EFFECT OF USING COLLECTIVE BARGAINING STRATEGY IN CONFLICT MANAGEMENT TO THE PERFORMANCE OF COMMUNITY SECONDARY SCHOOL TEACHERS AND STUDENTS IN NGARA DISTRICT

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: "***Effect of using Collective Bargaining Strategy in Conflict Management to the Performance of Community Secondary School Teachers and Students in Ngara District***", in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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Date

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DECLARATION

I, **Mushumbusi Elihanani,** do hereby declare that this Dissertation is my own original work and has never been submitted to any University of the higher learning institution and will not be presented to any other higher learning Institution for any other academic award.

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Signature

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Date

DEDICATION

This research report is lovingly dedicated to my beloved parents Elias Kaizilege (father, Kevina Kagero (mother) and my beloved wifeJoana Banche for their great love during the study period.

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ABSTRACT

The main purpose of the research was to examine effect of using collective bargaining conflict management strategy in conflict management to the performance of community secondary school teachers and students in Ngara district. A Multiple case study research design was adopted to fulfill the research objectives, with regard to methods for data collection the interviews, questionnaires and documentary reviews were the major instruments used to collect data from eight case schools and 348 participants were involved to provide the required information. The analyses of quantitative data mixed up both excel and SPSS software with 20 version particularly for all closed questionnaire. The results from the findings showed that collective bargaining conflict management strategy had some effect to both teachers and students performance. Basing on the findings it is concluded that collective bargaining conflict management strategy in conflict management proved to be effective in managing conflict in schools. This study recommends that training heads of schools and school board members in the use of collective bargaining technique in managing conflicts in community secondary schools is necessary.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASA   Attraction- Selection- Attraction

CD   Compact Disc

DSEO   District Secondary Education Officer

DSEO's   District Secondary Education Officers

ILO   International Labor Organization

MRA   Mixed research approach

PhD   Doctor of Philosophy

USA   United States of America

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1   Introduction

This chapter discusses some critical issues related to the background of the problem. It presents an overview of the effect of using collective bargaining strategy in conflict management to the performance of community secondary school teachers and students in Ngara District. It also highlights background of the problem, statement of the problem, objectives of the study, research questions, and scope of the study, significance of the study, limitation, delimitation and the definitions of important terms used in the study along with organization of the research report.

1.2   Background of the Study

Conflict management in a working place especially in educational institutions is common and a worldwide phenomenon. Nebgen (1978) conducted a research on conflict management among educational administrators in secondary schools in USA. One of his findings was that conflicts in schools, especially between teachers and students were wide and common. Since the study focused on specific strategies used in educational setting, the researcher listed four conflict management strategy categories, namely: avoidance techniques, use of force, use of third party, and rational approaches. The study found that the effectiveness of the use of rational approaches to conflict management (persuasion, compromising and confrontation) was much depending on the cause of conflicts. Ekwoaba (2015) conducted a research which investigated the use of collective bargaining as an effective instrument for management of conflict in educational institution. The study setting was the

University of Lagos in Nigeria. The study revealed that, effective collective bargaining positively affects productivity, that collective bargaining is an effective instrument for the management of conflict in Universities. Study by Roloff (1987) based on the investigation, the understanding, perceptions and impacts of conflict resolution mechanisms in secondary school in Kenya revealed that conflict management techniques in secondary school are varied.Ignace (2014), in her study about assessment of heads of schools' strategies in managing conflicts in secondary schools (a case of Kinondoni Municipality)concluded that most of heads of schools were aware of conflicts in their respective schools but they had little knowledge and skills on how to manage conflicts and theattainment of common group goals in the academic committees. Tossi (1990), in his study on managing organizational behavior in secondaryschools in Tanzania found that conflict can be minimized if schools' heads understand the major phases of conflict management styles and a post conflict phases. It is pointed out by many scholars that one of the major causes of conflict is insufficient resources (Babyegeya 2002; Bakhda 2004).

The government policy ofestablishing secondary schools in each ward in Tanzania (2002), led to the increaseof community secondary schools countrywide resulting into government failure in providing enough funds and other resources for running these schools. Nyamajiwa (2000) recognized that conflict within an organization can be caused by competition for limited resources. Conflict must be managed using a number of strategies. Collective bargaining is one of the strategies that can be used in managing conflict. This study is set to investigate the effect of using Collective bargaining strategy to the performance of both teachers and students.

1.3   Statement of the Problem

Poor conflict management is a common phenomenon in community secondary schools and must bemanaged using a number of strategies. Babyegeya (2002) and Bakhda (2004) argue that if conflicts in schools are not properly and effectively managed, they affect performance of teachers and students and it might spillover to school community members.In the effort to manage conflicts in schools, collective bargaining conflict management strategy has not succeeded (Berdesky (2003) Ekwoaba (2015). Along with that view despite the adoption of collective bargaining strategy in managingConflict the literature show that conflict in Ngara secondary schools is not documented whether the strategy affects performance of teachers and students positively or negativelyin community secondary schools. This study intends to examine the effect of the use of collective bargaining strategy on the performance of both teachers and students in community secondary schools to search for new conflicts that continue to emerge in contemporary world.

1.4   Research Objectives

 The purpose of this study was to investigate the effect of using collective bargaining strategy in conflict management to community secondary school teachers and students performance in Ngara district.

1.4.1   Specific Objectives

Specifically the study aimed:

(i)   To explore the extent to which collective bargaining conflict management strategy is applied in community secondary schools.

(ii)   To examine whether collective bargaining conflict management strategy positively affects teachers in terms of motivation, job satisfaction and commitment to work.

(iii)   To examine the extent to which collective bargaining conflict management strategy improves students' academic performance.

1.5 Research Questions

This study was guided by the following research questions:

(i)   To what extent is collective bargaining conflict management strategy used in community Secondary schools?

(ii)   To what extent does collective bargaining conflict management strategy positively affect teachers' motivation, job satisfaction and commitment to work?

(iii)   Does collective bargaining conflict management strategy improve student s' academic performance?

1.6 Significance of the Study

This research is beneficial in number of ways; it may contribute to the management of conflicts in community secondary schools in Tanzania since the study provides vital information about conflicts in community secondary schools. This in turn, will help the school management to determine suitable way in dealing with conflicts in educational sector as well as improvement of students' academic performance. The study is also important to the management of organizations and education systemmanagers, especially the Ministry of Education, Science, Technology and

Vocational Training in determining pre and in-service training packages to teachers in conflict management skills.

1.7   Scope of the Study

Geographically, the study was conducted in Ngara district. In terms of the themes, it focused on effects of conflicts management in secondary schools, the study only considered public secondary schools. Additionally the study excluded private schools.

1.8   Limitations of the Study

Leedy & Ormrod (2010) describes that the limitations are potential weaknesses in the study that are out of researcher control in during the research process. In this research, the researcher was limited with issues related to confidentiality from to some of the pregnant women and married men. The secondary dataalso became scanty in some schools. In addition, fluctuation of price affected the budget arranged by a researcher during the research process.

1.9   Delimitation of the Study

In this study it was necessary to achieve the objectives despites of number of obstacles the limitations did not impact the research findings. The case of the budget, a researcher tried to be flexible to meet the requirement of the research by adding extra amount of cash. Some of the documents that were not easier obtained were supplemented with by triangulation such as the interview and questionnaire.

1.10   Organization of the Study

The research is organized into five chapters. Chapter one covers the background to the problem, statement, research objectives, scope of the study , significance of the study ,limitation of the study, delimitation of the study,and the Organization of the Study itself; chapter two- literature review. The components under literature review include introduction to the chapter, the definition of terms, theoretical literature review, and empirical literaturereview, conceptual framework and research gap. Chapter three: presents research methodology, the components under research methodology are: research design, study area,study population, population size and sampling procedures data collection methods, validity and reliability as well as data analysis. Chapter four presents research findings, data analysis and discussions. The chapter five presents conclusion, recommendations.

1.11   Definitions of key terms

1.11.1 Conflict

Conflict refers to perceiving or experiencing incompatible differences within the individual or between two or more individuals, which may lead to some or other forms of opposition (Kroon, 1991). On the other hand, Sheppard (1984), defined conflict as a naturally occurring phenomenon with both positive and negative effects depending on its management. In this study conflict meant disagreement, differences or incompatibility within or between individuals or groups in community secondary schools. It is a phenomenon inherent in all organizations, and arises from the differences in the goals, needs, interests, attitude, values and perceptions during the interaction of groups such as management and labor (Bendix, 1989). Essentially,

organizations function as a means for internalizing conflicts, bringing them within a bounded structure so that they can be confronted and acted upon (Pondy, 1992).

1.12 Conflict Management

According to Hellriegel and Slocum (1990), conflict management consists of interventions designed to reduce excessive conflict or in some instances to increase insufficient conflict. Johannes (1996) views conflict management as the identification of divergences of interest between groups, individuals and constructive reconciling or balancing of these divergences so that they are acknowledged and expressed rather than repressed. In this study 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 emotion energy, involved and enable disputing parties understand and resolve their differences in the schools setting.

