

**CONFLICT MANAGEMENT IN SECONDARY SCHOOLS IN TANZANIA:
A CASE OF SELECTED SECONDARY SCHOOLS IN SHINYANGA
MUNICIPAL COUNCIL, SHINYANGA**

EMMANUEL VICTOR A KALUMA

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CERTIFICATION

The undersigned certifies that has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation title “*Conflict management in secondary schools in Tanzania: a case of selected secondary schools in Shinyanga municipal council, Shinyanga*” in partial fulfillment of the requirements for the degree of Master of Education Administration, Planning and policy studies.

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Dr.Zacharia Reginard Rwejuna

(Supervisor)

.....

Date

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DECLARATION

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.....

Signature

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Date

DEDICATION

I dedicate this work to my parents who educated me to the level I am.

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ABSTRACT

The study focused on Conflict management in secondary schools in Tanzania: a case of selected secondary schools in Shinyanga, Four research objectives guided the study: to identify types of conflicts occurs mostly frequently in secondary schools, to identify the causes of conflict in secondary school, to identify the strategies most adopted by the head of secondary schools in conflict resolution and to suggest the best strategy to be employed in conflict management among secondary schools. The study used survey design, where questionnaire, interviews and documents was used. The findings showed that, intrapersonal conflict (between member of individuals was highly rated by (35%); followed intergroup conflict (27.5%) and conflict between two or more individuals (13.3%). The results showed further that that there were several causes of conflict, but the most cause of conflict were lack of skills in conflict resolution by school heads (18.3%); low salary and promotion issues(17.5%); shortage of teaching and learning materials (13.3%); lack of proper communication (8.3%); negligence of parents on attending school meetings (5%) and students' indiscipline case (5%). The result showed also that conflicts management strategies employed by Head of schools were (Forcing strategy 22.5%) was highly rated, followed by problem solving (19.5%); withdrawal (11.7%), smoothing and compromising (9.2%), open discussion (8.3%) and accommodating (6.7%).Lastly, the results showed that the rest strategies to mange conflict are; promoting negotiation among powerful groups (24.2%); mediation emerging party in involved the conflict.(on conflict resolving (18.3%); establishing good communication network among groups to reduce tension and transparency. Recommendations to improve skills and general ways to handle conflicts in schools are attached.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

This chapter presents the overview and background to the conflict management in secondary school in Tanzania, a case of Shinyanga Municipal Council secondary schools. The chapter is organized into the background of the study, statement of the problem, objectives of the research, research questions, and significance of the study, definition of key terms and limitation of the study.

1.2 Background of the Problem

Conflict is unavoidable in given organization, consequently managers should be able to recognize the source of the conflict in terms of constructive and destructive effects and hence being able to handle a conflict accordingly before it is too late (Fleerwood, 1987). Conflict is a social phenomenon that takes place between or among individuals, groups, organization and nations (Rubin, 1994). Conflict is an inseparable part of human and social life. Conflict, which is a process that occurs when an individual or a group realizes that their interests are obstructed or negatively influenced by others (Wall and Callester, 1995), is experienced as a result of disagreements and inconsistencies during interpersonal interactions (Rahim, 1983). Conflict occurs due to various reasons between two or more persons or in a group (Koçel, 2003) and it consists of deliberately planned acts to prevent success in achieving goals (Taştan, 2004). The reasons for conflicts are disagreements, differences, friction and discrepancies based on differences of opinion, views and

interests (İpek, 2000; Soyalp, 2001). From the definitions, a concept of conflict is regarded as a negative situation and a process. Generally, conflict is a two-dimensional dynamic process that needs to be perceived by the parties and there are difficulties in this process to select from among two or more options. According to Deetz and Stevenson (1986) pin point three assumptions of conflict in the organization, these includes conflict is natural, conflict is good and necessary and most conflicts are based on real differences. The author insisted that conflict is good, necessary and it stimulates innovative thinking when managed effectively. Empirical research revealed an existence of conflicts in different parts of the world in different institutions including secondary schools. At schools level conflicts may be experienced in distribution of work among personnel, financial resources, in and out of class teaching activities and practices, rewards, punishment, assessment practices, use of power-authority, being late for class, leave of absences, political views, negative personal attitudes, passing grade levels and scoring system, issues regarding the legislation, student behaviors, dress code, assignments and placements for staff and distribution of resources (Karip, 2000).

Conflicts occur in daily life everywhere where men life is an indispensable reality of school life where human relationships are experienced at the highest level. Many personnel and students with different characteristics spend their time together at schools. Therefore, conflict is inevitable between both teachers and students at schools where differences in culture, personality, values, beliefs, attitudes, needs, preferences, goals, interests and power come together. Conflicts can take place between administrators and teachers, teachers and teachers, teachers and students or

parents and parents or among the students. Generally, conflicts affect the predetermine goals, inside of working hard to achieve the goal of organization worker concentrate in daily discussion on some issues which are not properly implemented in their organization and ultimately affect service delivery when poorly managed (Okotoni and Okotoni, 2003). This is an important problem faced by teachers followed by management, counseling and guidance teachers and parents (Türnüklü, 2002).

Empirical research revealed that, these conflicts in schools existed in both developed and developing countries. In developed countries conflicts in school manifest in different scenarios. For example, in America as pointed by Wollenberg (1978) there was an existence of several conflicts in schools in State of California, he found that racial segregation, and discrimination and prejudice in California schools were the main sources of the problem. His study concentrated on the interrelationship between schools and the courts, relying on the court cases to discuss the social reality on minority of education in State of California as it has affected blacks. In Mexico, Asians and Indians countries researches showed the existence of conflict which have happened.

Conflicts in schools were also observed in some African countries. Some of them have been documented by different studies.

The study by Ramani and Zhimin (2010) revealed a series of conflicts in Kenyan public secondary schools, arose when the school administrations failed to sufficiently

provide the necessary resources for effective learning such as food and learning aids. Kiruma (2004) supported and argued that, conflicts have been a great concern to the Kenyan government, Ministry of Education, heads of schools, teachers, students, donors, parents and the entire Kenyan community.

The study by Okotoni and Okotoni (2003) on conflicts in secondary schools in Osun state of Nigeria revealed that, administration of secondary schools in the state was hampered by high rate of conflicts while the study by Mapolisa & Tshabalala (2013) in Nkayi District in Zimbabwe supported the existence of conflict in schools as he find out that almost every week the head of schools has to deal with one or two cases of conflict caused by competition over resource in school organization, so lack transparent over school resources eventually affect the relationship between management and subordinate in the school organization (Nyamajiwa, 2000).

In Tanzania, conflict in secondary school has been regularly occurring in many schools but do differ from one school to another depending on the extent to which a conflict occurred or addressed. In general, conflicts in schools may involve students, teachers, non-teaching staffs, parents and other education stakeholders (Ntide, 2015). Example of reported cases of conflict in school can be traced back to 1961. But the major ones according to Kasusaga and Shaur, (2007) have happened in the years between 1970s and 2000s. In early 1970s and 2000s a series of conflicts was observed at Ihungo secondary school in Kagera Region, Mkwawa High School and Tosamaganga secondary school in Iringa region, Umbwe and Lyamungo secondary schools in Kilimanjaro Region, Milambo in Tabora Region, Tambaza and Azania

secondary schools in Dar es Salaam Region Tanzania and Ilboru secondary school in Arusha Region. These schools experienced conflicts between the administration and students which led to the suspension of the headmasters, closure of the school and transferring of the students to other secondary schools who were seen as the source of the conflicts.

Moreover, in the year 2011 and 2012 there was a serious conflict between the staff and students at Kibiti Secondary School, Ifunda Technical and Kigoma secondary school, as students boycotted classes because the headmaster had a habit of using abusive language in responding to students' demands, lack of conducive environment of teaching and learning and inadequate teaching resources and food to students. Furthermore, in the year 2013 there was also a conflict between administration and students at Mzumbe Secondary school and Morogoro Lutheran Junior Seminary which also led to the closure of the school, and the government spending a lot of money to settle the matter. The conflict was between the students and the administration as they failed to sufficiently provide the necessary resources for effective learning such as poor teaching environment, food and learning aids. (Guardian, 2013; Mwananchi, 2013).

Furthermore, there was conflict in Kiteto secondary school whereby one teacher cane a student to death and hence brought quarrel between a school teacher and parents who demand the government to take legal action towards a teacher who killed the student Mwananchi of 22nd April 2015. The study conducted in Temeke Municipal Council also revealed the existence of conflicts in schools as it is indicated that

about half (45%) of teachers do have conflict with head of school because of poor academic performance of their schools (Tinde, 2015). The study by Angela (2014) also revealed that majority (84.4%) of school conflicts is caused by lack of proper communication to teachers in Kinondoni Municipality; improper communication between the head of school and teachers has been influencing regular conflict in some of the schools and some of the school heads employing wrong managerial skills in handling conflicts, lack of transparency of school budget in term income and expenditure (Kipyego, 2013). Moreover, another report of Mwananchi on October 6, 2016 revealed a conflict between field practice teachers with a student at Mbeya day secondary school, whereby a student was harshly disciplined on 28th September, 2016 because the student neglected to submit his class assignment.

Conflict may lead to some disagreements in the organization which might lead to positive organizational changes and hence create a good communication in an organization (Ngcongo, 1993). According to Hoban (2004) reveal that, the consequences of conflict can be described as positive and on the other hand disagreement can result in polarization of viewpoints. The study by Daresh (2002) argued that conflict can lead to the end of communication and personal hostility among members within the organization and hence conflict brings about negative effects to the running of the organization. At school, conflicts affect the job performances of the personnel and will decrease the quality of education and training at schools. Teachers who experience conflicts have negative feelings such as disappointment, insensitivity, stress, sorrow, uneasiness etc. and may dislike their professions, have low morale and motivation, form groups with like-minded people

and have reduced performance. These teachers who experienced conflicts mostly respond either by arguing, evading the situation or using violence, or remain unresponsive.

The reported conflicts in Tanzania secondary schools have caused a lot of effects in the education sector. These effects included closure of the school, the existence of hatred between teachers and students, some of the teachers be expelled from the school. Consequently, the heads of the schools resigned from their position and some of the students were suspended from studies due to their roles in inciting others to strike (Mwananchi, 2013). The conflict also left a chaotic atmosphere and the closure of school before its right time (The Guardian, 2013). Other effects according to Njoroge, (2005), include loss of morale in teachers and destruction of school property, increased number of absenteeism in the secondary schools, lack of trust between teachers and students. In other extreme cases, the secondary school students' protest may even cause sexual abuse to some of secondary school community members. This was evidenced at Bagamoyo secondary school protest in 2012 where a female teacher was badly raped by her own secondary school students hence causing both physical and psychological pains to the victim and other members of the school community. In other cases the reported conflicts have caused things such as loss of life and injuries, and destruction of school academic and non-academic time tables as well as infrastructure as the case of Ifunda Technical School. Generally, the totality of all of these culminates into having poor students' academic performance.

Namara (2002) emphasized that where possible they should come up with good tactics or strategies of managing conflict or guidelines of preventing it. Conflict whether interpersonal or intergroup must be acknowledged. Any negligence in managing conflicts in any organization it deteriorates the working relationship of all involved. Schools too, are often replete with one or other type of conflict. According to some conflict management writers including Robbins (1974) believe that conflict management is a "planning and evaluating of conflict levels". Different planning and organizational activities are undertaken which subsequently end up with the management of conflicts in the schools. Conflict management is deemed to be a social process by which people or groups handle grievances about each other's behaviors.

In any organizations including schools, will develop only and only if there is a clear understanding of conflict management functions, these are always treated as catalyst and a strong stimulant for organizational innovation. At this stage the leader does not consider resolving conflict but he looks for ways which manage conflict in such ways which necessitates change, flexibility and responsiveness in the individuals (Rahim, 2008). Generally, conflict management consists of diagnostic processes, negotiating strategies, and other interventions techniques which focuses on the avoidance of unnecessary conflict and tries to reduce or resolve excessive conflict (Fillee, 1975). Conflicts, which are a destructive phenomenon to be avoided according to traditional view, are positive forces and necessary for organizations today to continue their existences (Robbins and Judge, 2012). Conflicts if not managed well will generate negative results. Therefore, the focus should be on how

to manage the process instead of how to define it as a concept. In other words, how conflicts are resolved, which approach should be used and where it should be used to manage conflicts are crucial.

Conflict management uses the following approaches: accommodating, compromise, collaborating, avoidance and confrontation (Rahim, 1992). In collaborating/integration approach the individual acts to satisfy his own needs without considering the influence of others and in compromise approach, the believed is to have the desire to fully satisfy the interest of the parties that take part in the conflict. In avoidance approach, the individual avoids the conflict or wants to suppress it although he is aware of the conflict. In accommodating approach, one of the parties in the conflict desires to value the other party's interests over his own (Thomas, 1992; Robbins and Judge, 2012).

Despite governments measures to curb the secondary school conflicts through the contingency approach to reduce secondary school students' strikes and riots, still conflicts in secondary school is common in the society. Although government legislative policies, instructional and administrative actions, have done a lot to sensitize students and teachers in promoting unity and harmony in schools (Government Notice-GN No. 295 of 2002), still the problem has alarmingly increased. What fans this problem is yet to be conclusively determined. It seems the sources of such conflicts have not been thoroughly investigated as there is no evidence that conflicts in secondary school have stopped in the country. Moreover, the researcher had hardly found studies done in the context of Shinyanga region to

investigate the sources of conflicts in secondary schools and how it is managed despite the facts that there are evidences of conflicts arose in different secondary schools in the region, which suggest a gap on the trend of conflicts and how it is managed. Therefore, this study was prompted by such knowledge gap. Considering the magnitude and effects of conflicts in secondary schools, therefore this study intended in investigating the extent of conflict management in secondary schools in Tanzania using experience of Secondary schools in Shinyanga region and particularly in Shinyanga Municipal Council.

1.3 Statement of the Problem

Conflict is part of life in any organization or community especially where there is human interaction and hence agreement and disagreement is likely to occur (Dogan, 2016). Writers such as Fikru (1993), Gonie (1998) indicated that conflicts are realities in most schools, including secondary schools in Shinyanga Municipal Council. In line with these findings, Fikru (1993) identified the followings as the major conflict generating factors: Dissatisfaction of some teachers and other workers; unnecessarily dominating (authoritative) head of schools; dissatisfaction in performance evaluation systems; improper distribution of class load; lack of proper communication to teachers; Nowadays, it is common to hear of the existence of conflicts among teachers, students, non-teaching staffs, parents and other education stakeholders in Shinyanga Municipal Council secondary schools. It was an observed fact that the New Education and Training Policy, which was issued by Ministry of Education Science and Technology in 2014 has been challenged and resisted by some teachers, community, professionals and other stakeholders.

In Shinyanga Municipal Council, it is observed that: parents are reluctant in paying school fees and other contribution; when the head of schools sent their children home to collect the money conflicts emanated between parents and teachers; A long work experience teachers; almost all are on the verge of retiring. They are more or less running after salary increment, promotion and other benefits. The full day work has created grievances on the part of teachers especially science teachers who had a big teaching load compared to arts teachers. There seems to be an unfair assignment of head of schools and other educational managers at various levels. The competitive market situations also negatively contribute to the dissatisfaction of individual teachers especially the young ones, and if permission was not granted to them for further education created a tension in schools. The incompetency of educational managers to understand the professional problems of teachers and their inability to handle and solve the problems; improper communication between the head of school and teachers has been influencing regular conflict in some of the schools. Lack of professionally committed personnel in the education system, some of the head of school had a tendency of misuse of school funds, this created conflicts with teachers, parents and students in schools. Conflicts in the Shinyanga Municipal Council, in selected secondary schools are seen as destructive and affect teaching and learning. There is need to identify types of conflict prevailing; investigate factors that initiate conflict between secondary school teachers, parents, non-teaching staffs, community and other educational stakeholders, and examine what strategies are employed to handle conflict in schools. Finally, an attempt is made to identify the best strategies to be used in managing conflicts in secondary schools in Shinyanga Municipal Council.

1.4 General Objective of the Study

The main objective of the study is to investigate conflict Management in secondary schools in Shinyanga Municipal Council.

1.4.1 Specific Objectives of the Study

Specifically the study seek to address the following specific objectives,

- i) To identify types of conflicts occurs mostly frequently in secondary schools,
- ii) To identify the causes of conflict in secondary school,
- iii) To identify the strategies most adopted by the head of secondary schools in conflict resolution,
- iv) To suggest the best strategy to be employed in conflict management among secondary schools.

