PRINCIPALS' CONFLICT MANAGEMENT STRATEGIES AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KISII COUNTY, KENYA

MUHATIA GEORGINA SHITAMBASI

MAT. NO: CMLA1712

A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the Degree of Masters of Education in Leadership and Administration

SCHOOL OF EDUCATION

TANGAZA UNIVERSITY COLLEGE

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

NAIROBI-KENYA

AUGUST, 2022

DECLARATION

I declare that this thesis is my original work achieved as a result of my reading, reflection and personal research. As far as I know, it has not been submitted to any other university for a degree. All information cited from other sources has been duly acknowledged.

Signature _Shitambasi_   Date _26/08/2022_

Muhatia Georgina Shitambasi
CMLA1712

This thesis has been submitted for approval with our permission as university supervisors.

Signature _Okemasisi_   Date _26/08/2022_

Sr. Dr. Kinikonda Okemasisi
M.Ed Programme Leader (SOE)
Tangaza University College

Signature _Kimotho_   Date _26/08/2022_

Dr. Michael Kimotho
Lecturer The Catholic University of Eastern Africa

i

DEDICATION

I devote this work to my beloved parents Gaudenzia Shitakwa and the late Thomas

Shitambasi and my siblings.

ACKNOWLEDGMENTS

ABSTRACT

This study examined conflict management strategies used by school principals in relation to the job performance of teachers in public secondary schools in Kisii County, Kenya. It was guided by the following objectives: To assess whether Principals' communication style might be a conflict management strategy; To find out whether principals' use of creativity is a viable strategy in conflict management; To determine the extent to which the use of motivations by the principals as a conflict management strategy enhances teachers' job performance; To ascertain the extent to which promotion of team spirit as a conflict management strategy influences teachers' job performance in public secondary schools in Kisii County. The study was guided by the theory of constructive controversy and the expectancy theory of performance management systems. The mixed-methods research approach was employed. The target population consisted of schools, County Director of Education, principals and teachers. A sample size of one CDE, 22 principals, and 357 teachers. Both probability and non-probability sampling techniques were used. Data were collected using questionnaires and an interview guide. To ensure validity, experts in conflict management scrutinized the instruments to ensure that the items of the research instrument were consistent with the study's objectives. A reliability coefficient of 0.825 was realized. Both inferential and descriptive statistics were used to analyze quantitative data. Qualitative data were analyzed using a thematic approach and presented in the form of narratives and direct quotations. The findings revealed the principals' communication, creativity, motivation, and team spirit as strategies in conflict management positively influenced the teachers' job performance in public secondary schools in Kisii County. The conclusions were that the conflict management strategies used by principals are useful in explaining teachers' job performance. To manage conflicts in schools and enhance teachers' job performance, the study suggests enhancing and utilizing communication, creativity, motivation, and teamwork throughout the county.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

ACCORD   African Centre for the Constructive Resolution of Disputes

BoM   Board of Management

CC   County Commissioner

CCT   Constructive Controversy Theory

CDE   County Director of Education

COLT   Culture of Learning and Teaching

CR   Conflict Resolution

EP   Express Program

GoK   Government of Kenya

IP   Integrated Programme

KCSE   Kenya Certificate of Secondary Education

MoE   Ministry of Education

MTRH   Moi Teaching and Referral Hospital

NACOSTI   National Commission for Science, Technology and Innovation

SMK   Sekolah Menengah Kejuruan

SPSS   Statistical Package for Social Sciences

TSC   Teachers Service Commission

TUCREC   Tangaza University College Ethics Committee

WKCTT   Wallach-Kogan Creative Thinking Test

CHAPTER ONE

1.1 Introduction

This chapter presents the study's background, the statement of the problem, the purpose, research objectives, research questions, the study's significance, scope and delimitation, theoretical and conceptual frameworks, and operational definitions of key terminologies.

1.2 Background of the Study

Conflicts are almost inevitable in human life. They are common in organizations as well as in learning institutions (Owan, 2018; Saiti, 2015). Throughout history, humans have always detested conflicts and found numerous strategies to resolve them, such as mediation and arbitration. Negotiations have been used to reach agreements regarding issues of contention between opposing nations or individuals (Kriesberg, 2009). Conflicts have gained many connotations because of their universality, which has left many managers confused about how best to deal with them. Conflicts build a stressful, disruptive, and uncomfortable working climate which affects employees' productivity (Kwapong et al., 2015).

Thakore (2013) describes conflicts as differences between two or more people or groups, with each attempting to gain the approval of their opinion over others. Lussier (2015) agrees with Thakore that conflicts entail situations in which people are in battle due to opposing beliefs, cultural, political, or religious differences, and philosophies of life. Conflicts can thus be interpreted as disputes or disagreements between two or more opposing parties with different interests, thoughts, opinions, principles, and goals. In learning institutions, Edet et al. (2017) acknowledge that conflicts exist among individuals, including students, teachers, non-teaching staff, and administrators. Similarly, Saiti (2015) points out that conflicts can develop as a result of disparities in responsibilities, values, desires, and goals. Jones (2000) points out that the increase of conflicts from a low level to a very high-

level leads to reduced organizational performance. Since conflicts are seemingly unavoidable, administrators must recognize them and find appropriate ways of dealing with them (Chanda, 2019).

Edwin (2013) contends that conflict management entails applying specific measures to reduce the negative elements of conflict while increasing the positive aspects of conflict to improve an organization's performance and effectiveness. Appropriate and effective conflict management strategies in schools reduce teacher dissatisfaction and absenteeism while increasing productivity, creativity, and innovation, all of which contribute to improved teacher performance. According to Johnson and Johnson (2017), constructive conflict management strategies offer solutions that are acceptable to all parties in conflict, strengthen relationships, and maximize their ability to resolve future conflicts constructively.

Owan (2018) and Abdul and Sehar (2015) stress that teachers play a crucial part in the teaching and learning processes and require a safe environment to fulfill their teaching obligations effectively. In line with this assertion, Ghavifekr et al. (2019) maintain that school effectiveness depends on the school principal's administrative skills, which must include the most effective conflict management strategies in dealing with conflicts that affect teachers' job performance. Owan (2018) stresses that there is no single strategy for conflict management that can be applied to all conflict situations. Thus, it can be said that different conflicts require the principals to use different strategies.

Conflict management in schools has been studied globally to improve learning and group outcomes, such as organizational effectiveness or performance (Bodtker & Jameson, 2001). According to Bloom (2015) many intellectual leaders of the late seventeenth century, notably in Europe and North America, addressed how to handle conflicts through reconciliation and the use of awards. Jane Adams, for example, in the United States, led several non-Marxist and reformist attempts to achieve justice and prevent war-making. Soliku

and Schraml (2018) suggest that conflict management strategies must take into account the differences in the setting within which conflicts emerge at distinct institutions to guide the specific conflict management strategies to be used.

A study by Dawson (2018) revealed that in the USA, the sense of well-being and academic performance of students are negatively affected by conflicts between home and school. Riaz et al. (2019) observed that work-family conflict is negatively associated with job performance among Pakistan's front-line officials of Islamic banks. A study in the Bolu central district in Turkey by Göksoy and Argon (2016) found that teachers who have encountered conflicts have negative sentiments such as disappointment, insensitivity, tension, and discomfort, and detest their profession. Such sentiments could be a result of personality disorders and expectations of teachers not being met or being out of line with reality.

In Africa, conflicts in schools have been reported to cause chaos and disharmony, and to adversely impede the development of schools. In order to achieve successful organizational performance, Omene (2021) looked at conflict management strategies. The results showed that employing effective conflict management strategies will lead to higher levels of productivity and better decision outcomes. Effective management strategies for resolving conflicts will increase effective communication, time management, teamwork, and organizational production. Additionally, it encourages and promotes interpersonal relationships among staff, which boosts their morale, reduces production disruptions, and improves service quality. In an increasingly complex region challenged by conflicts and instability, school principals are charged with the responsibility of implementing appropriate conflict management strategies to create a favorable working environment for teachers.

A United Nations (UN) annual report on children and armed conflict indicates that 2018 was the worst year on record for children in regions of armed conflict, with nearly 250,000 students affected by the closure of hundreds of schools in Mali alone. In the Rohner

and Saia (2019) study on Education and Conflict: Evidence from the Policy Experiment in Indonesia, it was revealed that armed groups continue to fight, resulting in more conflicts that have an impact on education. Boko Haram, for example, in Nigeria (which translates as "Western education is outlawed"), like the Taliban in Afghanistan and Pakistan, purposefully target schools in their attacks. The rapid spread and recurrent conflicts in Africa necessitate the search for new strategies for managing and resolving such conflicts. Furthermore, the key ideas of reaching a consensus, reconciliation, and rebuilding relationships are relevant and may aid conflict management efforts.

A study in Ethiopia by Shanka and Thuo (2017) indicated that there are many cases of conflicts involving teachers in schools and suggested possible conflict management strategies, including building leadership skills, teacher involvement in decision making, and understanding individual differences and roles. It is important to recognize that involving teachers in conflict resolution is an important part of conflict management. Principals should welcome the opportunity to discuss potential conflict resolution strategies while sitting down with teachers who may be involved in conflicts.

In Tanzania, Ntide (2015) investigated how conflicts are managed by principals and teachers in schools, with a particular reference to Temeke Municipality. The study findings showed that conflicts exist in most schools, and are felt as both constructive and destructive by most principals. According to the findings, most head teachers used an integrating technique to deal with existing conflicts, while teachers used an avoidance strategy. Teachers viewed conflicts in schools as unhealthy for the well-being of schools since they affect their performance. The study's findings further indicated that poor performance of both principals and teachers, differences in opinions among principals and teachers, the management style of principals, differences in perceptions, and favoritism are the main sources of conflicts that crop up between principals and teachers. The study suggested that principals and teachers be

4

educated on conflict management so that they are well-versed in the knowledge and skills needed to assess conflicts early on and handle them constructively. Successfully handled conflicts result in consultative talks, collaboration, and teamwork, all of which aid in creative problem-solving. On the other hand, poorly handled conflicts frequently result in higher levels of tension. Therefore, the principal must be skilled enough to effectively manage conflicts among teachers in schools.

The Kenyan government has enacted some laws, including the Employment Act (2007), the Educational Act (2013), and the Code of Regulation for Teachers (TSC, 2015) as sources of management and administration guidelines part of which involves dealing with different conflicts that arise in the schools. Furthermore, there have also been educational policies developed by various commissions, such as the Mackay Commission (1981), the Kamunge Commission (1988), and the Koech Report (1999), as well as task committees, including the task force on re-aligning the education system with the Kenyan constitution of 2010. These initiatives have been undertaken for the management of schools, part of which is dealing with issues of conflicts in schools. The majority of educational institutions, however, seem to have had less success in managing conflicts MOE (2018).

Research by Wekullo (2021) found that, despite government policies, Kenyan educational institutions continue to report an increase in conflict cases. As per the Ministry of Education (2018), conflicts are constrained to secondary schools, middle-level colleges, and university institutions. Between 2008 and 2018, the number of conflicts in schools grew from 0.9% to 7.5%. In 2010, the government held a seminar around the country on the need to use human relationships to minimize conflicts in schools and society. Consequently, TSC personnel at the zonal and school levels have also conducted seminars in an attempt to resolve conflicts. Despite this, it appears that most principals have failed to manage conflicts in their respective schools (MoE, 2018).

Research by Kipyego (2013) reveals that head teachers in Nandi Central District hold stakeholder meetings and discussions as a means of addressing conflicts. A report by Kipyego revealed that 10 percent of Uasin Gishu's head teachers were transferred and 2% resigned their positions due to school conflicts. In Migori County, Kenya, Odhong (2014) found that conflicts affect performance, and several strategies such as collaboration and conflict management training were recommended to reduce conflicts. The study recommended further research to assess the effectiveness of conflict approaches and strategies in all Kenyan schools at all educational levels. Proper conflict resolution skills are designed to keep disagreements from escalating and allow continued discussion of each point of view and eventually reach a collaborative conclusion, which brings harmony in schools.

Nyabiage (2017) assessed how employee performance was affected by conflict management practices at the Nyamache tea factory in Kisii County, Kenya. The study revealed that employees are influenced by a range of elements which include conflict resolution, performance results, team performance, and employee language. The majority of studies in Kenyan schools show that there is a critical need for effective strategies for conflict management (Owan, 2018; Odhong, 2014).

Kisii is a densely populated county with several secondary schools that have experienced conflicts. These conflicts, as noted by Nyakundi and Orodho (2020) have resulted in the dismal job performance of teachers in the county, as only 5% of the teachers are performing well. A study by Riang'a (2013) noted instances of violence among teachers, malicious gossip, lack of respect, refusal to undertake additional work, lack of cooperation, poor relationships among teachers, poor communication among teachers and teachers blaming each other for examination malpractices in secondary schools in the county. Parents and the community are concerned as these conflicts have caused unwarranted tension, mistrust, hostility, and disruption to academic programs and teachers' disengagement from

school activities. According to Nyakundi and Orodho (2020), conflicts in secondary schools in Kisii County have resulted in the dismal job performance of teachers in the county, as only 5% of the teachers are performing well. As such, conflicts are a clear indication that sound principles are not being followed in the management the conflicts in learning institutions. School principals, as the top leaders, are expected to successfully manage these conflicts to improve performance. Further, most reviewed studies concentrated on strategies such as collaboration, building leadership skills, and teacher involvement in decision making. This raises the question of what conflict management strategies could be used by school principals to improve teachers' job performance in public secondary schools in Kisii County, Kenya, hence the need for the current study.

1.3 Statement of the Problem

Despite the regulations and efforts made by the government to resolve conflicts in schools, such as conducting seminars and workshops around the country on the need to use human relationships to minimize conflicts, conflicts in secondary schools, especially in Kisii County, have continued to rise (MoE, 2018). Hostilities among teachers in several schools in Kisii County have resulted in the disruption of academic programs. In addition, there has been massive withdrawal of teachers from active involvement in school activities and dismal job performance of teachers in the county (Nyakundi & Orodho, 2020). Failure to resolve these conflicts greatly affect school performance and results in poor working relationship amongst teachers which ruins educational institutions in the county and education itself. Such cases have necessitated an urgent need to find the most effective conflict management strategies in this country to improve the teachers' job performance in secondary schools, particularly those in Kisii County.

A number of studies (Wekullo, 2021; Wekullo, 2021; Kipyego, 2013; Nyabiage, 2017) reviewed concentrated on strategies such as integrating, avoidance, reconciliation, use

7

of awards, teacher involvement in decision making, and understanding individual differences and roles. However, scanty literature exists on whether communication strategy, creativity, motivation, and team spirit could be viable conflict management strategies that could be used by the principals. Hence, this study investigated the aforementioned strategies and their influence on teachers' job performance in public secondary schools, particularly in Kisii County, Kenya.

1.4 Purpose of the Study

This study assessed school principals' conflict management strategies in relation to teachers' job performance in public secondary schools in Kisii County, Kenya, with the view of identifying effective strategies to enhance teachers' job performance in schools.

1.5 Objectives of the Study

This study was guided by the following specific objectives:

i. To determine the relationship between principals' communication strategy of conflict management and teachers' job performance in public secondary schools in Kisii County, Kenya.

ii. To find out the relationship between principals' use of creativity as a conflict management and teachers' job performance in public secondary schools in Kisii County, Kenya.

iii. To determine the extent to which the use of motivations by the principals as a conflict management strategy enhances teachers' job performance in public secondary schools in Kisii County, Kenya.

iv. To determine the relationship between principals' use of team spirit strategy in conflict management and teachers' job performance in public secondary schools in Kisii County, Kenya.

1.6 Research Questions

  i. What is the relationship between principals' communication strategy of conflict management and teachers' job performance in public secondary schools in Kisii County, Kenya?

  ii. What is the relationship between principals' use of creativity as a conflict management and teachers' job performance in public secondary schools in Kisii County, Kenya?

  iii. To what extent does the principals' use of motivations as a conflict management strategy enhance teachers' job performance in public secondary schools in Kisii County, Kenya?

  iv. What is the relationship between principals' use of team spirit strategy in conflict management and teachers' job performance in public secondary schools in Kisii County, Kenya?

1.7 Significance of the Study

The findings of this study will inform the Ministry of Education (MoE) on the appropriate conflict management strategies to assist school principals in resolving conflicts in schools. The current study's findings will assist Teachers Service Commission (TSC) in developing appropriate policies to help resolve conflicts among the teachers in schools. As a result, students' performance will improve as teachers will be able to teach without interruptions. The study findings will assist school principals with proper conflict management strategies and procedures for managing teachers' conflicts, ensuring that teachers perform effectively at work. As teachers perform well due to the findings of the current study, the parents are expected to consequently benefit by having their students perform better in school. Furthermore, this study will add to the body of existing literature concerning principals' conflict management strategies.

1.8 Scope and Delimitations of the Study

The study of principals' conflict management strategies on teachers' job performance was conducted in public secondary schools in Kisii County, Kenya. The current study targeted principals, teachers, and the County Director of Education (CDE) in Kisii County. Other stakeholders, such as the non-teaching staff, parents and students were beyond the scope of the study because they were not in a position to give valuable information regarding how conflict management strategies of principals affect the performance of teachers. The CDE was considered because of their capacity to give vital data for the study. The principals of schools were considered because the study focused on their conflict management strategies. The teachers were included since it was their performance that was investigated. The study focused on communication, creativity, motivation, and team spirit, hence leaving out other principals' conflict management strategies that could affect teachers' performance in public secondary schools in Kisii County. The study focused on public secondary schools in Kisii County because these schools have had consistent conflicts among the teachers which have resulted in their dismal performance in the county. The study was delimited to Kisii County because it is the area where public schools have had frequent conflicts.

1.9 Theoretical Framework

This study was guided by the Constructive Controversy Theory and supported by the Expectancy Theory of Performance Management systems to ensure that all the study variables were considered in the study.

1.9.1 Constructive Controversy Theory of Conflict Management

Constructive Controversy Theory (CCT) is important when an individual's ideas, interests, thoughts, opinions, principles and objectives contradict those of others, and the two try to reach an agreement (Johnson & Johnson, 2017). Johnson and Johnson (1979) presented the constructive controversy theory as an effective strategy for settling conflicts and

10

enhancing decision-making quality. The CCT relies on Deutsch's (1977) theory of social interdependence and theories of cognitive development (Piaget, 1976). It is a "deliberate discussion" in which participants carefully weigh the benefits and drawbacks of the proposed actions to find creative solutions (Johnson, 2008). Intellectual conflicts may be beneficial, pushing people to seek new information and accept the perspectives of others. Constructive controversy is formed through consultative dialogues aiming at creative problem-solving. It contrasts with discussion, a competitive process in which one point of view "wins" over another, and the need for consensus, which suppresses opposition and alternative ideas. Constructive controversies generate innovative solutions and positive attitudes among participants. However, when disagreements arise in an institution, they are more likely to be unproductive.

Participants must be skilled collaborators who adhere to collaboration norms and sensible argumentation standards. Critiquing ideas rather than people is required and the capacity to perceive things from another person's perspective brings harmony and peaceful interactions. CCT strives to give a solution to the conflicts and a better ending that meets the expectations of all individuals involved in the conflicts (Tjosvold, 2008). According to this approach, the principal brings together opposing teachers to express their views and reach positive conclusions through rethinking, shifting perspectives and creative decision-making (Coleman et al., 2019), which promotes consensus and collaboration among individuals through the development of positive attitudes.

Constructive controversy is essential for good decision-making. Decisions, by nature, are controversial (Johnson & Johnson, 2017). Intellectual conflicts may be constructive, prompting people to seek new information and accept the perspectives of others. Intellectual conflicts are characterized by different thoughts and ideas caused by opposing beliefs, cultural, political, or religious differences, and philosophies of life. Alternative courses of

action are offered and assessed while making decisions, and then a consensus is established on which alternative would be the most successful in fixing the problem. This necessitates the principal's creativity in weighing alternatives and selecting the best choice among several options for settling conflicts. School principals can use the CCT to resolve disagreements by forming strong, effective teams. Conflicting parties' efforts, according to Jiang et al. (2014), have a major impact on team coordination. The goal is to persuade members of teams to evaluate the merits of a different course of action.

Northouse (2016) emphasizes the importance of effective conflict management strategies in measuring employee performance. The author advocates for conflict management techniques, including effective communication between individuals and dedication to finding acceptable results that benefit all parties. According to Rahim (2015), the theory seeks to improve performance and retention, intellectual and moral reasoning, decision-making, open-mindedness, creativity, task involvement, constant motivation, attitude transformation, interpersonal connection, and self-esteem.

