32.3% in strong agreement that it existed in their schools, 34.95% in agreement, 9.4% undecided, 19.3% and

4.2% disagreed and strongly disagreed respectively. From the study it was evidenced that task conflict existed among secondary school teachers in Homa Bay Sub County.

**Table 4.5 Existence of Task conflicts amongst public secondary school teachers in Homa Bay Sub County.**

	Disagreement amongst teachers in a department		Lack of clearly outlined policies		of Lack of teacher involvement in major decision making		Duplication of tasks	
	F	%	F	%	F	%	F	%
Strongly Disagree	19	8.8	14	6.5	9	4.2	9	4.2
Disagree	7	3.2	14	6.5	12	5.7	42	19.3
Neutral	13	6.0	6	2.8	11	5.2	20	9.4
Agree	45	20.8	37	17.0	66	30.7	75	34.9
Strongly Agree	132	61.0	147	68.0	117	54.2	70	32.3

Source: Field Survey data (2015)

#### **4.1.8: Existence of Structural conflict amongst public secondary school teachers in Homa Bay Sub County.**

In Table 4.6, the acknowledgement of lack of job design had 31.8% respondents in strong agreement, more than half 51% of the respondents indicating that they were in agreement, a few 6.3% were neutral, a negligible 2.6% were in disagreement and 8.3% strongly disagreed. Improper use of resources received a 54.2% of respondents in strong agreement, close to quarter 24.5% were in agreement, less than one tenth 7.3% were undecided, and minimal numbers of 7.8% and 6.3 % disagreed and strongly disagreed respectively. Fifty eight 58.9% of the respondent strongly agreed that their schools lacked strong culture, while 25% and 5.2%, responded in agreement and an equally neutral, and disagreed. Only 5.7% strongly disagreed. Poor leadership style had 65.1% in strong agreement slightly more than quarter 16.7% being in agreement, small margins of 6.3%, 5.7% and 4.7% were undecided, disagreed and strongly disagreed respectively. There was a general agreement that structural conflict existed in public secondary schools in Homa Bay Sub County.

**Table 4.6 Existence of Structural conflicts amongst public secondary school teachers in Homa Bay Sub County.**



	Lack of Design		of Job Improper resource allocation		Poor school culture		Poor Leadership style	
	F	%	F	%	F	%	F	%
Strongly Disagree	18	8.3	14	6.3	12	5.7	10	4.7
Disagree	6	2.6	17	7.8	11	5.2	12	5.7
Neutral	14	6.3	16	7.3	11	5.2	14	6.3
Agree	110	51	53	24.5	54	25	36	16.7
Strongly Agree	69	31.8	117	54.2	127	58.9	141	65.1

Source: Field Survey data (2015)

#### 4.1.9: Existence of goal conflicts amongst secondary school teachers of Homa Bay Sub County.

The assessment of goal conflict was based on four questions whose findings were indicated in Table 4.7 In regard to commitment to teachers own assigned goals 57.3% were in strong agreement, 24.5 % were in agreement, 7.8% remained neutral, 4.7% disagreed and 5.7% strongly disagreed. When the teachers own committed goals were higher than the assigned goals, 53.1% of the respondents strongly agreed, while 25% agreed, 12.5% were neutral, 4.2% disagreed and 5.2% strongly agreed. As to whether departmentally set existed, 49.5% were in strong agreement, 28.1% were in agreement, and 13.5% were neutral, 3.6% in disagreement while 5.2% strongly disagreed. School set goals were found to exist where 53.6% of the respondents were in strong agreement, 27.5% were in agreement, 7.8% were neutral, 3.1% were in disagreement while 7.8% strongly disagreed that it was affecting their performance. In all the four areas assessed it was notable that half of the respondents were in strong agreement that goal conflicts existed in Homa Bay Sub County.

**Table 4.7 Existence of goal conflicts amongst Public Secondary School teachers in Homa Bay Sub County.**

Conflict Area	Teachers own goal		own goals when higher		even Departmental set goals		School set goals	
	F	%	F	%	F	%	F	%
Strongly Disagree	12	5.7	11	5.2	11	5.2	17	7.8
Disagree	10	4.7	9	4.2	8	3.6	7	3.1
Neutral	17	7.8	27	12.5	29	13.5	17	7.8
Agree	53	24.5	54	25	61	28.1	60	27.6
Strongly Agree	124	57.3	115	53.1	107	49.5	116	53.6

Source: Field Survey data (2015).