1.5 The Research Questions of the Study

Specifically the study seeks to address the following sub-research questions

- i) Which types of conflict occurs mostly in secondary schools in Shinyanga?
- ii) What are the causes of conflict in secondary school in Shinyanga Municipal Council?
- iii) What are the strategies most adopted by the head of secondary school in conflict resolution in Shinyanga?
- iv) What are the best strategies to be employed by heads of secondary schools in conflict management in school organization in Shinyanaga?

1.6 Significance of the Study

Schools are the major social institutions where by the teaching and learning process

takes place. Therefore, problems which affect the smooth operation of the schools need to be carefully examined and addressed. Appropriate strategies also need to be assessed in order to overcome disruptive problems. Besides, educational leaders by virtue of their position are key people for smooth running of schools. They are working constantly with teachers, non-teaching staff and community in general and can only achieve maximum efficiency when the relations with all education stakeholders are at satisfactory level. Hence, peaceful coexistence between teachers, parents, community and educational administrators should be encouraged in order to set up conducive environment for teaching and learning process Shinyanga Municipal Council secondary schools.

This study will focus on investigating conflict Management in secondary school in Tanzania with case study at Shinyanga Municipal council. This study is very valuable to the management of both private and public secondary schools. Therefore, it is hoped that, the study would be of significance and is expected to contribute to the following.

Firstly, it seeks to provide vital information about conflict management in schools. This in turn, would help the school management to determine suitable ways in dealing with conflicts in educational sector. Secondly, the study will indicate the magnitude and sources of conflict so that the concerned authorities can take measure to handle the problem, especially the ministry of education, science and technology, President Office Regional Administration and Local Government in their bid to deal with conflict in schools and improve the education standards in the country and in

developing a curriculum that can be used to enhance the capacity of the administrators, the teachers, and the students in handling conflicts in schools. This would help to reduce organizational school conflicts and thus improve school performance; this is an advantage for the schools supervisors. Thirdly, it may also help practitioners to know the techniques of avoiding undesirable conflicts and exploiting to benefit of the desirable ones and also helping to recommend possible solution.

The findings of the study will also be useful as the body of knowledge by supplying basic data for other researchers in term of reference during development of the research study. Lastly, the study is worthy because it addresses the causes of institutional conflict and be able not only to propose solution to improve stability in the educational institutions but also in other public organizations/sectors in Tanzania prone to all sorts of conflicts in order to achieve the organizational goal.

1.7 Definition of key Terms

1.7.1 School

A school is an institution designed for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory. In these systems, students progress through a series of schools. The names for these schools vary by country but generally include primary school for young children and secondary school for teenagers who have completed primary education. An institution where higher education is taught is commonly called a university college or university. In addition to these core schools, students in

a given country may also attend schools before and after primary and secondary education. Kindergarten or pre-school provide some schooling to very young children (typically ages 3–5). University, vocational school, college or seminary may be available after secondary school. A school may also be dedicated to one particular field, such as a school of economics or a school of dance. Alternative schools may provide nontraditional curriculum and methods. There are also non-government schools, called private schools. Private schools may be for children with special needs when the government does not supply for them; religious, such as Christian schools and others; or schools that have a higher standard of education or seek to foster other personal achievements. Schools for adults include institutions of corporate training, Military education and training and business schools. In homeschooling and online schools, teaching and learning take place outside of a traditional school building.

1.7.2 Head of school

Is an individual who is administering a single secondary school. The concern individual has the responsibility of the day-to-day running the school and is assisted by other members of the staff. The head of school is a symbol of the school to the people within the school and to the community and is accountable for the success or failure of the whole institution.

1.7.3 Conflict

Conflict may be defined as a struggle or contest between people with opposing needs, ideas, beliefs, values, or goals. Conflict on teams is inevitable; however, the

results of conflict are not predetermined. Katzenbach et al (1992) say that, conflict might escalate and lead to nonproductive results, or conflict can be beneficially resolved and lead to quality final products. Therefore, learning to manage conflict is integral to a high-performance team. Conflict resulted because of miscommunication between people with regard to their needs, ideas, beliefs, goals, or values.

1.7.4 Management

Management is people working together to find, interpret and achieve the objectives of the organization by applying different functions like planning, organizing, staffing, relationship among different stakeholders, leading and controlling. School management means setting of goals in realistic way and establishing plans to achieve them, which includes setting objective, allocation of resources, evaluating the impact and delivering the result in the light of evaluation.

1.7.5 Conflict Management

Refers to the process of becoming aware of actual or potential conflict, diagnosing its nature and scope and employing appropriate methodology to diffuse the emotional energy involved and enabling dispute parties to understand and resolve their difference in the school environment. According to Putnam and Poole (1987) advocate that conflict management involves implementing strategies to limit the negative aspects of conflict and to increase the positive aspects of conflict at a level equal to or higher than where the conflict is taking place. Furthermore, the aim of conflict management is to enhance learning and group outcomes. It is not concerned with eliminating all conflict or avoiding conflict. Conflict can be valuable to groups

and organizations. It has been shown to increase group outcomes when managed properly. While no single definition of conflict exists, most definitions seem to involve the following factors: that there are at least two independent groups, the groups perceive some incompatibility between themselves, and the groups interact with each other in some way.

1.7.6 Conflict Resolution

It refers to as the process of attempting to resolve conflict in particular settings. It involves conflict resolution strategy through developing peaceful means and finally ending a state of conflict. As the name would suggest, conflict resolution involves the reduction, elimination, or termination of all forms and types of conflict. In practice, when people talk about conflict resolution they tend to use terms like negotiation, bargaining, mediation, or arbitration. In line with the recommendations in the "how to" section, businesses can benefit from appropriate types and levels of conflict.

1.7.7 Educational Stake Holders

It refers to management committees who are supposed to manage educational institutions at district, ward and school levels including MSEO, TSC Secretary employee, Ward Education Officers and Members of school board.

1.7.8 Secondary School

Is a four- year- duration of general and streamed education that ranges from grade 9 to 12 MOEVT, (1994). And the teachers in this case are those who teach at this level and the schools are both government and non-government schools.

1.8 Limitation of the Study

The expected limitation of this study may be reluctant of the some of respondents to provide needed information. This is very possible in viewing the fact that, data will be collected during the class hours whereas students, teachers will be busy with teaching and learning in their respective school.

1.9 Conceptual Framework

This study presupposed that conflict is inevitable in any organization and it is either good or bad in organization. This study argued that conflict is good only when it brings positive effects towards the achievement of the organizations' goals and its bad when it impedes the achievement of the organization. Therefore, there should be appropriate techniques and strategies in address emerge conflict in a school before it materializes in a school organization.

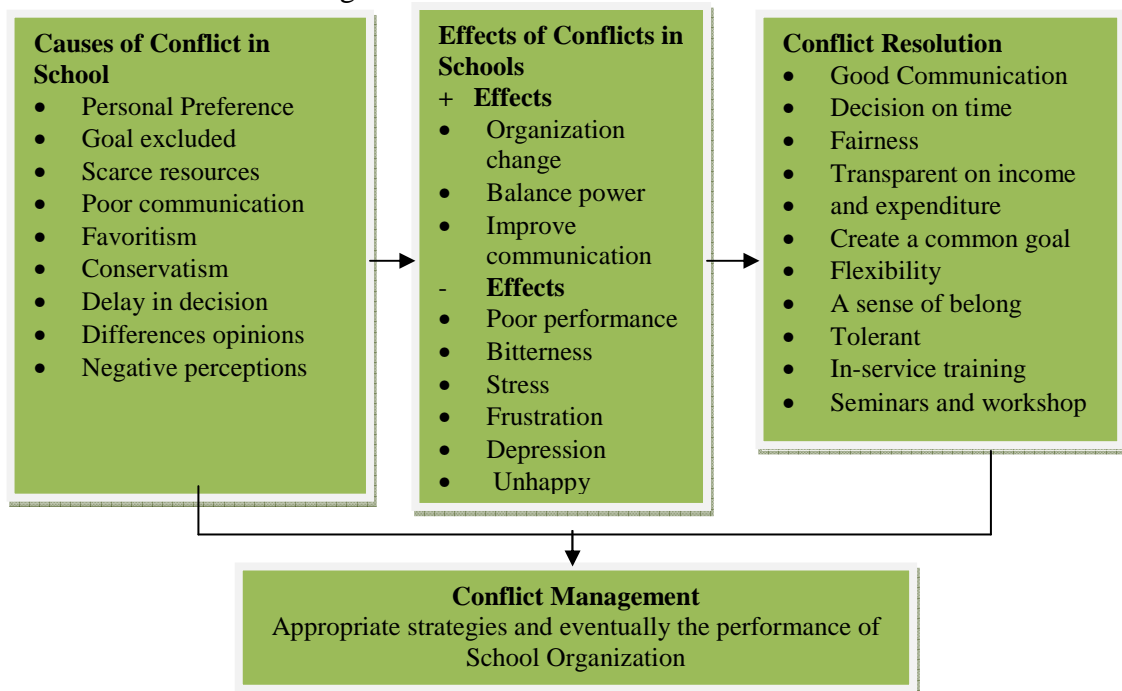


Figure 1.1: The Conceptual Framework that Guide the Study

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature related to analysis of conflict management at school level in secondary schools. It presents the literature on theoretical literature review that includes concept of conflict and its nature, causes of conflicts and factors of organization conflicts in schools; it further discusses about the effects of conflict and the mostly employed strategies in managing conflicts in secondary schools and suggest the suitable strategies to be employed in conflict management in secondary schools in Shinyanga Municipal Council.

2.2 Theoretical Framework and Conceptual Framework

2.2.1 Concept of Conflict

The term conflict has been defined differently by several scholars. For example while others described as a disagreement or incompatibility in wants, values and aspirations of two or more persons or groups. It may also entail differences in people's opinions, beliefs and priorities. Owens (1987) believes that a conflict is a contest of opposing forces or powers; a struggle to resist or overcome; it is present whenever incompatible activities occur. According to Roloff (1987) organizational conflict, secondary schools included, occurs when members engage in activities that are incompatible with those of colleagues within their network, members of other collectivities, or unaffiliated individuals who utilize the services or products of the organization. This definition can be broadened by conceptualizing conflict as an

interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities (that is, individual, group, organization).

Slocum and Woodman (1992) state that, conflict is the situation in which there are incompatible goals, thoughts or emotions within or between individuals or groups which lead to bitterness and opposition. This means, conflicts connotes a stressful, unhappy, distressing, depressing, annoying and frustrating state of affairs (Sagimo, 2002). Hocker and Wilmot (1985) define from a communication perspective as an expressed struggle between two or more interdependent parties who perceive incompatible goals, scarce rewards, and interference from the other party in achieving their goals. Amason (1996) from socialization perspective, stressed that people in organizations have both personal and role preferences about the organizations actions and policies. Deutsch and Coleman (2000) argued that conflict exists because people have different needs, ideas, views and values.

2.2.2 Views Points Towards Conflict

Conflict may be viewed as occurring along cognitive (perception), emotional (feeling), and behavioral (action) dimensions. This three-dimensional perspective can help us understand the complexities of conflict and why a conflict sometimes seems to proceed in contradictory directions (Mayer, 2001). Others define it as a disagreement through which the parties involved perceive a threat to their needs, interests or concerns. Within this definition there are several important understandings that emerge; Disagreement; this means, there is some level of difference in the positions of the two (or more) parties involved in the conflict. But

the true disagreement versus the perceived disagreement may be quite different from one another. All in all conflict tends to be accompanied by significant levels of misunderstanding that exaggerate the perceived disagreement considerably.

However, if one can understand the true areas of disagreement, this will help on solve the right problems and manage the true needs of the parties. As a set of perceptions, conflict is a belief or understanding that one's own needs, interests, wants, or values are incompatible with someone else. Rahim (2002) advocates that, the complexity of the term conflict aroused due to:

Firstly, Parties involved; due to disparities in our sense of who is involved in the conflict. Sometimes, people are surprised to learn they are a party to the conflict, while other times we are shocked to learn we are not included in the disagreement. On many occasions, people who are seen as part of the social system (e.g., work team, family, and company) are influenced to participate in the dispute, whether they would personally define the situation in that way or not. From example we can learn that, people are very readily "take sides" based upon current perceptions of the issues, past issues and relationships, roles within the organization, and other factors. The parties involved can become an elusive concept to define.

Secondly; Perceived threat; People respond to the perceived threat, rather than the true threat, facing them. Thus, while perception doesn't become reality per se, people's behaviors, feelings and ongoing responses become modified by that evolving sense of the threat they confront. If we can work to understand the true

threat (issues) and develop strategies (solutions) that manage it (agreement), we are acting constructively to manage the conflict.

Lastly; Needs, interests or concerns; there is a tendency to narrowly define "the problem" as one of substance, task, and near-term viability. But workplace conflicts tend to be far more complex than that, for they involve ongoing relationships with complex, emotional components. That is to say, there are always procedural needs and psychological needs to be addressed within the conflict, in addition to the substantive needs that are generally presented. And the durability of the interests and concerns of the parties transcends the immediate presenting situation. Any efforts to resolve conflicts effectively must take these points into account. So, it is not simple to conceptualize the term conflict, because within its elegant simplicity lies a complex set of issues to address. Therefore, it is not surprising that satisfactory resolution of most conflicts can prove so challenging and time consuming to address.

Traditionally, they view conflict and assumed conflict was bad, harmful and must be avoided. Robbins, (1989). The writer further suggested that, institutions like schools used to entertain this view of conflict. In school systems, conflict has been discouraged, and has been recognized as bad for the school. In effect, managers often were evaluated for the absence or presence of conflict. This was supported by Luthan's (1981) that, conflict by definition should be avoidable; caused by trouble makers, boat rockers and prima donnas; emphasis always should be in Legalistic forms of authority such as going through channels or "sticking to the book" and scape goats are accepted as inevitable. Ivancevich and Matteson (1990) also agree that all

conflict is bad. Therefore, it must be eliminated in the form of suppression. Gray and Starke (1984) supported that, conflict was a proof that there was something " wrong " with the organization.

Therefore the traditional view assumed that performance decreased steadily as conflict increased, as such many educational managers attempt to eliminate all types of conflict, whether functional or dysfunctional. The reason for this according to Ivancevich and Matteson (1990) is: a) In school systems, conflict has been discouraged; teachers had all the answers, and both teachers and children were rewarded for orderly classrooms b) Manager often are evaluated and rewarded for the lack of conflict in their areas of responsibility.

Contemporary, organizational conflict is viewed as neither good nor bad, but is inevitable. Thus, whether we like it or not, conflict will exist or will occur even if organizations have paid great sacrifice to prevent it, That is, if there is no conflict, the desire of people to make changes in the organization will not be effective. Gray and Strake, (1984). Ivancevich and Matteson (1990) describe the contemporary viewpoint of conflict in the following manner: *"Too much conflict can have negative consequences because it requires time and other resources to deal with it and diverts energy that could more constructively be applied elsewhere"*. *While, too little conflict, on the other hand can also be negative in that such a state can lead to apathy and lethargy and provide little or no impetus for change and innovation.*

Different writers such as Ivancevich and Matteson argued that " the critical issue is not conflict itself but how conflict is managed." According to them, it is reasonable

to expect difference of opinions, beliefs and ideas among managers and workers, between departments and between other groups in the organization. Therefore, since conflict is the inevitable accompaniment of change, the challenge is not to prevent the conflict arising, but to identify the outcome of conflict and find the best ways to manage it. Brown, et - al (1995).

The modern view of conflict does not encourage the elimination of conflict but rather to manage conflict so that it can help groups and individuals perform better. Mowday, (1985). Mowday further argued that "the important task for the manager is to channel conflict so that its consequences are more likely to enhance than to impede effectiveness". Hence, from this perspective Luthan (1981) summarized that: Conflict is inevitable; determined by structural factors such as the physical shape of a building; the design of a career structure; or the nature of a class system; is integral to the nature of change; and a minimal level of conflict is optimal. In spite of the many negative connotations of conflict, some scholars are of the conviction that conflict is necessary for authentic involvement, empowerment and democracy (Afful-Broni, 2007; Tjosvold, 1997).