1.13 Collective Bargaining

According to ILO (1960), the term collective bargaining means the negotiations about working conditions and terms of employment between an employer, a group of employers or one or more employers' organizations, representatives of worker organization on the other hand with a view to reach an agreement. In this study collective bargaining meant the strategy of conflict management in community secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

The discussion centers on relevant health literature, policy documents related to conflict management and research reports conducted in Tanzania and elsewhere in the world. This chapter presents the review of literature related to conflict management strategies. This chapter explores concepts, theories and effectiveness of conflict management strategies in organizations. The chapter discusses the theoretical literature, theoretical, Empirical literature review, research gap filled and theoretical framework.

2.2   Theoretical Literature Review

2.2.1   Face Negotiation Theory by Ting-Toomy

The face negotiation theory is one of the many theories used in conflict studies. This theory is used to explain the use of different conflict management styles in different cultures. Ting-Toomy (1988) defined face as the claimed sense of self image in a relational situation. It is the way we want others to see us and treat us. "Face is a universal phenomenon as everyone would like to be respected; everyone needs a sense of self-respected. But how we manage strategies in maintaining, saving and honoring one's face differs across culture". There are two facets to face-negotiation; face concern and face need. Face concern relates to the question of whose face a person is trying to save, his or her own or someone else. Face need deals with whether autonomy (space and privacy) is valued, or whether inclusion (respect and approval) is the primary concern.

 Collectivist culture, like some Asians countries view others as more important and inclusion as a higher value. Ting-Toomy (1988) used the face negotiation theory explain the differences in conflict management styles in individualistic and collectivist cultures. She suggested that individualists tended to value autonomy face needs and self-concern face needs, whereas collectivists emphasize approval face needs and other-concern or mutual-concern face needs. She found that collectivists value harmonious interpersonal relationship with others and show concern for face saving thus using indirect conflict styles. This theory emphasizes three face concerns self-face, other face and mutual face. Self-face is the concern for the individual's own image, other face is the concern for the other's image and mutual face is the concern for both parties' images.Face work is utilized to manage these concerns; self, other and mutual, during a conflict. "Face-work is employed to resolve a conflict, exacerbate a conflict, avoid a conflict, threaten or challenge another person, protect a person's image. These functions are part of the process of maintaining and upholding face. Face work focuses on relational, identity and substantive issues during conflict. This theory explains the use of various conflict management styles according to the mix of concern for self-face and other-face. The dominating style is deemed as reflect of self-face, avoiding and obliging style a reflect of other-face and compromising as well as integrating style as reflective of mutual-face. Ting-Toomey's (1988) face-negotiation theory of conflict predicts thatchoice of conflict style is closely associated with face-negotiation needs, which vary across cultures. Organizations are constantly relying on teams to increase competitiveness and solve conflict and so team members must be able to manage intergroup conflict effectively and constructively (Cohen and Ledford, 1994).

The difference between the two disputes is puzzling, particularly because bindingconflict management has proven highly effective in brokering agreements and ending disputes (Dixon 1996; Gent and Shannon, 2008; Mitchell and Hensel,2007).Conflict resolution is a relational approach to handling conflicts. It is a process in which interpersonal communication is used to get the parties to a conflict to reach an amicable and satisfactory point of agreement (Omoluabi, 2001).The concept of the conflict settlement aims definite end of the direct violence, without necessarily coping with the basic causes of the conflict (Reimann, 2005).

As suggested by Visinki (1995) one of the five methods of coping with conflict is competition. The competition approach to conflict resolution is an attempt at complete victory. Theoretical background shows that both team role preferences and conflictmanagement styles share common ground regarding the ways in which individuals Relate to one another in a work team context.

As conflict will occur in any team and as individuals have preferences regarding the way in which they approach work and interpersonal relations, it should be possible to predict how team role preferences relate to conflict managing styles. The ultimate end-goal of conflict management is to bring about an end to the violent aspect of a conflict.

Face negotiation theory would have a great applicability in this study if the head of school in community secondary schools in Ngara districtcould have applied its important idea during conflict management. This theory requires an administrator to pay attention to his or her own face as an individual then other's image and mutual

face where you can bring together the conflicting party hence the conflict will be resolved.

2.2.2 Contingency Theory

Contingency theory in conflict resolution was pioneered by Fisher and Keashly (1988). In brief the theory, which comes mainly from organizational psychology is that at different points during conflict, different types of third party intervention are more or less effective. The implication is that the distinction, which Burton makes between disputes and conflicts- noted above is not necessarily useful. Fisher and Keashly (1988) summarized their argument as "Contingency approach to third part interventionis based on assessment that social conflict involves a dynamic process in which objective and subjective elements interact over time as the conflict escalates and de-escalates". The task of a manager, according to this theory, is to identify which technique will(in a particularsituation and at a particular point of time) contribute best to achieve organizational goals. Conflict resolution in an organization practice depends on circumstances, that is, a contingency.

Contingency theory recognizes the influence of given solution on organizational behavior patterns. From this theory a contingent school manager deals with a problem as it arises basing on time and circumstances, he or she is flexible enough to learn the circumstances on which to apply appropriate styles of management. Contingent theory is also applicable in conflict management in community secondary schools in Ngara district in which there is no best way, style and strategies in which conflicts can be managed in these community secondary schools but it depends on the situations and the circumstances.

Generally, group theories agree that conflict occurs naturally as the team strives for productive working relationships to accomplish an outcome. An intra team conflict is defined as incompatible activities where team members, at least temporarily, interfere with and obstruct each other's behaviour (Deutsch, 1973). Scholars have argued that functions and outcomes of team conflict can be positive or negative, destructive or constructive. Some positive functions are determining important issues, creating new ideas, releasing tension, re-evaluating and clarifying goals, and strengthening team members' ability to work together in the future. Negative functions may include prolonging and escalating conflict; inflexibility, hostility, and ultimately reducing team effectiveness (Jehn, 1995; Kuhn and Poole, 2000;Rahim, Magner, and Shapiro, 2000).

In addition to suggest the potential of conflict for team effectiveness, scholars have argued that it is not simply the presence of conflict, but how people approach and manage their conflicts that greatly affects whether conflict is constructive or destructive (Lovelace, Shapiro, and Weingart, 2001; Tschannen, Uline, Woolfolk Hoy, and Mackley, 2000). Dewey (1938/1961) suggests that learning to appreciate and make constructive use of participants' different perspectives and experiences helps to create a context where trust and respect are cultivated rather than depleted. Previous studies have suggested poorly managed conflict increases the stress and strain among tea members (Kuhn and Poole, 2000). For example, Weiss, Cambone, and Wyeth (1992) showed that the transition to teamwork led to conflict and tension among teachers, which affected their sense of solidarity and work satisfaction at school.

However, the value of team conflict management for teams has received little empirical attention (Alper, Tjosvold, and Law, 2000). In team and organizational settings, conflict is commonly studied by the individual being taken as the unit of analysis. An individual's conflict style is a behavioural orientation and a general expectation about his or her approach to conflict.

This conception of conflict style does not preclude the individual from changing styles or enacting behaviours not typically associated with a particular style. Recently, researchers have extended conflict study to the team level of analysis (Kuhn and Poole, 2000; Sambamurthy and Poole, 1992).Put simply, teams may vary in how much they tend to display a certain conflict management pattern over others, and the incidence of these behaviours in teams may be meaningfully associated with team characteristics. For example, Kuhn and Poole (2000) concluded that 82% of the teams exhibited a stable style of conflict management. Their results suggest that a team might adopt a typical pattern for managing conflicts among its members.

These findings proposed that a higher level of aggregation to the team level is conceptually and practically meaningful. Conceptually, it represents an element of experience shared by team members at a given workplace. Practically, it allows examination of the team-level consequences of conflict management (Simons and Roberson, 2003). Conflict management as a team feature may be understood to emerge from several sources. First, in the socio influence literature it is widely acknowledged that groups are powerful instruments of social influence and have substantial effects on individuals' behaviour. Hackman (1976) groups exert powerful effects on their members' informational states, their affective states, and their

behaviours, resulting in uniformityof behaviour within the group. Similar patterns of conflict management within a teammay result in team members' exhibiting similar patterns in handling conflicts.

Some influences that teams have result from the enforcement of group Second, theoretical justification for viewing conflict management at the group level of analysis is provided by Schneider's (1987) ASA (Attraction–Selection–Attrition) framework.Put simply, through ASA processes group members can be expected to display similar patterns of conflict management. The ASA framework suggests that similar people will be attracted to, selected by, and retained in a work setting (Schneider, 1987).