#### 4.1.10: Existence of relationship conflicts amongst teachers in public secondary schools in Homa Bay Sub County.

The fourth conflict examined in the study was centered on relationship conflicts. The results were indicated in Table 4.8. The teachers evaluation on whether lack of trust and psychological safety existed amongst teachers had 59.4% of the respondents in strong agreement, 26.6% were in agreement, 2.1% were neutral, 3.6% were in disagreement and 7.8% were in strong disagreement. Communication barriers among teachers saw 62.5% of the respondents indicating that they were in strong agreement while 17.7%, 5.7%, 6.3% and 7.3% of the respondents indicating that they were in agreement, remained neutral, disagreed and strongly disagreed. In regard to teacher's social grouping, 53.6% were in strong agreement while 19.3 % were in agreement. Those who remained neutral were 10.4% of the respondents while 9.4% and 6.8% were in disagreement and strongly disagreed respectively. The existence of different educational levels saw 54.2% of the respondents strongly in agreement that it affects their performance while 13.5%, 8.9%, 7.8% and 15.6% were in agreement, remained neutral, disagreed and strongly disagreed respectively. As to whether gender affected their performance, slightly more than a quarter of the respondents 26.4% were in strong agreement, 6.9% were in agreement, 2.8% remained neutral and 12.5% were in disagreement while more than half the respondents 52.7% strongly disagreed. The age of the teacher and their effects on teacher performances had 37.5% of the respondents in strong agreement, 12% were in agreement, 9.4% were neutral, 16.7% were in disagreement while 23.4% strongly disagreed that it was affecting their performance.

**Table 4.8 relationship conflicts and it effect on teacher performance**

Conflict Area	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Trust & safety	17	7.8	8	3.6	5	2.1	57	26.6	128	59.4
Communication	16	7.3	14	6.3	12	5.7	38	17.7	135	62.5
Social grouping	15	6.8	20	9.4	22	10.4	42	19.3	116	53.6
Level of education	34	15.6	17	7.8	19	8.9	29	13.5	117	54.2
Gender	114	52.7	27	12.5	6	2.8	15	6.9	57	26.38
Teacher's Age	51	23.4	36	16.7	20	9.4	26	12	81	37.5

Source: Field Survey data (2015)

#### 4.1.11: The role of environment on the effect of conflicts on teacher performance



It was also important to recognize and analyze the role of environmental factors in influencing the effects of conflicts on teacher's performance. The results were as indicated in Table 4.9. The acknowledgement that policy factors and structures governing conflict management in schools influences teacher performance received 53.6% of the respondent indicating that they strongly agreed while 16.7%, 6.3%, 13% & 10.4% noted that they were in agreement, neutral, disagreed and strongly disagreed respectively. Political factors was acknowledged by 53.6% of respondents in strong agreement, 19.3% were in agreement, 5.7% were undecided, while 13% and 8.3 % disagreed and strongly disagreed respectively. Fifty eight 58.3% of the respondent strongly agreed that the existing social factors was affecting their performance, while 16.7% and 6.8%,responded in agreement and neutral, while 12% disagreed. Only 6.3% strongly disagreed. This shows that the majority of the respondents recognized that the environmental factors had a greater influence on teacher's performance within a conflict context. The study concludes that social factors had a greater intervening influence on teacher performance than political factors and policy and governing structures.

**Table 4.9: Environmental factors in conflict situations and teacher performance**

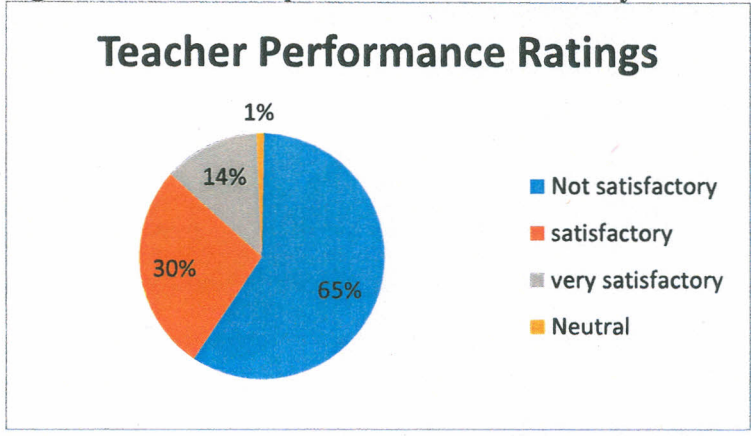
	Policy and governing structures		Political factors		Social factors	
	F	%	F	%	F	%
Strongly Agree	116	53.6	116	53.6	126	58.3
Agree	36	16.7	42	19.3	36	16.7
Neutral	14	6.3	12	5.7	15	6.8
Disagree	28	13	28	13	26	12
Strongly Disagree	22	10.4	18	8.3	14	6.3