Putnam (1977) also believes that conflict can be used to balance power, to improve communication, and to develop a foundation to manage differences. What makes conflict potentially dangerous is the fact that since a large number of people are unaware of how to identify it or deal with it when it initially occurs, it tends to be more recognizable mostly when its effects have escalated into destructive, sometimes irreversible levels. Thus, conflict is more than a mere disagreement - it is a situation

in which people perceive a threat (physical, emotional, power, status, etc.) to their well-being. As such, it is a meaningful experience in people's lives, not to be shrugged off by a mere, "it will pass." Participants in conflicts tend to respond on the basis of their perceptions of the situation, rather than an objective review of it. As such, people filter their perceptions (and reactions) through their values, culture, beliefs, information, experience, gender, and other variables. Conflict responses are both filled with ideas and feelings that can be very strong and powerful guides to our sense of possible solutions. As in any problem, conflicts contain substantive, procedural, and psychological dimensions to be negotiated. In order to best understand the threat perceived by those engaged in a conflict, we need to consider all of these dimensions.

2.2.3 Negative and Positive Outcomes of Conflict

2.2.3.1 Negative Effects of Conflicts

The contingency model of conflict set by Hellriegel and Slocum (1982) treat conflict in a balanced manner. That is to say conflict has both positive and negative aspects and therefore it has to be managed. It is believed that proper management of conflict usually minimizes negative effects and maximizes positive effects of conflicts. Negative outcomes of conflict (dysfunctional) are the destructive one. Dysfunctional conflict can be defined as any confrontation or interaction between groups that harm the organization or hinder the achievement of organizational goals Ivancevich and Matteson (1990). Management members are always fighting in eliminating dysfunctional conflict. Most people can think of conflict situations in their organizations that have diverted time, energy and money away from the

organization's goals. Moreover, it is entirely possible for such a situation to turn into continuous conflict and cause further harm to the organization. Campbell et al (1983) indicate that most administrators are attuned to the dysfunctional rather than the functional outcomes of conflict and thus they view conflict as unpleasant and disruptive, and that it leads to disintegration of relationships and hinders the achievement of goals.

If conflict lasts for a long time or if it becomes intense, it will have a negative effect. Firstly, at the interpersonal level, co-operation and team work may deteriorate and distrust may grow among people who need to cooperate in their efforts. For individuals, some may feel defeated, while the self-image of others will decline. Secondly, according to Davis and Newstrom (1989) the predictability and the motivation level of some employees will be reduced. Thirdly, Williams (1978), believed that conflict may cause one or more employees to leave the organization. It can also adversely affect the health of the involved parties. Fourthly, intense conflict can lead to sabotage, stealing, lying, and distortion of reality (information), and similar behavior that can have a negative effect on the organization.

Other writers such as Hellriegel and Slocum (1982) also agree with the above statements. They say, intense conflict often leads to biased perception and goal distortion. This can cause managers/head of schools to make a decision that increases conflict rather than reduce or resolve it. They also see it from control stand point i.e. managers/school heads might dislike conflict because they believe that it interferes with productivity and efficiency. To negative oriented people, conflict is seen as

evidence of failure to develop appropriate norms in the organization. Owens, (1987). Hunt (1992), listed six points with regard to the negative aspects of conflict included: prevent members from 'seeing' task at all; dislocate the entire group and produce polarizations; Subvert the objectives in favor of sub-goals; lead people to use defensive and blocking behavior in their group; result in the disintegration of the entire group; and stimulate a win-lose conflict, where reason is secondary to emotion. Gray and Starke (1984) identified three negative outcomes of conflict as follows; a decline in communication between the conflicting parties; hostility and aggression development; over conformity to group demands.

2.2.3.2 Positive Effects of Conflicts

These are also called functional conflicts. Functional conflict is a confrontation between group that enhances and benefits the organization's performance. Without functional conflict in organizations, there is a possibility to have little commitment to change, and most likely groups would become stagnant. Thus, managers/head of schools would like to encourage such kind of conflict.

According to Ivancevich and Matteson, (1990), positive or functional conflicts result in an urge for excellence and creativity. Such conflicts take the form of healthy competition (interpersonal or intergroup competition). With such type of competition, better ideas are produced, people are forced to search for new approaches, long standing problems are dealt with people and are forced to clarify their ideas, and the tension stimulates interest and creativity.

According to Janis and Mann in schwenk, (1990) believed that, conflict and disagreement between decision makers can improve organizational decision making. Despite this, evidence of the researches have shown that decision makers disliking conflicts may lead to the reduction of conflicts but under stress. Conflict can also indicate the need for adjustments in managerial process such as organizational structure, decision making systems, planning or in behavioral process such as motivation, communication, or leadership patterns. In addition, conflict provides managers or administrators with free flow of information about their operations and show where corrective actions might be needed. Luthans (1981) pointed out that conflict stimulates managers to search ways to reduce or resolve the disagreements, and this process often lead to innovation and change. Davis and Newstrom, (1989), pointed that, one of the benefits of conflict is that people are stimulated to search for improved approaches that lead to better results. It energizes them to be more creative and to experiment with new ideas.

Furthermore, Billisbery (1999) identified benefits of conflict, included the following:

- a) Conflict improves interpersonal relation as people release their strong feelings such as angers that are likely to have because of the aspects of their works and their workmates. This is probably healthier than hiding the anger or resentment.
- b) Conflict improves group dynamics as it helps in improving group dynamics by revealing personal agendas and laying the foundation for appropriate group goals, norms and procedures.

- c) c). Conflict improves ideas and practices, as it helps hearing alternative ideas and suggestions from others which may enable a group to arrive at a better solution to the problem at hand.
- d) Other benefits including; the energy level of groups or individuals increases with conflict; group cohesion increases; problems are made known during conflict; conflict motivates groups to clarify their objectives, and this increases the groups awareness of its purpose;
- e) Furthermore, conflict encourages group to protect values they think are important; individuals or groups are motivated to mobilize information that is relevant to the conflict and can increase an organization's overall effectiveness because it forces groups or individuals to adapt to the changing external environment that the organization faces.

In conclusion, constructive conflict can lead to improved relationship between individuals and groups and to new and better understanding of organizational problems. It also tends to be integrative, or at the least will stop disputes between the conflicting parties. In contrast, destructive conflict leads to the polarization of views and the reduction of effective cooperation between the parties involved. When the distrust between the parties continues, the conflict is more likely to be destructive, Billisbery (1999), and of course proper conflict management and resolution is sought. This is the big challenge for secondary schools, as for the wider community is to find ways of managing conflict constructively so that, those involved can learn and grow from the experience in all kinds of human relationships and social settings.

Table 2.1: An Overview Summary of the Positive And Negative Effects of Intergroup Conflict By Hellriegel and Slocum (182:667) in the Following Table

Characteristic of intergroup conflict	Positive effects	Negative effects
Competition increases motivation	contributes to a system of checks and balances increases number of new ideas to compete with established ones	Decreases motivation may deprive higher level management of information
Concealment and distortion of information		Lowers quality of Decisions
Appeals to superiors for decisions	superior becomes more informed about operations and subordinates	may lead to confrontation with superior as a third party facilitator superior may become overloaded by referrals may lead to boring with superior handing down edicts without full knowledge
Rigidity & formality in decision procedures	may increase stability in the system	may lower adaptability to change

Whether conflict is viewed as constructive or destructive depends on the position and viewpoint of the people observing it. A dispute between two departmental managers over their respective share of new resources may benefit the organization, because it may create a better understanding of the two department's needs.

2.2.4 Nature of conflict in Education Institution

De Janasz, et al (2006) stressed that conflict is a fact of life in organizations. An organization comes into being when there are people who are to interact with each other and who are prepared to put force and a unified effort in pursuit of a common goal. When people interact with one another, it is natural for conflicts to occur.

Conflict in school organizations has been a common phenomenon for a long period of time. It received different degree of emphasis from social scientists during various periods of history. Thus, the phenomena related to conflict have been deeply studied by philosophers, sociologists, economists, political scientists, anthropologists, and psychologists. Rahim, (1986). Conflict is not something that is a tangible product but it lies in the minds of the people who are parties to it. It does become tangible when it manifests itself in arguing, actions, brooding, or fighting.

Today, a synthesis of the classical and modern viewpoints has brought us to determine that the productive as well as destructive potentials of conflict exist in school organizations. When people work cooperatively, harmoniously and with collaborative effort, it is true for conflict to occur. Thus, because conflict is present in all human experience, it is becoming an important aspect of organizational behavior in education. That is why management scholars are interested in studying organizational conflicts in recent times Rahim, (1986). Conflict can occur within and between persons or social units. It can also occur between two or more people or social units. The literature tries to confine itself to conflicts in organizational life - organizational conflict. In most cases, organizational conflicts involve interpersonal conflict and intergroup conflict. Owens, (1998).

2.2.5 Empirical Literature Review

2.2.5.1 Globally

It is generally argued that capable head of school make a substantial difference to the quality of education and students' achievements in their schools. Head of school are

regarded as only second to classroom teaching when it comes to having an influence on school achievement (Kibui, 2013). Various researches have shown that poor achievement in schools has been caused, among other things, by weak management capacity of school heads (Kibui, 2013; Ngirwa, 2006).

School heads exert a powerful influence on the quality of teaching and learning environment in their schools, and play a vital role in providing harmonious and successful schooling. A school's success in attaining its goals is often linked to the successful leadership practices of the head of school.

This was evidenced by Kandasamy and Blaton (2004) in their studies on the role of school heads in educational improvement. The study involved an analysis of educational leadership in seven Asian countries, namely Bangladesh, Malaysia, Nepal, Pakistan, the Philippines, Republic of Korea, and Sri Lanka. The findings in their study revealed that the quality of education was primarily depends on the way schools are managed; and the capacity of schools to improve teaching and learning is strongly mediated that the way the heads of schools manage and lead their schools and teachers is influenced by their capacity and skills, as well as by recruitment and posting procedures, evaluation practices, and the presence of incentive mechanisms for good performance. They considered that the strengthening of the management capacity of school leaders was one of the key strategies for improving school quality, and hence student achievement.

Robinson (2007), in her study titled "School Leadership and Student Outcomes: Identifying What Works and Why", examines and identifies the relative impact of

different types of leadership on student outcomes. He analyzes leadership dimensions that have an influence on the teaching and learning process in a school. He mentions five roles or leadership dimensions to be acquired by the head of school so as to enhance student outcomes. These are, establishing goals and expectations, strategic resourcing, i.e. securing and allocating material and staffing resources for pedagogical purposes, planning, coordinating and evaluating teaching and the curriculum, promoting and participating in teacher learning and development; and ensuring an orderly and supportive teaching and learning environment.

Moreover, Professor Robinson, advocates that the heads of schools who succeed in creating an orderly and supportive teaching and learning environment, and who are also engaged in coordinating and evaluating teaching and the curriculum, contribute more to student performance in their schools. She concludes that instructional leaders, because of its strong focus on the quality of teachers and teaching, has a strong impact on student outcomes.

Dembele (2005), in his paper titled “Improving the Effectiveness of Schools: The African Experience”, contends that school leaders play a vital role in school development. They set the tone with their emphasis on having a clear vision or a sense of purpose for their schools, managing the curriculum, ensuring a conducive learning climate, setting high expectations for teachers and students, and playing attention to both students’ learning and teacher professional development. He argues that to be able to accomplish these tasks, heads of schools have to possess transformational and instructional leadership qualities.

However, he points out the problems and challenges facing educational leadership in Sub-Saharan Africa. He observes that the majority of school heads are usually untrained for the job, as most of them are still being appointed to their positions based on teaching experience, without their attending of any leadership training programme prior to assuming office. The in-service training offered to heads of schools is inadequate, and tends to focus either on management issues at the expense of pedagogical ones, or vice versa, and rarely on both issues.

2.2.5.2 In Tanzania Context

Conflict in secondary school in Tanzania has been regularly occurring in many schools but do differ from one school to another depending on the extent to which a conflict occurred or addressed. Generally, a conflict in school may involve students, teachers, non-teaching staff, parents and other education stakeholders (Ntide, 2015). Example of one reported case of conflict in school is the one took place in Kiteto District where one teacher cane a student to death and hence brought quarrel between a school teacher and parents who demand the government to take legal action towards a teacher who killed the student Mwananchi of 22nd April 2015. The study conducted in Temeke Municipal indicates that about half (45%) of teachers do have conflict with head of school because poor academic performance of their schools (Tinde, 2015). Furthermore, the study by Angela (2014) revealed that majority (84.4%) of school conflicts is caused by lack of proper communication to teachers in Kinondoni Municipality; improper communication between the head of school and teachers has been influencing regular conflict in some of the schools. Moreover, another report of Mwananchi on October 6, 2016 revealed a conflict

between field practice teachers (from the University of Dar es salaam-DUCE) with a student at Mbeya day secondary school, whereby a student was harshly disciplined on 28th September, 2016 because the student neglected to submit his class assignment. Also, the study conducted in one of the District in Zimbabwe by Nyamajiwa (2000) reveals that competition over resource is among causes of conflict in school organization, so lack transparent over school resources eventually affect the relationship between management and subordinate in the school organization (Nyamajiwa, 2000).

It is clearly stated in the Education and Training Policy document of Tanzania that, educational management and administration can play a vital role in promoting the effectiveness and the quality of education as it says “The provision of quality education and training is the ultimate goal of any education system”. This goal, however, cannot be achieved without a well-established and effective management and administrative machinery (URT, 1995).

Empirical research conducted in this area of educational management and leadership confirms the crucial role educational leadership can play in improving educational quality and students’ achievement. Sayi (1999), in her study titled “Towards Effective School Management: A Study of Secondary School in Tanzania” examined the perception of teachers and school heads about management practices that appeared to be effective. Specifically, the study intended to survey the perception of teachers and school heads about characteristics of well-managed schools; investigate whether schools as workplaces were conducive places to work in; find out how

school heads accomplished the task of decision making and communication in schools; and find out how school heads maintain relationships with community as well as with parents. The study found out that fulfillment of the above-mentioned management practices were associated with schools termed as “well-managed ones” whereas the so-called “less well-managed schools” were found with low achievement in accomplishing the aforesaid management practices. Furthermore, the study revealed that boarding, single sex schools, and those located in the city were doing better in fulfilling effective management practices than day, co-educational schools that were far away from the city.

Another study conducted by Maro (1994), in his study titled “Leadership Qualities and School Effectiveness: The Case of Tanzania Secondary Schools” investigated the extent to which leadership qualities contributed to the promotion and enhancement of the teaching and learning process and to good school performance. In his study he outlined the leadership qualities for school improvement included, professional knowledge and experience in school management, consideration for staff and students’ welfare, involving staff and students in the management of school, and classification of educational goals and offering guidance to staff and students on performing school tasks.

Damian (2003) in his study “Leadership Behavior and Functions of Educational Institutions in Tanzania Public Schools”. The findings indicate that the Ministry of Education and Culture by then lacked a clear mechanism for monitoring leadership behaviors of educational leaders. Also (Ibid) found out that an effective school

leadership was the main factor that contributes to differences in proper school functioning.

2.2.6 Types of Conflicts and their Major Causes/Sources

2.2.6.1 Common causes/sources of Conflict in Secondary Schools

In many cases, the signs of conflict are obvious and visible. There may be, raised tempers and emotions, possibly even fighting or formal disputes, Billisbery (1999). This writer argued that there are also hidden conflicts, which are submerged below the surface of the organization. However, there is usually something visible above the surface if you look carefully. According to Billisbery, some signs of potential hidden conflict include: a) Coolness or rigid formality in relations between parties involved; b) Uncomfortable silences at meetings, and; c) Constant referral to formal rules and procedures.

Conflict commonly occurs between administrator, and between union and non-union members, and between informal groups and formal organizations Kinard, (1988). According to him, conflict can arise between the individual and the organization, between individuals, within the individual him/herself, between groups and individuals, and between groups in the organization. Organizational conflict occurs at several levels and appears in different forms (Champoux, (2003). Rahim (2001) divided organizational conflict into two types: Intra-organizational conflict which occurs within the organization and inter organizational conflict which occurs between two or more organizations, including education institutions.

Mohamad Johdi and Raman (2011) affirmed that conflict cannot be evaded even in education as schools and colleges are a part of organizations. If conflict which arises in schools and colleges are not taken care of it will affect the educators as well as the students by creating unwanted divergence in their learning environment. Basically, conflict is everywhere, and it is inevitable. The factors of organizational conflict in schools can be classified into two main categories; *structural factors*, which relate to the nature of the organization and the way in which work is organized; and *personal factors*, which relate to differences between organizational or school members.

2.2.6.2 Structural Factors

Different writers such as Auerbach and Dolan (1997), Rahim (2001), Champoux, (2003), De Janasz, et al., (2006), and, Mohamad Johdi and Raman (2011) identified structural aspects of an organization which are likely to cause conflicts. These included specialization, common resources, goal differences, interdependence, authority relationships, status differences, jurisdictional ambiguities, and, roles and expectations.