This results in similarity in behaviour within a setting. Although behaviours across groups are likely to vary, depending on the characteristics of the groups themselves, ASA processes result in relatively homogeneous behaviours within groups (George, 1990) norms, which also serve to control group members' behaviour to achieve predictability and uniformity of behaviour (Ehrhart and Naumann, 2004; George and Bettenhausen, 1990). Most studies on conflict management patterns at the individual level have adopted the Dual Concern Model originally proposed by Blake and Mouton (1964) and later adopted with some modifications by several scholars:

Pruitt and Rubin (1986), Rahim, (1983), and Thomas (1976), scholars: This model basically postulates that the conflict-management mode employed by an individual emanates from two underlying motives: concern for self and concern for the other party.The first dimension explains the degree to which a person attempts to satisfy his

or her concerns. The second dimension explains the degree to which a person wants to satisfythe concerns of others. Combination of these two dimensions results into five specific styles of handling interpersonal conflict: integrating, obliging, dominating, avoiding, and compromising. Tjosvold (1999) took a somewhat different theoretical approach in his extensive research programme. It rests on the fundamental assumption, advanced by Deutsch (1973), that individuals' perceptions about the ways their goals are related to those of their counter parts govern their approach and actual interactions in conflict situations. They communicate cooperative or competitive intentions to the other party accordingly.

Ayoko and associates (2004) proposed a similar dichotomous typology of managing conflicts in work groups, focusing mainly on communication patterns that shape members' interactions in teams.The above typologies differ in their theoretical emphasis. The first (the dual concern model) stresses the motivational underpinnings of approaches to conflict management. Tjosvold underscores individuals' beliefs (cognitions) about the parties' goal structure and Ayoko highlights the communication tendencies.

Dominating involves high concern for self and low concern for the other party; it is also called a competing, controlling, contending, win-lose, or zero-sum style. Dominating involves standing up for one's rights and defending a position that some team members believe to be the right one, and often ignoring the needs or expectations of the others (Rahim, M.A, 2001; M. Rahim et al., 2000).

According to Deutsch's (1973, 1980) theory of cooperation and competition, team members can emphasize their cooperative interests; recognizing that the success of one promotes the success of the others, and they tend to view conflict as a mutual problem that needs common consideration and solution. Similarly, Bottger and Yetton (1987) suggested that the integrating approach, which emphasizes knowledge, logical argument, and explanation, encourages team members to examine competing knowledge bases, and to explore alternatives. The dominating approach persuades team members to resolve opinion differences by "I-win-you-lose" dominance games, or to make some participants' reluctant to argue for their opinions (Tjosvold, Hui, Ding, and Hu, 2003). The emphasis on competitive interests leads to tough and closed-minded discussions. Competitive approaches frustrate communication and result in deadlock or imposed solutions.

2.2.3   The Classical Model of Collective Bargaining

The classical model of collective bargaining as propounded by (Sidney and Beatrice Webb, 1987) over a half century ago, in their famous book, industrial democracy, was essentially an economic model. It defined the main role unions have bargaining over the price labour, although this was not the only method used by trade union in the nineteenth century in England. According to the Webb, unions alternatively use mutual insurance and legal enactments method for obtaining various benefits for their members.

As for collective bargaining itself, it was exclusively a trade union method with no implicit or explicit interest on the part of employers. It substituted collective will for individual bargaining. Webbs conceptualized the method of collective bargaining as a

collective equivalent and alternative to individual bargaining, in which the role of employers and their association was overlooked; and the rule making character of the process was not clearly stated, recent critics of the Webb's theoretical model have argued that individual bargaining can and coexists with collective bargaining, individual bargainers may have plenty of scope, depending upon the nature of labour market to obtain wages over and above the minimum level laid down in collective agreement.

In this conceptual model the simplification of Collective bargaining strategy is that, the negotiations take place between an employer and employees where the negotiations helps these two sides to reach an agreement. This strategy is also applicable in conflict management in community secondary schools in Ngara district where there is both employers and employees.

2.3   Synthesis of the Theories

The chapter generally represents various theories related to this study and various related literature. The researcher has related others' views on how they talked about conflict management strategies and their effectiveness. This chapter has two used three theories that guided the study.

2.4   Empirical Literature Review

This section reviews the literature related to the study to see how other people have done over the same thing. The aim is to explore the knowledge and ideas relevant to the study. In this the section identifies the knowledge gap that is needed to be filled. Various studies related to conflict management have been conducted.Nwadiaro (2004)

conducted a research on Collective Bargaining and conflict resolution in Nigeria, the aim of the study was to find out the efficient and effective use of collective bargaining as a mechanism for conflict resolution in Industries in Nigeria, where the findings shows that collective bargaining was not always an effective mechanism for conflict resolution in industries that the successful bargaining between management and workers depend on the relative ability of the parties to abide by the agreement reached. Following the findings, the study therefore recommends that employers or management of labour should always endeavour to honour every agreement it enters into in order to instill confidence in workers and make collective bargaining effective.

It also suggests that government should re-examine its position with regard to compulsory arbitration and income guidelines.Ekwoaba (2015) conducted a research which investigated the use of collective bargaining as an effective instrument for management of conflict in educational institution. The study setting was the University of Lagos in Nigeria. The study reveals that effective collective bargaining positively affects productivity and that collective bargaining is a veritable instrument for the management of conflict in Universities. The study recommended that Universities should adopt conflict acceptance strategy and focus on its effective resolution strategies to convert the manifestation of conflict into benefits for University.

Berdersky (2003) conducted a research on collective bargaining conflict management strategy in a workplace and found that dispute between employers can be the source of the problem, such as discrimination, bulging or violation of health and safety.According to Berdersky (2003) it is also widely accepted that human resource

managers should have the main responsibility for the effective operation of conflict management practices. The findings of this study revealed that collective bargaining has a direct influence on conflict resolution in organizations that it should be used so as to create peace and harmony in a workplace.

Nebgen (1978) conducted a research on conflict management among educational administrators in secondary schools in USA. The study focused on specific strategies used in educational setting and lists four conflict management strategy categories; avoidance techniques, use of force, use of third party, and rational approaches. The study found that the effectiveness of the use of rational approaches to conflict management (persuasion, compromising and confrontation) vary according to the cause of conflicts.

Fleetwood (1987) conducted a study on conflict management styles and strategies of educational managers in secondary school in South Africa found that the use of conflict management styles and strategies depends up on varieties of variables. Study by Roloff (1987) based on the investigation the understanding, perceptions and impacts of conflict resolution mechanisms in secondary school in Kenya. It revealed that conflict management techniques in secondary school are varied.

Makaye and Ndofirepi (2012) on conflict resolution between heads and teachers the case of 4 schools in Masvingo Zimbabwe they found that teachers and heads may conflict over certain issues daily, weekly or monthly basis. It also reflected that most conflicts at school are resolved at school level with the school heads playing a conflict resolution role. Bonkovskaya (2012) conducted a study on development of conflict

management strategies to increase the organizational effectiveness in Nordic companies in Iceland. Findings show that in spite of manager's satisfaction by the level of productivity of their employees, they still have a lot of complaints from their employees about stress at work. If the manager ignores these kinds of complaints it could lead to potential conflict.

Turay (2001) in the study about an examination of intra-secondary school conflicts in complex emergencies: the case of Sierra Leone the study revealed that most of the participants held negative views, about conflict.It also shows that the individuals' socio-economic, political, cultural realities or context, influence how they perceive conflict and deal with it.

Okotoni (2003) conducted a study on the conflict management in secondary schools in Osun state, in Nigeria. Finding showed that school administration has been adversely affected by lack of knowledge of conflicts management as most administrators handled conflict by trial and error approach because there were no specific procedures and methods of managing conflicts. Msila (2012) in the study on conflict management and school leadership in South Africa found that conflict was not an aspect that was needed in schools for it tends to stall.

He also felt that schools that experienced conflict progress will never prosper because of the energies are usually directed at ending these conflicts.Adeyemi and Ademilua (2012) on conflict management strategies and administrative effectiveness in Nigerian universities they found that conflicts management strategies are critical variables in administrative effectiveness in Nigerian university another study by Onsarigo (2007)

sought to determine factors influencing conflicts in institutions of higher learning in Kenya. The study found out that it is better to expose and resolve conflict before they damage people's relationships or even before they degenerate into violence which undermines schools stability and performance. On the other hand the study found that social conflicts in educational institutions demand moral authority and leadership integrity to resolve them. If not resolved, they can have a destabilizing effect on institutional performance in all learning process.

Athiambo and Simatwa (2011) in their study on assessment of conflict management and resolution in public secondary school in Kenya, the study found that the major causes of conflict experienced in public secondary school in Nyakach district included disrespect for prefects, differences in opinions, poor academic performance intimate relationship, harshness by support staff, criticism by other teachers, communication breakdown, late payment of school fees by parents, negative attitudes towards teachers, discipline of students, poor work performance by staff and financial control. Effective strategies were arbitration, reconciliation, and climate of trust, negotiation, collaboration and effective communication.

Kiwia (1984) in his study on effectiveness of university of Dar es salaam in directing the provision of services articulated that expertise or competence of an individual includes attributes such as level of education, professional training and ability up on human behaviour that was the case because knowledge, skills and confidence in doing certain tasks depend up on education background and his professional experiences.