Johnson and Johnson (2017) demonstrate that CCT is one of the most effective methods of enhancing creativity and innovation, information sharing, decision-making and teaching. According to this theory, principals' conflict resolution approaches impact teachers' work performance. Constructive conflict leads to high task completion, job satisfaction, low desire to resign, and optimism, leading to fewer conflicts and a pleasant working environment.

1.9.1.1 Strengths of Constructive Controversy Theory

The constructive controversy theory has considerable strengths, particularly in conflict management. For example, individuals can become more creative and enthusiastic about new information and viewpoints as a result of this theory, which leads to greater success in the job and the development of constructive bonds between conflicting parties

(Johnson & Johnson, 2009). Additionally, supporters of opposing viewpoints are seen favorably as providers of new knowledge and perspectives that help one's understanding and judgment. In constructive controversies, the quest for more knowledge and more acceptable forms of reasoning results in creative solutions and positive attitudes among the conflicting parties. Therefore, this theory applies to the current study regarding conflict management in secondary schools in Kisii County. However, in adopting the constructive controversy theory, the researcher is aware of its flaws.

1.9.1.2 Weakness of Constructive Controversy Theory

Constructive controversy theory has certain drawbacks, despite its widespread application in conflict resolution. First, to be productive in their search for consensus, this theory needs participants to understand the several components, including critiquing their ideas. Furthermore, individuals must be effective collaborators who adhere to cooperative norms and sound reasoning principles. Critiquing ideas rather than people is required, as is the ability to see things objectively. The constructive controversy theory may not always yield positive results, since if individuals are not able to collaborate and critique their own ideas, more conflicts are likely to escalate rather than be managed.

Such limitations may not have a direct effect on the findings of the current research, as its key emphasis is on how principals use communication strategies, creativity, motivational strategies, and the promotion of teams to improve teachers' job performance. The theory firmly supports these strategies and has little to do with the drawbacks cited. However, to guarantee that any flaws in the theory do not impact the study, the researcher will select principals who have served as principals for more than five years and have more management expertise.

1.9.1.3 Justification of Constructive Controversy Theory

It is crucial to highlight that conflict management is a task that needs to be prioritized and not carelessly managed. There is a need for principals to understand that managing conflict should be a priority for the attainment of organizational goals. CCT offers a fresh perspective on the world's most pressing concerns. Conflicts cannot be avoided, but they can be managed by the application of CCT, which advocates values such as responsibility, truthfulness, insight and understanding, and concern for others. How conflicts are handled can affect productivity, efficiency, job satisfaction and job performance. This theory significantly directed the current study into evaluating how principals use communication, creativity, motivation, and team spirit as conflict management strategies.

When the principal is more receptive to different viewpoints and then determines the most appropriate strategy, managing conflicts becomes easier. Since conflicts occur at various times in an organization, this theory will help principals to become creative about new facts and opinions to foster strong relationships among teachers, hence producing high performance. Since principals are responsible for all matters pertaining to the smooth running of the school, they are in the best position to choose the best strategies for managing conflicts. As a consequence, the solution obtained is acceptable to all parties, reducing the likelihood of further conflicts arising from one party's dissatisfaction. Furthermore, participants in constructive controversies are highly motivated to provide solutions, generate high-quality creative ideas and acquire a deeper sense of mutual friendship and support, becoming more capable of dealing with challenges and conflicts.

If principals effectively apply CCT to managing conflicts, they can create opportunities to enhance teachers' job performance and ultimately improve and transform learning institutions. Better decisions are made when principals change their conceptual views and reasoning by recognizing and accommodating the perspectives and reasoning of

teachers. The current study used CCT to evaluate how principals' communication strategies, creativity, motivation, and promotion of team spirit improve teachers' job performance in Kisii County, Kenya. However, the CCT ignores the performance issue. To bridge the inadequacies of this theory, the expectancy theory of performance management systems was applied.

1.9.2 Expectancy Theory of Performance Management System

The expectancy theory is a key concept that underpins performance management. (Fletcher & Williams 1996; Steers et al., 2004). This theory was suggested by Vroom (1965). Individuals, according to Vroom, act in a particular way because they are encouraged by the expected result of such behavior. This theory assumes that individuals feel there is a link between workload and the benefits they receive as a consequence of their determination, as well as the rewards they receive as a result of that effort and performance. As applied to this study, the theory holds that an individual's performance should always be in line with organizational expectations in terms of achieving specified goals (Salaman et al., 2005). This is true considering that individuals' expectancy is the motivating factor behind employees choosing to behave in a certain way over other options. Expectancy, instrumentality, and valence are the three main components of expectancy theory.

Expectancy is established by an individual's perception that a specific action will undoubtedly assist the individual reach desired performance goals. As a result, individuals can assess whether they have the required skill set to complete a task successfully. When set performance objectives are too high to accomplish, motivation declines.

The practice of awarding for achieving a specific performance goal is linked to instrumentality. As a result, people are motivated to complete tasks that will result in greater rewards if they are completed successfully. Employees' instrumentality can be influenced by promotion policies, appreciation systems, payroll policies, the attitude of superiors, and

meritocracy elements, among others. When employees are motivated equitably rather than equally, conflicts are reduced, which enhances job performance.

Valence is the value of the reward that people receive for displaying the anticipated behaviors. Individuals weigh the benefits they receive for their performance based on a variety of factors. This encompasses unique characteristics, values, goals, and motivational sources. The motives for doing certain activities differ depending on valence (Braithwaite & Schrodt, 2015; Pinder, 2014). Thus, while deciding to act in a certain way, teachers prioritize the aspect that provides the highest motivating force. For motivation to work as a process, these three parameters must function together, since if one of them is missing, the motivation as a whole will be invalid. On the other hand, poor levels of all three elements will result in low motivation. If school principals use effective conflict management strategies to motivate teachers, then teachers' job performance is expected to be enhanced.

In reality, almost all sorts of organizations employ expectancy theory. This is extensively utilized in various domains of employee-employer contact, with a major emphasis on monitoring employee performance. As a result, an organization's creative skills frequently contribute to increased performance (Ferraris et al., 2017). Expectancy theory is used to study the results of organizational training and to evaluate employee performance against organizational goals (Hillman & Dalziel, 2003).

This theory is used to interpret the specific behavior that teachers display based on their expectations. It's worth noting that expectancy theory also suggests that teachers should be motivated differently. This ranges from compliments, good appraisal, professional development and empowerment. As a result, this theory aids in recognizing the specific factors that influence a teacher's performance (Lunenburg, 2011). Conflicts are reduced and work performance is predicted to increase when teachers are recognized and valued.

1.9.2.1 Strengths of Expectancy Theory

Expectancy theory may initiate a motivational process that leads to improved performance. When management understands the concepts of expectancy theory, they may be able to build more successful work teams to fulfill organizational goals. Principals get a greater understanding of what they need to provide to encourage their teachers, identify any skill gaps that require training, and commit to offering the reward. If the correct motivator is offered, these teachers can achieve optimum job satisfaction and performance. This theory contributes to the identification of various motivators that encourage teachers to make decisions relying on their assumptions (Kanfer, 1990; Ramlall, 2004). Furthermore, Vroom's expectation theory of motivation helps teachers understand performance management and the expectations of the school. Principals can utilize this method to assess actual teachers' performance and retain high-performing teachers who provide value to the school (Ramlall, 2004; Samuel & Chipunza, 2009).

1.9.2.2 Weakness of Expectancy Theory

The expectancy theory has sometimes been critiqued as being extremely unrealistic. The performance qualities employed in this theory, which include motivation, employee effort, and the value of incentives, are extremely difficult to quantify. As a result, principals frequently need to combine additional performance assessment theories with the expectancy theory to evaluate and measure individual performance (Paribas & Bagga, 2014). Furthermore; the model assumes that individuals are too reasonable and logical while assessing employees' motivation, effort, and value of rewards. However, in practice, the theory does not provide clear responses to specific motivating concerns. Second, the principal must appropriately appraise teachers' skills and make all necessary resources available to encourage them in their job. This makes it challenging to not just analyze what drives instructors, but also to put those motivations into practice in many settings (Parijat & Bagga,

2014). Teachers may get de-motivated as a result of the principals' lack of understanding, resulting in low performance.

1.9.2.3 Justification of Expectancy Theory

The theory is relevant to the study because school principals can apply it to motivate teachers by appraising them positively, empowering them and assisting them to develop professionally. The theory guided the present study in assisting principals in recognizing that teachers feel that putting out a reasonable amount of effort in conflict management would result in a good performance. Good performance leads to positive outcomes, whereas poor performance leads to negative outcomes. Thus, the Expectancy Theory is useful in this study it advocates for optimization of motivation by tying outcomes to performance, hence motivating teachers equitably rather than equally.

The current study established that the two theories used (Vrooms' expectancy theory and the constructive controversy theory) were not effectively applied by the principals. If principals employed effective strategies such as communication, creativity, motivation, and teamwork to manage conflicts, there would be better teachers' job performance, and minimal conflicts would be realized in public secondary schools in Kisii County, Kenya.

1.10 Conceptual Framework

The conceptual framework is composed of four aspects namely; communication strategies, creativity, motivational strategies, and promotion of team spirit. Figure 1 depicts the relationship between the independent variables, intervening variables, and the dependent variables in this study.

Independent Variable   **Dependent Variable**

Principals' Communication strategies:		Teachers' job performance
• Listening skills • Promptness • Clarity • Accuracy • Confidentiality • Assertiveness **Creativity strategies:** • Flexibility • Empathy • Avoiding • Neutrality • Mediation **Motivational strategies:** • Appraisal • Professional development • Promotions • Sensitization • Fairness • Empowerment **Promotion of team spirit:** • Delegation • Grant of authority • Collaboration	**Government policies** • Capacity building and development • Guidance and counseling • Resource mobilization **School disciplinary policies** • Equality and diversity • Monitoring and evaluation • Teaching hours' policy • Worship policy	• Professional preparedness • Teachers' discipline • Student performance • Time management

Intervening Variable

Figure 1: *Conceptual Framework of the Interaction of Conflict Management Strategies and Teachers' Job Performance*

In the conceptual framework depicted in Figure 1, principals' conflict management strategies are assumed to influence teachers' job performance. In this study, conflict management strategies included communication strategies, creativity, motivational strategies, and promotion of team spirit. Each of these strategies was assessed using different parameters. Communication strategies included principals' listening skills, promptness, clarity, accuracy, confidentiality and assertiveness. The creativity of the principals was measured by their flexibility, empathy, avoidance, neutrality and mediation. Motivational strategies included principals' appraisal of the teachers, professional development, promotions and empowerment of teachers. Team spirit was assessed through principals' delegation of duties to teachers, grant of authority, and collaboration.

The framework shows that the use of communication strategies, creativity, motivational strategies, and team spirit by the principal directly affects the teachers' professional preparedness, discipline, time management and students' performance. Nevertheless, this relationship may be modified by other factors, like government and school disciplinary policies.

On the other hand, government policies may be informed by teachers' job performance, which in turn will influence the conflict management strategies of the school principals. In addition, the conflict management strategies of the school principal may also be influenced by the job performance of teachers. Therefore, effective conflict management strategies must be used to achieve positive job performance from teachers. This study sought to establish conflict management strategies used by school principals concerning the job performance of teachers in public secondary schools in Kisii County, Kenya.

1.11 Operational Definition of Key Terms

Communication Strategies: In this study, it refers to the approach chosen by principals on how to convey information and express or share thoughts and feelings by listening, accuracy and clarity of information.

Conflict Management Strategies: Refer to methods that may be utilized to avoid, control, or resolve conflicts, such as communication strategies, creativity, motivational strategies, and team spirit.

Conflict Management: This is the ability to identify and respond fairly and appropriately to prevent, control, or resolve conflicts.

Conflict: Refers to a disagreement between the principal and teachers or among teachers due to differing interests, thoughts, views and principles.

Creative Conflict Management Strategies: These refer to the principals' capacity to be sensitive and flexible in determining the appropriate course of action in dealing with conflicts, such as directing and mediation.

Job Performance: In this study, it refers to all the activities teachers perform in school, including professional preparedness, the discipline of teachers, finding solutions to students' problems, high student performance and time management to achieve educational aims and goals.

Motivational Strategies: It refers to the approach used by principals to stimulate teachers to be self-driven and accomplish their duties and responsibilities without supervision. Motivational strategies in this study include appraisal, professional development, and teacher empowerment.

Team Spirit: In this research, it refers to how principals help teachers unify and cooperate through delegating power, granting authority, and collaborating.

21

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed studies according to the objectives of the study. The literature was reviewed globally, regionally and locally in relation to the four objectives of the study. It also identified the existing gaps in the literature which were filled by the study.

2.2 Principals' Communication Strategies and Teachers' Job Performance

Research related to conflict management approaches has shown that communication skills are an important aspect of conflict management in enhancing job performance. Tyler (2016) performed a qualitative study on the communication styles of principals in Virginia's high-performing Title I elementary schools. Semi-structured interviews were used to obtain data from eight principals, and publicly available statistics about these schools. The study's findings revealed that regular face-to-face communication, limited use of whole-school meetings, and the school principal's weekly attendance at class meetings with teachers helped motivate teachers to achieve high levels of achievement. It revealed that communication skills are essential for establishing trust between principals and teachers and that good interaction is important in leading teachers to successful teaching.

Since this was a qualitative analysis, data that would have been collected using a quantitative approach is lacking. This can be interpreted as a need to look at principals' communication skills using both qualitative and quantitative approaches in order to improve teacher performance. When qualitative and quantitative techniques are combined, they provide a more comprehensive grasp of how principals' communication skills influence teachers' job performance than either method used alone. The current study was the first of its kind to include to use of both qualitative and quantitative approaches and involve more participants from various secondary school categories to investigate a broader range of issues

22

concerning communication as a conflict management strategy and teacher performance in public secondary schools in Kisii County, Kenya.

In Iran, Mahdieh (2015) investigated the link between communication and organizational conflict, as well as its relevance to performance. As the statistical population, the research institutes overseen by the Ministry of Science, Research, and Technology were chosen. According to data collected from 22 institutions, there is a strong link between organizational communication, organizational conflict, and efficiency. Furthermore, a connection between organizational communication and performance was realized.

The study by Mahdieh provides important insights into the importance of communication in conflict management which corresponds to the current study. However, it was conducted among Iranian research institutions, and it would be appropriate to perform another study in a different Geographical setting to find out whether the results resonate. The use of a convenient sample could also restrict the findings' generalizability. Mahdieh's study only targeted research institutions under the supervision of the Ministry of Science, Research and Technology. The current study used both purposive sampling and simple random sampling to assess communication as a conflict management strategy for teachers' job performance in Kisii County, Kenya, with the view of allowing for more generalization of the findings.

Isik et al. (2018) examined the relationship between internal communication and conflict management techniques in school administration and the perspectives of physical education teachers. The study included 130 physical education teachers from public schools in Bartin, Turkey's provincial capital. Th. results showed a strong link between the interpersonal communication skills of school administration and conflict management techniques. This study only included Physical Education teachers who worked in state

schools. The current study involved more teachers and principals from different categories of public secondary schools in Kisii County.

Kheswa (2015) explored the impact of poor communication on educators' effectiveness in primary schools in the Fezile-Dabi District of South Africa Free State Province. A qualitative design was used in the investigation. Open-ended questionnaires were utilized to obtain data from six purposively chosen educators in a single primary school. Working with authoritarian leaders is a big weakness, according to the research, because there is no meaningful communication. This results in low motivation, disputes, and job discontent, all of which deteriorate the culture of learning and teaching (COLT). This study followed a purely qualitative design and collected data from six purposely selected teachers from one primary school. This sample is not adequately representative to allow for the establishment of ineffective communication about teachers' job performance. The current study involved more participants to explore a broader variety of concerns related to principals' communication strategies in conflict management for teachers' job performance in Kisii County, Kenya.

Adejimola (2009) identifies communication as an essential non-violent strategy for settling conflicts. He believes that communication is essential in encouraging, avoiding, and resolving conflict. In Nigeria, Poitou (2020) conducted a study on communication, conflict, and crisis management to decrease or resolve conflicts via productive and efficient communication. According to the study's results, efficient communication is at the foundation of effective crisis management. It went on to explain that constant and persistent communication is the best solution for crisis management. This study focused on reducing conflicts through effective and efficient communication. However, it did not consider how principals use communication strategies in managing conflicts. The current study differs from this study in the sense that it focused on how communication strategies of listening, accuracy

clarity, confidentiality, assertiveness and promptness are used by principals in conflict management for teachers' job performance in Kisii County, Kenya.

According to Wanjama et al. (2006), most conflicts in schools are caused by poor communication, highlighting the need for individuals to develop good communication skills. Kamande (2016) examined the effectiveness of communication for managing conflicts between administrators and teachers in public secondary schools in Gatanga sub-county, Murang'a County, Kenya. A descriptive survey design was used in the study. The sample was collected using a stratified random sample. A total 10% of the 629 TSC teachers in 46 schools were selected. This equates to 62 responses. Teachers and key respondents were polled using questionnaires and an interview guide, respectively. According to the results, conflicts occur between teachers and administrators in Gatanga sub-county public secondary schools. The study concluded that communication is important in creating, increasing and reducing conflicts.

The researcher obtained data from 62 respondents, which may be considered a small sample size to allow for generalization. Kamande's study is related to the current study because it sheds light on the value of communication in conflict management. However, the current study differs from this study in the sense that it was conducted in a different geographical setting and included more participants to explore a broader variety of communication strategies used by principals in conflict management for teachers' job performance in Kisii County. The current research took into account various communication skills which have not been considered in previous studies. Although much has been published on effective communication in organizations, there seemed to be a paucity of literature focusing on Kenyan educational institutions, specifically in Kisii County.

2.3 Principals' Creative Conflict Management Strategies and Teachers' Job Performance

Creativity contributes to the advancement of the workplace, the resolution of issues, and the management of disputes. According to O'Hara (2017), the creative individual has the sensitivity and capacity to cope with the crisis in a positive way. Sipos and Ionescu (2015) studied the influence of encouraging creative techniques on inventive performance in European countries. According to the study's conclusions, Innovative thinking and creative approaches are essential for European countries to overcome the economic crisis. This can be translated to mean that being creative when dealing with conflicts can enhance performance. Although this study analyzed stimulating creativity methods and innovative performance, it lacked precise information on how the use of creativity in conflict management influences the job performance of teachers. The focus of the current study was how creativity as a conflict management strategy influences teacher job performance in Kisii County, Kenya.

Pick et al. (2015) investigated how innovative organizations deal with the conflicts of exploration and exploitation. A longitudinal case study approach was used in the study, which took place within a worldwide media organization in the creative industries sector. Participant observations, management interviews, survey tools and archival documents were used to collect data. As per the findings, creative companies encounter challenges in knowledge level, learning, and motivation. Since this research was based on a creative organization, its applicability to other organizations is limited. In addition, the study adopted a longitudinal case study approach which requires a substantial amount of time to collect all the data that is required. This differs from the current study which adopted a cross-sectional survey design to enable data to be collected at a single point in time and focused on how school principals can be creative in managing conflict for teachers' job performance in Kisii County, Kenya.

Tan, Lee, Ponnusamy, Koh and Tan (2016) assessed creativity in three secondary schools with the Wallach-Kogan Creative Thinking Test (WKCT). Those who took part included 283 students from the express program (EP) and 290 students from the integrated program (IP). The research looked into four elements of creativity: fluency, adaptability, unusualness, and originality. Results indicated that the classroom environment is essential and that students develop creativity when high-stakes examinations are removed. This study was based on only three secondary schools involving students as participants. Even though the study provided important creativity aspects it did not bring out which element of creativity is more appropriate in managing conflicts. The current study, therefore, involved more schools and focused on more elements of creativity to identify which aspects of creativity in conflict management influence the teachers' job performance in Kisii County, Kenya.

In a different study, Durrah et al. (2018) investigated the influence of collaboration, avoidance, and accommodation on innovation in Oman's petrochemical firms. The study was focused on the Dual-Concern Model of conflict resolution, which states that individuals deal with conflict based on their assertiveness and their empathy. Employees from two petrochemical companies were sampled using a simple random process. Using a questionnaire and a random sampling approach, data were collected from 200 personnel in the administrative, technical, and production sectors. The findings showed that both collaboration and accommodation have an impact on creativity, but avoidance has no effect. This study provided important insights into conflict management and creativity. However, the application of elements of creativity was limited to petrochemical firms. The current study involved more participants to explore creativity strategies used by principals in conflict management and which are more applicable to the school situation for teachers' job performance in Kisii County, Kenya.