Specialization: Teachers in an organization either have general or specific tasks which when the majority of them are specialist, conflicts may arise. For example when one may have insufficient knowledge of the other's job responsibilities, dissatisfaction in either party may exist. Auerbach and Dolan, (1997) and Rahim (2001) anticipated that the management of organizational conflict involves channeling the energies, expertise, and resources of the members of conflicting

groups for synergistic solutions to their common problems or attainment of overall organizational goals.

This can be also a cause of conflict in schools. Secondary Schools are staffed with experienced long serving teachers and inexperienced young teachers who have recently graduated from training with the most recent teaching ideas. As such, staff members in a school or department have different levels of specialized subject related knowledge. It is this specialized training and knowledge that trained teachers use to scone the untrained non-degreed and degreed temporary teachers deployed in the Secondary schools resulting in conflict among the parties.

Limited resources: Most organizational resources are limited, and individuals and groups have to fight for their share. Therefore, the resources should be shared, the limited the resource the greater potential for conflict. In school settings, as it has been elaborated by Hanson (1991), conflict arises whenever perceived or real interest collides. For example, having a class in schools with extensive workload which only have one computer may create high chances of conflict Champoux, (2003), and Rahim (2001). The collision can result from a divergence in organizational goals, personal ambitions, group loyalties, departmental budget demands on scarce resources, ethnic expectations and demands. Thus, in secondary schools, conflict can arise from divergence in expectations of scarce resources like accommodation, classrooms, instructional resources such as chalk, manila, and so on.

Goal differences: Champoux (2003) identified that normally groups or departments in the organization have different and incompatible goals, increasing the chances of teachers experiencing conflict. For example, school head and a head of academic department have different goals for improving the way of teaching in school. The school head needs to recruit newcomer teachers who have more advance teaching techniques than long-teaching teachers in school. On the other hand, a head of academic department needs to train a new technique of teaching to long-teaching teacher; these differing goals and internal environments of departments are also a potential source of conflict Pihanathanon (1984).

Interdependence: Sometimes one teacher must depend on another to complete a task. When workers are in an interdependent situation, it is easy to blame a co-worker when something goes wrong (Auerbach & Dolan, (1997) and Champoux (2003). For example, a school heads may clash with a teacher who works in registration department because he/she provides inaccurate data of students Pukkapan (1999). Moreover, if the work of a department is dependent upon the output of another department a conflict could arise, especially if this situation is coupled with limited resources; for example, where the activities of a department, whose budget has been reduced below what is believed necessary to run the department efficiently, are interdependent with those of another department, who appear to have received a more generous budget allocation. A person's perception of unjust treatment such as in the operation of personnel policies and practices, or in reward and punishment systems, can lead to tension and conflict.

Authority relationships: Often, there is underlying tension between managers and teachers (it means heads of schools and teacher). This is because most people do not like being told what to do such as manager (head of school) who is overly strict is frequently in conflict with their teachers (teachers) hence, the growing popularity of team approaches and empowerment strategies, Auerbach and Dolan, (1997).

Status differences: In many organizations even in school, manager or school heads is granted privilege denied to other teachers or teachers. For instance, manager and head of school may enjoy flexible hours, free personal long-distance calls, and longer breaks. In the words of one management consultant, “If you want to know who is really important in the organization, just observe the signs in the parking lot and watch for the distance between the parking and the office building; the bigger the sign and the closer to the building, the higher the status of the incumbent” Auerbach and Dolan (1997) and De Janasz, *et al.* (2006), stated that human beings are unique who possesses a variety of physical, intellectual, emotional, economic, and social differences. However, some organizations are creating a more egalitarian appearance to reduce conflicts that result from status differences.

Jurisdictional ambiguities: Jurisdictional ambiguities occur when the lines of responsibility in an organization or school are uncertain. When it is unclear who does what, teacher has a tendency to pass unwanted tasks onto the next teacher. Auerbach and Dolan, (1997).

Roles and expectations: A role refers to the behaviors and activities expected of a teachers. Every teacher plays one or more roles within the organization. These roles are usually defined through a combination of such elements as job title, description of duties, and agreements between the teachers and the organization. School heads and their subordinate conflict can result when the subordinate's role is not clearly defined and each party has a different understanding of that role Auerbach and Dolan, (1997). For example, one teacher who has many roles at the same time, teaching students in many classes, being a consultant for students and working for finance department in school Hannakhin, (1983).

2.2.6.3 Personal Factors

The personal factors are those related to differences between organizational members (Johdi and Apitree, 2012). The most common personal factors associated with personal conflict according to Auerbach & Dolan (1997), and, Rahim (2001) are the level of skills and abilities, different personalities, poor communication, favoritism at work and feeling insecure at work. Teachers as human beings have different personalities which result in them doing things differently. These diverse personalities can create the potential for conflict (Ndhlovu, 2006). Rahim (2001) in Johdi & and Apitree (2012) admitted that different personalities are a reality in any group setting, including the school workplace as there always seems to be one co-worker who is difficult to get along with.

Skills and abilities: Usually the members of a department or work team have different levels of skills and abilities. Conflict can result when experienced teachers

must work with a novice who has good theoretical knowledge but few practical skills Auerbach & Dolan, (1997). For example, a long-teaching teacher in school who was graduated many years ago and she is familiar to teach in the old way of teaching will have a conflict with young newcomer teacher who has an advance technique of teaching Pukkapan (1999).

Personality conflicts: Rahim (2001) admitted that personality conflicts are a reality in any group setting, including the workplace. There always seems to be at least one co-worker who is difficult to get along with. One of the most difficult personality traits is abrasiveness. An abrasive person is often hardworking and achievement-oriented, but critical and insensitive to other's feelings. Other irritating personality traits include laziness and gossiping.

Perceptions: Kellermann (1996) suggested that conflict may be simply described as a clash between two individuals who are unwillingly or unable to fulfill expectations of each other. Much organizational conflict stems from the fact that teachers and managers have different perceptions of situations. For example, a school head may feel that a teacher is underperforming in teaching, whereas the teacher may feel that the best job possible is being done (Auerbach and Dolan, (1997).

In school settings, according to Johdi and Apitree (2013) differences in perception can result in underlying tension between school heads and some teachers. Some teachers are reluctant to obey the school heads, they do not like to follow rules or accept extra work; hence do not easily get along with their

headmasters/headmistresses. This is because most people do not like being told what to do. According to Shahmohammadi (2014) heads of schools to adopt an authoritative leadership style, for example they pressurize teachers for an uninterrupted working of the school activities hence conflict between teachers and the school heads occurs frequently at any time in the school. According to Afful - Broni (2013) some teachers just do not like the fact that certain people are their administrators. Some of the teachers feel more competent than their administrators and as such do not always cooperate with them. Such teachers literally do not have regard for the ranks of such heads. They believe they are more capable especially if they possess higher qualifications than the school head.

Diversity: These are increasingly heterogeneous. Differences in age, cultural background, ethics, and values can be a source of conflict among teachers. For instance, long serving staffs who feels loyal to the school may clash with a young newcomer staff that sees the school as nothing more than a stepping stone Auerbach & Dolan, (1997) and Rahim (2001). This situation can also resulted into indiscipline among workers. Seamuns in Kipyego (2013) argues that, some teachers go into the teaching profession as a last resort when other alternatives of employment have failed to materialize and it is these teachers that never settle in their jobs as teacher. He further argues that, such teachers work only to earn a salary and they are bound to complain, murmur, grumble, relax and even fight the school head who demands that work be done and always the head is in the center of blame.

On the other hand, Kipyego (2013) postulates that it is not only indiscipline from teachers, but other behavior committed by the school heads that also pose a challenge to school management and these include absenteeism, lateness, dishonesty, inaccessibility and authoritarianism. Such school heads find it very difficult to enforce discipline among their own teachers.

Personal problems: When we bring our personal problems to work, our performance tends to suffer and we may clash with co-workers who are obliged to “pick up the slack.” Auerbach & Dolan, (1997). For example, some teachers have a problem at their home then they could not teach effectively in their class because they lack concentration in school. Pilanthanon (1984).

Communication: A common cause of conflict is poor communication, which can lead to misunderstandings and allow barriers to be erected, (Johdi & Apitree, 2012 and Shahmohammadi, 2014). Johdi & Apitree (2012) probably the easiest way to prevent conflict is to ensure good communication. They argued that, both too little and too much communication can lead to conflict. On the one hand, when there is too little communication, associates do not know enough about each other’s intentions, goals, or plans. Coordination becomes difficult, and misunderstandings are more likely to occur, which can result in conflict.

On the other hand, too much communication can result into misunderstandings that cause conflict Hitt, *et al*, (2006). For instance, a school head should be clear in details when he notices a new discipline for all teachers and students in school,

Pilanthananon (1984). He further contended that, too much communication on the other hand can result in misunderstandings that cause conflict too. Shahmohammadi (2014) and Johdi and Apitree (2012) believed that, perhaps the easiest way to prevent conflict is to ensure good communication. The school head therefore needs to constantly meet with all sectors of the institution to speak out and set the record straight to avoid distortions that may lead to conflict (Madziyire *et al*, 2010). In a school set up the head should periodically hold scheduled meetings with Heads of Departments, Senior Teachers, all teachers, support staff, student representatives and School Board in addition to emergency meetings.

Favoritism as source of conflict in schools: Favoritism means to prefer someone or group of people from others just because management likes him/her or them. Due to favoritism, conflict arises in organizations because the workers are not selected according to agreed criteria. Omboko in Kipyego (2013) contends that school heads sometimes favor other teachers at the expense of others. This kind of treatment results in discontentment among other teachers. Smith (2013) postulates that favoritism in the workplace means giving preferential treatment to one or more teachers. This unfair treatment to favor certain people in an organization such as a school disturbs the state of teachers and affects job satisfaction among teachers. Preferential treatment can be intentional; for example, an employer could assign the choicest responsibilities to the most veteran worker. Preferential treatment can also be subconscious; for example, teachers might notice that an older male supervisor seems to treat young female workers with friendly smiles and encouragement while gently ignoring male workers in the hallways resulting in conflict.

In favoritism, decision makers consciously favor their friends at the expense of others who are more deserving. By not treating everyone equally, a school head is fostering a sense of resentment and separation that can de-motivate teachers and damage team unity. Resentment, anger and hatred are the consequences of discrimination which eventually lead to rumors, jealousy and conflicts at the workplace. Jealousy leads to vicious rumors which in turn lead to back stabbing. Under such an environment, members are filled with distrust towards the head of institution and disputes are not easily resolved. Favoritism is a natural phenomenon and as such it is bound to affect any organization, including schools.

2.2.7 Types of Conflicts and Its Major Causes

Organizational conflict, whether it be substantive or affective, can be divided into intra-organizational and inter organizational. Interorganizational conflict occurs between two or more organizations, Rahim (2002). When different businesses are competing against one another, this is an example of interorganizational conflict. Intraorganizational conflict is conflict within an organization, and can be examined based upon level for example, department (interpersonal), work team (intragroup) and individual (intergroup).

Interpersonal conflict generally refers to conflict between two or more individuals (not representing the group, rather they are a part of the same or different group at the same or different level, if in an organization. This type of conflict can be divided into intragroup and intergroup conflict. While the former, intragroup conflicts, occurs

between members of a group or between subgroups within a group, the latter intergroup, occurs between groups or units in an organization. These conflicts occur at the work place when two or more people disagree over issues of organizational substance and or experience some emotional opposition with one another.

Mosha, (1994) indicates the commonly types as; Intrapersonal conflicts; a conflict which occurs as a result of internal pressure. Interpersonal conflicts; a conflict that occurs between two or more organization members at the same or different level it covers priorities and ways of doing things. Intra-group conflicts; which occurs among members of a group they are associated with differences in values and orientations, Inter-group conflicts; occurs between two or more groups within an organization, Intra –organizational; This occurs within organization, due to incompatibility among various groups within an organization. They are the result of incompatibilities between the expectation which are consistence with the goals of institution and the needs of individual within it (Mosha, 1994).

Researchers such as Fikru (1993) and Gonie (1998) supported argument presented by Mosha and discovered that, school conflicts could be stratified on the basis of individual, group, and the organization at which they occur. In these regard, school conflicts may be leveled out, as intrapersonal, interpersonal, intragroup, and intergroup conflicts as stated by Rahim (1986) as well as intra organization as presented by Mosha, (1994).

2.2.7.1 Intrapersonal Conflict and its Sources

According to Kroon (1991) this type of conflict is found within the individual

(intrapersonal), can indicate the presence of simultaneous, opposing, divergent and conflicting ideas, feelings and activities. Intrapersonal conflict is caused by poor person environment fit, poor time management, underestimation or over estimation of skills, and assigned tasks that do not bring much goals, interests, values or abilities, lack of confidence, feeling of powerlessness Hanson, (1996). This may arise when an individual is required to perform the task which is incompatible with his/her goals or value and characteristics of such tension are uncertainty, hesitation, stress, anxiety, and depression.

The major causes of intrapersonal conflicts are; conflicting needs, role ambiguity, incompatibility of organizational and personal values Kinard (1988). In other words, individuals with the same formal responsibility in a school organization may perceive these differently because of differences in their personalities. In general, the sources of intrapersonal conflict are mainly structural; they are situational imposed, and these according to Rahim's (1986) are caused by: Mis-assignment and goal in agreeable; Inappropriate demand on capacity; Organizational structure that is, creating conflicting goals, policies, and delayed decisions; supervisory strategies; and position. Rahim (1986) further maintains that intra-individual occurs when an individual is forced with two or more incompatible views or ideas and the person cannot easily adopt one. This type of conflict is also relevant in secondary school education when a student fail annual examinations and discontinued creates a conflict between individuals efforts and school policy.

2.2.7.2 Interpersonal Conflict and its Sources

This type of conflict occurs between one individual and another who are brought together in work places or elsewhere caused by improper assignment of responsibility, limited resources or maintenance of department. Kinard, (1988). Most employees are concerned about their position, status, and power within the organization and resent any encroachment on them. Also they are often competing with each other for recognition, approval and promotion Rashid and Archer, (1983). Kinard (1988) identified three primary sources of interpersonal conflict including personality difference; power struggles; and competition.

Interpersonal conflict is the most common and visible type of disagreement in schools and other educational institutions where people are interact and are often not visible.

In schools settings interpersonal conflicts is based on some types of role conflict in which a person perceives incompatible messages and pressures from head of schools or head of department. For example, the conflict may be between teachers and students, students and school heads, teachers and teacher's common case is that of an imbalance in allocating extra jobs to heads and staff that makes some of them very key and others unnoticed, much less occupied and concerned. Likewise, interpersonal conflicts can develop when some members of a school board may like to offer courses in sex education while others may find this proposal morally offensive and thus causing conflict.

According to Hunt, (1979) said, interpersonal conflict occurs between two or more persons when attitudes, motives, values, expectations, or activities are incompatible and if the individuals perceive themselves to be in disagreement. The common reasons for this type of conflicts are differences in personal beliefs and values, role ambiguity due to lack of clarity is a common phenomenon due to poor selection of teachers which is associated with discrimination, Miseyi and Mwanakatwe, (2006). In the context of secondary schools, this type of conflicts resulted many teachers experience role ambiguity because they do not know the job, so they lacked competence of performing the work effectively and efficiently. This may result into behaviors such as turnover and absenteeism of teachers in schools.

2.2.7.3 Intragroup Conflict and its Sources

Intragroup conflict refers to disagreements of differences among the members of a group or its subgroups regarding the goals, functions, or activities of the group, Rahim and Bonoma, (1979). Members of the same group such as department, or two or more subgroups within a group, develop conflict either substantive or affective one, based on intellectual disagreement, or on emotional responses to a situation Gordon, (1987). This type of conflicts is cause by; leadership strategies; group composition and size; group cohesiveness and group think; and external threats and their outcomes Fader, (1976).

Saddler (1998) describes this type of conflicts as largely interpersonal conflict between persons in a group. Interpersonal conflict is always present in groups

because individuals differ in terms of values, beliefs, attitudes and behavior. As a result some people are more attracted to some than to others. The better underlying relationships, the easier it is for people to work together. Different literature observed that, conflicts in small groups can, however, play a constructive role since it can stimulate creativity and renewal in that they start to communicate and work together as a unit. Working together, promotes the spirit of good human relations including respect, caring and love among them. This implies that intra-group conflict occurs among group members and involves clashes among some or all processes and effectiveness Wood, (2003). This is valid in secondary school when teachers and students are in the group which has norms and values and one finds them incompatible to ones expectations and values. Due to this, a conflict emerges within the group. The performance of the group and team work in general may significantly be affected.