Sambo (1997) study attributed student's unrest in higher learning institutions in Tanzania to poor communication. The study found that each member's contribution to

the group product is required, and resources and communication exchange and coordination are encouraged because the more group member cooperates, the more they can contribute to the attainment of common group goals in the academic committees.

Tossi (1990) in his study on managing organizational behaviour in secondary schools in Tanzania found that conflict can be minimized if school heads understand the major phases of conflict management styles and a post conflict phases. This means that inclusion of conclusion of post conflict stages that deals with improvement of organization practices in order to minimize future conflict. Also found that strategies for reducing future conflict are clarification of goals to reduce ambiguities and improve policies, procedures and rules. Mvamanda (1999) also conducted a study on conflict management to teachers in public schools in Mbeya region. The study found that, there is a need for comprehensive and systematic conflict management techniques in which conflict is effectively resolved including types of conflicts and there are causes and effects in secondary schools.

Malekelaet al.(1994) writing of youth and society in Tanzania further revealed that tension between students and authority in institutions of higher learning has been a common feature the world over. As discussed elsewhere, student's conflict are just as continuation, having their roots since the inception of educational institutions. Mosha (1996) found that the increasing crisis in was a true picture that the heads of these institutions fell short of crisis managing strategies. Lack of managing crisis strategies could be due to the fact that either managers or administrators are not experts in the field of management and administration or because of irresponsibility, the empirical

literature review showed that extensive and conflict management techniques depends on varieties variables choices in dealing with conflicts in secondary schools. These variables are compromising, accommodating, avoiding, engaging, collaborating and competing. Each conflict is alike to any other conflict and so necessitates a different set of conflict management decision.

Several studies have been done on conflicts management in secondary schools but none of them has paid attention to the effect of using collective bargaining strategy in conflict management to community secondary school students and teachers performance in Ngara district. Most of the studies sampled revealed conflict management resolutions, conflict management strategies, conflict management styles and others were based on conflict resolutions in higher learning institutions in Tanzania.

Jonkman (2006) on his study on management of conflicts in secondary schools in South Africa asserted that conflicts in secondary schools were results of different perception, shortage of resources and lack of communication. As a result most of the principals do not manage conflicts effectively which culminate into hike up. Okotoni (2003) on the other hand, examined management of conflicts in administration of secondary schools; they identified and discussed causes as well as various ways conflict manifested in the administration of secondary schools. It was found out that most administrators handled conflicts by trial and error approach because there were no specific procedure and methods of managing conflicts.

Adeyami (2009) made a study on conflict by observing the school system where the study shows that, issues on which conflicts occur include frequent hike in school fees, religious matters, mode of dressing, poor classroom space and poor service and shortage of food.Several studies have been carried out on conflict management in school systems however, not many of these studies have paid particular attention to the effect of using collective bargaining strategy in conflict management to community secondary school students and teachers performance in Ngara district.

Most of the studies carried out in Tanzania about conflict management were carried out in higher learning institutions. This includes Mkumbo (2002) which was based on management and Resolutions of violent intra-students conflicts in Higher learning institutions. Mosha (2005), Sambo (1997), these studies were looking on the reasons for boycott, demonstration, riots and conflicts in higher learning institutions in Tanzania.

Ignace (2014) in her study about assessment of heads of schools' strategies in managing conflicts in secondary schools a case of Kinondoni Municipality concluded that most of heads of schools were aware in managing conflict in their respective schools but they had little knowledge and skills on how to manage conflict. Researcher found out that dictatorial technique on the part of school administration was the main cause of teacher-school conflict followed by poor physical working conditions and next was lack proper communication to teachers.

On the side of students, punishment was the ranked as the most cause of student-teacher conflict in secondary schools, next were abuse language while dictatorship

treatment of certain student by the teachers ranked as third factors led to student-teachers conflict. Regarding the effectiveness of heads of conflict management mechanisms in resolving conflict in the public secondary school, all head teachers indicated that heads of schools had made efforts to manage conflicts by using different strategies such as collaborating, comprising, avoiding and competitive.

However, teachers were not satisfied by the strategies used by their heads. It was found that majority of teachers ranked most of the strategies used by heads of schools as not effective. With regards to challenges schools heads faced in the process of managing conflict, it was found that majority of the respondents mentioned rising of enmity among teachers as major challenge head of school faced in managing conflict. The others work discouragement whereas respondents said there is denial of cooperation.

Based on the findings which required the respondents to reveal the measures to be taken in improving conflicts management by heads of secondary schools, indicated: agreeing on the procedure taken for the resolution of conflicts, encouraging parties to work together, taking staff and students' comments and suggestions or open door policy, use of suggestion box in the school, promoting negotiation among powerful sub-group leaders, involvement of school disciplinary committee and application of dialogue between the conflicting parties. The findings also revealed that secondary school heads always encounter conflicts in different aspects of their daily operations, in the other side the heads of secondary schools solve those conflicts some by collaborating and others by compromising.

2.5   Research Gap

Different studies, ideas, theories and reports about conflict management are about conflict management in secondary schools in general and in the higher learning institutions. Several studies have been done on conflicts management in secondary schools but studies about the effect of using collective bargaining strategy in conflict management to community secondary school on teachers and students performance in Ngara district are scanty or not there at all. Therefore, this study aimed to fill the knowledge gap on the effect of using collective bargaining strategy in conflict management to community secondary school teachers and students performance in Ngara district.

2.6   Conceptual Framework

In an attempt to formulate a framework for analyzing and explaining effect of using collective bargaining strategy in conflict management to community secondary school students and teachers performance in Ngara district, there are some major aspects which concur with the objectives of the study as provided below:

These are the occurrence of conflicts, strategy to manage the conflict and performance of teachers and students. Collective bargaining is of central concern to the process of conflict management.
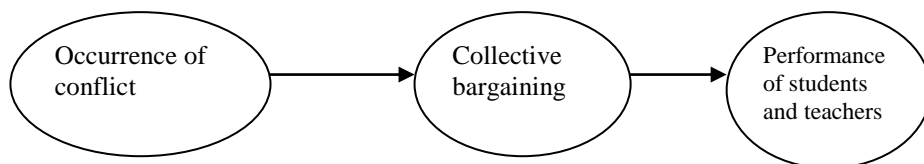
Figure 2.1: A Model Diagram of Collective Bargaining Strategy
Source: Current study (2017)

As it is shown on this model diagram, the employers or leaders presenting the employers. For the case of community secondary schools these are the head of schools, have to make the negotiations with employees or workers under collective bargaining strategy, for the case of community secondary schools these are teachers, so as to reach to the agreements where both Head of schools and teachers will reach to an agreement. It is from agreement where the conflicts will be solved in a peaceful way where the performance of both teachers and students will be affected

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This study covers number of components. The main contents covered in this section include the following; area, research design; sample size, and sampling techniques, data collection methods and reliability and validity of the data.

3.2   Research Approach

This study employed a mixed method approach where a researcher involved the collection and analysis of both quantitative and qualitative data. Therefore, both quantitative and qualitative data collection methods were used. Making an investigation on social features and characteristics becomes impossible to grasp them if one approach is used and some of human issues are best grasped quantitatively but some others, qualitatively (Merriam, 1998). As such while some aspects were quantified some aspects required internalization and conceptualization before a phenomenon is understood. Creswell (2009) pointed out that, when the two approaches are used in tandem, the overall strength of a study becomes greater than either quantitative or qualitative research. That is why this approach was used.

3.3   Research Design

This study used descriptive and cross-sectional study (also known as a cross-sectional analysis, transversal study, prevalence study) is a type of observational study that analyzes data collected from a population, or a representative subset, at a specific

point in time that is, cross-sectional data. Cross-sectional studies may involve special data collection, including questions about the past, but they often rely on data originally collected for other purposes, (Lee, 1994).Using the descriptive and cross-sectional study survey was deemed appropriate because it made it possible to get a large number of respondents, to standardize questions so that they are relatively free from some kind of errors. However, in case method and methodology for conducting research that involves collecting, analyzing, a mixed research approach (MRA) was employed in this study. This approach employs both quantitative and qualitative research approaches. Tashakkori and Teddlie (1998) pointed out that, mixed approach is normally appropriate in research programs. It is an approach to have a more in-depth information and knowledge of the problem as well as providing rich datasets.

3.4 Study Area

This study was conducted in Ngara District which is located in Kagera Region in the North western part of Tanzania. Ngara district is among the eight districts found in Kagera region. It is bordered by both Republic of Rwanda and Burundi in the west. The district occupies 3750 square kilometers of land. However, the population of this district has been changing rapidly. According to 1988 census, the population was 159,542 growing an average rate of 29%, by the year 2001 the district was estimated to have 245,761 where by 110,646 were men and 135,115 were women.