Jalali and Heidari (2016) investigated the link between happiness, subjective well-being, creativity, and work performance in the city of Ramhormoz, Iran. A sample of 330 people was drawn using a stratified random sample. The correlation method was used and the data were examined using Pearson's correlation coefficient. The findings revealed that creativity has a great impact on job performance among Ramhormoz City primary school teachers. This study followed a purely quantitative research design and employed a descriptive-correlational method. The current study used both qualitative and quantitative research designs, limiting the constraints that arise by using a single design.

Janssen and Giebels (2013) explored when and why creative people's job performance might be hampered by conflict with coworkers. Data were obtained from a sample of 251 Taiwanese creative entrepreneurs. According to the findings, creative entrepreneurs' cognitive style affects business success by influencing conflict management style. The study revealed a significant relationship between creativity-related conflicts on job performance due to interpersonal conflict. This study solely looked into creative entrepreneurs' cognitive styles, conflict resolution strategies, and professional performance. As per the results of the study, creativity is an important aspect of conflict management, though it did not clarify the dominant aspect in managing conflicts. This necessitated the current study's focus on principals' creative conflict management strategies to determine which creative aspect is prominent in influencing teachers' job performance in Kenya's Kisii County.

Chebon et al. (2019) explored the impact of transformative leadership on employee performance using data from Kenya's Moi Teaching and Referral Hospital (MTRH). The study used a descriptive research approach. The study's target group included 3,739 employees. To select 463 participants for the study, a stratified random sample approach was utilized, with simple random sampling applied in each stratum. According to the findings of the study, leaders promote increased performance by promoting creativity and innovation, as

28

well as motivating people to reconsider previously unchallenged beliefs. According to the study, leaders should handle conflicts by being attentive to the various needs, talents, and desires of individuals.

This study brought out the importance of creativity in employee performance. However, it used stratified random and simple random sampling and was conducted in a hospital, which may not be generalized to the school setting. The current study adopted stratified sampling and criterion-purposeful sampling techniques, hence adding new knowledge to the already existing literature by focusing on principals' creative conflict management strategy on teachers' job performance in public secondary schools in Kisii County, Kenya.

2.4 Principals' Motivational Conflict Management Strategy and Teachers' Job Performance

Motivation is defined as the mechanisms that generate and preserve goal-directed action. A motivated employee has the determination to succeed in life. According to Gobena (2018), motivation enables individuals to utilize their abilities, talents, energy, and time to undertake activities that will help the organization accomplish its aims. Rastegari and Narafshan (2017) recognized motivation as one of the elements that might impact an employee's work performance.

Andriani et al. (2018) evaluated the impact of transformation leadership and work motivation on the performance of teachers. The study used a quantitative method with a correlative research design. 790 teachers from Sekolah Menengah Kejuruan (SMK) Negeri in Palembang, Indonesia participated in the study. Data were obtained through questionnaires distributed to 193 teachers sampled using the cluster sampling technique. The results showed that motivation has a beneficial and significant influence on the performance of teachers at SMK Negeri in Palembang, Indonesia.

This study provided important insights into the impact of motivation on teachers' performance which is in line with what the current study focused on. However, this study followed a purely quantitative design and collected data from 193 teachers sampled using the cluster sampling technique. The cluster approach produces samples that are more prone to sampling error than other sampling methods. The sample size for this study was determined using both criterion purposive and simple random sampling techniques. The criteria purposive technique provided information that has a low margin of error. The current study aided in the understanding of how specific motivational strategies of appraisal, professional development, promotions, sensitization, fairness and empowerment of teachers enhance teachers' job performance by validating the quantitative findings with a few open-ended qualitative questions in Kisii County, Kenya.

Meindinyo and Ikurite (2017) performed a study in a specific Nigerian local government area to determine how motivation affects teacher performance. According to the findings of the study, using the correct motivating factor has a beneficial impact on teachers' performance. The study recommended that; secondary school administrators should employ appropriate motivating techniques such as attitude motivation, rewards, and recognition. Furthermore, frequent training for teachers' workshops should be provided to inspire them to be more productive. Teachers should also be provided with opportunities to advance professionally, such as paid study leave or service training. The current study focused on how appraisal, professional development, promotions, sensitization, fairness and empowerment of teachers improve teachers' job performance.

Oppong (2015) investigated the impact of motivation on the job performance of teachers in the public secondary schools of the South Sekyere District of the Ashanti Region, Ghana. A cross-sectional design was utilized, along with quantitative data collecting and analysis approaches. For the study, 232 teachers were chosen at random. The study indicated

that a deliberate combination of monetary and non-monetary incentives is necessary on a long-term basis to motivate teachers and improve their performance. The management must understand the kind of incentives that will motivate the teachers, as well as how to maintain their enthusiasm during the teachers' involvement with the school.

Even though this study was instructive regarding the influence of motivation on teacher performance, it only targeted public senior high schools. Moreover, standardized questionnaires were used to collect the data from only teachers. On the contrary, the present study adopted both quantitative and qualitative research designs, therefore minimizing the restrictions of the use of a single design. Data were gathered through questionnaires and scheduled interviews with teachers and principals. This allowed for a broader range of responses, resulting in more trustworthy conclusions.

In Kenya, Gathumbi and Malela (2016) studied the impact of inspiring motivation for job engagement of teachers in public primary schools in Matinyani sub-county, Kitui County, Kenya. The study was directed by a single research objective. A descriptive survey design was used in the investigation. The study's sample included 25 principals and 169 teachers. Data were gathered through questionnaires. The study discovered a substantial and favorable link between inspirational motivation and teachers' job commitment. This quantitative study was conducted in public primary schools and may not be generalized in public secondary schools in the entire country. The current study adopted both quantitative and qualitative research designs and focused on specific principals' motivation strategies of appraisal, professional development, promotions, sensitization, fairness and empowerment of teachers on teachers' job performance in Kisii County, Kenya.

Nyakongo (2015) examined the effect of motivation on teachers' job performance in South Rachuonyo sub-county. The achievement theory of McCleland was adopted. To perform quantitative research, a descriptive survey research approach was employed. Data

was gathered from158 respondents out of a population of 1568 using a questionnaire that comprised both closed-ended and open-ended questions. According to the findings, motivation is essential in enhancing teachers' commitment to job performance. The indicators for teachers' performance in this study included the response of teachers to duty, assigning and marking assignments, covering the syllabus, preparing professional documents, monitoring school events, and being present at school regularly.

The study provided important insights into the impact of motivation on the job performance of teachers in public secondary schools. The achievement theory of McCleland was adopted for this quantitative research, while the current study adopted the Constructive controversy theory and the expectancy theory of the performance management system. Different from Nyakongo's study, the use of constructive controversy theory motivated principals to provide solutions, generate high-quality creative ideas and acquire a deeper sense of mutual friendship and support, becoming more capable of dealing with challenges and conflicts.

Momanyi (2015) examined the elements influencing the motivation of teachers in public secondary schools of Marani sub-county, Kisii County. The purpose of the study was to determine how employee satisfaction, incentive systems, training and growth, and work situational variables influenced teacher motivation. The research included 112 teachers and 14 principals. Descriptive statistics such as mean, standard deviation, frequencies, and percentages were used to analyze the data. The qualitative data from the interviews with the principals were analyzed using content analysis. The study's findings revealed that employee motivation is influenced by employee satisfaction, incentive systems, education and vocational training and factors related to the employment situation.

This study did not take into account how principals utilize motivating strategies to improve and enhance teachers' job performance. In contrast to Momanyi's study, qualitative

data in this study were analyzed using thematic analysis. Specific strategies such as appraisal, professional development, promotions, sensitization, fairness and empowerment of teachers were considered in examining how principals' motivating conflict management strategies related to the job performance in public secondary schools, in Kisii County, Kenya.

2.5 Principals' Promotion of Team Spirit and Teachers' Job Performance

Teamwork has been advocated for in every company across the world, particularly in the public sector, to increase employee performance and promote a good work environment. The introduction of teamwork allows the organization to foster an environment that encourages knowledge exchange among personnel. According to Benoliel (2020), strong teamwork at the school administration level aids in the reduction of school conflicts. Teams can help an organization respond to problems faster.

Brown, Ryan, Thorpe, Markle, and Hutchison (2015) conducted a study on evaluating primary care teamwork: triangulation of qualitative and quantitative data. A mixed-methods design was used in the study to evaluate teamwork in 19 Family Health Teams in Ontario, Canada. Findings showed that teams utilized conflict resolution strategies and responded to the changes they faced. While this study is similar to the present one, it focuses on teamwork in health care settings. The current study is different as it focused on how the promotion of teamwork by school principals' aids in conflict management and enhances teachers' job performance.

Zaveria and Thinguri (2016) conducted a study to assess secondary school principals' management abilities and how they impact teamwork in Kenya. The study aimed to develop a basic theoretical framework in which the effectiveness of management abilities in education was investigated in order to determine their impact on enhancing teamwork and teacher productivity in the school. A qualitative analysis was used in conjunction with a non-interactive research design in this study. The study was based on the Bruce Tuckman

33

teamwork theory. The content reviews and desk analysis functions were used in the study. The results indicated that teamwork promotes learning through dialogue, encouragement, the delegation of responsibilities, timely preparation, and impartiality. This leads to a more successful execution of school programs, which results in better success towards defined goals. The researchers advocated for the inclusion of controversial issues in education in teacher colleges and universities for both undergraduates and postgraduates studying educational courses to produce teachers who are well versed in how to deal with controversy.

Zaveria and Thinguri (2016) have indicated that teamwork promotes learning through dialogue, encouragement, the delegation of responsibilities, timely preparation, and impartiality. However, the lack of empirical evidence on how teamwork results in better success towards defined goals restricts the strategies that can influence job performance which creates a critical gap that the current study investigated.

Munene (2010) investigated how various Head teachers' conflict management approaches to influence the growth of teacher teamwork in Gichugu Division public secondary schools, Kirinyaga County. The study concentrated on intrapersonal conflicts generated by opposing interests among teachers. The descriptive survey included 29 head teachers and 342 teachers from all secondary schools in the Gichugu Division. The findings showed that there was little or no teamwork among the teachers in order to achieve the school's goals. This study was significant to the current study since it provided great input on management styles and teamwork development. Nevertheless, the current study is different as it included only public secondary schools in Kisii County to determine how principals foster team spirit as a conflict management strategy in coping with intra-organizational conflicts for teachers' job performance. Specific aspects of teams, such as delegation, grant of authority and collaboration, were thoroughly examined, adding to the body of information already available.

34

Teamwork is required to secure worker ownership, encourage change, develop innovation and creativity, as well as effective decision-making and networking. Kelemba et al., (2017) investigated the impact of teamwork strategies on employee performance in the Kenyan public sector. A sample of 225 employees was used for the study, of which 203 participated in the survey. The sample was selected using both stratified and simple random sampling procedures. The data was gathered using a closed-ended questionnaire. The study concluded that teamwork ensures an organization's efficient functioning. Members of a team have the chance to improve their skills, knowledge, and talents by collaborating. Furthermore, teamwork promotes workplace transparency, inspires invention and creativity, and enables better decision-making and interaction, all of which have an influence on the performance of Kenyan government workers.

Even though this study was concerned with teamwork and its influence on employee performance, data were solely collected via a questionnaire with closed-ended questions. The sensitive data that may have been obtained from open-ended questions was not collected, resulting in a gap. In contrast to this study, the present study sought to collect data from both closed and open-ended questions. To collect data, questionnaires and an interview guide were employed. The questionnaires and interview guide were used to generate confirmatory results.

Kwamboka, (2012) investigated the relationship between teamwork and providing services in a sample of public primary schools in Kenya's Getembe Division. Descriptive correlational research methodology was employed for the investigation. Six (6) public elementary schools were randomly selected from the Getembe Division to represent a sample. The results of the study revealed that there is a high level of team building and a high level of service delivery, and that there is a strong positive association between these two factors among teachers. The study concluded that teams should be formed, teachers should be

motivated by pay increases, and teams should be trained in order to improve student performance. This study was significant to the current study as it revealed the importance of teamwork on delivery of services. However, there was a knowledge gap because conflict management and instructors' performance were not prioritized. The current study, which was carried out in public secondary schools in the county, was necessary to determine how using teams to manage conflicts enhances teachers' job performance.

2.6 Summary of Literature and Research Gaps

According to the reviewed literature on the themes of the current study, failing to manage conflicts appropriately can lead to discontent, which can have a negative influence on teachers' job performance (Owan, 2018; Shanka & Thuo, 2017; Sompa, 2015). However, there seem to be no successful conflict management strategies that principals may use to enhance teachers' job performance. The deficiencies identified in conflict management strategies necessitated a rethinking of which conflict management strategies might improve teachers' job performance. Some studies examined conflict management techniques and their interconnections with the efficiency of teachers' jobs, the attitude of teachers towards work, and emotional intelligence (Latif, 2019; Tyler, 2016; Sipos & Ionescu, 2015; Jalali & Heidari, 2016). However, these studies lacked precise information about effective principals' conflict management strategies on teachers' job performance.

Reviewed literature confirms that there is a connection between organizational communication and performance. Some studies on conflict management used only questionnaires in collecting data (Meindinyo & Ikurite, 2017; Muindi, 2016; Mahdieh, 2015; Nyakongo, 2015). The current study used both questionnaires and interview guides to gather more information on how the use of communication skills in conflict management influences teachers' job performance in public secondary schools in Kisii County, Kenya. The current study sought to fill the methodological gaps by using both qualitative and quantitative

approaches and involving more participants from various secondary school categories to investigate a broader range of issues concerning communication as a conflict management strategy and teacher performance in public secondary schools in Kisii County, Kenya.

Despite an increased interest in the role of motivation in job performance, it is surprising that there is a paucity of empirical research, especially from the perspectives of motivation, creativity and promotion of team spirit by the principals as a conflict management strategies and teachers' job performance in public secondary schools. (Chaudhry et al., 2020; Meindinyo & Ikurite, 2017; Sipos & Ionescu, 2015)

The differences reported as often used by principals in conflict management make it difficult to determine which conflict management strategies are most successful in improving teachers' job performance. Most studies concerned with conflict management strategies were explored by researchers in foreign countries (Ajai, 2017; Sompa, 2015). The majority of them used a single design, either qualitative or quantitative design, which may have hampered the gathering of critical information. Even the few conflict management studies performed in Kenya did exhaust all conflict management strategies. This indicated that gaps still existed, which the current study sought to resolve, hence producing outcomes that could be used locally to resolve conflicts and thereby improve teacher performance.

The current study aimed to address these weaknesses and make a distinctive contribution to the scholarly literature by adopting the concurrent nature of mixed methods for triangulation, specifically confirming the idea of quantitative findings. As a result, the current study is unique in that it investigated how principals' conflict management strategies, such as communication skills, creativity, motivation and team spirit, influenced teachers' job performance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents and discusses the approach that was employed in the current study. It discusses the study's location, research design, target population, sample size and sampling methods, data collection instruments, reliability and validity, data analysis, and ethical considerations.

3.2 Research Design

This study employed a descriptive cross-sectional survey design with a blend of qualitative and quantitative approaches. The descriptive cross-sectional survey design is a suitable design that allows many variables to be studied at the same time with ease. While using a mixed-methods approach, the researcher adopted a concurrent triangulation design. This is an investigative approach combining both quantitative and qualitative designs, as proposed by Creswell and Clark (2011). The concurrent nature of mixed methods for triangulation necessitated the simultaneous gathering of quantitative and qualitative data. This approach required the simultaneous integration of both qualitative and quantitative data stages. The components of triangulation were emphasized in the conclusions. When qualitative and quantitative techniques are combined, they provide a more comprehensive grasp of a studied topic than either method alone (Creswell, 2014). This form of investigation enabled the researcher to validate and expand the conclusions made by each method on the evidence provided by the other. Concurrent use of qualitative and quantitative tests contributes to the depth and scope of the results (Bangi, 2018).

3.3 Location of the Study

This study took place in Kisii County. According to the new Kenyan Constitution of 2010, Kisii County is one of Kenya's 47 counties. It is bordered to the north and east by

Yadira County, to the south by Narks County, and the west by Homabay and Migori counties. The county is divided into eleven sub-counties and 45 wards and spans a total area of 1,332.7 km^2. In 2012, the overall population of the county is expected to have been 1,226,873. The population for the 14-17 age groups is anticipated to have been 131,821 in 2012, with 66,328 men and 65,493 females. This represents 10.7% of the county's total population. This group is currently the potential students in high schools. Kisii County is estimated to have 354 secondary schools with 4697 teachers and a teacher-student ratio of 1:48. Three hundred and fifty-four of the total number of schools are public secondary (Kenya National Bureau of Statistics, 2015). This made Kisii County the perfect location for study at present.

3.4 Target Population

The current study targeted all the 354 public secondary schools, all the principals, 4697 teachers and the County Director of Education in Kisii County.

3.5 Sample and Sampling Procedures

In this study, both probability and non-probability sampling techniques were employed. All public secondary schools in Kisii County were stratified into three strata; boys' only, girls' only and co-educational then simple random sampling was used to select schools from each stratum. This allowed for a more accurate and complete representation. The criterion purposive sampling was used to select twenty-two principals from the already sampled schools. Criterion sampling was utilized for this study because it was used to select principals who were information rich on issues concerning conflict management strategies used to enhance teachers' job performance. Furthermore, it added a valuable qualitative dimension to quantitative results. Teachers were proportionately sampled from each of the three categories. Further, stratification of teachers into male and female was done to sample the teachers at each of the sampled schools in the three strata. Simple random sampling was utilized to select the required number of teachers. Purposive sampling was employed to select

39

the County Director of Education (CDE) because of the managerial position in ensuring that principals properly manage the schools. Hence the sample size for this study was 22 principals, 357 teachers and one County Director for Education as shown in Table 1.

Table 1

Sampling Matrix

Category	Target population	Sampling Technique	Proposed Sample	Actual Participants
Schools	354	Stratified and simple random	22	22
Principals	354	Criterion purposive	22	20
Teachers	4697	Proportionate, stratified and Simple random	357	318
County Director of Education	1	Purposive	1	1

3.6 Description of Research Instruments

Questionnaires and interview guides were used for data collection. Questionnaires were used to collect data from the teachers while the interview guide was used on the County Director of Education and the principals.

3.6.1 Questionnaires for Teachers

According to Kothari (2011), the questionnaire is the most suited tool because of its ability to capture a great quantity of information in a relatively short period, costs less money, and allows the researcher to clarify the intent of the analysis. Both open-ended and closed-ended questions were included in the teachers' questionnaire. There were two parts of the questionnaire. The demographic details, which included the gender, level of education and teaching experience, were dealt with in Section A. Section B, on the other hand, was divided into four subsections centered on the variables in the study objectives. This included:

principal's communication skills in conflict management; principal's creativity in conflict management; the principal's motivational strategies in conflict management; and principal's promotion of team spirit in conflict management (See Appendix V).

3.6.2 In-depth Interview Guide for Principals

The researcher used an interview guide to collect data from the principals of the schools. The interview guide was perfect for collecting unique and accurate information which is free from biases. Additionally, it allowed for more comprehensive data collection and better understanding, as well as higher response rates. The interview guide for the principals was separated into two sections. Section A included demographic information such as gender, academic qualifications and years of experience of the principal. Section B, was divided into four subsections centered on the variables in the study objectives. This included: principal's communication skills in conflict management; the principal's creativity in conflict management; principal's motivational strategies in conflict management; and principal's promotion of team spirit in conflict. (See Appendix VI).

3.6.3 In-depth Interview Guide for County Director of Education

The interview guide for the County Director of Education contained questions based on the four variables of the study objectives. (See Appendix V). The in-depth interview allowed study participants to freely discuss conflict management strategies used by the principals, resulting in the study's data being gathered.

3.7 Validity of the Study Instruments

Validity is the extent to which data gathered with a certain instrument contains appropriate qualities to measure a specific concept (Kasomo, 2015). To achieve face validity, experts from the Catholic University of Eastern Africa and Tangaza University College reviewed all the questionnaire items for readability, consistency, and completeness. To ensure content validity, a number of linked questions addressing different aspects of the study

variables were added to the questionnaire. The researcher requested experts who had knowledge of conflict management from the Catholic University of Eastern Africa and Tangaza University College to scrutinize the content of the instruments to ensure that they covered the important aspects of the study variables. Their feedback was incorporated into the final draft of the questionnaire.