2.2.7.4 Intergroup Conflict and its Sources

Intergroup conflict refers to differences and clashes between groups, departments, or divisions within an organization, Hellriegel and Slocum (1982). The sources of intergroup conflicts are: task interdependency; task dependencies; inconsistent performance criteria and rewards; intergroup differences; and problems in sharing scarce common resources. The results of this conflict has been costly because the parties involved develop attitudes that are characterized by distrust toward each other rigidity, a focus on self-interest, a failure to listen and sometimes fencing and leads to role dissatisfactions when professional are required to conform to performance standards which have been set by doubtful professionals.

Similarly, Organ and Bateman (1991) indicated three major factors included, first, the need for joint decision making creates potential for conflict. This refers to the dependence and interdependence over and between groups dictated by the systems nature of organizations. Second; the difference in goals, that's multiple goals exist within the same organization. This is because different individuals and groups, develop different goals by virtue of internally inconsistent reward systems, competition for scarce resources. Thirdly, difference in perceptions, which are also intensified by departmentalization and different flows of information to different organizational sub units.

The most important type of intergroup conflict that takes place within most educational organizations is between the management group and the trade union. Both groups have well defined roles, objectives and tactics. Such a conflict is intensified by factors in the organization's internal environment such as excessive overtime, unfair treatment and so on, and the external environment such as the rate of inflation and foreign market competition as pointed out by Rashid and Archer (1983). This situation happens in school settings for example when a less experienced teacher is made superior to long experienced ones or a local committee sets standards for assessing teacher's performance.

Moreover, in Tanzania educational context as per Omari and Mihayo, (1991) revealed that, in any learning institutions there are three important groups; the academician, politician and the Administrative staff. Those three groups have different values, different individual objectives to achieve and differing levels of

knowledge and exposure, which make them horizontal conflict almost permanently especially between head of school and politician. Furthermore, in educational departments in secondary schools, each department may strive only for its own goals disregarding the goals of other departments and teams, especially if those goals are incompatible. In cases where each department has its own values, such a conflict emerges. In a similar manner, administrator and staff members in schools, have different time horizons, goals, interpersonal orientations, and approaches to problems. Allen in Stoner and Freeman (1989) asserts that, "These differences enable administrator and staff members to accomplish their respective tasks effectively; but the differences also increase the potential for conflict between them". Hence, the conflict between administrator and staff members in school organizations are examples of intergroup conflicts.

Generally, it is obvious for intergroup conflict to occur between groups or units in organizations and the managing bodies who head them. Miner (1985) summarized causes that raise intergroup conflicts as follows: The presence of individuals who particularly prone to the expression of aggression or who because of their non-conformity and creativity, tend to elicit aggression in others; The presence of individuals who are experiencing major dissatisfactions with aspect of their roles in the organization; Interdependence between the work of individuals and groups requiring that decisions be made jointly; Sharp competition between groups having differing objectives and goals; Individuals and groups possessing differing perceptions regarding the work situation especially if these perceptions are rooted in

strongly held values; Considerable loose-lying power with the result that authority allocations are not well established and their considerable ambiguity regarding roles.

2.2.6.5 Intra-Organizational Conflict

Conflict occurs when management and staff disagree about working conditions, goals, authority and decisions (Swart, 2001). While Van der Westhuizen (1991) states that this type of conflict can also originate between certain groups in a school or school system, it can occur between members of a certain subject interest group, for example conflicts between history teachers, concerning a certain approach to the work. When more than one person is involved, coalitions are created within the interest groups. According to Wood et al (2003) conflict between an institution and another occurs when the goals and objectives of a school are incompatible with the social values, this means that objectives do not reflect the values of the society.

2.2.7.5 Individual Institutional Conflict

Prinsloo (2001) believed that, school management is a social process. The concept brings along the realization of how radical conflict can be, between an individual's expectations and the demands of the school as a dynamic organization. No two individuals are alike. Each brings his specific needs and personal preference into the social system. The institution itself also has its own role to fulfill. This role is determined by its broader aims and motives. When the ideal and aim of the two parties concerned differ greatly, an ideal climate for possible discord is created. For example the head of a school may agree with teachers to teach for remedial time and the school management motivate them by incentives like-money, free house and

provide free lunch at the school. When these groups i.e. school head and teachers do not complement each other conflict is likely to occur.

2.2.8 Conflict Management

2.2.8.1 Managing Conflict in General

Conflict management generally aimed at minimizing affective conflicts at all levels, attain and maintain a moderate amount of substantive conflict, and use the appropriate conflict management strategy to effectively bring about changes of attitude and also to match the status and concerns of the two parties in conflict. Rahim (2002). He suggested that, for effective conflict management strategies, they should satisfy certain criteria. The following criteria are useful for both conflict management, and decision making in management. Firstly, Organization Learning and Effectiveness; In order to attain this objective, conflict management strategies should be designed to enhance critical and innovative thinking to learn the process of diagnosis and intervention in the right problems. Secondly, Needs of Stakeholders; Sometimes multiple parties are involved in a conflict in an organization and the challenge of conflict management would be to involve these parties in a problem solving process that will lead to collective learning and organizational effectiveness. Organizations should institutionalize the positions of employee advocate, customer and supplier advocate, as well as environmental and stockholder advocates. Thirdly, Ethics; a wise leader must behave ethically, and to do so the leader should be open to new information and be willing to change his or her mind. By the same token subordinates and other stakeholders have an ethical duty to speak out against the decisions of supervisors when consequences of these decisions are likely to be

serious. "Without an understanding of ethics, conflict cannot be handled". Lastly, special consideration should be paid to conflict management between two parties from distinct cultures. In addition to the everyday sources of conflict, "misunderstandings, and from this counterproductive, pseudo conflicts, arise when members of one culture are unable to understand culturally determined differences in communication practices, traditions, and thought processing (Rahim, 2002).

Effective management of conflict can lead to outcomes that are productive and enhance the health of the organization while ineffective management of conflict create a climate that is likely to develop a downward spiral of mounting frustration, deteriorating organizational climate, and increasing destructiveness as again suggested by Owens (1998). According to him, participative leadership helps people in an organization as have good ideas and quality information for making better decisions. Thus, conflict causes people to seek effective ways of dealing with it, resulting in improved organizational functioning. Except in some situations where conflict can lead to competition and creativity, but in most cases conflict is destructive in nature. Therefore it should be resolved as soon after it has developed as possible. But it is advisable for managers to make an effort in preventing it from developing. Chandan (1994). According to Chandan (1994) identified four guiding principles that are used for the management of conflicts in schools included:

1. Preventing conflict; this can be done through;
 - a) Goal structure; that is, goals should be clearly defined and the role and contribution of each unit and the individual in these units towards the

organizational goal must be clearly identified. b) Reward system; done by fair compensation system in order not to create individual competition or conflict within units of the organization.

- b) Trust and communication; whereby, the greater the trust among members of unit, the more honest and open the communication among them would be. Individuals and units should be encouraged to communicate openly with each other so that they can all understand each other's problems and help each other when necessary.
- c) Coordination; that is properly and well-coordinated activities reduce conflicts.

2. Behavioral Conflict; under this, five strategies for dealing with conflict was raised. Including:

- a) Ignoring the quarrel - it is advisable for managers to play a passive role and avoid it all together. The parties involved in the conflict may themselves prefer to avoid conflict.
- b) Smoothing - this means managing conflicts by appealing for the need for unity rather than addressing the issue of conflict itself.
- c) Compromising - this involve each party gives up something and also gains something. This technique of conflict resolution is very common in negotiations between the labor unions and management bodies.
- d) Forcing (domination) - this is where the dominator has the power and authority to enforce his own views over the opposing conflicting party. This technique is effective in situations, such as firing a trouble-maker and conflict

creating managers by the president of the company. This approach assumes that in all organizations, no matter how well they are managed, there will be differences of opinions which must be resolved, through discussions and respect for differing viewpoints. This technique is very useful in resolving conflicts arising out of semantic misunderstandings. It is not so effective in resolving non-communicative types of conflicts such as differing value systems, where it may even intensify differences and disagreements.

3. Resolving structural based conflicts; this can be solved or prevented by redesigning organizational structure and work-flow. A general strategy would be to move towards decentralization so that most of the disputes can be settled at the lower levels in the organization.
4. Stimulating conflict; on that management would adopt a policy of conflict stimulation so that it encourages change and innovation in the organization. Some of the factors that stimulate or create conflict are; too much satisfaction with the status quo, low rate of employee turnover, shortage of new ideas, strong resistance to change, friendly relations taking precedence over organizational goals and excessive efforts at avoiding conflict.

Therefore conflict can be said to be a reality in any social system that provides challenges for the parties involved in a conflict. These strategies involves in managing conflicts vary in their degree of cooperativeness and assertiveness. School heads need to understand what is entailed in conflict management and need high

conflict competence to be able to be effective in their schools. Having dealt with the general approaches for managing conflicts, an attempt will be made to treat the types of conflict and their management techniques one by one.

2.2.7.1.1 How to Manage Intrapersonal Conflict

Intrapersonal conflict is the conflict within an individual. If not carefully handled, it can cause a person frustrations, tension and anxiety. Rashid and Archer, (1983). Its management involves matching the individual goals and role expectations with the needs of the tasks and with the role demand in order to meet the goal of the individual and the organization as well. Rahim, (1986). Individual conflict can also be resolved by reassessment and new ranking of the values in the choice situations. This is either because of a change in the situation or because of the development of new insight or understanding on the part of managers. Culberston, et al (1960).

2.2.7.1.2 How to Manage Interpersonal Conflict

Different strategies may be used to handle Interpersonal conflict. Blake and Mounon in Rahim and Bonoma (1979) presented five strategies for managing this type of conflict. These are: avoiding; accommodating; competing; compromising and collaborating. Other writer such as Filley in Rashid and Archer (1983) listed three possible strategies that are used to manage interpersonal conflicts.

- a) Win-lose strategy “forcing/dominating”; whereby, only one person wins while the other person suffers from the humiliation of losing. In such a situation there is little room for compromise. But there are cases where personal dominance by the

boss, rule by majority, and or rule by powerful minority use this strategy for the proper management of this type of conflict.

- b) Lose- lose strategy “compromising”; this technique, everyone gains a little but lose a lot-by compromising standards, qualities, and other important values; but resolving the conflict to a certain extent.
- c) c) The win-win strategy “collaborating”, this states that everybody can win and nobody loses. This involves realistic, goal oriented, problem-solving efforts leading to discussions by consensus. In this case, people tend to be problem-centered than ego-centered. They carry out open and honest transactions with each other, focusing on goals and using an integrative strategy so that both parties stand to gain.

Interpersonal strategies of handling conflicts may be used when the school leaders, individuals, or groups enter conflict or when they are coming in conflict situation. In order to seek solution for this type of conflict, Rahim (1985) suggested five strategies. These are:

1. Integrating, this involves openness, exchange of information, and examination of differences to reach a solution acceptable to both parties. It involves problem solving which may lead to creative solutions Rahim and Bonoma, (1979).
2. Obliging, it is also called smoothing, which refers to the tendency to minimize or suppress the open recognition of real or perceived differences in conflict situations while emphasizing common interest, Hellriegel and Slocum, (1982). In

this case, the leader acts as though the conflict will pass with time and appears to the need for cooperation. This strategies is effective on a short-term basis.

3. Dominating, this is similar to win lose orientation or forcing behavior to win one's position (Rahim, 1985). Hellriegel and Slocum (1982) pointed out that, the successful use of dominating strategies results in outcomes that are satisfactory to only one of the parties. This strategies is applied when: a) there are extreme emergencies and quick action is necessary; b) Unpopular course of action must be taken for long term organizational effectiveness and survival; and c) when others are trying to take advantage of someone, and the person needs to take quick action for self-protection.
4. Avoiding, this is the tendency to withdraw from or remain neutral in conflict situations.
5. Compromising, refers to both parties give up something to make a mutually acceptable decision Rahim and Bonoma, (1979). This is a give- and take approach involving moderate concern for both self and others. Krietner and Kinicki, (1992)
6. Problem-solving, this is a mechanism in which the cases are looked into and eliminated through corrective action. Thus, conflict-resolution is an important aspect of problem- solving. But, Rahim and Bonoma (1979) suggested that there is no best strategies for handling conflict-it all depends on the situation.

2.2.7.1.3 How to Manage Intragroup Conflicts

It is suggested that team building is the important method among others to manage intragroup conflict. It helps the group members to learn the integrative or collaborative strategies of behavior in handling disagreements. Rahim and Bonoma, (1979). However, negotiation is another technique that can be effectively used together with team building Rahim and Bonoma, (1979).

Intragroup conflict can be reduced by transferring one or more of the conflicting members to other units. This type of conflict may also be reduced by making a group more cohesive and homogeneous through interventions for organizational development. The head of the department or the manager can also affect the amount of conflict by altering the reward system, rules, procedures, and goals Rahim and Bonoma, (1979).

2.2.7.1.4 How to Manage Intergroup Conflicts

The most effective ways of managing intergroup conflicts are collaboration and compromise. Conflict can also be minimized by the changes in the organization's reward system, better personnel selection and other effective training programs. Hellriegel and Sloccom, (1982). According to them variety of other mechanisms such as interventions by superiors, use of superordinate goals (shared goals of groups that can be achieved only through cooperation), separate integrating groups, and standardized practices are used to manage intergroup conflicts. Ivancevich and Matteson (1990) listed seven strategies of managing intergroup conflict through resolution. These are: problem solving (face to face discussion); superordinate goals;

expansion of resources; avoidance; forcing; smoothing (de-emphasizing their difference); and compromise (no distinct winner or loser). These writers also pointed out for strategies for managing intergroup conflicts through stimulation, communication or information; bringing outside (new) individuals into the group; altering the organization's structure and stimulating competition. Other tactics used to resolve intergroup conflicts included, identifying subordinate goals, interchanging group members, identifying a common enemy (external threats), reward cooperation, and involve the third party as a facilitator. Hunt, (1992).

2.2.9 Conflict Management Strategies Commonly Used in Secondary Schools

There have been many strategies of conflict management behavior that have been researched in the past century. One of the earliest approaches as identified by Mary, Parker (1940) found that conflict was managed by individuals in three main ways: domination, compromise, and integration. She also found other ways of handling conflict that were employed by organizations, such as avoidance and suppression.

The other was Blake and Mouton (1964), classifying the strategies for handling interpersonal conflicts into five types: forcing, withdrawing, smoothing, compromising, and problem solving. In the 1970's and 1980's, researchers began using the intentions of the parties involved to classify the strategies of conflict management that they would include in their strategies. Both Thomas and Pruitt (1988), put forth a strategies based on the concerns of the parties involved in the conflict. The combination of the parties concern for their own interests (i.e. assertiveness) and their concern for the interests of those across the table

(cooperativeness) would yield a particular conflict management strategy. Pruitt called these strategies yielding (low assertiveness/high cooperativeness), problem solving (high assertiveness/high cooperativeness), inaction (low assertiveness/low cooperativeness), and contending (high assertiveness/low cooperativeness). Pruitt argues that problem-solving is the preferred method when seeking mutually beneficial options. Thomas, (1976).

Khun and Poole (1980), they emphasized distributive and Integrative strategies in conflict management. In distributive - here conflict is approached as a distribution of a fixed amount of positive outcomes or resources, where one side will end up winning and the other losing, even if they do win some concessions. Integrative – here, groups utilizing the integrative model see conflict as a chance to integrate the needs and concerns of both groups and make the best outcome possible. This model has a heavier emphasis on compromise than the distributive model. Khun and Poole found that the integrative model resulted in consistently better task related outcomes than those using the distributive model.

Moreover, De-Church and Marks (2001), established a "meta-taxonomy" that encompasses all other strategies. They argued that all other strategies have inherent in them into two dimensions - activeness ("the extent to which conflict behaviors make a responsive and direct rather than inert and indirect impression") and agreeableness ("the extent to which conflict behaviors make a pleasant and relaxed rather than unpleasant and strainful impression"). High activeness is characterized by openly discussing differences of opinion while fully going after their own interest.

High agreeableness is characterized by attempting to satisfy all parties involved in the study they conducted to validate this division. Activeness did not have a significant effect on the effectiveness of conflict resolution, but the agreeableness of the conflict management strategies, have a positive impact on how groups felt about the way the conflict was managed, regardless of the outcome.