According to the census conducted in the year 2002 Ngara district had a population of 334,939 where by native population was 233,401 where males were 111,159 and females were 122,242 and the population of refugee was 101,538.According to the

census conducted in the year 2012Ngara district had a population of 320,056 people where males were 152,440 and female were 167,616

Ngara district is divided into four divisions namely Nyamiaga, Rulenge, Kanazi and Murusagamba and these sub divisions are divided into 17 wards and 72 villages. The economic activities undertaken in this district are Crop cultivation and Livestock keeping. Source: (headmasters office, 2016).The main reason for choosing this area is that much of rumors were felt in many schools, along with this study a researcher did the study in order to gain insight through investigation.

3.5   Sample and Sampling Techniques

The study is about community secondary schools found in Ngara district. Therefore the population of this study includes heads of community secondary schools, teachers, and students, the District Secondary Educational Officers (DSEO's) and members of school boards that make the total of 2700.

3.5.1   Sample Size

The sample size of this study was calculated using the formula of Yamane (1967) as illustrated below:

$$n = \frac{N}{1 + N(e)^2}$$

Where   'N' is the entire population

'n' is the sample

'e' is the sampling error (0.05)

$$n = \frac{2700}{1 + 2700(0.05)^2}$$

$$n = \frac{2700}{1 + 2700(0.0025)}$$

n =   348

Sample size = 348 respondents

This study used three hundred and forty eight (348) respondents where by two hundred (200) were students from 8 schools, Eight (8) school board members from 8 schools, (129) teachers from 8 schools, eight (8) heads of schools and three (03) educational officers. This sample size fulfills the requirements of the efficacy, representativeness, reliability and flexibility.Chary (2008) provided that a thesis of masters' student should range between 100-350 respondents.

Table 3.1: Summary of the Respondents

Type of Respondent	Frequencies
Students	200
Teachers	129
School board members	08
Educational officers	03
Heads of school	08
Total	**348**

Source: Researcher,(2017)

3.5.2   Sampling Techniques

3.5.2.1Purposive Sampling

The study used Purposive sampling was used to select Heads of schools, school board members and education officers. The researcher targeted people who have the key information   required information as he/she considers them to be knowledgeable on the issues under given study because they are knowledgeable with conflicts. The study considered individuals who know about issues related to conflicts collective bargaining.

3.5.2.2   Simple Random Sampling

A simple random sampling is a subset of a statistical population in which each member of the subset has an equal probability of being chosen (Creswell, 2003).Random sampling is considered as the best techniques for selecting a representative Samples. According to Kothari (2008) explains random sampling as a method that includes writing the name of each element of a finite population on a slip of paper, and put a slip of paper into a box or a bag and mix them and then draw without looking. In this study the simple random samplings was used toselect teachers and students within Ngara district. This method was used because nature of respondent's population as it was very large.

3.6   Methods of Data Collection

In this study, data were collected as part of a programme of qualitative and quantitative research investigating the social and cultural context of course of pregnancy. A range of methods was employed interviews, documentary review, questionnaire; focus groups with diverse respondents were used as explained below:

3.6.1   Interview

The study used an interview to get data on conflicts that exist in secondary schools. The method was used because itcold in providing extra information from teachers, students, and education officers who had extra information on this. The researcher used prepared interview guide. The data were collected and analyzed through content analysis.

3.6.2   Focus Group Discussion

A focus group discussion (FGD) is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator (or group facilitator) who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst them (Kombo and Tromp, 2006).It is argued that the strength of FGD relies on allowing the participants to agree or disagree with each other so that it provides an insight into how a group thinks about an issue, about the range of opinion and ideas,. The study will use five women who had little ability to write .They discussed on conflicts bargaining process used in schools. Their responses were recorded and they were later translated during data analysis and presented in texts.

3.6.3   Questionnaire

The researcher administered a questionnaire in English the questionnaire with the English language was for health workers who understand English. Both participants as they understand the English language were also given questioners. This was used because it goes in deep of the problem than questionaire.

3.6.4   Documentation

The researcher used reports documents related to on conflict bargaining process to improve the study. Some of the documents used include books, dissertations, and journals and reports teachers' resource center. The method was use due to availability of data that really help to build the whole work including literature review.

3.7   Validity and Reliability

Validity of instrument is the extent to which they 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. In this study, the researcher validated the instruments by pre-testing them in order to assess and worth before using make the instruments valid and worth using them in collecting data for the study. The aim was to check and evaluate the effectiveness and efficiency of the instruments. Questionnaire and interview were pretested at Nyabisindu secondary school; this was because this school had similar characteristics as the respondents in the main study.The results helped the researcher to modify some questions and the pace of asking questions.

3.8   Data Analysis and Presentation

This process of data analysis was done using d statistical procedures, and by applying frequencies distributions, percentages and charts using SPSS software. The data analysis and presentation for quantitative data was done in form of Tables, percentages and graphs. The data obtained from in-depth interviews and FGDs and observation were analyzed using content analysis methods, by categorizing, classification and summarization. During analysis and presentation of the qualitative information, the researcher's interpretation was used, whereby linkages and inferences were logically made when necessary to justify research conclusions. These data representations formed the basis of interpretation of the findings of this study.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the two sections. The first section is that which presents the research findings and the second one present's discussion of those findings. In research findings there are characteristics of respondents; sex, age, marital status, level of education and work experiences. In the same line the key findings are presented in Tables based on the research questions that were developed in .The second part presents discussion of the existing findings in the study.

4.2 Characteristics of Respondents

The study consist ofcharacteristics of respondents of which both males and females participated in the study; There characteristics involves; sex, marital status and level of education. Thischaracteristic of respondents appears hereunder.

4.2.1 TheAnalysis of all Respondents

4.2.1.1 Sex of Respondents

Table 4.1bellow shows the number of respondents with regard to sex. The intention of this was to evaluate participation level with regard to gender. The researcher findings

show that males and females participated in the study. Out of 348 respondents with

60.1 % were males and 39.9% were females. The results are presented in Table 4.1.

Table 4.1: **Sex of Respondents**

Type of Sex	No. of respondents	Percentage
Male	209	60.1
Female	139	39.9
Total	**348**	**100**

Source: Research Field (2017)

4.2.1.2 Age ofRespondents

Respondents were asked to state their age. The researcher was interested to know if

respondents have been there before the newly the issue of conflicts bargaining in

community schools. The findings show that age between 18 up to 56 years of age was

involved to the extent that they were present at that time. This indicates that

respondents saw heard conflicts in collective bargaining process and have full

information on it. The results are presented in Table 4.2.

Table 4.2: Age of the Respondents

Age categories	No. of respondents	Percentages
Below 18 years	51	14
25-35	98	28
36-45	74	23
46-55	69	21
Above 56 years	56	16
Total	**348**	**100**

 Source:Field Research (2017)

4.2.1.3 Education of Respondents

Table 4.3 shows the number of respondents with regard to Tanzania education system

particularly their highest level of education they have. The researcher wanted to

determine their ability to respond to questions posed. A good number of them were educated to the extent to answer the posed questions. The research findings presented that diploma and below had 50.6 %, whereas advanced the bachelor degree consisted of 46.8 % and the masters 2.6% and the PhDs were not found and the percent was 00% here are the results.

Table 4.3: Education of Respondent

Education levels	No. of respondents	Percentage
Diploma and bellow	176	50.6
Bachelor Degree	163	46.8
Master degree	09	2.6
PhDs	00	00
Total	**348**	**100**

Source:Researcher (2017)

4.2.1.4Working Experience

Respondents were asked to state their work experiences. The researcher wanted to know how much they are experienced with training matters. It was found that the majority of respondents was having more than five years at work, and therefore understands training issues.The results are presented in Table 4.4.

Table 4.4: Working Experience of Respondent

Variables	No. of respondents	Percentage
1-2 years	75	21.5
3- 5 years	96	27.5
6-10	105	30.1
10-15	44	12.6
15+	28	08
Total	**348**	**100**

Source:Researcher (2017)