Source: Field Survey data (2015)

#### 4.1.12 Teacher Performance in Homa Bay Sub County

Figure 4.3 shows the respondents overall assessment on teacher's performance. More than half of the respondents 65% indicated that the performance of teachers in the county was not satisfactory, while 30% noted that it was satisfactory. Fourteen percent 14% indicated that it was very satisfactory while 1% did not provide any rating. This showed that conflict affected their performance significantly.

Figure 4.3 Teacher’s performance in Homa Bay Sub County



Source: Field Survey (2015)

**4.2 Inferential Results**

To develop appropriate and statistical inferences on the relationship between the selected conflicts and teacher’s performance, linear regression analysis and Pearson’s correlation were used. Multiple linear regressions were carried using the entire option where all variables were simultaneously entered into the model.

**4.2.1 Correlation between variables**

It was important for the study to examine both the direction and strength of the relationship between the conflicts experienced by teachers as well as how they relate with the individual performance areas. Correlation results of the relationship were as indicated in Table 4.11. The four dimensions of conflicts were found to positively correlate with each other. This is an indication of all the forms of conflict moving in the same direction when there is change. These correlations suggested the presence of multi co linearity. Goal and structural conflicts were the most strongly correlated ( $r = 0.506$ ) followed by relationship and structural conflict with ( $r=0.474$ ). Structural and Task conflicts were correlated with a coefficient of ( $r=0.446$ ), while relationship and goal conflict ( $r=0.359$ ), relationship and Task conflict( $r=0.331$ ) and Task and goal conflicts ( $r=0.215$ ). This study concurs with the study by Ahmed *et al.*, (2014) that reported a high level of correlation among the variables where the correlation between relationship conflict and task conflict ( $r=0.038$ ).



From the study it is evidenced that task conflict affects teacher performance. Outlining of School policies was found to have greater influence on teacher performance. The study is in tandem with Khan *et al.*, (2009) in their study on impact of task conflict on employee performance where they reported that employee performance is adversely affected by task conflict. The current study reported a strong negative correlation between task conflict and teacher performance and is in disagreement with the study by Ahmed *et al.*, (2014) which reported a positive correlation between task conflict and employee performance ( $r=0.248$ ). The study by Ahmed *et al.*, (2014) was done in Educational Institutes in Pakistan. The study targeted employees of these institutes which may have not been necessarily teachers. Unlike this current study which focuses on the opinion of teachers only. This may have caused the difference in opinion on how task conflict would affect performance.

Structural conflict was found to have a negative and significant effect on teacher performance ( $r=-0.582$ ). The study concurs with Musonye (2010) who reported a significant influence between structural conflict and team productivity, supports Mwangi (2013) who reported a significant influence between structural conflict and teacher performance and concurs with Cherono (2009) who reported a significant influence between structural conflict and teacher performance.

Goal conflict was found to have a negative and significant effect on teacher performance ( $r=-0.362$ ). Unlike the study by Mwangi (2013) which concluded that departmental set goals had a greater influence in teacher performance this study found out that teachers own set goals had a greater influence on teacher performance. The study concluded that goal conflict had a significant negative effect on teacher performance.

Relationship conflict was found to have a negative effect on teacher performance ( $r=0.667$ ). The study found out that trust and safety had the greatest influence on teacher performance followed by communication. This goes hand in hand with Maslow hierarchy of needs which places safety needs at the second level after biological and physiological needs. Social grouping was found to have a relatively high influence on teacher performance and this supports the study by Mwangi (2013) who reported that teacher social grouping

influenced teacher performance and deviates from Bakundi, Kilduff, Michael&Barnes, 2007; Choi, 2007 and Sobral (2012) who found that social factor had no direct association with performance Level of education was reported to have a significant influence on teacher performance. This also concurs with the study by Mwangi (2013) who reported that social grouping had a significant effect on teacher Performance. Gender and teachers age was found to have no significant effect on teacher performance as more than half the respondents 52.7% strongly disagreed that it had an effect on teacher performance. This supported by the vision 2030 which intendeds to achieve gender equality in the belief that both males and females are capable of undertaking similar tasks and gain similar results.