Currently, the study by Rahim (2002) noted that there is agreement among management scholars that there is no one best approach to how to make decisions, lead or manage conflict. In a similar manner, rather than creating a very specific model of conflict management, Rahim created a meta-model (in much the same way that De-Church and Marks, created a meta-taxonomy) for conflict strategies based on two dimensions, concern for self and concern for others. Within this framework five management strategies were identified including: integrating, obliging, dominating, avoiding, and compromising. These strategies seem to be the common ones used in resolving conflicts in most secondary schools in Shinyanga Municipal Council.

Integrative/collaborative or powerful-powerful or win-win: Integration involves openness; exchanging information, looking for alternatives, and examining differences so solve the problem in a manner that is acceptable to both parties. This conflict management strategies is replete with mutual differences, but both the parties consider that conflict is natural and healthy. Objective behavior of both the parties is a positive point in reaching a mutually agreed solution of the problem. Because of objectivity involved, this strategies is termed as one of co-operation and win-win one.

The obliging response or “I lose/you win”: Obliging is associated with attempting to minimize the differences and highlight the commonalities to satisfy the concern of the other party. This strategies displays one party’s self-sacrifice for resolving the dispute. The obliging person can’t say “No” to others’ unreasonable requests and also has guilt feelings. Its effects for the obliging person are long-term because he’ll become a pushover in all future conflicts.

The dominating response or I win/you lose: This management strategies seems an undesirable one because of the outcomes for various situations, particularly in a high school when the stakes are high for both the conflict parties. This leads to destructive results because the conflict is not resolved and there is the possibility of its further escalation. When using the dominating strategies one party goes all out to win his or her objective and, as a result, often ignores the needs and expectations of the other party.

Avoidance or withdrawal: Withdrawal or avoidance is one of the simplest of all conflict management strategies. It means to do nothing in any conflicting situation; it assumes that by ignoring the conflict it will be resolved by itself. Head of schools can utilize this strategies when he perceives that; when the parties involved regard that the issue is minor one, and when both parties require additional time to cool off. When avoiding a party fails to satisfy his or her own concern as well as the concern of the other party.

Compromise or win-lose-win-lose: This strategies stresses at reaching a solution, by both the parties, of the problem by mutual give and take. With compromise each person wins some major issues and loses others. It is generally, involves give-and-take whereby both parties give up something to make a mutually acceptable decision.

2.2.9.1 Summary of Literature Review and Knowledge Gap

The reviewed literature shows that heads of schools leadership practices can positively influence teaching and learning activities in school. Heads of schools are both managers and leaders. As leaders, they are supposed to possess expert-knowledge about conflict management. Many studies have been conducted in various countries on conflict management such as the study by Bonkovskaya (2012) on development of conflict management strategies to increase the organizational effectiveness in Nordic companies in Iceland. Also study by Athiambo and Simatwa (2011) in their study on assessment of conflict management and resolution in public secondary school in Kenya. Similarly Mvamanda (1999) conducted a study on conflict management to teachers in public schools in Mbeya region. All studies revealed that, there seems to be a frequent occurrence of conflicts in secondary schools. At this point, it is obvious that most studies regarding conflict management in secondary schools has been conducted on different parts of the world, but nothing has been done regarding research on secondary conflicts and its management strategies despite occurrence of students' unrest and crisis in Shinyanga Region and Shinyanga Municipal Council in particular. Therefore, there is a need to understand and conduct researches regarding the nature of conflicts, the causal factors and effects of conflicts, management strategies employed and suggesting the best

strategies to be used in conflicts resolution in selected secondary schools in Shinyanga Municipal Council. Moreover, conflict management in secondary schools researches when conducted by different researchers' the focus was either in higher learning institution or in government/privately owned secondary schools separately or based on religious affiliation only. But this study combined both government and privately owned secondary schools and the results will wholly cut across to all secondary schools in Shinyanga and Shinyanga Municipal council in particular, regardless of ownership and religious affiliation.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology of the study. It describes how the study was conducted and the justification for using particular methods. It is divided into the following sub-section such as, research approach, research design, description of the area of study, target population, sample and sampling technique, data collection instruments and analysis, validity and reliability as well as ethical issues in research study.

3.2 Research Approach

This study employed descriptive survey method whereas it was collect and analyses data through both qualitative and quantitative approaches in a single study. The rationale for descriptive survey method is based on the fact that it compares data collected through both qualitative and quantitative approaches and it also creates a solid foundation for drawing conclusions about the study findings. The findings by Cohen (2004) concluded that, qualitative approach is concerned with subjective assessment of attitudes, opinions and behavior. Best and Kahn (1998) supported the argument by emphasizes that, this approach helps the researcher in understanding a particular social situation, event, role and group of interactions. MacMillan and Schumacher (2001) and Wiersma and Jurs (2005), the qualitative approach provides verbal descriptions to portray the richness and complexity of events that occur in natural settings from the participants' perspectives. The qualitative approach was

selected due to the nature of the proposal which seeks to enquire in depth information concerning the problem under investigation. This approach enabled interaction with respondents to get the firsthand knowledge of the problem under investigation and an in depth study of the issue.

Quantitative approach supplemented qualitative approach where appropriate. According to Strauss and Corbin (1990) the underlying principle of using quantitative approach in this study proposal is that, it will generate quantitative data that can be processed statistically. On the other hand an aspect of quantitative approach helps in summarizing the descriptive information. Likewise, quantitative approach was selected due to its powerfulness in data analysis. It used statistical analysis in reaching particular conclusion. Once collected, the data were analyzed inductively to generate findings.

3.3 Research Design

Research design is defined as an arrangement of condition for collection and analysis of data aimed at combine relevance with the research purpose with economy that is, it is a plan for doing research (Chamwali, 2007). This study employed survey design complemented by qualitative design. Based on the fact that it collects data at one point in time, the design is chosen due to its flexibility and being less expensive in terms of data collection and analysis tools and its depth and breadth of the study variables.

3.4 The Study Area

The study was conducted in Shinyanga Municipal Council one among six Councils

in Shinyanga Region, the other Councils are Shinyanga DC, Kahama TC, Kishapu DC, Ushetu DC and Msalala DC. The study area was selected through simple random techniques whereas any district in the country had a chance of being selected for the study. The five secondary schools for the study were chosen through a means of simple random technique so that to represent other secondary schools in Tanzania. There were conflicts which have been reported in some of schools in the Municipality included, Bishop Nkola, and Buluba and Ngokolo secondary schools. This scenario provoked the researcher to address the problem.

3.5 Population

The population of the proposed study involved secondary school teachers as the major respondents and key informants such as school heads, students, Municipal Secondary Education Officers, Teachers Service Commission employees, non-teaching staffs, school board members and Ward Education Officer. This population of the proposed study was drawn from five (05) secondary schools in Shinyanga Municipality including Uhuru, Ngokolo, Mwasele, St Francis and Buluba.

3.5.1 Target Population

The target population for this study was secondary school teachers, secondary school students and non-teaching staff, heads of secondary school, secondary schools board members, ward education officers, Secondary Education Offices and Teachers Service Commission Members. The unit of analysis was obtained from District level, secondary school level and community level/ward level. At district level the study included District Education Officer and school inspectors. At secondary school level

school board members, teaching and non-teaching staff, students, and heads of secondary school were included. At community/ward level ward education officers were included.

3.6 Sample Size and Sampling Techniques

3.6.1 Sample Size

This study involved a sample of a one hundred and twenty (120) teachers as major respondents and other 30 key informants. The unities of analysis were teachers in five surveyed schools. The informants were drawn from district level, school level and community level. From district level included 1 Municipal Secondary Education Officer, and 2 members of Teachers Service Commission. Education Officers was included because of the position held as a leader in all matters pertaining education in the district. Members of Teachers Service Commission and school board members were involved in the study as they are in charge of discipline of teachers in schools hence they are vital information on what is going in their school pertaining discipline of teachers and students. At secondary school level the study comprised of 120 teachers, 10 non-teaching staff, 5 head of schools, 30 students and 5 school board members. These were included due to their role in their respective schools and different views and information on the matter at hand. At the community level 7 ward education officers were included because of their knowledge about their community they live and their role of education officer in their respective wards. Therefore, it is from this sample where the conclusion was drawn in term of assessing conflict management in secondary schools in Tanzania.

3.6.2 Sampling Techniques

This study involves a simple random technique in choosing the research site, also simple random was used to select students and teacher in the study. Justification for the choice of this sample is based on the fact that every students and/or teachers is having a chance of being selected in this study. Purposive sampling technique was used to select head of secondary, Secondary School Education Officer and two members of Teacher Service Commission as well as school board members. The justification for this sampling technique is based on the fact that it involves the selection of individuals or groups that are knowledgeable enough about the study problem.

3.7 Data Collection Instruments

Data collection instruments employed in this study were questionnaires, interviews guide and documentary reviews. The research instrument was structured in conformity of the objectives of the study.

3.7.1 Interview

The study employed interview guide as the tool of collecting data. Interview is the method of collecting data in which selected participants are asked question in order to find out what they do, think or feel (Anderson et al, 1994). This method make it easier to compare answers, and may be face to face, voice to voice or screen to screen, conducted with individual or group of individuals (Hussey and Hussey 1997). In this study, the interview guide was administered to the District Education Officer, Members of Teachers Service Commission TSC and Heads of School. The

instruments contained open ended questions to allow participants to express their experience concerning conflict management in secondary in terms of their experience towards the conflict prevalence in schools. The justification for the choice of this instrument is based on the fact that it provides detailed information about the subject matter being studied. Also, the instrument allows the interviewee to provide more clarification to the interviewer and it also, allows probing as a chance for more detailed information from interviewees.

3.7.2 Questionnaire

Questionnaires are written documents designed to get information about the problem and use it to achieve intended objectives of the study. These need to be attractive with good print, careful proofread before distribution, not too long with necessary questions, and the one allowing a room for personal comments or opinion. This is obviously as it can be easily administered to big number of people; they remove biasness and permit freedom of opinion (Gray, 2009). The questionnaire was used to collect data from students and teacher whereas both structured unstructured questions were employed in the questionnaire for teachers. These questionnaires were pre-tested to at Mazinge Secondary School before embark for data collection, where possible adjustment of the questions was done to meet the objectives of the study. These questions were distributed to the respondents to which they filled appropriate information based on the instructions of questions.

3.7.3 Documentary Review

The researcher used documentation data to supplement interview. It is argued that

analysis of documents (secondary data) enhances expansion and further clarification of the data base (Hutchinson, 1990). This may consist of published reports and unpublished reports. Secondary data may be used for reference purposes, as a benchmark against which the finding of the research may be tested and may be used as a sole source of information for a research project Krishnaswami (2002). Secondary data can be secured quickly and cheaply, can enable the researcher to verify the findings based on primary data. During this study, the researcher was able to screen various documents from five (05) schools such as staff and students meetings minutes files, school discipline committee files the bad and good deed books or records, school board minutes files and Ministry reports on school affairs in general including announcements, school log book, management yearly plans and school prefects meeting minutes. All documents selected and used if found to meet the objectives of the study that is assessing the causes of conflicts and its management in schools in Shinyanga Municipal Council.

3.8 Data Analysis

The quantitative data was analyzed through Statistical Package for Social Science (SPSS) Computer Software version 20. Data collected through qualitative data were analyzed through content analysis. The researcher decided to employ SPSS because it is the easiest way which can help the researcher to draw the data into logical order and organize them to useful information.

3.9 Quantitative Data

The researcher after the embark of data collection pass through all questionnaire to

check if all question were filled, then all questionnaire were coded and being entered into a computer software (SPSS) for further analysis. Specifically, frequency distribution and percentages was employed during data analysis. According to Creswell (2002) data analysis involve editing, coding, classification and tabulation of collected data whereas quantitative data will be analyzed through Statistical Package for Social Sciences (SPSS) software so as to establish relationships between variables.

3.10 Qualitative Data

Data collected through qualitative data was subjected to content analysis. The data collected through tape recorder was listened and those taken through note book were also read; data which are relevant to the research was summarized to produce meaningfully information.

3.11 Validity and Reliability

Validity of instrument is the extent to which the instruments measure what they are supposed to measure (Jeannes *et al*, 2000). Thus the procedure or instrument used in the research was accurate, true and meaningful. According to Kerlinger (1993) the term reliability refers to ability of an instrument to produce consistent results. The instruments of data collection was pre-tested in Mazinge secondary school before embark for data collection. Furthermore, a triangulation method was employed to check the consistence of the results. The study focused on its main objective and only the target population were involved during the entire process of data collection. The aim was checking and evaluating the effectiveness and efficiency of the instruments.

3.12 Ethical Consideration

The study observed all issues pertained to research ethics, where the process of collecting data was of high confidentiality to avoid any sort of disruption, risk and biasness to the respondents (ethics was monitored subsequently), and first the research clearance was obtained from the Open University of Tanzania which was presented to Shinyanga District Administrative Secretary. Second, the subject was asked for their consent before taking part in the research, that is the respondents were informed on the purpose of conducting a research and inform them that participation is mandatory so one may decide to participate or not to participate. They were also assured of confidentiality of the data they were provided. Confidentiality was preserved by the researcher ensuring that the information that was presented to be sensitive was carefully kept and far from observation of unauthorized person. Furthermore, data were registered by numbers rather than names. Finally, all care was taken to ensure that the proposed study is not an exact duplicate of any other. Literature searches were carried out during the course of the research and constantly checkup was compared to the proposed study to determine any occurrences of duplication and consent was obtained from all participants in writing.

CHAPTER FOUR

4.0 PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings gathered from the study that analyze conflict management in secondary schools in Shinyanga Municipal Council. The findings are presented in accordance with objective of the study as follows: to identify types of conflicts occurs mostly frequently in secondary schools; to examine the major causes of conflict in secondary school; to identify the strategies most adopted by the head of secondary school in conflict management and to suggest the best strategy to be employed in conflict management in secondary schools.

4.2 Demographic Characteristics of Respondents

The summarized demographic characteristics of the respondents that were involved in the study included: age, sex, education level and working experience of teachers in surveyed schools.

4.2.1 Age

Age of the teachers is the most influential factor to be considered in the school conflict management. The teacher's ages determine the way one is experience with life skills and a way one is able to manage school challenges. The age distributions of the respondents were between above 30 and below 30 years old. The findings presented in Table 2 reveal that the majority (66.7%) of the teachers involved in the study were above 30 years old and (33.3%) were below 30 years old. The study by

Wagude (2015) found that there is no particular age that most frequently uses a particular style in conflict management, however most people at age of 45 mainly employ avoiding and between 46-56 ages employ compromising in resolving conflict in the organization. Antonioni (1998) reveal that there is no direct effects between the age of a person and conflict management in the organization, nevertheless age was significantly associated avoiding conflict as a way of handling conflict in the organization.

4.2.2 Sex of the respondents

Regarding sex distribution of teachers in secondary schools surveyed. The study findings in Table 2 show that male teachers were (55%) and female teachers were (45 %). The proportion of male teacher was larger due to the fact that male teachers are out number their counterpart in surveyed secondary schools.

4.2.3 Education level of the Respondents

The study findings in Table 2 reveal that majority (65.8%) of the teachers had bachelor degree and (32.5%) were diploma holders and very (1.7%) had master degree. The finding from the interview with of the head of the school reported that,

“You see majority of the teachers, especially the graduate it is hard to control them since many of them had over ambition in life since there were at college and unfortunately they found things are not the way they used to think and hence some of them ending up in challenging the school management”

4.2.4 Working Experience

The finding in Table 2 show that more than half (55.8%) of the respondents had above 5 years of experience in teaching professional and about half (44.2%) of the

respondents had below 5 years in teaching professional. Number of working experience is very essential to be studied in this study since it can enable to understand weather the respondent had enough experience in teaching services in secondary schools. Working experience had significant relationship with conflict management in the organization in view of the fact that experienced employee normally communicate issues clearly, control emotion and find all alternatives to resolve conflict so that keep good social relation in working station (Premchand, 2014).