4.3   Research Findings

4.3.1   The use of Collective Bargaining Conflict Management Strategy is

Applied in Community Secondary Schools

The question on the knowledge and use of collective bargaining strategy was asked to teachers and heads of school through the questionnaire where they were required to answer the YES or NO answers. From the questionnaires, it was pointed out that one hundred and three (103) respondents out of one hundred and thirty seven (137) agreed that the collective bargaining conflict management strategy was used by giving the YES answers. This makes seventy five percent (75%) of the participants to agree that the strategy is actually used. The other thirty four (34) respondents provided the No answers. This portion of respondents constitutes twenty five percent (25%) of the participants. The data are presentedin Figure 4.1.
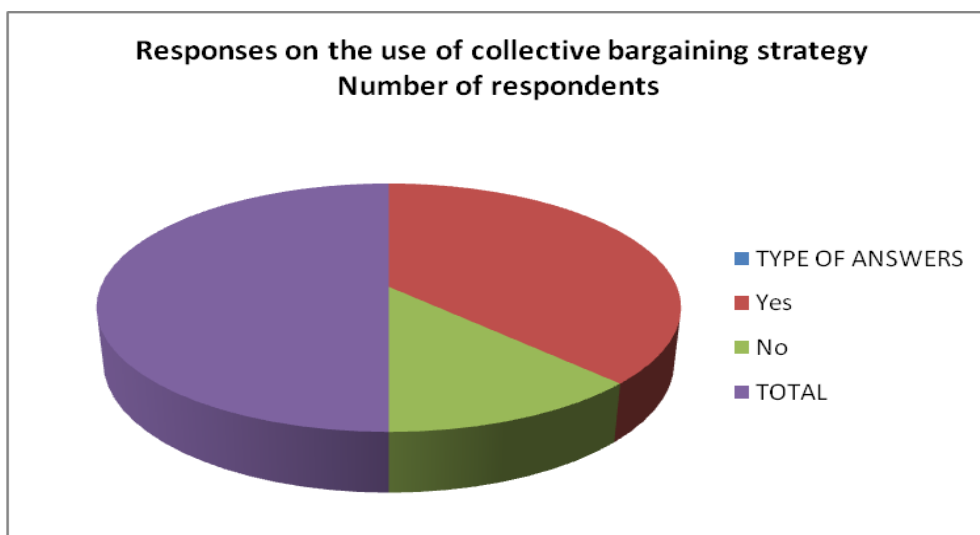
Figure 4.1: Responses on the use of Collective Bargaining Strategy

Source: Survey data, (2017)

4.3.2 CollectiveBargaining Strategy and Improved Job Satisfaction, Motivation and Performance

In the first place, the researcher wanted to assess whether collective bargaining conflict management strategy is improving positively the performance of teachers. A question was asked to all participants to assess the performance of teachers after the conflict was resolved by the use of Collective Bargaining conflict management strategy. Responses were drawn from the sample through questionnaires and for the case of YES answers only one hundred and three (103) respondents answered and this was seventy five percent (75%) while the remaining thirty four (34) respondents which is equal to twenty five percent answered NO. The results are presented using thefollowingFigure 4.2.
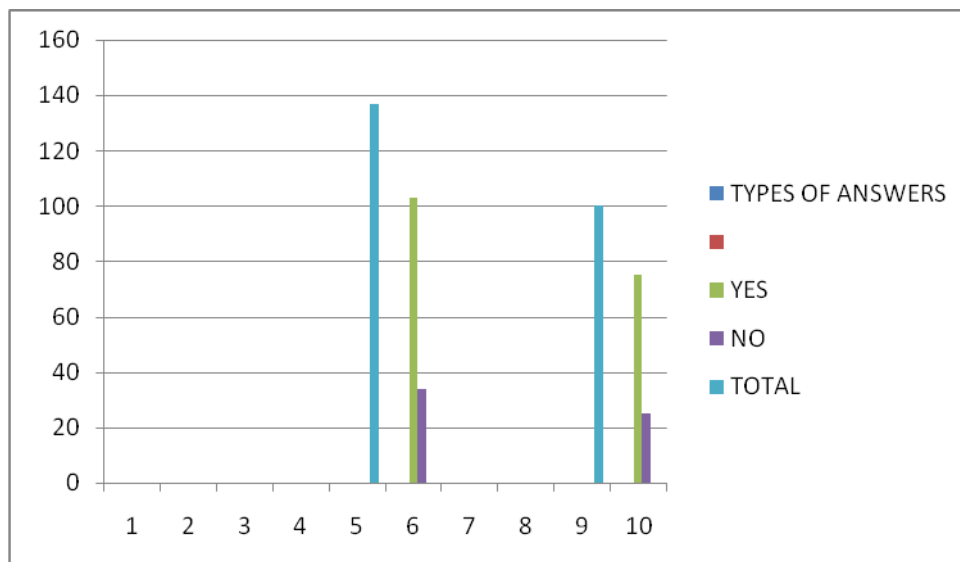
Figure 4.2: Responses from Teachers and Heads of School on if Collective Bargaining Strategy is Improving the Performance of Teachers

Source: Survey data, (2017)

4.4.3 CollectiveBargaining Conflict Management Strategy and Students'
Academic Performance

This question was asked to know if collective bargaining conflict management strategy in school results into better school which will lead to improved students' academic performance.According to the responses drawn from the respondents who were students through questionnaires where respondents had to give the YES and NO answers, all respondents answered YES. The presented using a Figure4.3.
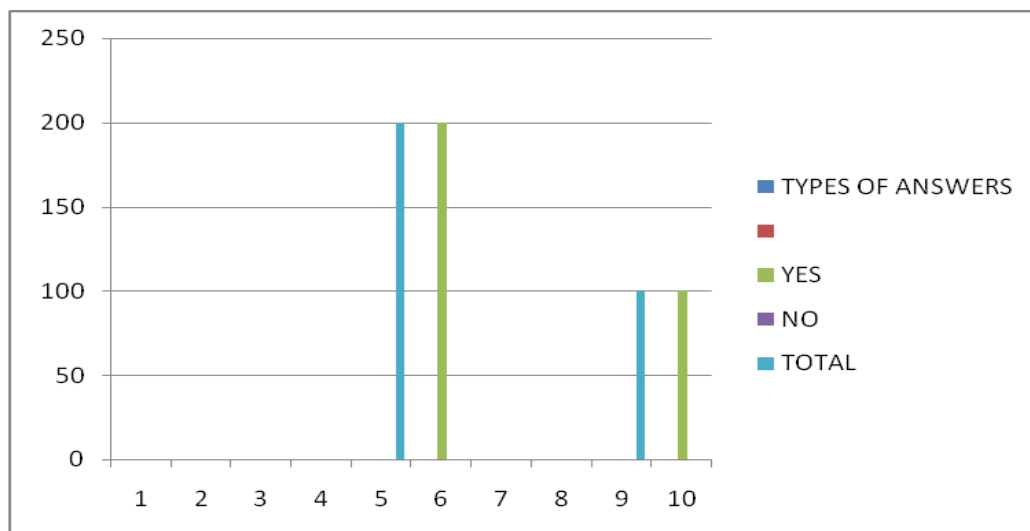
Figure 4.3: Responses from Respondents on Collective Bargaining Strategy and Students' Academic Performance

Source: Survey data, (2017)

4.5   Discussion of the Findings

4.5.1   To Explore the Extent to which Collective Bargaining Conflict
Management Strategy is Applied In Community Secondary Schools

The first objective of this study wanted to explore the extent to which collective bargaining strategy was applied in community secondary schools in Ngara district. Collective bargaining conflict management strategy is applicable in different situations where conflicts may arise.

The classical model of collective bargaining as propounded by (Sidney and Beatrice Webb, 1987) over a half century ago, in their famous book, industrial democracy, was essentially an economic model. It defined the main role unions have bargaining over the price labour, although this was not the only method used by trade union in the nineteenth century in England. According to the Webb, unions alternatively use mutual insurance and legal enactments method for obtaining various benefits for their members.

As for collective bargaining itself, it was exclusively a trade union method with no implicit or explicit interest on the part of employers. It substituted collective will for individual bargaining. The Webbs did not define collective bargaining but produced many examples and one of the examples is outlined below.

In unorganized trades the individual workmen, applying for a job, accept or refuses the terms offered by the employer without communicating with his fellow workmen and without organization consideration other than the agencies of his own position for the sale of his labour he makes, with the employer, a strictly individual bargain.

But if the group of workmen concert together, and send representatives to conduct the bargaining on behalf of the whole body, the position is at once changed. Instead of employer making series of separate contracts, with isolated individuals, he meets with collective will, and settles, in a single agreement, the principles upon which, for the time being, all workmen of a particular group, or class, or grade will be engaged.

The example given above and similar others in their books, suggested that the Webbs conceptualized the method of collective bargaining as a collective equivalent and alternative to individual bargaining, in which the role of employers and their association was overlooked; and the rule making character of the process was not clearly stated, recent critics of the Webb's theoretical model have argued that individual bargaining can and coexists with collective bargaining, individual bargainers may have plenty of scope, depending upon the nature of labour market to obtain wages over and above the minimum level laid down in collective agreement.A more serious oversight in the Webb's model is considered to be the lack of emphasis on the power relationship, which exists in a collective bargaining situation. It is argued that fuzziness in the Webb's concept of collective bargaining is removed if its two essential features, rulemaking and power relationship, are placed in the proper prospective. Much of this criticism about the conceptual inadequacy of the Webb's framework is negotiators try and resolves their disagreements by interacting under formal rules, accepted practices, laws and conversions (Allen and Keaveny 1983).

In this conceptual model the simplification of Collective bargaining strategy is that, the negotiations take place between an employer and employees where the negotiations helps these two sides to reach an agreement. The conceptual frame work in this study proves this very clearly. This strategy is also applicable in conflict management in community secondary schools in Ngara district where there is both employers and employees.

The findings showed that Collective bargaining conflict management strategy was applied in community secondary schools in Ngara district this was due to the findings where responses from heads of schools and teacher indicated that since one hundred and three (103) respondents out of one hundred and thirty seven (137) agreed that the collective bargaining conflict management strategy was used by giving the YES answers.