3.8 Piloting of Research Instruments

To determine the reliability of the instruments, the researcher performed a pilot study in two of the secondary schools in Kisii County. The schools included in the pilot test were not used in the final study. Piloting the research instruments enabled the researcher to assess and identify any problems respondents would encounter in completing the research tools. Before the main data collection, the pilot research supplied data that was utilized to modify the questionnaire. During the questionnaire revision, the researcher adjusted a few questions to make them clearer to the respondents.

3.8.1 Reliability of Quantitative Instruments

In this study, the researcher used the split-half technique to determine the reliability of quantitative instruments. The quantitative items on the instrument were split in half, and then a comparison of the results of one half of the instrument with the results from the other half was done. The coefficient correlation between them was then determined. The Pearson correlation between the two sets was measured as a metric of agreement: the higher the correlation, the greater the measures' reliability. The reliability coefficient was calculated using the Statistical Package for Social Sciences (SPSS) software Version 25.0. A split-half correlation of 0 .7 or above was regarded to indicate high reliability. The finding was 0.825 therefore the instrument was considered reliable for the study (See Appendix VII).

3.8.2 Trustworthiness, Credibility and Dependability of Qualitative Instruments

Creating trustworthiness and legitimacy across multiple viewpoints is about providing an alternative that embraces the depth, scope and rigor required for qualitative research (Flick, 2019). The reliability of qualitative research is judged based on credibility, reliability, adaptability, and transferability. In the current study, the researcher used triangulation and member verification to assure the credibility and reliability of the qualitative instruments. Triangulation of various sources of information guaranteed trustworthiness by analyzing data from the sources and using it to create a cohesive justification for the themes. Member checking was also used to verify the authenticity of the qualitative results by returning the final report or detailed explanations to the participants to see if they were accurate (Bruning et al., 2018; Cypress, 2017).

3.9 Data Collection Procedures

The researcher obtained an introductory letter from Tangaza University College Ethics Committee (TUCREC) to gather data from the schools. The researcher then applied for research authorization from the National Council for Science and Technology (NACOSTI). Permission was also sought from the County Commissioner (CC) and the County Director of Education to allow the researcher to gather data in the county's public secondary schools. Upon attainment of the relevant documents, the researcher proceeded to the schools to introduce herself to the school authorities to make arrangements on how and when to administer the research instruments. Thereafter, the researcher and research assistants visited the schools to administer and oversee the teachers' questionnaire filling process, as well as arranged interviews with the principals. Both sets of data were collected, analyzed, and interpreted at relatively the same time.

3.10 Data Analysis Procedures

To analyze the data, questionnaire responses were tabulated, coded, and processed using the computer program Statistical Package for Social Sciences (SPSS), Version 25.0. The SPSS is used to process large amounts of quantitative data, as it contains a wide range of statistics specifically designed for the social sciences. (Martin & Acuna, 2002). The data were analyzed using descriptive statistics: frequency distribution and percentages and inferential statistics mainly Pearson's correlation to show the relationship and association between the study variables. The data was presented in form of tables, pie charts, and graphs.

To analyze qualitative data, the researcher transcribed and did a thematic analysis of the interview transcripts to come up with codes, categories and themes. Presentation of qualitative data analysis was done in form of themes supported by raw data excerpts.

3.11 Ethical Considerations

Any study involving human contact must be ethically controlled to guarantee that volunteers do not experience uncomfortable experiences, abuse, or bodily harm. Ethics is when one obtains knowledge and consent from respondents, respects the rights of those being studied, and does not injure them. Furthermore, cultural differences, gender, anonymity, secrecy, and confidentiality were all taken into account.

Before the commencement of data gathering from the participants, the researcher was granted clearance by the NACOSTI. The research was also brought to the attention of the County Commissioner and the County Director of Education. Individual respondents' informed consent was also sought first before carrying out the study. Participants were briefed on what was required of them, how the data was to be used, and the potential implications of taking part in the study. To participate in the study, individuals were required to complete a consent form. Participants were guaranteed of their privacy, anonymity, and

confidentiality. Respondents were also given the option to pull out of the study at any moment. Anonymity was ensured by use of special codes to refer to schools and participants.

During the study, the researcher protected the participants' privacy, avoided site disturbance, accurately communicated the study's intent, avoided manipulation, avoided coercion, respected the study participants, and maintained confidentiality through anonymity. Additionally, the researcher avoided exposing the participants to any sort of harm, including mental stress, physical harm, psychological harm, emotional harm, and embarrassment.

Ethics were maintained during and after the research process. The researcher ensured that the research materials were not manipulated and the results of the study were reported honestly and without bias. To verify the accuracy of the information gathered from the participants, member checking was utilized. Confidentiality of any information provided by the participants was maintained by the use of pseudonyms for the participants.

Finally, to avoid plagiarism, the researcher acknowledged both primary and secondary sources of information. The researcher securely kept the raw data which will be destroyed six months after the thesis is submitted. In addition, when writing and citing any source of data, the researcher followed the American Psychological Association (APA) seventh edition.

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents the response rate of the study participants, discusses

demographic data of the participants, and analyses the study variables in accordance with the

study's objectives.

4.2 The Response Rate of the Participants

This study used a questionnaire and an interview guide to collect data from

participants. The questionnaire was used for teachers and the interview guide for school

principals and the County Director for Education. A summary of the results is presented in

Table 2.

Table 2

Response Rates of Study Participants

Participants	Sampled Participants	Actual Participants	Response Rate (%)
Teachers	357	318	89
Principals	22	20	91
County Director of Education	1	1	100

Table 2 indicates that out of 357 teachers who participated in the study, 318 (89%)

filled in and returned the questionnaire. Five teachers claimed to have lost the questionnaires;

one teacher was sick and was in the hospital when the questionnaires were being collected. In

addition, some teachers returned unfilled questionnaires while others did not return them at

all for unexplained reasons. These factors led the return rate for the teachers to be less by

11%. Table 2 further shows that out of the 22 principals selected for the study, 20 of them

were available for interviews making the response rate to be 91%. One of the principals was on paternity leave; another had gone for a three-day conference, so the two were unavailable for interviews, which decreased the response rate by 9%.

The County Director of Education was available for an interview hence constituting a response rate of 100%. The total response rate was 92% which is recommendable by Mugenda and Mugenda (2013) who assert that a response rate of 50 percent is appropriate for data analysis and reporting, a response rate of 60 percent is good, and a response rate of 70 percent and above is exceptional.

4.3 Demographic Information of the Respondents

The study sought to find out the demographic information of the teachers and principals in terms of gender, age, education level, and teaching experience.

4.3.1 Analysis of Gender of the Respondents

The study sought to establish the gender of the participants in public secondary schools in Kisii County to determine whether there was a significant difference between male and female participants in rating the principals' conflict management strategies on teachers' job performance. The participants' gender is analyzed and reported in Table 3.

Table 3

Gender of Participants

Participants	Males	%	Females	%
Teachers	172	54.1	146	45.9
Principals	12	60	8	40
County Director	1	100	0	0

The results reveal that out of 318 teachers who participated in the study, 172 (54.1%) were males, while 146 (45.9%) were female. Further, the study established that out of 20

principals who participated in the study, 12 (60%) were male while 8 (40%) were female. The interviewed County Director was a male, hence 1 (100%). The findings indicate that male participants were more which indicate gender imbalance in the teaching profession. This gender disparity is likely to impact on the teachers' job performance as male and female tend to act differently in conflict situations.

4.3.2 Distribution of Teachers According to Age Bracket

This study sought to establish teachers' age bracket to determine whether their age had an effect on the level of their job performance. Their responses are presented in Figure 2.
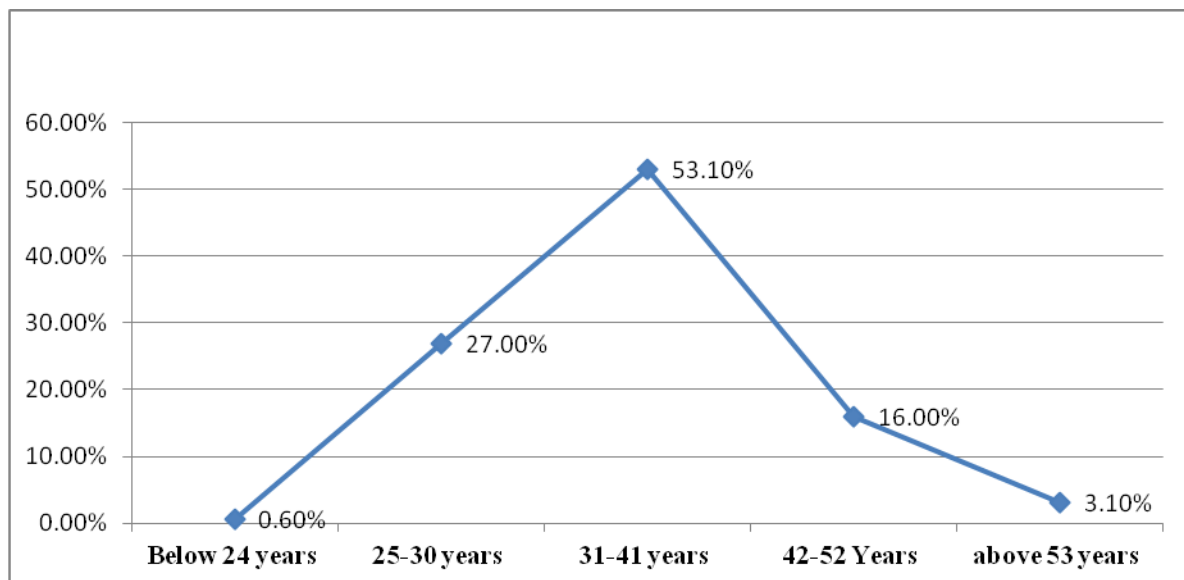
Figure 2: *Age Bracket of Teachers*

The study findings as shown in Figure 2 indicate that 0.6% of the teachers were below 24 years old and 27% were in the age bracket 25 and 30 years. Most teachers (53.1%) fell in the age bracket 31 and 40 years. Fewer teachers fell in the age bracket of 42years and above. Young teachers tend to be more ambitious in their careers than teachers who have reached retirement age. However, they may easily be discouraged by the challenges of work which may create conflicts. Also, these findings show that there were more teachers who were in

48

their early twenties, and as a result, they may not have had enough experience and expertise to deal with conflicts that arose in schools.

4.3.3 Distribution of Teachers According to Academic Qualifications

Teachers were further required to indicate their academic qualifications. This was to find out whether teachers' qualifications had an effect on their job performance. The results are presented in Figure 3.
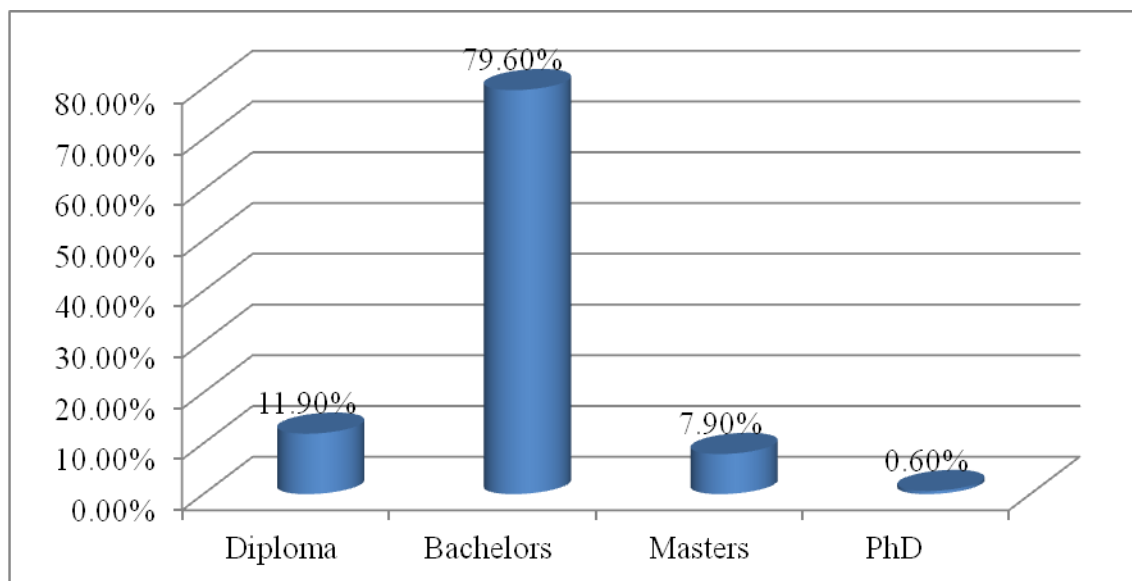
Figure 3: *Distribution of Teachers According to Academic Qualifications*

The analysis of the results shows that of the sampled teachers, the highest percentage (79.60%) of them had a Bachelor's degree. The proportion of teachers with a diploma was 11.90%. The teachers who had attained a Master's degree accounted for 7.90%. A small percentage (0.60%) of teachers were Ph.D. holders. This shows that a majority of the teachers have acquired the expected competence, knowledge and skills to be able to perform better in their job.

4.3.4 Distribution of Teachers According to the Teaching Experience

To determine the teachers' experience, teachers in the selected public secondary schools were required to indicate their teaching experience measured in years of service, and the results are shown in Figure 4.
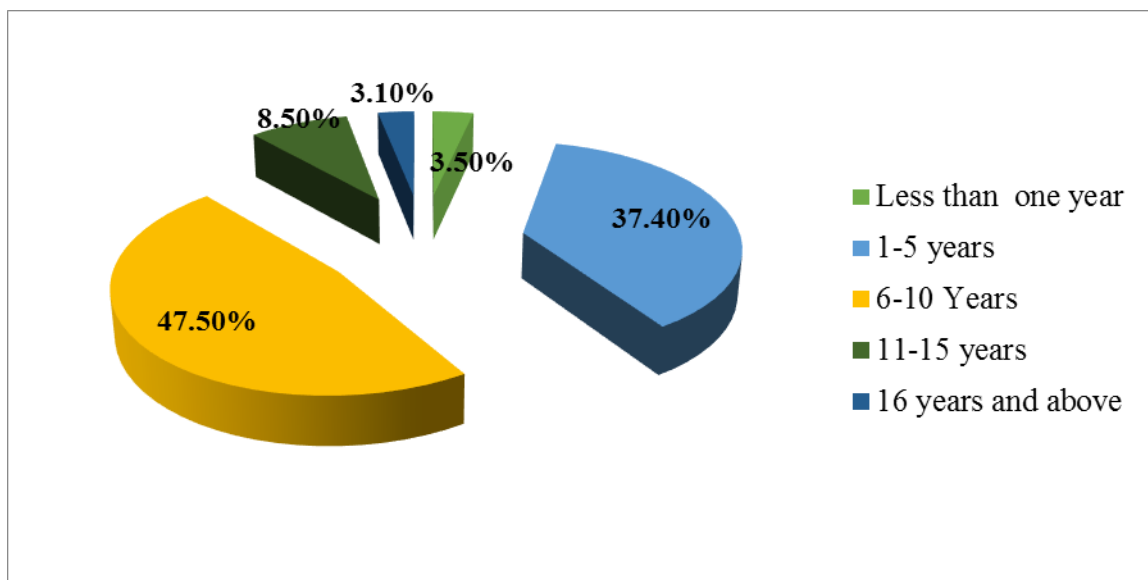
Figure 4: *Teaching Experience of Teachers*

As shown in Figure 4, the majority of the teachers (47.50%) have experience of between 6-10 years. Given that teachers generally have varied experiences and will be in different career growth stages, they are likely to bring their new and existing knowledge to their job, which places them in a better position to handle conflicts constructively. Such a wide range of experiences would also be advantageous in resolving teacher conflicts and thus improving teacher performance.

4.3.5 Distribution of Principals According to Academic Qualifications

The participating principals were asked to indicate their professional qualification levels to find out whether they had the required expertise and competence to enable them to deal effectively with the conflicts that arise in schools. This is because qualified principals

are deemed to have the knowledge and skills required to deal with issues of conflicts in learning institutions more effectively than those without the minimum qualifications. The principals' responses are shown in Figure 5.
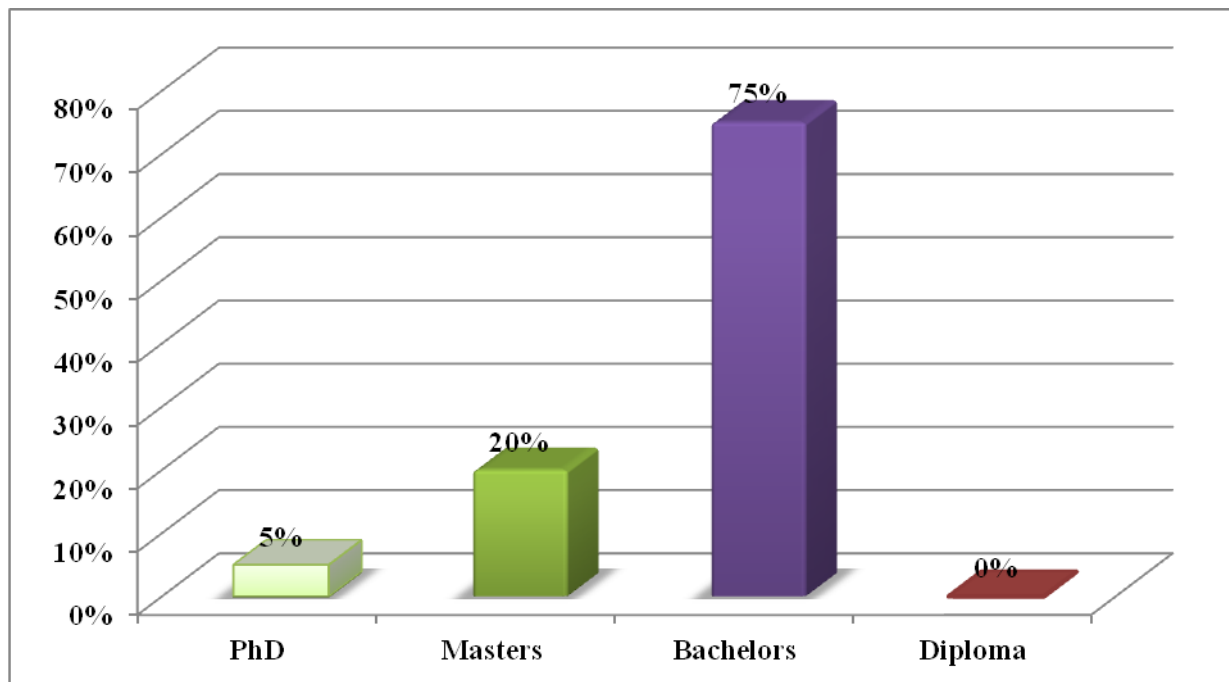
Figure 5: *Academic Qualifications of the Principals*

The findings in Figure 5 indicate diverse levels of professional qualification of the principals. The majority of the principals 75.0% attained bachelor's degrees, which is the basic requirement level for one to qualify to be a principal of a secondary school in Kenya (TSC, 2019). This implied that all the principals were qualified to be principals of schools. As shown in Figure 5, a further 20.0% of the participating principals had attained a master's degree, while 5.0% were graduates with PhDs. These principals are deemed to have acquired the right knowledge and skills needed to manage conflicts in secondary schools to foster the successful performance of teachers. This is in line with the findings of Wagunde (2015), who assessed the impact of principals' age on conflict management styles in secondary schools in Kisumu County, Kenya. The study unearthed that conflict management necessitates specific

management skills, and principals' academic qualifications enable them to design proper plans and follow proper procedures in managing conflicts. Wagunde (2015) recommended that the government provides subsidies to help principals improve their academic qualifications.