The correlation between relationship conflict and the performance of the school ( $r = -0.667$ ,  $P = 0.000$ ) was the strongest followed by structural conflict ( $r = -0.582$ ,  $P = 0.000$ ), Task conflicts ( $r = -0.493$ ,  $P = 0.000$ ) with the least being goal conflicts ( $r = -0.362$ ,  $P = 0.000$ ). The correlation study shows that there is a negative correlation between the forms of conflict and teacher performance. While the study by Ahmed *et al.*, (2014) reported a weak negative correlation between relationship conflict and employee performance ( $r=-0.240$ ), this study found a strong negative correlation( $r=-0.667$ ) between relationship conflict and teacher performance. The study by Afzal (2009) reported a negative correlation between both relationship and task conflict on performance and is therefore in tandem with the current study. The strongest negative correlation was between relationship conflict and teachers performance ( $r=-0.667$ ) an indication that any increase in relationship conflict would significantly affect teacher performance.

**Table 4.10: Correlation between dimensions of conflicts and teacher performance**

Measures	Task Conflict	Goal Conflict	Structural Conflict	Relationship conflict	Teacher performance
Task conflict	1				
Goal conflict	0.215**	1			
Structural conflict	0.446**	0.506**	1		
Relationship conflict	0.331**	0.359**	0.474**	1	
Teacher Performance	-0.493**	-0.362**	-0.582**	-0.667**	1

\*\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey data (2015).



#### 4.2.2 Regression analysis on conflicts dimensions and Syllabus coverage

The regression results for the effects of the different types of conflicts on syllabus coverage were indicated in Table 4.11. The VIF factor of each independent variable was determined to assess multi co linearity. According to Hair *et al.*, (1995).VIF less than 10 are indicative of inconsequential multi colinearity. All the independent variables were found to have VIF below 10 denoting the absence of serious multi co linearity.

The model was found to significantly explain the effect of teacher conflict on syllabus coverage (F: (21.05,  $P < 0.05$ ). The variable was found to explain 39.7% of the variations in the coverage of the syllabus.

**Table 4.11 Summary of Regression results on effect of Conflicts on Syllabus coverage**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
	0.630	0.397	0.384	1.158	29.315	0.000

**Source: Field Survey data (2015).**

From Table 4.12, Structural conflict ( $B = -0.107$ ,  $p = 0.000$ ) and Relationship conflict ( $B = -0.13$ ,  $p = 0.000$ ) were both found to have a significant negative influence on syllabus coverage. While task conflict ( $B = -0.016$ ,  $p = 0.547$ ) and goal conflict ( $B = -0.002$ ,  $p = 0.896$ ) were found to have no significant effect on syllabus coverage. It was notable that two significant conflicts had a negative relationship with syllabus coverage.

**Table 4.12 Regression Coefficients for effect of conflict on syllabus coverage**

Model	Un-standardized Coefficients		Standardized Coefficients		Sig.	Tolerance	VIF
	B	SE	Beta	t			
(Constant)	6.767	0.500		13.537	0.000		
Task Conflict	-0.016	0.027	-0.040	-0.604	0.547	0.596	1.677
Structural Conflict	-0.107	0.029	-0.280	-3.713	0.000	0.737	1.358
Goal Conflict	0.002	0.018	0.009	0.131	0.896	0.792	1.263
Relationship Conflict	-0.130	0.020	-0.433	-6.393	0.000	0.741	1.349

Source: Field Survey data (2015)

#### 4.2.3: Teacher Conflicts and KCSE Performance

The regression results on the influence of the selected conflict on KCSE performance were as indicated in Table 4.13. The model was found to significantly explain the performance in syllabus coverage variable was found to explain 29.1% of the variations in the KCSE performance. Task conflicts ( $B = -0.89, p = .0001$ ), Structural conflict ( $B = -0.086, p = 0.002$ ) and Relationship conflict ( $B = -0.049, p = 0.013$ ) were found to have a significant negative influence KCSE performance achieved by the teachers. This meant that KCPE performance would decline 0.089 for any increase in each level of task conflict, decline by 0.086 for each level of increase in structural conflict, decline by 0.049 for each level of increase in relationship conflict and decline by 0.005 for each level of increase in goal conflict. Task conflict and structural conflict according to this study would have a greater effect on KCPE performance than Goal and relationship conflict.



**Table 4.13: Summary of Regression output on conflicts and KCSE performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
	0.539	0.291	0.275	1.121	18.242	0.000

Source: Field Survey data (2015).