This makes seventy five percent (75%) of the participants to agree that the strategy is actually used. The other thirty four (34) respondents provided the No answers. This portion of respondents constitutes twenty five percent (25%) of the participants.

4.5.2 To Examine whether Collective Bargaining Conflict Management Strategy Positively Affects Teachers in Terms of Motivation, Job Satisfaction or Even Commitment to Work

This study shows that Collective bargaining conflict management strategy affects teachers positively in terms of motivation, job satisfaction and commitment to work. Ekwoaba (2015) conducted a research, which investigated the use of collective bargaining as an effective instrument for management of conflict in educational institution. The study setting was the University of Lagos in Nigeria. The study reveals that effective collective bargaining positively affects productivity; that collective bargaining is an effective instrument for the management of conflict in Universities.

In this study it was indicated that Collective bargaining conflict management strategy affected teachers' performance from the findings, for instance; Throug Interview

provided to DSEO's and school board members under this, itwas pointed out that nine (9) respondents which is equal to eighty two percent (82%) of the respondents are aware of the positive improvement of teachers' performance which has been caused by the application of collective bargaining conflict management in community secondary school which are good attendance and punctuality, on making good preparations, helping slow learners and participation in extra curricula activities.This study therefore shows that Collective bargaining conflict management strategy affected positively teachers as the way of affecting productivity positively.

4.5.3 ToExamine if Collective Bargaining Conflict Management Strategy Improves Students' Academic Performance

Berdersky (2003) conducted a research on collective bargaining conflict management strategy in a workplace and found that dispute between employers can be the source of the problems that causes the occurrence of conflicts. According to Berdersky (2003), it is also widely accepted that human resource managers should have the main responsibility and they have to be very much committed for the effective operation of conflict management practices. The findings of this study revealed that collective bargaining has a direct influence on conflict resolution in organizations that it should be used so as to create peace and harmony in a workplace.

A work place with peace and harmony usually improves, so head of school should have the main responsibility and they have to be committed for the effective operation of conflict management practices in a school since a school is an institution, which can have some conflicts. Collective bargaining is recommended simply because it has

a direct influence on conflict resolution in a school and it creates peace and harmony in a school.

This study shows that Collective bargaining conflict management strategy improves students' academic performance, this is according to the findings where the responses from students, teachers and heads of schools on Collective bargaining strategy and students' academic performance showed that and this is because both teachers, students and heads of schools agreed for 100% that collective bargaining conflict management strategy improves students academic performance for the case of YES and NO answers while the same respondents agreed for 90% under the type of answers which was different from the YES and NO answers, this shows that some of the respondents when they were asked to give the YES and NO answers they were giving answers without being sure on what they were answering, however, the questionnaires which demanded them to explain showed some strength since the researcher got concreate data.And the recorded sound from a certain school indicated that since it was concluded that unsolved conflicts may cause students to fail.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter presents summary, conclusion and recommendation of the study. To achieve this objective the study is divided into three sections. The first section presents summary and the second section presents conclusion while the third section presents the recommendations of the study.

5.2   Summary

The purpose of this study was to investigate the effect of using collective bargaining strategy in conflict management to the performance of community secondary school teachers and students in Ngara district. The researcher aimed at looking on the effect of using collective bargaining strategy in conflict management to the performance of community secondary school teachers and students in Ngara district. In undertaking

this study the researcher set some objectives to be met so as to come up with the general conclusion and then the researcher set research questions based on the objectives of the study and seek answers to those questions. The main lines of arguments based on the research question are: Is collective bargaining conflict management strategy used in community Secondary schools?

To what extent does collective bargaining conflict management strategy improve the performance of teachers in terms of motivation, job satisfaction and commitment to work? Does collective bargaining conflict management strategy improve students' academic performance?

A Multiple case study research design was adopted to provide answers especially to three research questions. Using the design, research objectives were achieved with minimum resources, time and money. Data were collected from both secondary and primary sources. Questionnaires and interview were used to collect primary data and documentation was used to get secondary data to supplement those data derived from questionnaire and interview.

Data analysis involved both quantitative and qualitative techniques. The findings on the variables showed that collective bargaining conflict management strategy had some effects to both teachers and students' performance. Basing on the findings, it is concluded that collective bargaining conflict management strategy should be emphasized much to be used in community secondary schools. In the light of the same findings, the following recommendations are brought to the attention of the educational stakeholders; making sure that they train heads of community secondary schools, teachers and school board members in such a way that they can be able to

apply collective bargaining conflict management strategy in managing or resolving conflicts in community secondary schools. Also the researcher suggests for further studies to the problem.

5.3   Conclusion

This research shows that collective bargaining conflict management strategy has some effects on both teachers and students performance in community secondary schools. Based on data interpretation, objectives and purpose of the study, it is concluded that,

(i)   The majority of teachers, students, heads of school and other educational officers as well as school board members were aware of the application of collective bargaining strategy and they knew how it was applied in community secondary schools.

(ii)   The majority of teachers, students, heads of school and other educational officers as well as school board members knew that collective bargaining strategy has improved positively the performance of teachers in terms of motivation, job satisfaction and commitment to work.

(iii)   The research study has managed to reveal that about 90% of the respondents on the question of whether collective bargaining is resulting to better school and students' academic performance agreed.

5.4   Recommendations

The study recommended that:

(i)   The community secondary schools management should improve staff trainings; at least 95% of teachers, students and heads of school must be aware

of current situation, which is prevailing on conflicts so that they can be able to manage their conflicts through collective bargaining strategy.

(ii)   Since some teachers and students are not satisfied with collective bargaining strategy while others know nothing on this strategy, the educational management should try to find out other ways of training these people on how they can apply collective bargaining strategy in managing their conflicts.

(iii)   Although some students replied that they have never experienced conflicts in their schools, a school like any other organization must have some conflicts thus they should learn how they can manage the conflict through collective bargaining strategy.

(iv)   Since it was revealed that heads of schools are not very much conversant with CBS, further training to heads of school on proper use of CBS is highly recommended. If possible, this aspect should be one of the training given to newly appointed heads of schools.

(v)   Finally, a longitude with findings to policy makers and government, studyrecommends that there should be one of the training given to newly appointed heads of schools and new board members in secondary schools.

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APPENDICES

Appendix I: Questionnaire to Head of Schools and Teachers

My name is **Mushumbusi Elihanani** doing a Master of education administration in planning and policy studies on "***Effect Of using Collective Bargaining Strategy in Conflict Management to Community Secondary School Students' Performance in Ngara"***for the award of Master of education administration in planning and policy studies degree of the Open University of Tanzania. The questionnaire is seeking your invaluable opinion on this subject. The results of this dissertation will be used for academic purposes**.** Please, answer the questionnaire as fully as possible. Your responses will remain totally confidential. Please do not write your name on the questionnaire.

PART A: Demographic information of Respondents: (Tick one √ where appropriate and fill spaces given under open questions):

1. What is your sex:

Female	Male

2. What is your age?

Below 18 years	25-35 years	36-45 years	46-55years	Above 55 years

3.   Education level

Diploma	Degree	Masters degree	PhD

4. What are your work experiences?

1-2 years	3-5years	6-10years	10-15years	More than 15years

PART B: Research question 1.Is collective bargaining conflict management strategy used in community Secondary schools?

i) Do you understand the term **collective bargaining conflict management strategy?**

Yes   { }   No { }

(ii) Is collective bargaining conflict management strategy used in your school?

Yes   { }   No   { }

(iii) It is explained that parents are sometimes involved directly in conflict control in secondary schools particularly when a student does a minor mistake. Is this true in your school?

Yes   { }   No   { }

(iv) Is there relationship between collective bargaining conflict management strategy used in your schools and student performance?

Yes   { }   No { }

(v) Regular staff meeting in community secondary schools can be used as techniques to control conflicts wait to arise.

Yes   { }   No { }

(vi) Problem-solving negotiations are among of the methods to manage conflict in Ngara district secondary schools?

Yes   { }   No { }

(vii) Do you agree that sometimes is normally use in schools compromising especially when both the goal and the relationship are moderately important, and it appears that neither person can have their way.

Yes   { }   No { }

(viii) Provide your own five major ways of conflict management strategies used in your school.

1……………………………………

2……………………………………

3……………………………………

4…………………………………….

5…………………………………….

PART C: Research Question 2: Is collective bargaining conflict management strategy improves the performance of teachers in terms of motivation, job satisfaction and commitment to work?

(i)It is agreed that collective bargaining conflict management approach improving the performance of teachers in terms of motivation, job satisfaction and commitment to work. Do you agree?

        Yes   { }   No { }

(ii) Most of studies agree that one way to enhance student performance is to stimulate bargaining conflict management commitment to work. Do you agree?

Yes   { }   No { }

(iii) It is described that collective bargaining conflict management approach improves the performance of teachers in daily job.

No   { }   Yes { }

(v) Many successful schools are due to higher collective bargaining and conflict management in those schools.