4.3.6 Distribution of the Principals by Years of Experience

The study sought to establish the years of experience of principals to determine whether they accumulated more knowledge and skills with years of service that could help them apply different techniques and methods in managing conflicts in public schools. Applying specific methods for resolving various conflicts would help to improve the job performance of teachers. The findings are presented in Figure 6.
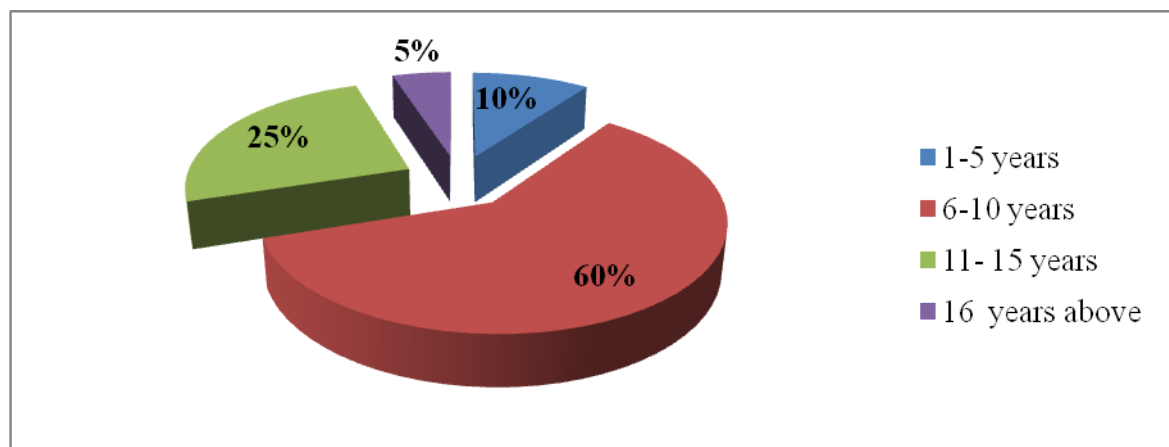
Figure 6: *Distribution of Years of Experience of Principals*

The analysis of the results shows that 25% of the principals had experienced between 11-15 years, 5 % had the experience of 16 years and above, and 10% had the experience of 1-5 years. The majority of the principals (60%) had been principals for between 6-10 years. This is an ideal experience for principals to learn about the problems and causes of teacher conflicts and how these conflicts impact teachers' job performance in their specific schools. These findings concur with that of Gholston (2015) who found out that work experience was a key factor in hiring decisions of managers in the USA. Further, Aslanargun (2015)

acknowledges that principals' knowledge and interaction with teachers also tend to increase with years of administrative experience in the school.

4.4 Findings of the Study

This section deals with the findings of the study based on the objectives of the study which include: the principal's communication skills as a strategy in conflict management; principals' creativity in conflict management; principals' motivational strategies in conflict management and principals' promotion of team spirit in conflict management.

4.4:1 Principals' Communication Skills as a Strategy in Conflict Management

Teachers were required to show their level of agreement or disagreement with the statements about principals' communication skills as a strategy in the management of conflicts in public secondary schools in Kisii County. The findings are shown in Table 4, where the teachers used the scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD)

Table 4

Principals' Communication Skills as a Strategy in Conflict Management

Statement	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	f %
The principal listens actively to teachers to ensure mutual understanding.	7	2.2	71	22.3	11	3.5	157	49.4	72	22.6
The principal communicates promptly and in a timely manner.	5	1.6	54	17.0	31	9.7	164	51.6	64	20.1
The principal always communicates with clarity	1	0.3	25	7.9	22	6.9	101	31.8	169	53.1
The principal uses appropriate channel of communication	3	0.9	19	6.0	108	4.0	72	22.6	116	36.5
The principal ensures Confidentiality in communication	64	20.1	195	61.3	19	6.0	17	5.3	23	7.2
The principal is assertive in communication	9	2.8	44	13.8	25	7.9	143	45.0	97	30.5
The principal's listening skills in conflict management enhance teachers' job performance	142	44.7	109	34.3	27	8.5	29	9.1	11	3.5
The principal's clarity in communication enhances teachers' job performance	122	38.4	170	53.5	18	5.7	2	0.6	6	1.9
The principal's accuracy in communication enhances teachers' job performance	10	32.7	198	62.3	7	2.2	3	0.9	6	1.9
The principal's confidentiality in Communication enhances teachers' job performance	26	8.20	62	19.5	222	69.8	4	1.3	4	1.3

As seen in Table 4, most of the teachers 157 (49.4%) disagreed with the statement that principals listen actively to teachers to ensure mutual understanding. Failure of principals to actively listen to teachers poses a big challenge because as the leader in the school, one must listen to teachers if they are to help in resolving teachers' issues. Tyler (2016) pointed out that listening is an important aspect of communication. It is critical in building trust between principals and teachers. In school leadership, trusting interactions between a principal and teachers are important in leading teachers to successful teaching and conflict resolution.

Further, results in Table 4 show that the majority of the teachers 164 (51.6%) disagree that the principal communicates promptly and on time. This finding expresses a big challenge in the management of conflicts in public secondary schools since timely communication in terms of feedback allows quick resolutions of issues among the teachers. Similar findings were established by Min (2017), who found out that timely communication is an important aspect of conflict management in any organization. Further, 169 (53.1%) of the teachers strongly disagreed that the principal always communicates with clarity. This is a serious flaw on the part of the principals because clear communication improves teacher connections and engagement. It also improves teacher trust and transparency, which is crucial to avoiding conflicts.

Regarding confidentiality, the majority of the teachers 195(61.3%) agreed that the principal ensures confidentiality in communication. Confidentiality is vital because it protects the individuals' preferences and rights, which ensures peace among the teachers. Eisenkopf (2016) notes that confidentiality creates an environment of trust where teachers are free to discuss issues knowing that their privacy, personal integrity and safety will be maintained. Further, most of the teachers 143 (45.0%) disagreed that the principals in their schools are assertive in communication. Principals must be firm in their decisions if they are to influence

55

the actions of the teachers. In an interview with one of the principals concerning the communication strategies used in conflict management, the principal narrated: "I listen to my teachers whenever there is a conflict without being judgmental towards any of the teachers involved in the conflict." This strategy has often helped me to be objective in solving conflicts that arise among teachers (Principal 4, 9th December 2021). This response from the principal was similar to that of the County Director of Education, who commented:

Listening is an important communication strategy in resolving conflicts. I often encourage principals of schools to listen to the teachers as this would help in understanding their needs, which in turn improves their performance. Principals who have applied listening as a skill in communication have managed to solve conflicts faster. I, therefore, wish that all my principals would use this strategy, as an important aspect of conflict management. I believe once conflicts are managed in schools, the teachers' performance will increase (County Director of Education, 10th December 2021).

With regards to listening skills, study results showed that 142 (44.7%) of the teachers strongly agreed that the principals' listening skills in conflict management enhance teachers' job performance. In an interview with the County Director of Education, it was evident that listening is an integral part of the leadership that is often overlooked. Kamande (2016) acknowledges that communication skills are essential in creating, increasing, and reducing conflicts. Although the domain of educational leadership has concentrated on vision and mission building, human relations, and communication in general, there has been little effort put into recognizing and developing listening skills.

The study established that 27 (8.5%) of the teachers were undecided on whether the principals' listening skills in conflict management enhanced teachers' job performance. Teachers who were undecided on this statement could have been influenced by the confusion over what constitutes listening skills among the teachers. A study by Engdawork (2017) stated that the major conflict management strategies included developing leadership skills and recognizing individual differences and roles, which are achieved through proper listening by the principals. In an interview, a principal narrated: "I endeavor to understand the causes

of conflicts among my teachers. More often, I do this through active listening to their needs and interests, which gives me ideas on how to help them" (Principal 7, 12th December 2021).

The study further found that 139 (43%) of the teachers agreed that the principals' promptness in communication enhances teachers' job performance, 124 (39.0%) of the teachers strongly disagreed, while the minority 3(0.9%) disagreed with the statement. This finding relates to the findings of Perpetua (2019), who discovered that effective communication skills improved teachers' job satisfaction and performance. The results in table 4 further shows that most of the teachers agree that the principals' clarity in communication enhances teachers' job performance. The clarity in principals' communication helps teachers know what is expected of them; hence, allowing them to execute their jobs better and with confidence.

Regarding teachers' job performance, 104 (32.7%) of the teachers strongly agreed with the statement, 198 (62.2%) agreed, and the minority (3 0.9%) disagreed with the idea. However, 222 (69.8%), most teachers were undecided on whether the principals' confidentiality in communication enhances teachers' job performance. This could mean that most teachers do not often interact with their principals, and as a result, they don't know their communication behaviors regarding confidentiality. The County Director of Education of Education, in an interview, stated:

Conflict management in schools demands that principals develop some conflict management strategies. For instance, school principals need to be assertive and firm in dealing with teachers to enable them to improve their performance (County Director of Education, 10th December 2022).

Teachers were further asked to respond to the statements about the extent to which they thought the principals' communication skills enhanced teachers' job performance in public secondary schools. The degrees of measurements used were: very large great extent, large extent, moderate extent, small extent, and no extent. The data collected is presented in Table 5.

Table 5

Extent to which the Principals' Communication Skills as a Conflict Management

Strategy Enhanced Teachers' Job Performance

Extents	Frequencies(f)	Percentages(%)
Very great extent	5	1.6
Great extent	39	12.3
Moderate extent	164	51.6
Small extent	85	26.7
No extent	25	7.9

As shown in Table 5, more than half of the teachers 164 (51.6%), stated that to a moderate extent, the principals' communication skills as a conflict management strategy enhanced teachers' job performance in their schools. This finding could mean that the principals of schools need to improve on their communication strategies to effectively manage conflicts in schools. This finding conforms to the study of Perpetua (2019) which found that effective communication techniques moderately influenced teachers' job performance.

4.4.2 Principals' Creativity in Conflict Management

The study further investigated how principals' creative conflict management strategies influence teachers' job performance. The findings are shown in Table 6, where the teachers used the scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 6

Principals' Creativity in Conflict Management

Statement	SA f	%	A F	%	UD f	%	D f	%	SD f	%
My school principal is flexible and open in dealing with different conflicts at school	84	26.4	221	66.4	13	4.1	2	0.6	8	2.5
The principal of the school makes thoughtful choices that support creative choices	59	18.6	53	16.7	194	61.0	7	2.2	5	1.6
The principal comes up with diverse ideas quickly	5	1.6	32	10.1	16	5.0	15	47.5	11	35.8
The principal always allows room for alternative ideas from the teachers	3	0.9	34	10.7	16	5.0	219	68.9	45	14.2
The principal resolves the conflict by guiding the teachers	154	48.4	137	43.1	18	5.7	1	0.3	8	2.5
The principal remains neutral when resolving conflicts	68	21.4	47	14.8	179	56.3	11	3.5	13	4.1
The principal facilitates information to and between disputing teachers	64	20.1	54	17.0	177	55.7	6	1.9	17	5.3
My school principal assures impartiality and neutrality in dealing with conflicts	89	28.0	154	48.4	29	9.1	24	7.5	22	6.9

As shown in Table 6, 84 (26.4%) of the teachers strongly agreed that their school principals are flexible and open in dealing with different conflicts at school, while 211 (66.4%) agreed with the statement. Only 2 (0.6%) of the teachers disagreed with the statement. In the process of resolving conflicts, principals need to exercise flexibility in

59

negotiating what can lead to joint benefit in relationships. The study by Ionescu (2015) found that innovative thinking and creative approaches are essential for overcoming crises, including conflicts in any community such as schools. Further, the majority of the teachers 194 (61.0%) were undecided on whether the principal's choices of conflict resolution strategy can be termed as a creative one. This could be due to a lack of involvement of the teachers to fully understand what is going on concerning what the principals of the schools do.

The statement that the principal comes up with diverse ideas quickly was disagreed upon by the majority of the teachers 183(57.6%). It was realized that several teachers were in favor of the statement that the principal should always allow room for alternative ideas from the teachers 219 (68.9%). This study supports Basake's (2020) argument that principals should constantly include teachers in decision-making on issues that affect the school since this helps to avoid misunderstandings and conflicts. The analysis of the results also showed that the largest percentage of teachers, 291 (91.5%) agreed that the principal resolves conflicts by guiding the teachers. As the leader, a principal must be involved in guiding and advising teachers on how to avoid conflicts in order to enable them to concentrate on their tasks.

Most teachers 179 (56.3%) were undecided on whether the principal remains neutral when resolving conflicts or not. This finding contradicts the response of the principal in an interview concerning the preferred communication strategy in conflict management. The principals narrated:

When communicating with teachers, I make sure my message is clear to avoid any misunderstanding. This has always aided me in minimizing teacher miscommunication and conflict, which has resulted in my teachers performing better (Principal 7, 13th December 2021).

In an interview with the County Director of Education, it was found out that the creative strategies of the principals are important in dealing with conflicts among the teachers

hence principals must be equipped with appropriate creative strategies to help solve teacher conflicts in public secondary schools in Kisii County.

The findings revealed that most teachers 243(76.4%) agreed with the statement that the school principal assures impartiality and neutrality in dealing with conflicts. Impartiality is an important strategy in resolving conflicts. Striving for impartiality happens when the process of resolution is untainted by the principals' biases and prejudices so that the conflicting teachers can focus on resolving their concerns rather than having the input of the principal. As Sumilee (2013) puts it, the school principal is a mediator in conflict management and his efforts contribute to successful outcomes by improving disputants' trust in mediators' fairness.

The teachers were asked to indicate their level of agreement or disagreement with the statements regarding principals' creativity in conflict management. The findings are as shown in Table 7 where the respondents used a scale of: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 7

Principals' Creativity as a Strategy in Conflict Management on Teachers' Job Performance

Statement	SA f	%	A f	%	UD f	%	D f	%	SD f	%
The principal's empathy in dealing with conflicts enhances teachers' job performance	72	22.6	110	34.6	109	34.3	14	4.4	13	4.1
The principal's avoiding style in dealing with conflicts enhances teachers' job performance	72	22.6	108	34.0	102	32.1	14	4.4	22	6.9
The principal's creativity in allowing room for alternative ideas from the teachers enhances teachers' job performance	161	50.6	139	43.7	4	1.3	3	0.9	8	2.5
The principal's creativity in coming up with diverse ideas in dealing with conflicts enhances teachers' job performance	70	22.0	104	32.7	99	31.1	21	6.6	24	7.5
The principal's neutrality when resolving conflicts enhances teachers' job performance	111	34.9	186	58.5	11	3.5	2	0.6	8	2.5
The principal's mediation style in dealing with conflicts enhances teachers' job performance	147	46.2	140	44.0	11	3.5	6	1.9	11	3.5

The results in Table 7 show that some teachers agreed that the principals' empathy in dealing with conflicts enhances teachers' job performance. Empathy allows the principal to imagine the thoughts, feelings, and perceptions of the teachers and is essential to resolving conflict and ensuring the sustainability of unity among the teachers. Hodges (2001) notes that empathy provides obvious benefits at both the individual and societal levels by allowing

people to coordinate their behavior and prevent misunderstandings that lead to incompetence and conflicts. Most teachers 180 (56.6%) agreed that the principals' avoidance strategy in dealing with conflicts enhances teachers' job performance. The study found that teachers 300 (94.3%) agreed that the principal's creativity in allowing room for alternative ideas from the teachers enhances teachers' job performance. Teachers tend to be more creative at their work when they are allowed to come up with ideas concerning what they do. These findings are in agreement with the findings of a study by Chika (2019) on teachers' involvement in decision-making in secondary schools in Nigeria, which established that teachers' participation in decision-making influences their job performance.

The majority of the teachers 174 (54.7%) agreed that the principals' creativity in coming up with diverse ideas in dealing with conflicts enhances teachers' job performance. It was further discovered that several teachers (97.9%) agreed that the principals' neutrality when resolving conflicts enhances teachers' job performance. The principals' impartiality helps the teachers involved in any conflicts reach a mutual solution that will improve their job performance. A majority of the teachers 287(90.2%) agreed that the principals' mediation style in dealing with conflicts enhances teachers' job performance. A principal in an interview narrated:

When dealing with teachers' conflicts, I tend to be neutral to allow the disputing parties themselves to have control over the agreement to be reached. This has worked for me and has always improved the performance of my teachers" (Principal 3, 9th December 2021).

Amoh (2020) recommends mediation as a preferred alternative strategy in conflict management. It is therefore important for the teachers and principals to go to mediation whenever and wherever conflicts arise.

4.4.3 Principals' Motivational Strategies in Conflict Management

The teachers were asked to indicate their level of agreement or disagreement with the statements regarding principals' motivational strategies in conflict management. The findings are shown in Table 8 where the respondents used a scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 8

Principals' Motivational Strategies in Conflict Management

Statement	SA f	%	A f	%	UD f	%	D f	%	SD f	%
The school principal ensures there is an effective performance appraisal system in the school	100	31.4	199	62.6	11	3.5	2	0.6	2	0.6
The school principal sensitizes teachers on the availability of opportunities for professional development in the school	45	14.2	44	13.8	7	2.2	37	11.6	185	58.2
The principal develops assessment standards for promotions and rewards to deserving teachers	41	12.9	41	12.9	3	0.9	65	20.4	168	52.8
There is fairness in access to professional development for teachers in my school	54	17.0	34	10.7	15	4.7	3	0.9	212	66.7
Teachers at my school have the authority to negotiate the school's various values in order to improve job performance.	59	18.6	87	27.4	136	42.8	23	7.2	13	4.1
I believe that I am empowered to empower others	86	27.0	187	58.8	33	10.4	2	0.6	10	3.1

The findings in Table 8 show that principals in public secondary schools are in favor of professional development for their teachers, which is vital for teachers' improvement in their performances. A higher percentage of teachers 199 (62.6%) agreed that the school principal ensures there is an effective performance appraisal system in the school. In an interview with the County Director of Education, it emerged that education is a learning cycle without an end. Continuing education allows teachers to improve their abilities and work more professionally.

A bigger percentage of the teachers 168 (52.2%) disagreed that the principal develops assessment standards for promotions and rewards to deserving teachers. This could mean that principals are not having the standards they use to reward teachers in public secondary schools, which may result in the discontentment among the teachers especially when there is unfairness in rewards. As Mejia (2015) notes, fair rewards motivate employees to work better. Therefore, it is important that principals reward teachers with raises to motivate them to do their work. The study found a higher percentage of teachers 212 (66.7%) who disagree that there is fairness in access to professional development for teachers in my school. Most teachers 173 (85.8%) believe that they are empowered to empower others. This agrees with what one of the principals stated: "when teachers are empowered, they can be motivated to perform their jobs in better ways." The overall analysis of the results shows that teachers in public secondary schools in Kisii County are not well-motivated, which could be the cause of discontentment and conflicts.

Teachers were also asked to indicate how much they agreed or disagreed with the claims about the principals' conflict management motivating strategies. The findings are shown in Table 9.

65

Table 9

Principals' Motivational Strategies in Conflict Management on Teachers' Job Performance

Statement	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	f%
The appraisal system used in the school enhances teachers' job performance	52	16.4	37	11.6	5	1.6	66	20.8	157	49.4
Sensitization of teachers on availability of opportunities for professional development in the school enhances teachers' job performance	68	21.4	208	65.4	33	10.4	2	0.6	7	2.2
The assessment standards for promotions and rewards to deserving teachers enhances teachers' job performance	57	17.9	226	71.1	24	7.5	2	0.6	9	2.8
Creating awareness of opportunities to improve the teachers' skills and knowledge enhances teachers' job performance	147	46.2	148	46.5	13	4.1	2	0.6	8	2.5
Fairness in access to professional development for teachers in my school enhances teachers' job performance	128	40.3	164	51.6	15	4.7	2	0.6	9	2.8
Authority granted to teachers to negotiate the school's various values enhance teachers' job performance	107	33.6	179	56.3	17	5.3	4	1.3	11	3.5
The empowerment of teachers enhances my job performance	68	21.4	155	48.7	38	11.9	2	0.6	5	17.3

The results show that 89(28%) of the teachers agreed that the appraisal system used in the school enhances teachers' job performance, 223(70.2%) disagreed, and 5(1.6%) were undecided on the statements. These findings disagree with Wanjiku's (2013) findings in a

66

study conducted in Kiambu County on teachers' perspectives of the importance of performance appraisal and found that it had a positive influence on teaching and learning processes. However, there were a higher percentage 276 (86.8%) of teachers who agreed that sensitization of teachers on the availability of opportunities for professional development in the school enhances teachers' job performance. One principal in an interview stated that:

I avail opportunities to my teachers for professional development because I always want them to perform better. So, whenever there is a seminar or workshop anywhere and one or two teachers are interested, I allow them to attend. I believe by offering these opportunities, my teachers will be motivated to work better. (Principal I, 8th December 2021)

Teachers should be provided with opportunities to advance professionally, such as in-service training. Meindinyo and Ikurite (2017) recommended that frequent training for teachers should be provided to inspire teachers to be more productive. The statement that assessment standards for promotions and rewards to deserving teachers enhance teachers' job performance was highly ranked by teachers since there were 226(71.1%) who agreed with it. Teachers who strongly agreed that creating awareness of opportunities to improve the teachers' skills and knowledge enhances teachers' job performance accounted for 147(46.2%), those who agreed were 148(46.5%) and the smallest percentage of teachers was 2(0.6%) disagreed with the statement. This shows that teachers in Kisii County are aware that professional development enables them to acquire the knowledge and skills needed to perform better at their jobs.