**Table 4.14 Regression Coefficients for effect of conflict on KCPE performance**

Model	Un-standardized Coefficients		Standardized Coefficients		Sig.	Tolerance	VIF
	B	SE	Beta	Standardized			
(Constant)	6.122	0.484		12.648	0.000		
Task Conflict	-0.089	0.026	-0.240	-3.387	0.001	0.596	1.677
Structural Conflict	-0.086	0.028	-0.251	-3.075	0.002	0.737	1.358
Goal Conflict	-0.005	0.018	-0.023	-0.307	0.759	0.792	1.263
Relationship Conflict	-0.049	0.020	-0.184	-2.505	0.013	0.741	1.349

Source: Field Survey data (2015)

#### 4.2.4: Work place Conflicts and class attendance

The regression results on the influence of the selected conflict areas on class attendance were as indicated in Table 4.15 The model was found to significantly explain the performance in class attendance ( $F: (36.12, P < 0.05)$ ). The variable was found to explain 45.1% of the variations in class attendance.

In Table 4.15 Task conflicts ( $B = -0.063, p = .0012$ ), Structural conflict ( $B = -0.100, p = 0.000$ ), Goal conflict ( $B = -0.034, P = 0.046$ ) and Relationship conflict ( $B = -0.094, p = 0.000$ ) were found to have a significant negative influence on class attendance. The study found out that teacher performance would decline by 0.100 for each unit level of increase in structural conflict, decline by 0.094 for each level of increase in relationship conflict, decline by 0.063 for each unit level of increase on task conflict and decline by 0.034 for each unit level of increase in goal conflict. This study rates Structural conflict as having a more negative significant effect on teachers' class attendance with task conflict showing the least negative significant effect on teachers' class attendance. The current study established

statistical positive correlation between class attendance and teacher performance and is in agreement with the study by (Reid, 2006).

**Table 4.15: Summary of Regression output on conflicts and class attendance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
	0.671	0.451	0.438	1.061	36.528	0.000

**Source: Field Survey data (2015).**

**Table 4.16 Regression Coefficients for effect of conflict on class attendance**

Model	Un-standardized Coefficients		Standardized Coefficients		t	Sig.	Tolerance	VIF
	B	SE	Beta	Beta				
(Constant)	7.255	0.458			15.842	0.000		
Task Conflict	-0.063	0.025	-0.158	-0.158	-2.538	0.012	0.596	1.677
Structural Conflict	-0.100	0.026	-0.274	-0.274	-3.808	0.000	0.737	1.358
Goal Conflict	-0.034	0.017	-0.130	-0.130	-2.007	0.046	0.792	1.263
Relationship Conflict	-0.094	0.019	-0.326	-0.326	-5.035	0.000	0.741	1.349

**Source: Field survey data (2015)**

#### 4.2.5: Conflicts and Performance in Extra curriculum activities

The regression results on influence of the four types of conflicts on teacher's performance in areas of extra curriculum in schools were as indicated in Table 4.16. The model was found to significantly explain the teacher performance in extra curriculum activities ( $F: (11.036, P < 0.05)$ ). The variable was found to explain 19.9% of the variations in the performance in extra curriculum activities.

The Table 4.17 shows that Task conflict ( $B = -0.084, p = 0.009$ ) and Relationship conflict ( $B = -0.121, p = 0.000$ ) were both found to have a significant negative influence the performance in extra curriculum activities in the schools. The study found that teacher performance would decline by 0.084 and 0.121 respectively for every unit increase in task and relationship conflict. However the study found out that teacher performance in extra curriculum activities would increase by 0.027 and 0.030 respectively with every unit increase in both goal and



structural conflict. This agrees with the study by Ahmed *et al* (2014), who found out that as long as goal conflict increase their performance would also increase.