No   { }   Yes { }

(vi) Suggest other collective bargaining conflict management policy for improving the performance of teachers in terms of motivation, job satisfaction and commitment to work

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(vii) To what extent is Collective bargaining conflict management strategy improves the performance of teachers in terms of job satisfaction and commitment to work

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…………………………………………………………………………………………...

PART D: Research questions 3: Is collective bargaining conflict management strategy result to better students' academic performance?

(i)It is true that collective bargaining conflict management strategy result to better students' academic performance

Yes   { }   No { }

(ii) One of the challenges for school heads is conflict control. Do you agree? Yes

{ }   No { }

(iii) Is collective bargaining conflict management relate to students' academic performance?

Yes   { }   No { }

(iv) It is described that collective bargaining conflict management has improved students' academic performance in those schools which practiced the system.

Yes   { }   No { }

(v) Explain how collective bargaining conflict management has improved students' academic performance in your school since its implementation.

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…………………………………………………………………………………………

PART: EAny other information

Thank you for taking time and effort in completing this questionnaire. It is greatly appreciated. Please, when you feel to use extra sheet do not hastate for that, however it is better to hand over the completed questionnaire to the researcher or place it in the pre-paid envelope (herewith enclosed) and return it within two weeks of the date of the questionnaire Receipt. For correspondence or in case of any queries, please contact: Name:

Mushumbusi Elihanani

Email: elihananimushumbusi@gmail.com

Phone; 0756437144

Thank you for your cooperation

Appendix II: Questionnaire to Students

My name is **Mushumbusi Elhanani** doing a Master of education administration in planning and policy studies on "*Effect of using Collective Bargaining Strategy in Conflict Management to Community Secondary School Student' Performance in Ngara District"*for the award of Master of education administration in planning and policy studies degree of the Open University of Tanzania. The questionnaire is seeking your invaluable opinion on this subject. The results of this dissertation will be used for academic purposes**.** Please, answer the questionnaire as fully as possible. Your responses will remain totally confidential. Please do not write your name on the questionnaire.

PART A: Demographic information of Respondents: (Tick one √ where appropriate and fill spaces given under open questions):

1. What is your sex:

Female	Male

2. What is your age?

Below 14 years	15- 25 years	Above 25 years

PART B: Research question 1.Is collective bargaining conflict management strategy used in community Secondary schools?

(i) Do you understand the term **collective bargaining conflict management strategy?** Yes   { }   No { }

(ii) It is explained that parents are sometimes involved directly in conflict control in secondary schools particularly when a student does a minor mistake. Is this true in your school?

Yes   { }   No   { }

(iii) In many cases conflict management in your school is largely controlled through school board. Do you agree?   Yes   { }   No { }

(iv) Is there relationship between collective bargaining conflict management strategy used in your school and student performance?

Yes   { }   No { }

(v) Regular school Baraza in community secondary schools can be used as techniques to control conflicts wait to arise.

Yes   { }   No { }

(vi) Problem-solving negotiations are among of the methods to ménage conflict in Ngara secondary schools?

Yes   { }   No { }

PART C: Research Question 2: Is collective bargaining conflict management strategy improving the performance of teachers in terms of motivation, job satisfaction and commitment to work?

i) Do you understand the term collective bargaining conflict management strategy?

Yes   { }   No { }

(ii)It is agreed that collective bargaining conflict management approach improving the performance of teachers in terms of motivation, job satisfaction and commitment to work. Do you agree?

Yes   { }   No { }

(iii) Most of studies agree that one way to enhance student performance is to stimulate bargaining conflict management commitment to work. Do you agree?

Yes   { }   No { }

(iv) It is described that **collective bargaining conflict management approach improves the performance of teachers in daily job.**

No   { }   Yes { }

(v) Many successful schools are due to higher collative bargaining and conflict management in those schools.

No   { }   Yes { }

(vii) Explain how Collective bargaining conflict management approach improves the performance of teachers in terms of job satisfaction and commitment to work

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……………………………………………………………………………………

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PART D: Research questions 3: Is collective bargaining conflict management strategy result to students' academic performance?

(i) It is true that collective bargaining conflict management strategy result to better students' academic performance

Yes   { }   No { }

(ii) One of the challenges for school heads is conflict control. Do you agree? Yes { }   No { }

(iii) Is collective bargaining conflict management relate to students' academic performance?

Yes   { }   No { }

(i)   It is described that collective bargaining conflict management has improved students' academic performance in those schools which practiced the system.

           Yes   { }   No { }

(ii)   Give five benefits you get when conflicts are solved in your school

1…………………………………

2…………………………………

3…………………………………

4………………………………….

5…………………………………….………

PART: E

Any other information

Thank you for taking time and effort in completing this questionnaire. It is greatly appreciated. Please, when you feel to use extra sheet do not hastate for that, however it is better to hand over the completed questionnaire to the researcher or place it in the pre-paid envelope (herewith enclosed) and return it within two weeks of the date of the questionnaire Receipt. For correspondence or in case of any queries, please contact: Name:

MushumbusiElihanani

Email: elihananimushumbusi@gmail.com

Phone; 0756437144

Thank you for your cooperation

Appendix III: Interview Schedule

1. Are there conflicts in community secondary schools among workers and
    students reported to you?

2. To what extent do collective bargaining conflict management strategy used in
    community Secondary schools?

3. To what extent collective bargaining conflict management strategy improves the
    performance of teachers in terms of motivation, job satisfaction and
    commitment to work?

4. On your own view, is collective bargaining conflict management strategy
    improves student academic performance.

Appendix IV: Barua ya Kuomba Ruhusa Kazini niweze kufanya Utafiti

HALMASHAURI YA WILAYA YA NGARA

Shule ya sekondari Ngara,

S.L.P 133,

NGARA- KAGERA.

21/05/2015

Mkurugenzi Mtendaji wa Halmashauri ya wilaya ya Ngara,

S.L.P 30,

NGARA- KAGERA.

K.K

Afisa Elimu idara ya elimu sekondari,

S.L.P 30,

NGARA- KAGERA.

YAH: OMBI LA RUHUSA YA SIKU 28 KWAAJILI YA SHUGHULI ZA KUJIENDELEZA KIMASOMO.

Tafadhali naomba uhusike na somo tajwa hapo juu.

Ninaomba ruhusa ya siku **28** ili niweze kufanya shughuli za utafiti, hii ni shughuli ya kimasomo kwani mimi ni mwanafunzi wa chuo kikuu huria cha Tanzania. Shughuli hii naifanyia ndani ya wilaya yetu na haitaathiri sana utendaji wangu wa kazi kwani wanafunzi watakuwa likizoni. Katika shughuli hii ninavipengele vinavyowahusu wanafunzi wa shule mbalimbali hivyo nimeona niombe ruhusa siku chache kabla ya shule kufungwa ili nisikwame. Nimeambatanisha fomu zangu za kuomba ruhusa, barua ya utambulisho toka chuoni na pia barua yangu iliyopitishwa na afisa elimu kwa kutambua umuhimu wa kusaidiwa katika shughuli hii.

Natanguliza shukrani zangu za dhati nikiamini kuwa ombi langu litafanikiwa.

Nakutakia kazi njema,

....

ELIHANANI MUSHUMBUSI (MWALIMU).

Appendix V: Research Clarence Letter

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University of Tanzania,
Kagera Regional Centre,
P.O. Box 1954,
Bukoba
Tel: 255-026-2220271
E-mail: drckagera@out.ac.tz
http/www.out.ac.tz

Chuo Kikuu Huria cha Tanzania,
Kituo cha Mkoa Kagera,
S.L.P. 1954,
Bukoba,
Simu: 255-026-2220271
E-mail: drckagera@out.ac.tz
http/www.out..ac.tz

Ref. No. HD/E/128/T.13

26th March, 2015

TO WHOM IT MAY CONCERN

RE: MUSHUMBUSI Elihanani Nuru– REG. NO. HD/E/128/T.13

MUSHUMBUSI Elihanani Nuru is a student enrolled for the Master of Education in Administration, Planning and Policy Studies (MEDAPPS) Degree with the Open University of Tanzania – Kagera Regional Centre.

As part of the requirements for the mentioned Degree program, students are expected to do the dissertation which is an independent study under supervision; finalize the research and submit it to the Coordinator of the Postgraduate Studies.
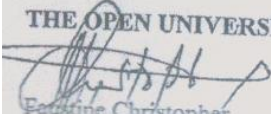
In view of the above requirements, we kindly request you to assist him in his research component of the program.

He will be doing his Dissertation Research and the Topic is: *The contribution of collective bargaining strategy in conflict management towards teachers and students performance in community secondary schools in Ngrara district.*

Please assist him accordingly.

Thanking you in advance for your co-operation,

THE OPEN UNIVERSITY OF TANZANIA

Faustine Christopher
DIRECTOR
KAGERA REGIONAL CENTRE

DIRECTOR
KAGERA REGIONAL CENTRE
THE OPEN UNIVERSITY OF
TANZANIA. P. O. BOX 1954
BUKOBA