More than half of the teachers 164(51.6%) agreed that fairness in access to professional development for teachers in their schools enhances teachers' job performance. Fairness enhances cooperation among teachers and as such makes them more willing to learn from each other which improves their performance. Empowered teachers tend to be creative at their jobs since they can apply their creativity and innovativeness. This is supported by

Intabo (2011) who established that teacher empowerment improves teachers' performances. Therefore, it is important that teachers be empowered to enable them to perform better.

4.4.4 Principals' Promotion of Team Spirit in Conflict Management

The teachers were asked to indicate their level of agreement or disagreement with the statements regarding Principals' promotion of team spirit in conflict management. The findings are shown in Table 10 where the respondents used a scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Table 10

Principals' Promotion of Team Spirit in conflict Management

Statement	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
My principal delegates duties on a merit basis	56	17.6	79	24.8	18	5.7	148	46.5	17	5.3
Delegation increases the level of positive relations among the teachers	51	16.0	208	65.4	33	10.4	17	5.3	9	2.8
The principal has granted me Sufficient power and authority to perform my duties	127	39.9	152	47.8	22	6.9	5	1.6	12	3.8
Grant of authority instills loyalty and belonging to the institution	133	41.8	148	46.5	23	7.2	2	0.6	12	3.8
There is an effective mechanism within the teams for conflict management	15	4.7	72	22.6	8	2.5	164	51.6	59	18.6
I have the opportunity to collaborate with other teachers in my school	120	37.7	156	49.1	20	6.3	9	2.8	9	2.8
The principal delegates teachers to deal with conflicts	22	6.9	38	11.9	246	77.4	1	0.3	11	3.5

As indicated in Table 10, most teachers 148 (46.5%) disagreed that their principals delegate teachers on a merit basis. This finding could mean that the principals in public secondary schools in Kisii County are not objective when delegating tasks to teachers, which creates mistrust, conflicts, and demotivates teachers' performance. Soubagleh (2019) revealed that in order to minimize misunderstanding and conflict among teachers, the school must instill trust, respect, stability, and teamwork within its environment. Building trust, proper delegation, and teamwork are the most effective strategies for managing conflict. The statement that delegation improves the level of positive relations among the teachers was agreed upon by the majority of the teachers 208 (65.4%). Most teachers 152 (47%) disagreed with the statement that the principal has granted them sufficient power to perform their duties. Since teachers are not given the freedom to perform their duties, it could explain why there are conflicts among the teachers in Kisii County. This finding disagrees with the argument of the principal, who stated that: "I like promoting team spirit among my teachers by encouraging them to embrace learning from one another." Further, I have also delegated responsibilities to the teachers, which enhances their performance "(Principal 6, 14th, December 2021).

The findings revealed that several teachers 277(88.3) agreed that the grant of authority instills loyalty and belonging to the teachers. This is because when teachers are granted authority, they feel trusted and empowered. Study results also noted that a bigger percentage of teachers 164 (51.6%) disagreed that there is a mechanism in the teams for conflict management. This could explain why there are conflicts in schools. A majority of the teachers 246 (77.4%) were undecided on whether principals delegate teachers to deal with conflicts. This could mean that delegation is not noticed in the schools by the teachers.

Delegation is important because it empowers a team, builds trust, and assists in the

professional development of teachers.

The teachers were further asked to indicate their level of agreement or disagreement

with the statements regarding principals' promotion of team spirit in conflict management.

The findings are as shown in Table 11 where the respondents used the scale of:

Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree
(SD).

Table 11

**Principals' Promotion of Team Spirit as a Conflict Management Strategy on Teachers'
Job Performance**

Statement	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Delegation of duties on a merit basis by my principal enhances teachers' job performance	150	47.2	153	48.1	5	1.6	4	1.3	6	1.9
Power and authority granted to me by the principal to perform my duties enhance my job performance	116	36.5	174	54.7	9	2.8	8	2.5	11	3.5
Mechanisms placed within the teams for conflict management enhances teachers' job performance	18	5.7	21	6.6	257	80.8	4	1.3	18	5.7
The opportunity to collaborate with other teachers in my school enhances my job	146	45.9	150	47.2	7	2.2	6	1.9	9	2.8
Delegation increases my level of job performance	111	34.9	179	56.3	9	2.8	8	2.5	11	3.5

Table 11 shows that 303 (95.3%) are in favor of the statement that delegation of

duties on a merit basis enhances teachers' performance. Delegation is a big indicator of trust

by the principals to the teachers, which reduces the tension that comes with a lack of trust

70

between the administration and the teachers. Nonetheless, the majority of teachers 174(54.7%) agreed that the power and authority bestowed upon them improve their performance. Most teachers 257(80.8%) were undecided on whether there was a mechanism put in place to deal with conflicts among the teachers. This could mean that most teachers have not paid attention to what is in place to help solve conflicts among themselves in respective their schools.

The majority of teachers agreed that being able to collaborate with other teachers improves their performance. Collaboration leads to the sharing of experiences, which enhances knowledge sharing and spurs performance. The statement that delegation improves teachers' job performance was agreed upon by 179 (56.3%) of the teachers. Delegation is crucial because it offers teachers the ability to make decisions as well as responsibility for the results. According to Mihai (2019), delegating is an essential motivator since it is connected to improving teacher confidence and this is a perquisite for improved performance. The County Director of Education in an interview had this to say:

Delegation relieves the principals from attending to minor or routine types of duties; hence they are able to devote greater attention and effort towards broader and more important responsibilities (The County Director of Education, 10th December 2021).

4.5 Correlation Analysis

Correlation analysis examines the degree or extent of connection amongst the variables as well as the direction of such connection. It is based on the assumption of a straight-line linear relationship between the quantitative variables. The findings of the correlation analysis are presented in this part to indicate the strength and nature of the relationship between the studied variables. Pearson provides the results for each variable (r). A correlation analysis was performed to determine the relationship between principals' conflict management strategies and teacher job performance in public secondary schools in Kisii County, Kenya. SPSS version 25.0 was used to calculate Pearson correlation for each of

the variables, which were then utilized to see if the independent variables were interdependent and if the independent variables were related to the dependent variable.

Through correlation analysis, the study was able to establish the degree, direction, and strength of the relationship among the variables. A correlation coefficient with values ranging from -1 to +1 is depicted in correlation analysis. A value of +1 indicates that two variables are perfectly connected in a favorable (straight) way, -1 indicates that two variables are perfectly related in unfavorable [straight] while 0 indicates that the variables have no linear relationship (Gogtay & Thatte, 2017). Scholars argued that correlation coefficients greater than 0.5 are strong, 0.3 to 0.5 (moderate), and less than 0.3 (weak) (Heale & Twycross, 2015). The study results indicate that there is a significant relationship between the variables since the corresponding p-value was less than 0.05 at a 95% confidence level. The results of the correlation in the study are presented in Table 12.

Table 12

Correlation Analysis Results

Principals' conflict management strategies	Sig. (2-tailed)	Pearson Correlation
Listening kills	0.380	0.049**
Promptness	0.962	0.003**
Flexibility	0.000	0.467**
Neutrality	0.009	0.147**
Appraisal	0.000	0.405**
Professional development	0.000	0.229**
Empowerment	0.000	0.282**
Delegation	0.005	0.158**
Collaboration	0.003	0.164**
** Correlation is significant at the 0.05 level (2-tailed).		

Based on the correlation results in Table 12, there existed a weak but positive and insignificant association between the listening skills of the principals and the teachers' job performance (r=0.049, p=0.380>0.05). The study results also show that there was a very weak and insignificant association between promptness in the communication of the principals and teachers' job performance (r=0.003, p=0.962>0.05). This implies that promptness in communication as a component of principals' conflict management strategies does not have a significant influence on teachers' job performance in public secondary schools in Kisii County, Kenya. The study however established that there was a moderate positive and significant association between the flexibility of the principals and teachers' job performance in public secondary schools in Kisii County (r=0.467, p=0.000<0.05). This implies that as a component of principals' conflict management strategies, the flexibility of the principals does have a positive significant influence on teachers' job performance in public secondary schools in Kisii County, Kenya.

Study results also revealed that there existed a weak positive and significant association between principals' neutrality and teachers' job performance in public secondary schools in Kisii County, Kenya (r=0.147, p=0.009<0.05). The implication of this is that when the principal is neutral in his communication this is likely to positively influence the performance of teachers in a significant way. Similarly, the study established that there was a moderate positive and significant association between principals' appraisal of teachers and teachers' job performance in public secondary schools in Kisii County (r=0.405, p=0.000<0.05); implying that appraisal significantly influences teachers' job performance in public secondary schools in Kisii County.

The results also indicated that there existed a weak positive and significant association between principals' support of professional development and teachers' job performance in public secondary schools in Kisii County (r=0.229, p=0.000<0.05). Moreover, there was a

weak positive and significant association between the empowerment of teachers and teachers' job performance in public secondary schools in Kisii County (r=0.282, p=0.000<0.05). This implies that support for professional development has a positive and significant influence on teachers' job performance in public secondary schools in Kisii County.

The above analysis also revealed that there was a weak positive and significant association between principals' delegation of teachers and teachers' job performance in public secondary schools in Kisii County (r=0.158, p=0.005<0.05). Finally, the results reveal a weak positive and significant association between collaboration with teachers and teachers' job performance in public secondary schools in Kisii County (r=0.164, p=0.000<0.05). These findings agree with those of Adesubomi (2021) in a study about the impact of conflict management on employees' job performance in a public sector organization in Nigeria that found a positive relationship between conflict management strategies used by organizational managers and employee's job performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study and the conclusion of the research study. It also presents the recommendations of the study. The chapter finally suggests areas for further research.

5.2 Summary of the Study

This study examined the school principals' conflict management strategies in relation to how they influence teachers' job performance in public secondary schools in Kisii County, Kenya. The summary of the findings is presented according to the research objectives that guided the study.

The study established that 229(72%) of the teachers disagreed that the principals listen actively to teachers to ensure mutual understanding. This could show that principals do not consider listening actively to teachers as a priority in conflict management. It was also revealed that principals in public secondary schools do not promptly communicate with their teachers. This was shown by the majority of the teachers 228(71.7%) who strongly disagreed that their principals communicate promptly. Most teachers agreed 195(61.3%) that principals should ensure confidentiality in communication. There was a general agreement between the County Director and the principals that listening to teachers is a better conflict management strategy.

Pearson Product Moment Correlation was employed to assess the relationship that existed between principals' conflict management strategies and teachers' job performance. It was found that there existed a positive though the weak and insignificant association between the listening skills of the principals and the teachers' job performance (r=0.049,

75

p=0.380>0.05). The study results also showed that there was a very weak and insignificant association between promptness in the communication of the principals and teachers' job performance (r=0.003, p=0.962>0.05). These findings show that the principals' assertiveness had a positive and significant influence on teachers' job performance in public secondary schools in Kisii County.

It was established from the study that 295(92.4%) of the teachers agreed that principals in Kisii County are flexible and open in dealing with different conflicts in schools. The majority of the teachers 265(83.3%) strongly disagreed that their principal quickly comes up with diverse ideas for conflict management and that they always allow room for alternative ideas from the teachers. The information from the principals and the County Director of Education indicates that the creative strategies of the principals are important in dealing with conflicts among teachers. Principals' empathy in dealing with conflicts was found to enhance teachers' job performance.

Further, this research found that 219(68.9%) of the teachers disagreed that principals allow room for alternative ideas from teachers. Most of the teachers, 287(90.2%) agreed that the principal's mediation style in dealing with conflicts enhances teachers' job performance.

The correlation statistics show that there was a moderate positive and significant association between the flexibility of the principals and teachers' job performance in public secondary schools in Kisii County (r=0.467, p=0.000<0.05). This study, therefore, holds that principals' flexibility had a positive but insignificant influence on teachers' job performance in public secondary schools in Kisii County. Study results also revealed that principals' neutrality had a positive but insignificant influence on teachers' job performance in public secondary schools in Kisii County.

Regarding motivational strategies of the principal, it was established that a bigger percentage of the teachers 199(62.6%) agreed that the school principals ensure there is an

effective performance appraisal system in the school. A majority of the teachers 222(80.9%) strongly disagreed that the school principals sensitize teachers on the availability of opportunities for professional development in the school. The County Director asserted that professional development helps teachers continually improve their skills and become more professional at their work. A higher percentage of the teachers 212(66.7%) disagreed that there is fairness in access to professional development for teachers in their schools. Most teachers 173(85.8%) believed that they are empowered to empower others. This was reinforced by the findings from the principals who stated that they empower teachers so that they can empower others. There were a higher percentage 276 (86.8%) of teachers who agreed that sensitization of teachers on the availability of opportunities for professional development in the school enhances teachers' job performance. The study further found that the majority of the teachers 164(51.6%) agreed that fairness in access to professional development for teachers in their schools enhances teachers' job performance.

Correlation analysis revealed a moderate positive and significant association between principals' appraisal of teachers and teachers' job performance in public secondary schools in Kisii County. (r=0.405, p=0.000<0.05). The results further indicate that there existed a weak positive and significant association between principals' support of professional development and teachers' job performance in public secondary schools in Kisii County (r=0.229, p=0.000<0.05). Further, the study established a weak positive and significant association between the empowerment of teachers and teachers' job performance in public secondary schools in Kisii County. (r=0.282, p=0.000<0.05).

The results of the Principal's teacher appraisal strategy suggest a positive but insignificant correlation between teachers' job performance in public secondary schools in Kisii County Similar results were raised when correlating teacher professional development and teacher job performance where the correlation was positive but insignificant.

77

Regarding the promotion of team spirit, the study found that principals in public secondary schools do not delegate teachers on a merit basis. Most teachers 152(47%) disagreed with the statement that the principals grant them sufficient power to perform their duties. There was a general disagreement among the teachers 197(61.9%) that the principals give them authority to make decisions. The majority of the teachers 246 (77.4%) were undecided on whether principals delegate teachers to deal with conflicts. Still, the majority of the teachers 174(54.7%) agreed that the power and authority granted to them enhanced their performance. Most teachers 257(80.8%) were undecided on whether there is a mechanism put in place to deal with conflicts among the teachers.

Correlation analysis revealed that there was a weak positive and significant association between principals' delegation of teachers and teachers' job performance in public secondary schools in Kisii County (r=0.158, p=0.005<0.05). The study also revealed a weak, positive and significant association between principals' collaboration with teachers and teachers' job performance in public secondary schools in Kisii County.

5.3 Conclusions of the Study

The study examined conflict management strategies used by school principals in relation to the job performance of teachers in public secondary schools in Kisii County, Kenya. The study drew conclusions based on the study objectives. The findings of the study led to the conclusion that the conflict management strategies such as communication, creativity, and motivation strategies used by principals are not implemented properly in public secondary schools. Principals do not consider listening actively to teachers as a priority, and they also do not communicate promptly, with clarity, and promptly with their teachers, which affects the performance of teachers.

In terms of creativity as a strategy in the management of conflicts by the principals, the study concluded that the principal's creativity in allowing room for alternative ideas from

78

the teachers enhances the teachers' job performance. However, the majority of the teachers disagreed that the principals allow room for alternative ideas from the teachers which limits the teachers from participation in the decision-making of the school, which consequently demotivates them and leads to their poor performance.

Regarding the principals' motivational strategies in conflict management, the study found that there is no fairness in the access of the teachers to professional development opportunities and there is no effective appraisal system in place. The study, therefore, concluded that the school principals do not effectively use motivational strategies to improve the performance of teachers which explains why there is an ineffective performance of teachers.

Lastly, regarding the promotion of team spirit by the principals, there was a general agreement among teachers that the principals do not delegate duties on a merit basis and no mechanism is put in place for conflict management. Therefore, from the study's findings, it was concluded that principals do not promote teamwork, which contributed to conflicts and ineffectiveness in the teachers' job performance in public secondary schools in Kisii County. However, a correlation analysis of the results revealed that principals' collaboration with teachers has a positive and significant relationship with teachers' job performance in public secondary schools in Kisii County (r=0.164, p=0.000<0.05).

5. 4 Recommendations of the Study

Based on the findings, the study made recommendations for policy, recommendations for theory, recommendations for practice, and recommendations for further research.

5.4.1 Recommendations for Policy

It was recommended that the government organize seminars and workshops through the TSC to instruct principals on conflict management strategies. This would help the principals better manage teacher-related conflicts, which would enhance teachers' job

performance. Furthermore, it was recommended that the government, through the TSC, develop policies that would offer guidelines to help principals manage conflicts among teachers. As a result, teachers will perform their jobs more effectively since mutual respect will be fostered among them, which will allow them to teach without being interrupted by conflicts. These recommendations are based on the finding that principals do not effectively use communication, creativity, motivation, and team spirit as conflict management strategies.

5.4.2 Recommendations for Theory

The Constructive Controversy Theory (CCT) was used in the investigation. Although the theory is a useful tool for managing conflicts and improving the quality of decisions, the results of the current study showed that principals have only rarely used the theory to manage conflicts, which has impacted teachers' ability to do their jobs effectively. Therefore, it is crucial that the government, through the TSC should train the principals on how to use CCT in conflict management to improve the teachers' job performance.

5.4.3 Recommendations for Practice

It was recommended that the Ministry of Education train principals in listening techniques, which are crucial for effective communication. This would aid principals in conflict management since they would be able to listen actively to the teachers to ensure mutual understanding. This recommendation is based on the finding that principals do not consider listening actively to teachers as a priority, which affects their performance.

The study also suggested that principals of public schools make sure that teachers are given equal opportunity when delegating tasks because this will strengthen teacher unity and collaboration, which will ultimately lessen conflicts and improve teachers' job performance. This is in light of the discovery that teacher delegation lacks fairness.

The study also recommended principals consider granting teachers some discretionary authority because doing so will help them feel more a part of the schools where they work.

As a result, the teachers' work performance will also improve. This recommendation is based on the finding that principals do not give teachers the authority to make decisions that demotivate them and affect their job performance.

5.4.4 Recommendations for Further Research

It was recommended that a study on principals' conflict management strategies and teachers' job performance be conducted in other counties in Kenya to find out the findings will resonate with the current study's findings. More information from this would whether enable the government, through the TSC, to create rules that would support principals in handling conflicts in their schools.

The study also suggests that a study be conducted on principals' conflict management strategies and teachers' job performance in private secondary schools in Kisii County, Kenya. This would assist principals of public secondary schools in assessing their own approaches to handling conflicts in order to improve the efficiency of their staff.

Additionally, it was suggested that a study be undertaken on principals' conflict management strategies and students' academic performance in public secondary schools in Kisii County, Kenya.

REFERENCES

Abdul, G. A., & Sehar, S. (2015). Conflict management and organizational performance: A case study of Askari Bank Ltd. *Research Journal of Finance and Accounting*, *6*(11), 201.

Adejimola, A. S. (2009). Language and communication in conflict resolution. *Journal of Law and Conflict Resolution*, *1*(1), 001-009.

Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers' performance. *International Journal of Scientific & Technology Research*, *7*(7), 19-29.

Aslanargun, E. (2015). Teachers' expectations and school administration: Keys of better communication in schools. *Eurasian Journal of Educational Research*, *15*(60), 17-34.

Bangi, Y. I. (2018). Prevalence of Mixed Methods Research in Education Journals. *International Journal of Academic Research in Business and Social Sciences*, *8*(6), 109-119.

Benoliel, P. (2020). Principals' boundary activities and school violence: The mediating role of school management teams. *Educational Management Administration & Leadership*, *48*(2), 286-304.

Bloom, T. (2015). The business of migration control: Delegating migration control functions to private actors. *Global Policy*, *6*(2), 151-157.

Bodtker, A. M., & Jameson, J. K. (2001). Emotion in conflict formation and its transformation: Application to organizational conflict management. *International journal of conflict management*.