**Table 4.16: Summary of Conflicts and teacher performance in extra curriculum activities**

Model	R	R Square	Adjusted Square	Std. Error of the REstimate	F	Sig.
0.446	0.199	0.181		1.351	11.036	0.000

Source: Field Survey data (2015)

**Table 4.17 Regression Coefficients for effect of conflict on teacher performance in extra curriculum activities**

Model	Un-standardized Coefficients		Standardized Coefficient		Sig.	Tolerance	
	B	SE	Beta	t		VIF	
(Constant)	5.538	0.583		9.491	0.000		
Task Conflict	-0.084	0.032	-0.199	-2.640	0.009	0.596	1.677
Structural Conflict	0.030	0.034	0.078	0.901	0.369	0.737	1.358
Goal Conflict	0.027	0.021	0.100	1.279	0.203	0.792	1.263
Relationship Conflict	-0.121	0.024	-0.400	-5.120	0.000	0.741	1.349

Source: Field Survey data (2015)

#### 4.2.6: Teacher conflict and its effect on teachers overall performance

In the Table 4.18 the model was found to significantly explain the effect of teacher conflict on the overall performance of teachers by 60.73% (F: (60.73,  $P < 0.05$ )). Further Table 4.19 shows that Task conflict ( $B = -0.263, p = 0.000$ ) Structural conflict ( $B = -0.394, p = 0.000$ ) and goal conflicts ( $B = -0.250, p = 0.000$ ) were found to have a significant negative influence the overall performance of teachers in the schools. While relationship conflict had no significant effect on teacher performance ( $B = -0.009, P = 0.824$ ). The study deviates from a study by Mukolwe (2015) who reported that relational conflict had a significant effect on teacher performance but corroborates the same study on its report that task conflict had a significant effect on organizational performance. A study by Sobral *et al.*, (2012) also reported a negative association between relationship and task conflicts on organizational performance which partly concurs with the current study on the association with task conflict but disagrees on the association with relationship conflict. Structural conflict had the greatest

effect on teacher performance as teacher performance would decline by 0.394 for each unit increase in structural conflict with both goal and task conflict having close to similar effects. This deviates from Mukolwe (2015) who reported that relationship conflict had a more diverse effect on organizational performance.

**Table: 4:18 summary of regression model on effect of teacher conflict on teacher Performance.**

Model	R	R Square	Adjusted R square	Std. Error	F	Sig.
	0.760	0.577	0.568	2.672	60.732	0.000

Source: Field Survey data (2015).

**Table 4.19 Regression Coefficients for effect of teacher conflict on teacher Performance**

Model	Unstd.coefficient t B	SE	Std.coefficient t Beta	t	Sig.	Toleranc e	VIF
Constant	25.62	1.154		22.26 0	0.00 0		
Task conflict	-0.263	0.066	-0.0250	-3.955	0.00 0	0.596	1.67 7
Structural conflict	-0.394	0.047	-0.478	-8.409	0.00 0	0.737	1.35 8
Goal conflict	-0.253	0.063	-0.220	-4.025	0.00 0	0.792	1.26 3
Relationshi p conflict	-0.009	0.042	-0.013	-0.222	0.82 4	0.741	1.34 9

Source: Field Survey data (2015).



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECCOMENDATIONS

#### 5.1 Introduction

This chapter gives the summary, conclusions and recommendations of the study. It is divided into three parts, the first part gives the summary of the findings, the second part gives the conclusions of the study and the third part gives the recommendations hoped to improve the understanding of conflict and its management in school within and beyond Homa Bay Sub County

#### 5.2 Summary

Task conflict had a significant negative effect on teacher performance and showed a stronger link to teacher performance than goal and relationship conflicts.

Structural conflict had a significant effect on teacher performance and showed the strongest link to teacher performance in comparison to goal, task and relationship conflicts.

Goal conflict had a significant effect on teacher performance and showed a strong negative relation to teacher performance than relationship conflict.

Relationship conflict has no significant effect on teacher performance but showed a small negative relationship to teacher performance.

All the four dimensions of conflict were found to have a positive correlation with each other.

#### 5.3 Conclusion

Presence of task conflict results into decline on teacher performance amongst the teachers of public secondary schools in Homa Bay Sub County.

Presence of structural conflict reduces teacher performance more significantly than task conflict, goal conflict and relationship conflict amongst the teachers of public secondary schools in Homa Bay Sub County.

Goal conflict reduces teacher performance amongst teachers in Homa Bay Sub County.

Relationship conflict has no significant effect on teacher performance amongst teachers of public secondary schools in Homa Bay Sub County but has a negative association to teacher performance.

#### **5.4. Recommendations**

Based on the finding of this study, the following recommendations were made:

Reduce task conflict to increase teacher performance amongst teachers in Homa Bay Sub County.

Eliminate structural conflict to increase teacher performance amongst teachers in Homa Bay Sub County.

Reduce goal conflict to increase teacher performance amongst public Secondary School Teachers in Homa Bay Sub County.

#### **5.5. Recommendation for Further Research**

The findings of this study can be corroborated by conducting the same study using time series data.



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