Table 4.1: Demographic Characteristics of the Respondents (N= 120)

Variable	Frequency	Percentage
Age		
Above 30	80	66.7
Below 30	40	33.3
Sex		
Male	66	55.0
Female	54	45.0
Education Level		
Master Degree	02	1.7
Bachelor Degree	79	65.8
Diploma	39	32.5
Working Experience		
Above 5 years	53	44.2
Below 5 Years	67	55.8

Source: Field Data 2017

4.3 Types of Conflicts Mostly Occurring in Secondary Schools

The objective number one of this study wanted to identify the mostly conflict that occurs in secondary schools in the study area. The findings in Table 3 indicates that, 43(35.8%) of the respondents had intrapersonal conflict, 33(27.5%) of the respondents had intergroup conflict, 21(17.5%) of the respondents had intergroup

conflict, 16(13.3%) of the respondents had interpersonal conflict and 7(5.8%) had conflict between the individual and the organization. Thus, intrapersonal conflicts, intergroup and intergroup conflicts are predominantly found in Shinyanga Municipal Council secondary schools, while the conflict between interpersonal as well as individual and the organization are seen to exist in rare cases.

Table 4.2: Types (level) of Conflict in Secondary Schools

Types (level) of conflict	N	%
Interpersonal (Between two or more individuals)	16	13.3
Intrapersonal (Between members of individuals)	43	35.8
Intergroup (Between members of a group)	33	27.5
Intergroup (Between group or unit in an organization)	21	17.5
Between individual and organization	7	5.8

Source: Field Data Analysis, August, 2017

Nevertheless, interview with one of school board members showed that, types of conflicts occurred in most of secondary schools was intra-personal, conflicts between staff and school administrators, conflicts between labor and government or school owner; others included students versus staff, or students versus school administrators, students with students, students versus food vendors and conflicts between parents and teachers. On a few occasions, there were cases of conflicts between school and the community members particularly on land disputes.

It was reported that, in some schools the conflicts reached higher points to the extent of causing demonstrations and strikes, however, in solving those conflicts some consequences were observed, such as closing the schools, some students were discontinued from studies, others were suspended and to some schools changes in school administrative systems were noted, including transfer of heads of schools and

teachers. Since intra-personal conflicts ranked the highest among the several types of conflicts that were identified in schools selected for the study, efforts should be made by different parties involved to address it.

Nevertheless, it was observed that some heads of schools (especially from non-government secondary schools) were not willing or ready to speak much over conflicts in their schools. But, through observation and documentary review, it was noted that in some secondary schools (particularly non-government) there were some gaps that existed within different groups such as between students and students, students and teachers, teachers and school administrations. There were signs of presence of some conflicts between different groups in Shinyanga Municipal Council secondary schools. In addition, in some schools some individuals were observed discussing (especially in staff meetings files, parents meetings files, school boards meeting files and discipline committee meeting files) previous issues associated with conflicts, giving cautions and warnings to each other of being careful on some decisions which were to be made referring to what had happened, this also gave some clues of conflict existence in such schools.

4.3.1 Views on the Concept of Conflict by Respondents

Attempts were made to gather information about how respondents generally view/defined the concept of conflict. It was observed that, all 120 (100%) respondents viewed the concept of conflict as misunderstanding between individuals and group of individuals in an organization. They furthermore, the interview with one of the teaching staff reported that, conflict is can be a tragedy in school

organization since it affects teachers' morale and eventually affects job effectiveness and creates bad feelings within individuals and groups in an organization and affects students attendance in schools as most of them absconding schools or classes because poor teachers follow up.

Table 4.3: Effects of Conflict in Secondary Schools (N=120)

Statement	Frequency	Percentage
It affects teachers morale	10	8.3
It creates a degree of job ineffective	12	10.0
Creates bad feelings	9	7.5
It brings changes	6	5.0
Creates new ideas	9	7.5
Results in better working conditions	9	7.5
Students absconding classes/schools	65	54.2

Source: Field Data Analysis, August, 2017

Thus, Governments at all levels in Tanzania and Shinyanga Municipal Council in particular should endeavor to improve the conditions of service of teachers in the country as a measure to prevent or reduce conflicts in secondary schools, as well as a measure to restore confidence and dignity to the teaching profession. One of the ways to deal with the problem is to organize seminars for teachers on how to relate with co-teachers in a harmonious way and deal with differences without resulting in conflicts. This is important because regular occurrence of such conflicts will adversely affect teaching and learning in secondary schools.

4.3.2 Existence of Conflicts in Selected Secondary Schools and the Major Types of It

The researcher sought to find out if conflict existed in selected secondary schools under the research, and to know the common conflicting parties existed in secondary

schools. According to the field data obtained, all respondents agreed to have witnessed the existence of conflict in their respective schools through questionnaire carried in selected secondary schools in Shinyanga Municipal Council as it has been revealed on table 4. This was also supported in documentary reviewing such as staffs meetings, school board meetings and disciplinary committee meetings files. Table 4 shows the most predominantly conflicting parties existed in Shinyanga Municipal Council secondary school, the common ones according to degree of magnitude included; teachers with parents with frequency of 32 (26.7%), followed by conflicts between schools and community with frequency of 28 (23.3%). Others included teachers with follow teachers 17 (14.2%), teachers with head of schools 15 (12.5%), students with students 15 (12.5%) and students with parents 13 (10.5%).

Table 4.4: Common Conflicting Parties in Secondary Schools (N=120)

Conflicting Parties in Secondary Schools	Frequency	Percentage
Conflict between teacher and teacher	17	14.2
Conflict between teacher and parents	32	26.7
Conflict between teacher and heads of school	15	12.5
Conflict between students and students	15	12.5
Conflict between school and community	28	23.3
Conflict between students and parents	13	10.5

Source: Field Data Analysis, August, 2017

4.4 Causes of Conflicts in Secondary Schools

In objective number two the study needed to identify the causes of conflict in the study area. In Table 6 the results reveal that 22(18.3%) of respondents perceived lack of skills in conflict resolution by school head as the leading cause of conflict in secondary schools, 21(17.5%) low salary, 16(13.3%) shortage of teaching and learning materials and 15(12.5%) poor physical working conditions. Others included

12(10%) negligence of duty as the cause of conflict, 10(8.3%) lack of proper communication indiscipline among students, 6 (5%) parent failure to attend school meetings, 6(5%) harshness from teachers and non involvement of students in decision making.

The interview with one of the school head revealed that:

“Generally, conflict in our school is contribution of many factors, including unethical and bad manner of students and teachers in schools, social disputes, discontent or dissatisfaction with a certain situation”

Furthermore, the interview with the students showed that:

“Mmh! Conflict in our school is influenced by severe punishment of some of the teacher who never accept any excuse when someone goes wrong, so it create a hatred and eventually some students start hunting teachers in the streets”

Table 4.5: Common Causes of Conflicts In Shinyanga Municipal Council Secondary Schools

Common Causes of Conflict in Shinyanga Municipal Council Secondary Schools	Frequency	Percentage
Poor physical working conditions	15	12.5
Indiscipline among teachers	04	3.3
Indiscipline among students	06	5
Lack of proper communication	10	8.3
Lack of skills in conflict resolution by school head	22	18.3
Low salary	21	17.5
Negligence of duty	12	10
Non - involvement of students in decision making	02	1.7
Harshness from teachers	02	1.7
Punishments to students	04	3.3
Shortage of teaching and learning resources	16	13.3
Negligence of parents in attending school meetings	06	5

4.5 Conflict Management Strategies Employed by Heads of Schools

In object three the investigated the strategies been employed by the school heads in resolving conflict in their schools. The results in Table 7 shows that, 27(22.5%) of

the respondents indicated that forcing/dominating in managing conflicts, 23(19.2%) respondents indicated collaborating, 14(11.7%) of the respondents employ withdrawing, 11(9.2%) of the respondents employ smoothing and compromising, 10(8.3%) of the respondents competitive/integrating, 8(6.7%) of the respondents accommodating/obliging, 6(5%) respondents regular meetings and guidance and counseling as the strategies of managing conflict in their respective secondary schools.

**Table 4.6: Conflicts Management Strategies Employed by Head of Schools
(N=120)**

Strategies Employed by Head of Schools	Frequency	Percentage
Collaborating (problem solving) - identifying concern of parties in conflicts and find an alternatives.	23	19.2
Smoothing - emphasizing area of agreements while avoiding disagreements	11	9.2
Withdrawing - refusal to deal with conflicts by ignoring it as much as possible	14	11.7
Forcing (dominating) - using of position power and dominance to resolve conflicts	27	22.5
Competitive/integration – involves openness, exchanging ideas, looking for alternatives to solve problems	10	8.3
Avoiding - a party fails to satisfy his or her own concern and the concern of other party	7	5.8
Compromising - considering various issues by bargaining, negotiate and search for solution to conflicting parties	11	9.2
Accommodating/obliging - it minimize differences and highlight the commonalities to satisfy the concern of other party	8	6.7
Guidance and counseling	3	2.5
Regular meetings to both teachers and students	6	5.0

Source: Field Data Analysis, August, 2017

However, interviews with one of school head reveal that,

Basically, there is no single conflict management strategy that is more effective because, "Conflict management is situational and hence it is difficult to use one strategy for every conflict because it will never work. Hence every strategy is effective depends on type of conflicts need to be resolved"

The finding of the interview with one member of TCS revealed that:

“For sure some of the school heads do play different strategies in addressing conflict in their schools because the conflict ought to be addressed depending on the way it has happened, some do use collaborating, smoothing, withdrawing, forcing, competitive, avoiding, and comprising”

This is evident by Hocker and Wilmot's (1985) in their assumption that, people do change their conflict management styles depending upon the situation. For example, they said female students were treated differently from male students. The females were either treated more cooperatively. Thus, conflict management strategy could be said to be dependent on the sex of the student. They also said that, the setting also influenced the conflict management strategies employed in specific situations. Other reasons influencing conflict management strategy was time for event and the student's prior records. Pace (1983) suggests that people develop conflict management styles which do not alter with the situation in which it has emerged. Furthermore, an interview with District Educational Officer reported that,

“Some of the heads of schools lacked negotiation and mediation skills when conflict situations arose, they lack of capacity to manage conflicts and eventually detrimental of the respective school in term failing to achieve it's determine goals”

Thus conflict management skills may be a prerequisite skill for administrators supervising collaborative base programming. Bolman and Deal (1984) suggested that, for effective conflict management to take place there has to be systematic process for representatives of various groups to gather views and opinions of those they represented or subsequently providing feedback on decisions reached. This implies that students, teachers', non-teaching staffs and school heads must have

organs to enable real problems to surface and solutions found sometimes without referring them to the higher organs.

4.6 Suggested Strategies in Managing Conflicts in Secondary Schools

In objective number four the study required to find out the best strategies in Managing Conflict in Secondary Schools. The results in Table 8 indicates that more than a quarter 29(24.2%) of the respondents suggested negotiations, 22(18.3%) of the respondents suggested mediation, and a quarter 19(15.8%) of respondents emphasized on strengthening good communication network among groups to reduce tension. Others suggested 11(9.2%) of the respondents suggested preventing, 6(5%) suggested employment of science teachers and 5(4.2%) commented that there is no absolute best practice in managing conflicts as the best strategies to address to manage conflict in secondary schools.

Nevertheless, an interview with school heads they suggested; establishment of dialogue, agreeing on the procedure taken for the managing of conflicts (collaborative), encouraging parties to work together, taking staff and students' comments and suggestions/open door policy, use of suggestion box in the school, and involvement of school disciplinary committee and school boards in resolving conflicts between the conflicting parties and promoting negotiation among powerful sub-group leaders. This strategy is in line with Miller (2003) who posited that negotiation is a direct process of dialogue and should be applied in managing conflicts.

Table 4.7: Suggested strategies in Managing Conflict in Secondary Schools

Sug gested Strategies in Managing Conflict in Secondary Schools	Frequency	Percentage
Promoting negotiation among powerful sub group leader	29	24.2
Mediation - conflicting parties agree on procedure taken for resolution of identifying conflict; everyone is involved	22	18.3
Establishing good communication network among groups to reduce tension	19	15.8
Involving of school boards in the resolution of conflict (problem solving)	8	6.7
Compromising - applying dialogue for solving conflict	4	3.3
Collaborative - encourage parties to work together to find mutually accepted solution to problems	3	2.5
Preventing (adopting round table conference strategies in solving conflicts)	11	9.2
Avoidance - consulting the conflicting groups on individual basis	1	.8
Being sensitive to students grievances by using dialogue strategies	4	3.3
Allow free flow of information from management to students	2	1.7
Taking corrective measures on time	1	.8
Guidance and counseling	1	.8
No absolute best practice in managing conflicts	5	4.2
To adhere to schools rules and regulations	4	3.3
Employ more science teachers to reduce teaching loads to science teachers	6	5.0

Source: Field Data Analysis, August, 2017

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations on the basis of the findings of the study.

5.2 Summary

The main aim of the study was to investigate conflict management in secondary schools in Tanzania and Shinyanga Municipal Council in particular. In addition, it was aimed at identifying types of conflicts mostly occurred in Shinyanga Municipal Council and their causal factors that initiate conflicts between different parties being it teachers, parents, non-teaching staffs, students, community and other education stakeholders. The study also aimed at examining strategies employed mostly by head of schools in handling conflicts in Shinyanga Municipal Council secondary schools and lastly, the study aimed at suggesting the best strategies to be used in managing conflicts in secondary schools.

5.3 Summary of Findings

Research question one inquired on types of conflict existing in selected schools in Shinyanga Municipal Council. The findings showed that, intrapersonal conflict (between member of individuals was highly rated by (35%); followed intergroup conflict (members of group conflict) (27.5%) and conflict between two or more individuals (13.3%). These conflicts were found to affect student learning due to the fact that students had to abscond studies.

Research question two inquired on causes of conflicts in selected schools in Shinyanga Municipal Council. The results showed that there were several causes of conflict, but the most cause of conflict were lack of skills in conflict resolution by school heads (18.3%); low salary and promotion in issues (17.5%); shortage of teaching and learning materials (13.3%); lack of proper communication (8.3%); negligence of parents on attending school meetings (5%) and students' indiscipline case (5%).

The third research question inquired on the conflicts management strategies employed by Head of schools. The results showed that. (Forcing strategy 22.5%) was highly rated, followed by problem solving (19.5%); withdrawal (11.7%), smoothing and compromising (9.2%), open discussion (8.3%) and accommodating (6.7%).

The fourth research question inquired on the best strategies head of school can employ to handle conflicts in selected schools on Shinyanga Municipal Council. The results showed that the rest strategies are; promoting negotiation among powerful groups (24.2%); mediation emerging party in involved the conflict.(on conflict resolving (18.3%); establishing good communication network among groups to reduce tension and transparency of what is going on and preventing (round table discussion (9%).

5.4 Conclusion and Recommendation

The study findings has revealed that there various levels of conflicts prevailing in schools. When the schools management experiences destructive conflicts there a lot of time used to sleeve the conflict as a result time for the teachers to concentrate with

core activities that is teaching is reduces and thus has a great effect on the learners academic performance and the growth of staff at the organization. This study recommends that, school heads should be given regular seminars and in-service training to enable them to have acceptable capacity of leadership skills and address conflicts whenever arise.

Basing on conclusion of the findings that some teachers were reluctant to accept the idea that conflict can bring about change. But frequency of managers and other education stakeholders agreed that can bring new ideas if properly managed. This study recommend that, awareness raising workshop and seminars are important for teachers and managers to deal with the role of conflicts in creating new ideas and, that conflict is the basis of change and development. By doing so, a good relationship between teachers and administrators can be created.

Salary was identified as the key cause of conflicts in selected schools in Shinyanga Council Municipal. This has resulted some teachers to be involved in moonlighting activities and thus causing conflict with the head of schools who are school supervisors. This study recommends that, government ministries to work upon teachers' salaries and other necessary motivation to arise their lost working morale, such as increases of salaries and other working benefits.

Lack of teaching resource was identifies to be the source of conflict in selected schools in Shinyanga. This study recommends that government and education stakeholder to provide adequate teaching and learning resources for effective education achievement.

The study findings have revealed that teachers have been aggressive to students due to the view that students are not given regular chance to express themselves. This study recommends that, teachers and school administration to create good atmosphere when addressing student's issues. Guidance and Counseling needs to dominate rather than corporal punishments.

Regarding with the conclusion that poor physical working conditions affect the education attainment. This study recommends that, the government, NGOs and other education stakeholders including the community to create conducive environment for teaching and learning.

In view of the conclusion that, conflict will continue keep taking place in school due to poor communication between school management and teachers. This study recommends that, school management to make sure that all necessary communication is given to teachers at the right time and in the right ways to avoid unnecessary conflicts.

In viewing with conclusion that, head of the school will be facing regular challenges in their leadership because of using forcing style of leadership, this study recommends that, the school head to employ collaborating, smoothing, avoiding and withdrawing in some of the conflict especially if does not jeopardize the school goals.