Braithwaite, D. O., & Schrodt, P. (2015). *Engaging theories in interpersonal communication: Multiple perspectives*. Thousand Oaks, CA: SAGE.

Bruning, C., Godri, L., & Takahashi, A. R. W. (2018). Triangulation in Case Studies: incidences, *appropriations and misunderstandings in research in the area of Administration. Administration: teaching and research, 19*(2), 277-307.

Chanda, C. E. (2019). *The nature and effect of conflict management systems in Secondary Schools of Matero Zone in Lusaka District* (Doctoral dissertation, The University of Zambia).

Chaudhry, A. Q., Munawar, S., & Sittar, K. (2020). Role of Principals' Motivational Strategies and Performance of Elementary Schools Teachers Regarding their Academic Qualification. *Journal of Elementary Education*, *29*(2), 109-120.

Chebon, S. K., Aruasa, W. K., & Chirchir, L. K. (2019). Influence of individualized consideration and intellectual stimulation on employee performance: Lessons from Moi teaching and referral hospital, Eldoret, Kenya. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, *24*(7), 11-22.

Coleman, P. T., Deutsch, M., Marcus, E. C., & Pabon, A. (2019). *The handbook of conflict resolution: Theory and practice*. John Wiley & Sons, San Francisco, CA.

Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.

Creswell, J. W., & Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.

Cypress, B. S. (2017). Rigor or reliability and validity in qualitative research: Perspectives, strategies, reconceptualization, and recommendations. *Dimensions of Critical Care Nursing*, *36*(4), 253-263.

Dawson, N. C. (2018). *Our Brothers' Keeper: The Leadership Practices of African-American Male Principals and Their Work with African-American Male Students in Rural Schools* (Doctoral dissertation, University of North Carolina at Greensboro).

Deutsch, M. (1977). *The Resolution of Conflict: Constructive and Destructive Processes*: Yale University Press.

Durrah, O., Allil, K., Gharib, M., & Alhamoud, A. (2018). How different styles of conflict management determine creativity? Exploring petrochemical companies in Oman. *Journal of Economics and Business*, *1*(4), 455-463.

Edet, A. O., Benson, U. R., & Williams, R. E. (2017). Principals' conflict management strategies and teachers' job effectiveness in public secondary schools in Akwa Ibom State, Nigeria. *Journal of Educational and Social Research*, *7*(2), 153-158.

Edwin, R. W. (2013). Conflict management strategies adopted by commercial banks in Kenya. (TA No. 62804/D61/2010). *Unpublished undergraduate thesis, University of Nairobi, Kenya*.

Eisenkopf, G. (2016). *Communication and conflict management*. (Working paper series, 2015-21.)

Fact, K. N. B. S. (2015). Figures. Kenya National Bureau of Statistics.

Ferraris, A., Santoro, G., & Dezi, L. (2017). How MNC's subsidiaries may improve their innovative performance? The role of external sources and knowledge management capabilities. *Journal of Knowledge Management*, *21*(3), 540-552.

Fletcher, C., & Williams, R. (1996). Performance management, job satisfaction and organizational commitment. *British Journal of Management*, 7(2), 169–179.

Flick, U. (2019). *Designing qualitative research*. Sage.

Gathumbi, A. M., & Malela, K. P. (2016). Influence of Inspirational Motivation on Teachers' Job Commitment in Public Primary Schools in Matinyani Sub County, Kitui County, Kenya.

Ghavifekr, S., Nair, A., & Ibrahim, M. S. (2019). Practicing conflict management strategies in primary schools: A Malaysian scenario. *Global Business & Management Research*, *11*(1).

Göksoy, S., & Argon, T. (2016). Conflicts at schools and their impact on teachers. *Journal of Education and Training Studies*, *4*(4), 197-205.

Hillman, A. J., & Dalziel, T. (2003). Boards of directors and firm performance: Integrating agency and resource dependence perspectives. *Academy of Management review*, *28*(3), 383-396.

Isik, U., Sunay, H., & Cengiz, R. (2018). The Relationship between School Administrators' In-House Communication and Conflict Management Strategies According to Physical Education Teachers' Perceptions. *Asian Journal of Education and Training*, *4*(4), 266-271.

Jalali, Z., & Heidari, A. (2016). The relationship between happiness, subjective well-being, creativity and job performance of primary school teachers in Ramhormoz City. *International Education Studies*, *9*(6), 45-52.

Janssen, O., & Giebels, E. (2013). When and why creativity-related conflict with coworkers can hamper creative employees' individual job performance. *European Journal of Work and Organizational Psychology*, *22*(5), 574-587.

Jiang, J. J., Chang, J. Y. T., Chen, H.-G., Wang, E. T. G., & Klein, G. (2014). Achieving IT program goals with integrative conflict management. *Journal of Management Information Systems, 31*(1), 79-106.

Johnson, D. W. (2008). Constructive Controversy: The Value of Intellectual Conflict, *in* Proceedings of the IACM 21st Annual Conference, Social Science Research Network, Rochester, NY.

Johnson, D. W., & Johnson, F. P. (2017). Joining together: Group theory and group skills. NY, NY: Pearson.

Johnson, D. W., & Johnson, R. T. (1979). Conflict in the Classroom: Controversy and Learning. *Review of Educational Research*, *49*(1)51–69.

Jones, T. (2000). Conflict Resolution Education: Goals, Models, Benefits and Implementation. Temple University

Kamande, M. W. (2016). *The Effectiveness Of Communication In Conflict Resolution Between Administration And Teaching Staff In Public Secondary Schools In Gatanga Sub-County In Murang'a County, Kenya* (Doctoral dissertation, University of Nairobi).

Kanfer, R. (1990). Motivation theory and industrial and organizational psychology. *Handbook of industrial and organizational psychology, 12*(5), 75–130.

Kasomo, D. (2015). *Research methods in humanities and education: Qualitative and quantitative research made simple*. Saarbrucken: LAP Lambert Academic Pub.

Kelemba, J., Chepkilot, R., & Zakayo, C. (2017). Influence of teamwork practices on employee performance in public service in Kenya. *African Research Journal of Education and Social Sciences*, *4*(3), 1-9.

Kenya National Bureau of Statistics. (2015). *County statistical abstract: Kisii County.*

Kheswa, J. G. (2015). Exploring the impact of ineffective communication on educators' teaching performance at primary schools. *International Journal of Educational Sciences*, *11*(3), 330-340.

Kipyego, L. B. (2013). Conflict Management Methods Used by Secondary Schools Head Teachers: A Case of Nandi Central District, Nandi County, Kenya. *Unpublished Master of Education (Administration) Thesis*.

Kothari, C. R. (2011). *Research methodology: Methods and techniques*. New Age International.

Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement.*

Kriesberg, L. (2009). *Constructive conflicts: From escalation to resolution*. Rowman & Littlefield.

Kwamboka, L. G. (2012). Team building and service delivery in selected public primary schools in Getembe Division, Kisii County, Kenya.

Kwapong, L. S. A., Opoku, E., & Donyina, F. (2015). The effect of motivation on the performance of teaching staff in Ghanaian polytechnics: The moderating role of education and research experience. *Global Journal of Human Resource Management*, *3*(6), 30-43.

Lunenburg, F. C. (2011). Expectancy Theory of Motivation: Motivating by Altering Expectations. *International Journal of Management, Business, and Administration*, 15(1).

Lussier, R. N. (2015). *Management fundamentals: Concepts, applications and skill development*. Los Angeles, Calif: SAGE.

Mahdieh, O. (2015). Interaction between communication and organizational conflict and its relationship with performance. *Interaction*, *1*(2), 6-12.

Martin, K., & Acuna, C. (2002). SPSS for institutional researchers. *Bucknell University*.

Meindinyo, R. O., & Ikurite, N. (2017). Influence of motivation on teacher's performance in a local government area in Nigeria. *Journal of Humanities and Social Science*, *22*(5), 22-28.

Min, J. (2017). Mergers in higher education: A case study of organizational culture, communication, and conflict management strategies in the university system of Georgia.

Ministry of Education (2018), Report on School unrest, Machakos, Nairobi.

Momanyi, V. N. (2015). *Factors affecting teacher motivation in public secondary schools in Marani sub county, Kisii County* (Doctoral dissertation, University of Nairobi).

Munene, S. W. (2010). *Head teachers' Conflict Management Styles in Building Teachers' Teamwork in Public Secondary Schools in Gichugu Division, Kirinyaga District, Kenya* (Doctoral dissertation, University of Nairobi).

Nakell, P. (2019). Education under Threat in West and Central Africa. UNICEF Child Alert. *UNICEF*.

Northouse, P. G. (2016). *Leadership Theory and Practice (7th Edition).* London, United Kingdom: SAGE Publications, Inc.

Ntide, P. D. (2015). Conflict management strategies used by head-teachers and teachers of primary schools in Tanzania. *Journal of Education, Humanities & Sciences*, *4*(2), 36-41.

Nyabiage, J. (2017). An assessment of the effect of dispute management practices on employee performance in Kenya: a case study of Nyamache tea factory, Kisii County.

Nyakongo, O. H. (2015). *Influence of Motivation on Teachers' job Performance in Public Secondary Schools in Rachuonyo South Sub-County, Homa-Bay County: Kenya* (Doctoral dissertation, Doctoral Dissertation, Kenyatta University).

Nyakundi, G. M., & Orodho, J. A. (2020). Influence of Competence on Performance of Teachers in Public Secondary Schools in Kisii County-Kenya.

Odhong, M. A. (2014). *An investigation of the strategies used by secondary principals in managing conflicts: a case of Migori county Kenya.*

O'Hara, W. E. (2017). *The Art of Recomposition: Creativity, Aesthetics, and Music Theory* (Doctoral dissertation).

Omene, G. R. (2021). Conflict management strategies as a prerequisite for effective organizational performance: An exploratory analysis. *International Journal of Business & Law Research 9 (4)*, 187-199.

Oppong, I. K. (2015). *The effect of motivation on Teachers' work performance in public Senior High Schools in the Sekyere South District* (Doctoral dissertation).

Owan, V. J. (2018). *Conflict management strategies and secondary school teachers' job effectiveness in Obura Local Government Area of Cross River State, Nigeria.* B. Ed. Project, University of Calabar.

Parijat, P., & Bagga, S. (2014). Victor Vroom's Expectancy Theory of Motivation – An Evaluation. *International Research Journal of Business and Management*, 7(9).

Piaget, J. (1976). Piaget's Theory, *in* Inhelder, B., Chipman, H. H. & Zwingmann, C. eds., Piaget and His School, Springer Study Edition, Springer Berlin Heidelberg, p. 11–23.

Pick, D., Weber, P., Connell, J., Geneste, L. A., Knight, E., & Harvey, W. (2015). Managing exploration and exploitation paradoxes in creative organizations. *Management Decision*.

Pinder, C. C. (2014). *Work motivation in organizational behavior*. New York: Psychology Press, Taylor and Francis.

Rahim, M. A. (2015). *Managing Conflict in Organizations*. New Brunswick (U.S.A.): Transaction Publishers.

Ramlall, S. (2004). A review of employee motivation theories and their implications for employee retention within organizations. *Journal of American Academy of Business*, *5*(1/2), 52–63.

Rastegari, S., & Narafshan, M. (2017). Fostering EFL learners' motivation: Quick and narrow listening strategies. *Journal of Advances in English Language Teaching*, *5*(2), 13-24.

Riang'a, K. J. (2013). *Principals' strategies influencing students' discipline in public secondary schools in Kisii central district, Kenya* (Doctoral dissertation).

Riaz, M. K., Jamal, W., & Latif, K. F. (2019). Moderating role of intrinsic motivation on the relationship of work family conflict and job performance in frontline officers of Islamic banks. *Business and Economic Review*, *11*(3), 161-179.

Rohner, D., & Saia, A. (2019). Education and conflict: Evidence from a policy experiment in Indonesia.

Ryan, S. (2017). The stages of conflict and the practical science of peace. In *Universities and Conflict* (pp. 29-43). Routledge.

Saiti, A. (2015). Conflicts in schools, conflict management styles and the role of the school leader: A study of Greek primary school educators. *Educational Management Administration & Leadership*, *43*(4), 582-609.

Salaman, G., Storey, J., & Billsberry, J. (2005). *Strategic Human Resource Management: Theory and Practice*. The Sage Publications.

Samuel, M.O. & Chipunza, C. (2009). Employee retention and turnover: Using motivational variables as a panacea. *African Journal of Business Management*, *3*(9), 410.

Shanka, E. B., & Thuo, M. (2017). Conflict Management and Management Strategies between Teachers and School Leaders in Primary Schools of Wolaita Zone, Ethiopia. *Journal of Education and Practice*, *8*(4), 63-74.

Sipos, G. L., & Ionescu, A. (2015). Stimulating creativity methods and innovative performance in European countries. *Timisoara Journal of Economics and Business*, *8*(1), 163-182.

Soliku, O., & Schraml, U. (2018). Making sense of protected area conflicts and management approaches: A review of causes, contexts and conflict management strategies. *Biological Conservation*, *222*, 136-145.

Sompa, M. (2015). *Management strategies of interpersonal conflicts between teachers and head teachers in secondary schools of Lusaka Province-Zambia* (Doctoral dissertation).

Soubagleh, M. K. (2019). Exploring Conflict Management Strategies among School Administrators: A Case Study of an International Islamic School in Malaysia. *IIUM Journal of Educational Studies*, *7*(1), 3-14.

Steers, R.M., Mowday, R.T., & Shapiro, D.L. (2004). Introduction to special topic forum: The future of work motivation theory. *The Academy of Management Review*, *29*(3), 379–387.

Tan, L. S., Lee, S. S., Ponnusamy, L. D., Koh, E. R., & Tan, K. C. K. (2016). Fostering creativity in the classroom for high ability students: Context does matter. *Education Sciences*, *6*(4), 36.

Thakore, D. (2013). Conflict and conflict management. *IOSR Journal of Business and Management (IOSR-JBM)*, *8*(6), 07-16.

Tjosvold, D. (2008). The conflict-positive organization: It depends upon us. *Journal of Organizational Behavior, 29*(1), 19–28.

Tyler, D. E. (2016). Communication behaviors of principals at high performing Title I elementary schools in Virginia: School leaders, communication, and transformative efforts. *Creighton Journal of Interdisciplinary Leadership*, *2*(2), 2-16.

Vroom, V. H. (1965). *Motivation in Management*. New York: American Foundation for Management Research.

Wanjama, L., Muraya, P., & Gichaga, S. (2006). *Life Skills: A Handbook for Teachers and Parents*. Jomo Kenyatta Foundation, Nairobi. Kenya.

Wekullo, C. S. (2021). How to keep Kenyan children in school longer: it's not only about money.

Zaveria, K. W., & Thinguri, R. W. (2016). Critical analysis of the relationship between principals' management skills and team work in public secondary schools in Kenya. *European Journal of Education Studies*, *3*(1), 153.

APPENDICES

APPENDIX I: COVER LETTER

TANGAZA UNIVERSITY COLLEGE

P.O BOX 15055.

NAIROBI KENYA

Dear participant,

RE: <u>COLLECTION OF SURVEY DATA</u>

I am a student at Tangaza University College, a constituent college of the Catholic University of Eastern Africa (CUEA), pursuing a master's degree in Educational Leadership and administration. I am conducting a study whose aim is to examine *Principals' Conflict Management Strategies and Teacher's Job Performance in Public Secondary Schools in Kisii County, Kenya.* I have chosen you to participate in this study because of your position as a teacher in secondary school. The sole purpose of this questionnaire is to assist in the collection of the required data for this study. The information you provide through this questionnaire will be treated with the utmost confidentially and will only be used for this study. Kindly assist by providing true information.

Thank you in advance.

Shitambasi Georgina

APPENDIX II: INFORMED CONSENT FORM FOR ALL PARTICIPANTS

This study aims to evaluate the conflict management strategies of school principals in relation to the job performance of teachers in public secondary schools in Kisii County, Kenya. It is in partial fulfilment of the requirement of a master's degree in educational leadership and administration at Tangaza University College, a constituent college of the Catholic University of Eastern Africa (CUEA).

Privacy of Information

To preserve confidentiality, you will not be asked to fill out the form with your name or the name of your school. Information given shall not be used for any other purpose other than that of the main purpose of the study. There shall be no disclosure of identities of schools or participants to any authority in whatever circumstances.

Risks of the Study

Even though your name will not be on the questionnaires, other details like age, gender and level of qualification will be required. These facts are important for this particular study. However, this information will not cause any risk to you or your school.

Benefits of Taking Part in the Study

Your participation in this study will not lead to any monetary benefits, but you will help us learn more about conflicts in schools and other factors that may inhibit teachers' job performance. The success of teachers' job performance will not only benefit Kisii County but the entire nation in realizing the sustainable goals of education.

Costs or Payments Involved

Participating in this study will not incur you any costs. Participation is free and voluntary.

Sharing of Study Results

The study's findings are intended to contribute to the body of knowledge on conflict management in schools. The study is not meant to test your competency in conflict management or your performance as a teacher. The results of this research will therefore not be given to individual participants but will be available in the journal after the publication of the research report.

Rights of participants

You have the freedom to choose not to fill any part/s of the questionnaire which you feel not comfortable with. You also have a right to call the researcher for any clarification or any concerns.

Contact person

If you have any questions or issues regarding the study, please contact the primary researcher below.

SHITAMBASI GEORGINA-0720402742

Consent and signature

I accept to participate in the study under the conditions described.

Please circle ONE: Yes/No

I accept to be called during working hours to provide additional information about the study.

Please circle ONE: Yes/No.

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Instructions

Please respond freely and honestly to the questions. Kindly fill in the blanks by ticking the box next to your preferred answer or filling in the blank space after each question

SECTION A: Demographic Information

1. Kindly indicate your gender:

       Male   ( )

       Female   ( )

2. Kindly indicate your age bracket:

       Below 24 years   ( )

       25-30   ( )

       31-40   ( )

       41-50   ( )

       51 years above   ( )

3. What is your level of education?

       i) Certificate   ( )

       ii) Diploma   ( )

       iii) Bachelors' Degree   ( )

       iv) Masters' Degree   ( )

       v) Doctor of Philosophy ( )

4. Indicate your years of teaching experience

       Less than one year   ( )

       1-5 years   ( )

       6-10 years   ( )

       11- 15 years   ( )

       16 years above   ( )

SECTION B: Principal's Communication Skills as a Strategy in Conflict Management

5. The following are some statements about the principal's communication skills in the management of conflicts. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1= Strongly Agree; 2 = Agree; 3= Undecided; 4=Disagree; 5=Strongly Disagree.

N	STATEMENTS	1	2	3	4	5
1	The principal listens actively to teachers to ensure mutual understanding.					
2	The principal communicates promptly and on time					
3	The principal always communicates with clarity					
4	The principal uses appropriate channel of communication					
5	The principal ensures confidentiality in communication					
6	The principal is assertive in communication					

6. The principal's communication skills enhance teachers' job performance in my school. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree; 5=Strongly disagree.

N	STATEMENTS	1	2	3	4	5
1	The principal's listening skills in conflict management enhance teachers' job performance					
2	The principal's promptness in communication enhances teachers' job performance					
3	The principal's clarity in communication enhances teachers' job performance					
4	The principal's accuracy in communication enhances teachers' jo performance					
5	The principal's confidentiality in communication enhances teachers' job performance					
6	The principal's assertiveness in communication enhances teachers' job performance					

7. To what extent do you think the principal's communication skills enhance teachers' job performance in your school? Very great extent ( ) Great extent ( ) Moderate extent ( ) Small extent ( ) No extent ( )

8. Give reasons for your afore stated response.
……………………………………………………………………………………………….

……………………………………………………………………………………………….

SECTION C: Principal's Creativity in Conflict Management

9. The following are some statements about principal's creativity in conflict management. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree; 5=Strongly disagree.

N	STATEMENTS	1	2	3	4	5
1	My school principal is flexible and open in dealing with different conflicts at school					
2	The principal of the school makes thoughtful choices that support creative choices					
3	The principal comes up with diverse ideas quickly					
4	The principal always allow room for alternative ideas from the teachers					
5	The principal resolves conflict by guiding the teachers					
6	The principal remains neutral when resolving conflicts					
7	The principal facilitates information to and between disputing teachers					
8	My school principal assures impartiality and neutrality in dealin with conflicts					

10. The principal's creativity in conflict management enhances teachers' job performance in my school. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree; 5=Strongly disagree.

N	STATEMENTS	1	2	3	4	5
1	The principal's flexibility and openness in dealing with conflicts at school enhance teachers' job performance					
2	The principal's empathy in dealing with conflicts enhances teachers' job performance					
3	The principal's avoiding style in dealing with conflicts enhances teachers' job performance					
4	The principal's creativity of allowing room for alternative ideas from the teachers enhances teachers' job performance					
5	The principal's creativity of coming up with diverse ideas in dealing with conflicts enhances teachers' job performance					
6	The principal's neutrality when resolving conflicts enhances teachers' job performance					
7	The principal's mediation style in dealing with conflicts enhances teachers' job performance					

11. To what extent does the principal's creativity in dealing with conflict influence your job performance in your school? Very great extent ( ) Great extent ( ) Moderate extent ( ) Small extent () No extent ( )

12. Give reasons for your response

………………………………………………………………………………………………

………………………………………………………………………………………

SECTION D: Principal's Motivational Strategies in Conflict Management

13. The following are some statements about principal's motivational strategies in conflict management. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree; 5=Strongly disagree.

N	STATEMENTS	1	2	3	4	5
1	The school principal ensures there is effective performance appraisal system in the school					
2	The school principal sensitizes teachers on availability of opportunities for professional development in the school					
3	The principal develops assessment standards for promotions and rewards to deserving teachers					
4	The principal ensures that teachers are aware of opportunities to improve their skills and knowledge.					
5	There is fairness in access to professional development for teachers in my school					
6	Teachers at my school have the authority to negotiate the school's various values in order to improve job performance.					
7	I believe that I am empowered to empower others					

14. The principal's motivational strategies in conflict management enhance teachers' job performance in my school. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree; 5=Strongly disagree.

N	STATEMENTS	1	2	3	4	5
1	The appraisal system used in the school enhances teachers' job performance					
2	Sensitization of teachers on availability of opportunities for professional development in the school enhances teachers' job performance					
3	The assessment standards for promotions and rewards to deserving teachers enhances teachers' job performance					
4	Creating awareness of opportunities to improve the teachers' skills and knowledge enhances teachers' job performance					
5	Fairness in access to professional development for teachers in my school enhances teachers' job performance					
6	Authority granted to teachers to negotiate the school's various values enhance teachers' job performance					
7	Empowerment of teachers enhances my job performance					

15. To what extent do you think motivation in this school enhances your job performance?
Very great extent ( ) Great extent ( ) Moderate extent ( ) Small extent ( ) No extent ( )

Explain your answer
…………………………………………………………………………………………………
…………………………………………………………………………………………………

SECTION E: Principal's promotion of team spirit in conflict management

16. The following are some statements about principal's promotion of team spirit in conflict management. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree; 5=Strongly disagree.

N	STATEMENTS	1	2	3	4	5
1	My principal delegates duties on a merit basis					
2	Delegation increases level of positive relations among the teachers					
3	The principal has granted me sufficient power and authority to perform my duties					
4	The principal gives me the authority to make decisions and issue directions for the performance of duties and tasks.					
5	Grant of authority instils loyalty and belonging to the institution					
6	There is an effective mechanism within the teams for conflict management					
7	I have the opportunity to collaborate with other teachers in my school					
8	The principal delegates teachers to deal with conflicts					

17. The promotion of team spirit by the principal enhances teachers' job performance in my school. Please rate your degree of agreement with each statement by ticking (√) in the appropriate box. Use a scale of 1 to 5 where 1=Strongly Agree; 2=Agree; 3=Undecided; 4=Disagree; 5=Strongly disagree.

N	STATEMENTS	1	2	3	4	5
1	Delegation of duties on a merit basis by my principal enhances teachers' job performance					
2	Power and authority granted to me by the principal to perform my duties enhance my job performance					
3	Authority given to me by the principal to make decisions and issue directions for the performance of duties and tasks enhances my job performance					
4	Mechanisms placed within the teams for conflict management enhances teachers' job performance					
5	The opportunity to collaborate with other teachers in my school enhances my job performance					
6	Delegation increases my level of job performance					

18. To what extent do you think the promotion of team spirit by the principal influences your job performance in this school? Very great extent ( ) Great extent ( ) Moderate extent ( ) Small extent ( ) No extent ( ) .Give reasons for your response

…………………………………………………………………………………………

…………………………………………………………………………………………

Thank You for Your Cooperation

APPENDIX IV: IN-DEPTH INTERVIEW GUIDE FOR PRINCIPALS

Do you agree to participate in the interview?

Yes ( )   No ( )

If No, the researcher will thank the participant and terminate the interview.

Section A: Demographic Information

1. Kindly tell me your qualifications

2. How long have served as a principal?

3. How long have you been a principal in this school?

4. Have you had any training in conflict management (If yes, please specify).

SECTION B: Communication Strategies in Managing Conflicts

5. How do you use communication for conflict management?

…………………………………………………………………………………………..

6. What is your preferred communication strategy in conflict management (Probes: listening, accuracy, clarity)?

…………………………………………………………………………………………

7. How does your preferred communication strategy influence teachers' job performance in this school?

SECTION C: Creativity in Conflict Management

8. How do you use creative strategies to deal with conflicts in your school?

…………………………………………………………………………………………

9. Which creativity strategies do you apply in conflict management (empathy, avoidance, mediation)?

………………………………………………………………………………………….

10. Which of these strategies has helped manage conflicts successfully? (Empathy, avoidance, mediation)?

…………………………………………………………………………………………..

SECTION D: Motivation in Conflict Management

11. Which motivational strategies do you utilize in conflict management in this school (appraisal, professional development, empowerment of teachers)?

…………………………………………………………………………………………………

12. Do you find the teachers in this school motivated to work by the motivational strategies you apply? (Please explain).

…………………………………………………………………………………………………
…………………………………………………………………………………………………

SECTION E: Team Spirit in Conflict Management

13. Are there any functional teams in this school? (If yes, please explain)

…………………………………………………………………………………………………
…………………………………………………………………………………………………

14. Which mechanisms have you put in place within the teams for conflict management?

(Delegation, grant of authority, collaboration)

15. How do you ensure that the teams contribute to the desired goals in managing conflicts? (Delegation, grant of authority, and collaboration)

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Thank You for Your Cooperation

APPENDIX V: IN-DEPTH INTERVIEW GUIDE FOR THE COUNTY DIRECTOR OF EDUCATION

1. Have you had any cases of conflicts to deal with in the public secondary schools of the county (If yes, please specify).

……………………………………………………………………………………………

2. What is your perspective about conflict management by the school principals?

……………………………………………………………………………………………

3. What conflict management strategy do principals apply most in conflict management? (Communication, creativity, motivation, promotion of team spirit)

……………………………………………………………………………………………..

4. How do you handle principals who are not able to manage conflicts in their schools? (Professional development, collaboration)

……………………………………………………………………………………………..

5. What is your experience in assisting principals to deal with conflicts in their schools?

……………………………………………………………………………………………

6. What measures have you put in place to ensure that principals are well prepared in managing conflicts in their schools?

(Professional development, appraisal, promotion of team spirit)

……………………………………………………………………………………………

7. Suggest some ways that could help principals manage conflicts in their schools so as to enhance teachers' job performance.

Thank You for Your Cooperation

APPENDIX VI: RELIABILITY STATISTICS

Cronbach's Alpha	N of Items
.825	20

Item-Total Statistics

Statements	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The principal always communicates with clarity	54.2862	140.218	.115	.827
The principal uses appropriate channel of communication	53.9057	139.253	.119	.828
The principal ensures confidentiality in communication	55.6950	137.859	.161	.827
The principal is assertive in communication	54.6038	135.760	.299	.822
The principal's communication skills in conflict management enhances teachers' job performance	55.9025	135.640	.204	.826
The principal's promptness in communication enhances teachers' job performance	55.8365	126.232	.493	.812
The principal's clarity in communication enhances teachers' job performance	53.8208	139.845	.021	.839
The principal's assertiveness in communication enhances teachers' job performance	56.1069	131.925	.533	.814
To what extent do you think the principals' communication skills in conflict management enhances teachers' job performance in your school?	54.6006	136.695	.278	.822
My school principal is open and flexible in dealing with different conflicts at school	55.9560	131.222	.553	.813
The school principal makes thoughtful choices that support creative choices	54.1730	117.891	.597	.805
The principal quickly comes up with diverse ideas in conflict management	54.5440	140.179	.108	.828
The principal always allows room for alternative ideas from the teachers	54.7484	141.640	.041	.829
The principal resolves conflicts by guiding the teachers	56.1321	130.260	.496	.814
The principal remains neutral when resolving conflicts	54.2799	119.868	.531	.810
The school principal facilitates information to and between disputing teachers	54.2767	117.601	.603	.805
The school principal ensures impartiality and neutrality in dealing with conflicts	55.6635	125.082	.613	.807
The principal's flexibility and openness in dealing with conflicts at school enhances the teachers' job performance	55.1321	119.200	.625	.803
The principal's empathy in dealing with conflicts enhances teachers' job performance	54.9340	117.425	.640	.802
The principal's avoiding style in dealing with conflicts enhances teachers' job performance	54.9528	117.603	.646	.802

APPENDIX VII: A MAP OF KISII COUNTY

A map of Kisii County

By Kisiifinest.co.ke
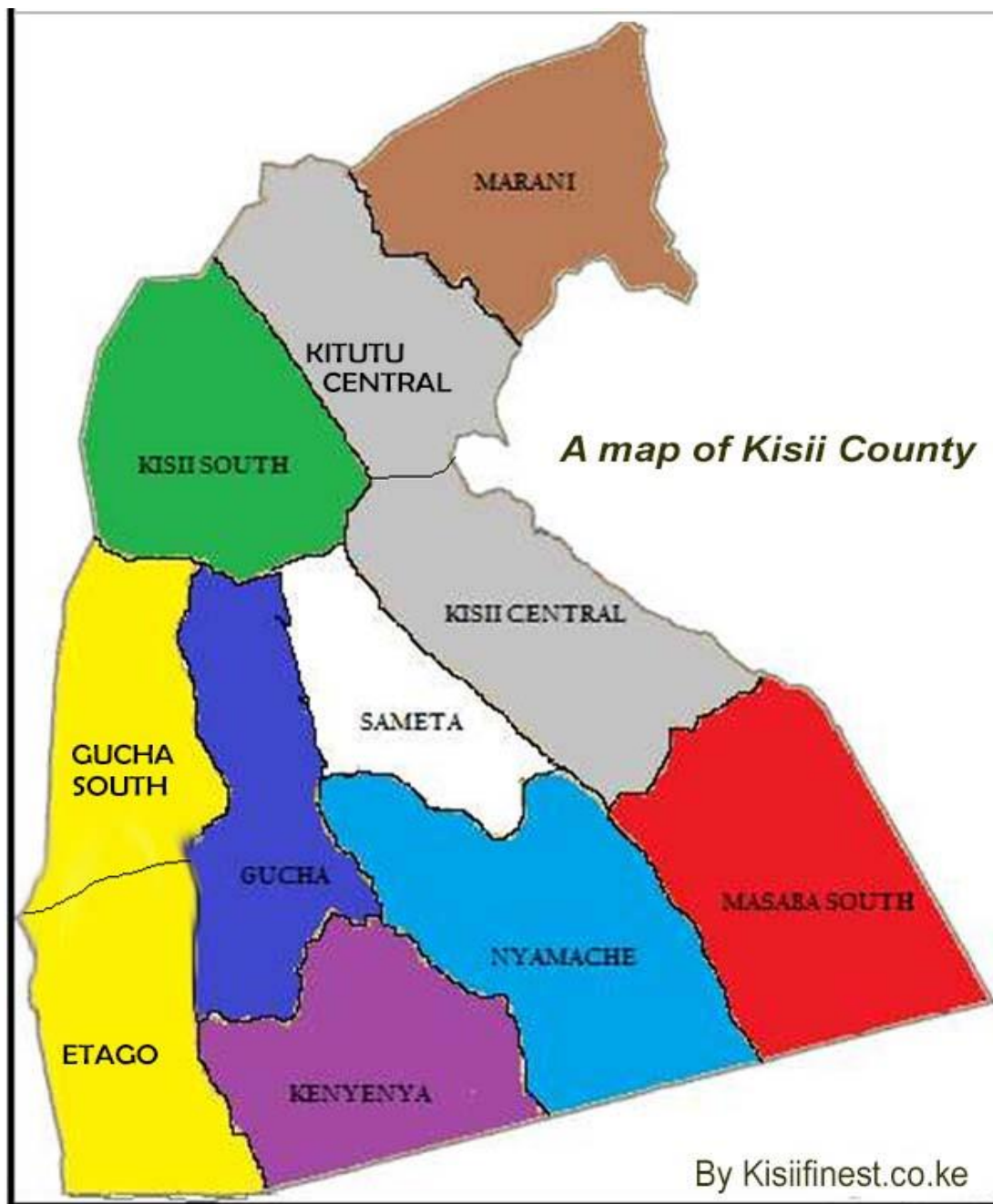
APPENDIX VIII: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegram: "EDUCATION"
Telephone: 058-30695
Email address: cdekisii@gmail.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KISII COUNTY
P.O. BOX 4499 - 40200
KISII.

REF: CDE/KSI/RESECH//8/126

DATE: 10th December, 2021

SR.GEORGINA MUHATIA SHITAMBASI
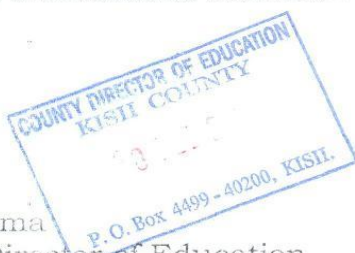TANGAZA UNIVERSITY COLLEGE
P.O.BOX15055
NAIROBI.

RE: RESEARCH AUTHORIZATION.

Following your research Authorization vide your letter *Ref. 379017*, to carry out research in Kisii County, this letter refers.

I am pleased to inform you that you can carry out your research in the County on *"Principals' conflict management strategies of Teachers' job performance in selected Public Secondary Schools, Kisii County, Kenya"* for a period ending, *2nd December, 2022.*

Wish you a successful research.

Pius Ng'oma
County Director of Education
KISII COUNTY.

APPENDIX IX: RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 379017

Date of Issue: **02/December/2021**

RESEARCH LICENSE

This is to Certify that Sr.. GEORGINA MUHATIA SHITAMBASI of Tangaza University College, has been licensed to conduct research in Kisii on the topic: PRINCIPALS' CONFLICT MANAGEMENT STRATEGIES ON TEACHERS' JOB PERFORMANCE IN SELECTED PUBLIC SECONDARY SCHOOLS IN KISII COUNTY, KENYA. for the period ending : 02/December/2022.

License No: **NACOSTI/P/21/14751**

379017

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Authorised
10/12/2021
COUNTY COMMISSIONER
KISII COUNTY

Authorized
10/12/2021
COUNTY COMMISSIONER
COUNTY

P.O. Box 15055 - 00509 Langata, Nairobi Kenya
Tel: +254 20 8097667 / 0732 897 000 / 0733 685 059 / 0722 204 724 / 0714 610 777

Email: inquiries@tangaza.ac.ke
Website: www.tangaza.ac.ke

104

APPENDIX X: RESEARCH CLEARANCE LETTER

TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

OFFICE OF THE DIRECTOR OF POST-GRADUATE STUDIES

E-mail: dir.pgsr@tangaza.ac.ke   **Website:** www.tangaza.ac.ke

OUR Ref: DPGSR/ER/11/2021   **Date:** 30th November 2021

Shitambasi Georgina Muhatia
Christ the Teacher Institute for Education
School of Education
Tangaza University College

Dear Shitambasi,

RE: ETHICS CLEARANCE FOR SHITAMBASI GEORGINA MUHATIA, REG. NO. CMLA1712

Reference is made to your letter dated 25th November 2021 requesting for ethical clearance of your research proposal to carry out a study on "*Principals' conflict management strategies on teachers' job performance in selected public Secondary Schools in Kisii County, Kenya*".

I am pleased to inform you that, your research proposal has been reviewed and you can now apply for research permit. You are advised to submit your proposal to the National Commission for Science, Technology and Innovation (NACOSTI) in Kenya, for the issuance of a research permit and further guidance before commencing the data collection exercise for your study. You are also advised to adhere to the code of ethics of protection of human subjects during the entire process of your study.

This approval is valid for one year from **30th November 2021.**

Please, ensure that after the data analysis and final write up, you soft copy of the thesis to the Director of Post-Graduate Studies – Tangaza University College for records purposes.

Yours sincerely,

DANIEL M. KITONGA (Ph.D.)
Director, Post-Graduate Studies
Tangaza University College

CC: Sr. Dr. Kinikonda Okemasisi – Programme Leader, M. Ed in Educational Leadership & Administration

P.O. Box 15055 - 00509 Langata, Nairobi Kenya
Tel: +254 20 8097667 / 0732 897 000 / 0733 685 059 / 0722 204 724 / 0714 610 777

Email: inquiries@tangaza.ac.ke
Website: www.tangaza.ac.ke

105

APPENDIX XI: PLAGIARISM REPORT

Turnitin Originality Report

Processed on: 17-Aug-2022 08:49 EAT
ID: 1883460135
Word Count: 22821
Submitted: 1

PRINCIPALS' CONFLICT MANAGEMENT STRATEGIES AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KISII COUNTY, KENYA By Muhatia Georgina Shitambasi

Similarity Index	Similarity by Source	
9%	Internet Sources:	8%
	Publications:	2%
	Student Papers:	5%

Submitted to Mount Kenya University on 2018-08-22	< 1% match (student papers from 22-Aug-2018)

< 1% match (student papers from 10-Feb-2020)
Submitted to Mount Kenya University on 2020-02-10

< 1% match (student papers from 01-Jul-2017)
Submitted to Mount Kenya University on 2017-07-01

< 1% match (student papers from 16-May-2022)
Submitted to Mount Kenya University on 2022-05-16

< 1% match (student papers from 04-Mar-2021)
Submitted to Mount Kenya University on 2021-03-04

< 1% match (student papers from 18-Nov-2017)
Submitted to Mount Kenya University on 2017-11-18

< 1% match (student papers from 17-Mar-2018)
Submitted to Mount Kenya University on 2018-03-17

< 1% match (student papers from 18-Mar-2018)
Submitted to Mount Kenya University on 2018-03-18

< 1% match (student papers from 25-Aug-2015)
Submitted to Kenyatta University on 2015-08-25

< 1% match (student papers from 22-Dec-2017)
Submitted to Kenyatta University on 2017-12-22

< 1% match (student papers from 13-Sep-2021)
Submitted to Kenyatta University on 2021-09-13

< 1% match (student papers from 20-Feb-2018)
Submitted to Kenyatta University on 2018-02-20

< 1% match (student papers from 19-Aug-2018)
Submitted to Kenyatta University on 2018-08-19

< 1% match (student papers from 16-Feb-2021)
Submitted to Kenyatta University on 2021-02-16

< 1% match (student papers from 19-Jan-2018)
Submitted to Kenyatta University on 2018-01-19

< 1% match (student papers from 14-Oct-2014)
Submitted to Kenyatta University on 2014-10-14

< 1% match (student papers from 21-Jul-2017)
Submitted to Kenyatta University on 2017-07-21

< 1% match (Internet from 03-Apr-2021)
https://ir-library.ku.ac.ke/bitstream/handle/123456789/7263/Lagat%20Benard%20Kipyego.pdf?isAllowed=y&sequence=3

< 1% match (Internet from 08-Jun-2021)
https://ir-library.ku.ac.ke/bitstream/handle/123456789/19217/Influence%20of%20corporate%20growth%20...pdf?isAllowed=y&sequence=1

< 1% match (Internet from 15-Oct-2021)
https://ir-library.ku.ac.ke/handle/123456789/13478

< 1% match (Internet from 17-Jan-2021)
https://ir-library.ku.ac.ke/handle/123456789/20823?show=full

< 1% match (Internet from 23-Jun-2021)
https://ir-library.ku.ac.ke/bitstream/handle/123456789/9049/Makeo%2c%20Evans%20Mwajumwa.pdf?isAllowed=y&sequence=1

< 1% match (Internet from 05-Aug-2020)
https://pdfs.semanticscholar.org/973c/431e2aff094512fe236c13b73a9e7ad881bc.pdf

< 1% match (Internet from 10-Jun-2020)
https://pdfs.semanticscholar.org/eadc/6ed19f785ca89dddf749ea88fc1433e100a3.pdf

< 1% match (Internet from 23-Jun-2020)