Basing on the conclusion that, education attainment will not be achieved in viewing that some of the teacher's lack of professional commitment and negligence to

perform their duties. This study recommends that, teachers to be reminded on their professional, job description and regular seminar to arise their teaching motivation.

At last, the research recommends that, in the future, a detailed study could be conducted to investigate more about conflict generating factors especially lack of professional commitment and its effects on teachers' performance, and design appropriate strategies for managing such conflicts in schools.

5.5 Are for further studies

The study focused on the causes of conflict and its management in selected secondary schools in Shinyanaga using average sample of 120 respondents. A further study is recommended to a wider sample than this and in other regions to establish the findings on the causes and management of conflicts in secondary schools.

The study focused on the general view of the causes of conflict and its management in schools both government and private schools. Anew study on comparative level of the conflict level and its management between the two groups of schools is needed so that both sides can learn from each side on the management of conflicts in schools.

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APPENDICES

APPENDIX 1

Questionnaire for the Secondary School Teachers in a selected Secondary Schools

Dear, sir/madam

I am Kaluma, Victor A Emmanuel a student at Open University of Tanzania studying Master of Education in Administration, Planning and Policy Studies (MED - APPS).

I am undertaking a study titled *“Conflict Management in Secondary Schools in Tanzania: A Case of Selected Secondary Schools in Shinyanga Municipal Council, Shinyanga”* Information collected will be kept as highly confidential as possible. Thank you for taking the time to participate in this study and I will highly appreciate your responses.

Name of school:

Date of interview:

Section A: Personal description

Gender: M () F ()

Age: 20-30 () 31-40 () 41-50 () 51-60 ().

Education level: Certificate: “Grade A” () Diploma () 1st Degree () 2nd degree ()

Work experience: 1-10 yrs () 11-20 yrs () 21-30 yrs () 31-40 yrs ().

Marital status: Single () Married () Divorced () Separated () Widowed ()

Section B:

1. What do you understand by conflicts?

.....

- 2. Have you ever witnessed any conflict within your school? Yes () No ()
- 3. Do you experience any conflict within your school? Yes () No ().
- 4. Which of the following types of conflict occurs in your school? Teachers – teachers () teachers- students () teacher - parents () teachers – school heads () students – students () school – community () student – parents ()
- 5. Which of the above types of conflicts chosen is rampant in your school.....
.....
- 6. How frequently does conflict occur in your school?
- 7. The conflicts at secondary schools are usually. a) Beneficial () b) harmful ().
- 8. In your opinion what is the source of conflict in your school?
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.....
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Section C:

- 9. What strategies do your head of school use to resolve/manage the conflicts? Put a tick (√) where is applicable
 - a) Withdrawing (avoiding); it involves avoiding, denying, giving up. That is refusal to deal with the conflict by ignoring it as much as possible ().
 - b) Smoothing (obliging); it is an appeasing approach of emphasizing areas of agreement while avoiding points of disagreement ().
 - c) Forcing (dominating); forcing implies the use of position power and dominance to resolve the conflict ().

- d) Compromising; it involves considering various issues, bargaining, use trade of negotiations, and searching for solutions that bring some degree of satisfaction to both parties ().
- e) Collaborating (problem solving): it includes identifying concern of the opponent and finding an alternative which meets each part concern ().
- f) They don't use any of these ().
- g) Others (please specify)

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10. Write down the strategies used to manage the conflicts between;

- a) Teacher – teachers.....
- b) Teachers – school heads.....
- c) Teachers – students.....
- d) Teachers – parents.....
- e) Students – students.....
- f) Students – parents.....
- g) School – community.....

11. Among the above strategies what do you think is the best in managing conflicts in your school on the followings criterion?

- a) Teacher – teachers.....
- b) Teachers – school heads.....
- c) Teachers – students.....

- d) Teachers – parents.....
- e) Students – students.....
- f) Students – parents.....
- g) School – community.....

12. How frequently do you experience conflicts cases within your school?

- a) Often () b) sometimes () c) never ()

13. How would you rate the responses of your head of school in solving the conflicts?

- a) Very bad () b) bad () c) average () d) good () e) very good ()

14. What are the challenges do you face when heads of school applying the strategies on conflicts resolution?

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15. Which techniques are mostly used by your school heads in resolving conflicts in secondary school?

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16. What are you suggesting on the improvement in conflict management techniques used by head of school in managing conflicts?

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17. 17. What are your comments on the best strategies to be employed by school heads in resolving conflicts in secondary schools?

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APPENDIX 2

Interview Guide for Students

Dear, sir/madam

I am Kaluma, Victor A Emmanuel a student at Open University of Tanzania studying Master of Education in Administration, Planning and Policy Studies (MED - APPS).

I am undertaking a study titled “*Conflict Management in Secondary Schools in Tanzania: A Case of Selected Secondary Schools in Shinyanga Municipal Council, Shinyanga*” Information collected will be kept as highly confidential as possible. Thank you for taking the time to participate in this study and I will highly appreciate your responses.

Name of school:..... Date of interview:.....

Personal description

Sex : M () F ().

Age: 13-17 () 18-22 () 23-27 () 28+ ().

Form : 1-2 () 3 () 4 () 5-6 ()

1. Does conflict occur in your school?
2. Between which people does conflict occur in your school?
3. What is the cause of conflict in your school?
4. Where did the conflict occur mostly in school?
5. Do you have any idea on how conflicts are managed in your school?
6. What are the effects of conflict in your school between the following groups of people?

7. What techniques has your school been using to eliminate or reduce conflicts in your school between the following groups?
8. Did the resolved conflict reoccur again?
9. Suggest various which are effective that school heads and teachers can apply to reduce or eliminate conflict in your school.
10. Suggest the best methods of conflict management to be employed in your school between various groups in your school?

Thank for your Cooperation

APPENDIX 3**Interview Guide for Head of school**

Dear, sir/madam

I am Kaluma, Victor A Emmanuel a student at Open University of Tanzania studying Master of Education in Administration, Planning and Policy Studies (MED - APPS).

I am undertaking a study titled “*Conflict Management in Secondary Schools in Tanzania: A Case of Selected Secondary Schools in Shinyanga Municipal Council, Shinyanga*” Information collected will be kept as highly confidential as possible. Thank you for taking the time to participate in this study and I will highly appreciate your responses.

1. What do you understand by term conflict?
2. Have you ever witnessed any conflict within your school?
3. Do you experience any conflict within your school?
4. How frequently does conflict occur in your school?
5. In your opinion what is the source of conflict in your school?
6. What are the conflict management techniques do you use as a head of school to resolve the conflicts in your school?
7. What is the best technique in dealing with conflicts in your school?
8. How frequently do you experience conflicts cases within your school?
9. What are the challenges do you face when applying the conflict management strategies in resolving conflicts in your school?
10. What should the government or education stakeholders do to improve conflict management techniques in schools?

Thanks for your cooperation

APPENDIX 4**Interview Guide for District Education Officer and Secretary of Teachers Service Commission**

Dear, sir/madam

I am Kaluma, Victor A Emmanuel a student at Open University of Tanzania studying Master of Education in Administration, Planning and Policy Studies (MED - APPS).

I am undertaking a study titled “*Conflict Management in Secondary Schools in Tanzania: A Case of Selected Secondary Schools in Shinyanga Municipal Council, Shinyanga*” Information collected will be kept as highly confidential as possible. Thank you for taking the time to participate in this study and I will highly appreciate your responses.

1. How frequently do you receive conflict in schools?
2. Does reported conflict in school have any impact/effect on teaching and learning?
3. In your opinion what is the source of conflict in your school?
4. What are the techniques do you use to resolve the conflicts in school?
5. What is the best technique in dealing with conflicts in school?
6. What are the challenges do you face when applying the strategies in conflicts resolution in school?
7. What the government or education stakeholders should do to improve conflict management techniques in schools?

Thanks for your cooperation

APPENDIX 3

Questionnaire for Head of Schools in a selected Secondary school in Shinyanga Municipal Council

Dear, sir/madam

I am Kaluma, Victor A Emmanuel a student at Open University of Tanzania studying Master of Education in Administration, Planning and Policy Studies (MED - APPS).

I am undertaking a study titled “*Conflict Management in Secondary Schools in Tanzania: A Case of Selected Secondary Schools in Shinyanga Municipal Council, Shinyanga*” Information collected will be kept as highly confidential as possible. Thank you for taking the time to participate in this study and I will highly appreciate your responses.

Name of school:.....Date of interview:.....

Section A: Personal description

1. Gender: M () F ().
2. Age: 30-40 () 41-50 () 51-59 ().
3. Work experience: 1-10 yrs () 11-20 yrs () 21-30 yrs () 31-40 yrs ().
4. Marital status: single () married () divorced () separated ()
widowed ()
5. Category of the school: A level and O’ level () O’ level only ().
6. What is your highest (teaching) qualification? (Mark only 1)
 - a) Diploma () b) Degree () c) Masters degree () d) Other qualification (specify).....

Section B

- 7. Does conflict occur in your school? Yes () No ().
- 8. Which of the following type of conflict occur in your school? Teachers – teachers () teachers- students ()teacher - parents ()teachers –school heads () students–students () school – community () student – parents ()
- 9. Which of these types occur most? Teachers – teachers ()teachers- students () teacher - parents () teachers –school heads ()students–students () school – community () student – parents ()
- 10. What are the common causes of conflicts between;
 - a) Teacher – teachers.....
 - b) Teachers – school heads.....
 - c) Teachers – students.....
 - d) Teachers – parents.....
 - e) Students – students.....
 - f) Students – parents.....
 - g) School – community.....
- 11. . Do you think conflict has effects in your school in teaching and learning as well as in academic performance? Yes () No ().
What are the effects of conflicts in your school?
.....
.....
- 12. How does conflict influence teachers effectiveness in teaching and learning?
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.....

13. How do you deal with conflict among your teachers?

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.....

14. What techniques do you apply when teachers are in conflict with you?

15. Does conflict on teachers and students retard progress in your school?

16. What are the best practices of conflict management techniques that can be employed for effective management of schools (please tick the most appropriate item if applicable)

- a) Compromising ().
- b) Accommodating ().
- c) Avoiding
- d) Competitive
- e) Collaborative
- f) Other (please specify)

17. Do you involve teachers in decision making that relates to conflict management in school teaching performance? Yes () No ().

- a. If yes to what issues you involved?
- b. Do you think there is any impact on teacher effectiveness in teaching and learning if they are not involved in decision making? Yes () No (). Give reasons for your response

18. How do school heads effectively manage conflicts in their schools? (Choose one which mostly applicable in your school and put a tick (√) to your appropriate response

- a) Involves all teachers in managing conflict ().

- b) Communicates well with teachers ().
- c) Takes sides in a conflict situation ().
- d) Looks for a fair solution in conflict situation ().
- e) Acts as a mediator ().
- f) Use conflict management techniques in finding a solution ().
- g) Strives for good interpersonal relationships with teachers ().
- h) Is proactive in managing conflict ().
- i) Other (please specify

.....
.....

19. 21. How are these conflict resolved in your school?

- a) Teacher – teachers.....
- b) Teachers – school heads.....
- c) Teachers – students.....
- d) Teachers – parents.....
- e) Students – students.....
- f) Students – parents.....
- g) School – community.....

20. 22. Do you have any additional comments about conflict management and if so, explain

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APPENDIX 6

DODOSO KWA WANAFUNZI NA WAFANYAKAZI WASIO WALIMU NA WANAJAMII WANA OIZUNGUKA SHULE YA SEKONDARI

1. Utambulisho:

Jina langu naitwa Ndugu *Kaluma, Victor A Emmanuel* mwanafunzi wa Shahada ya Uzamili katika fani ya Uongozi katika Elimu (Masters of Education in Administration, Planning and Policy Strategies) Chuo Kikuu Huria cha Tanzania. Ninafanya utafiti juu ya “*Visababishi na utatuzi wa migogoro inayojitokeza katika shule za sekondari nchini Tanzania*”. Utafiti huu umechukua sampuli katika *Halmashauri ya Manispaa ya Shinyanga hususani katika shule za sekondari za Ngokolo, Buluba, St Francis of Assis, Uhuru na Mwasele kuwakilisha shule nyingine nchini*. Tafadhali nakuomba ushiriki katika utafiti huu muhimu utakao wezesha kupata picha ya vikwazo na namna ya kutatua migogoro hiyo kwa manufaa ya wananchi wote. Hata hivyo, ushiriki huu ni wa hiari. Aidha, maelezo utakayotoa hapa ni ya siri na yatatumika kwa masomo tu, siyo vinginevyo. Nitafurahi endapo utakuwa tayari kushiriki katika utafiti huu kwa kujibu maswali machache yafuatayo.

1. Shule ya SekondariKata
2. Tarehe ya kujaza dososo hili
3. Kazi/Shughuli yako: (i) Mwanafunzi (). (ii) Mfanyakazi ().
4. Umri wako (i) Miaka 10 mpaka 20 (). (ii) 21 mpaka 30 (). (iii) 31 mpaka 40 ().(iv) 41 mpaka 50 (). (v) 51 na zaidi ().
5. Jinsia yako (i) Me (). (ii) Ke ().

6. Kiwango cha elimu yako (i) Chini ya darasa la saba(). (ii) Darasa la saba (). (iii) Sekondari() (iv) Cheti ngazi ya chuo(). (v) Diploma ().(vi) Shahada ya kwanza(). (vii) Shahada ya pili na zaidi ().
7. Umekuwa hapa shuleni kwa muda gani?
 (i) Mwaka mmoja hadi miwili(). (ii) Miaka miwili hadi mitatu ().
 (iii) Miaka mitatu hadi minne (). (iv) Zaidi ya miaka minne ().
8. Umewahi kushuhudia migogoro hapa shuleni? (i) Ndiyo ().(ii) Hapana().
 (iii) Sikumbuki().
9. Unafikiri ni nini chanzo cha migogoro hiyo? (i) Uongozi mbaya ().(ii) Ubinafsi wa walimu(). (iii) chakula ().(iv) mawasliano hafifu (). (v) upungufu wa walimu ().
10. Mnayo nafasi ya kukutana na uongozi wa shule kwa njia ya mikutano?
 (i) Ndiyo (). (ii) Hapana(). (iii) Sijui().
11. Kama jibu hapo juu ni ndiyo, je, kwa kipindi cha mwaka 2014 mpaka 2017, mmefanya mikutano mara ngapi? (i) mara moja (). (ii) si zaidi ya mara tatu (). (iii) si zaidi ya mara tano(). (iv) si zaidi ya mara sita (). (v) sikumbuki ().
12. Mnapataje taarifa za kuwepo kwa mkutano na uongozi wa shule?
 (i) Kupitia mbao za matangazo (). (ii) Kupitia viongozi wa madarasa ().
 (iii) Tunaambiana kwa mdomo (). (iv) Kupitia mkusanyiko wa asubuhi ().
 (v) Mwalimu anatangaza darasani ().
13. Katika mikutano kati ya uongozi na wanafunzi/wafanyakazi, mnapata nafasi ya kuuliza maswali?

(i) Ndiyo (). (ii) Hapana (). (iii) Tunauliza maswali tu(). (iv) Tunapata majibu ya juu juu tu ().

14. Kwa kiwango gani maswali yanajibika kwa ufasaha (i) Kwa kiwango kikubwa (). (ii) Kwa kiwango cha kati ().(iii) Kwa kiwango kidogo (). (iv) Hakuna ufasaha kabisa ().

15. Kwa kiwango gani unawaamini viongozi wa shule hii katika utekelezaji wa mipango yake?

(i) Nawaamini sana ().(ii) Nawaamini kidogo (). (iii) Siwaamini kabisa ().

16. Je, ni mamlaka gani ambazo mara nyingi ndizo zilizohusika katika kutatua migogoro iliyojitokeza shuleni?

(i) Uongozo wa shule (). (ii) Bodi ya shule () .(iii) Uongozi wa wilaya (). (iv) Uongozi wa mkoa ().

17. Kwa maoni yako, unafikiri uongozi wa shule unauwezo gani katika kutatua matatizo yanayojitokeza hapa shuleni?

(i) Uwezo mkubwa (). (ii) Uwezo wa wastani (). (iii) Uwezo mdogo ().

18. Ni madhara gani ambayo mliyapata kufuatana na mgogoro uliojitokeza

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.....

19. Kwa maoni yako nini kifanyike ili kupunguza migogoro kati ya wanafunzi na uongozi wa shule?

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.....

ASANTE KWA KUSHIRIKI KATIKA UTAFITI HUU

