ASSESSING HEADTEACHERS' LEADERSHIP SKILLS IN RESOLVING CONFLICTS IN PUBLIC PRIMARY SCHOOLS IN TANZANIA: A CASE OF KONDOA DISTRICT COUNCIL

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2025

CERTIFICATION

The undersigned certifies that have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled; ***"Assessing Headteachers' Leadership Skills in Resolving Conflicts in Public Primary Schools in Tanzania: A Case of Kondoa District Council"*** in fulfillment of the requirements for the degree of Master of education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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Date

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DECLARATION

I, Dickson David Msangi, hereby declare this dissertation is my original work that the research included in this dissertation is unique. It has never and will not be submitted for a degree award comparable to this one to any other university or institution.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my lovely wife, Dionista Donasian Thomas, and my children, David, Gladness, and Doreen. I express my gratitude to them for their prayers, which led to the completion of this dissertation work.

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I also wish to thank the head teachers, teachers, school committee members, ward education coordinators, district educational officer, and TSC officers from Kondoa District Council for their enthusiastic participation during data collection. Their cooperation and willingness to dedicate their time made the process of gathering data much easier.

Finally, I would also like to thank my fellow MED-APPS students, as well as everyone else who contributed to the success of this research."

ABSTRACT

The study assessed the headteachers' leadership skills in resolving conflicts in public primary schools in Kondoa district council. Specifically, the study seeks to assess leadership skills employed by head teachers to resolving conflicts at public primary schools, to identify the sources of conflicts found within public primary schools, and to determine the head teachers' leadership strategies used in resolving conflict in public primary schools. The study employed a mixed methods design, with emphasis on qualitative and quantitative approach. The study involved 168 respondents through interviews, focus group discussions, and questionnaires. Qualitative data were thematically analysed by coding and grouping key themes. Quantitative data were analysed using descriptive statistics, charts, and tables. Both datasets were integrated to address the study objectives effectively. The regression analysis revealed that while communication skills did not significantly affect conflict resolution, collaborative and problem-solving skills showed significant positive associations. Problem-solving skills had a stronger impact (β = 0.544) than collaborative skills (β = 0.216), emphasizing their importance in resolving conflicts. Furthermore, the study findings revealed that, the efficacy of mediation, open dialogue, compromise, shared communication, team-building activities, and collaborative sessions were leadership skills used in resolving conflicts. Conflicts stemmed from lack of teaching resources, unequal power distribution, and limited transparency. In addition, effective strategies included open communication, a win-win approach, and prioritizing transparency. The study recommends government-led leadership development programs and integrating conflict resolution training into educational policies to enhance school harmony and inform future policy revisions.

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LIST OF ABBREVIATION AND ACRONYMS

DAO   District Academic Officer

DED   District Executive Director

DEO   District Education Officer

FGD   Focus Group Discussion

IBM   International Business Machine

KI   Key Informant

LGA   Local; Government Authority

N   Population size

RAS   Regional Administrative Secretary

REO   Region Education Officer

SPSS   Statistical Package for Social Scientific

SSA   Sub-Saharan Africa

TSC   Teachers Service Committee

URT   United Republic of Tanzania

WEO   Ward Education Officer

CHAPTER ONE

INTRODUCTION

1.0   Introduction

This chapter intends to present background information to the study, and followed by the description of statement of the problem. Also, the chapter presents objectives of the study and corresponding research questions and significance of the study. Furthermore, in this chapter scope of the study, significance of the study and definitions of key terms, organization of the study and summary of the chapter are presented.

1.1   Background of the Problem

There has been a dramatic increase in assessing leadership skills employed by leaders to resolve conflicts in their organisations (Ahmad et al 2021). Researchers argue that there is no way conflicts can be avoided within employers and/or employees in an organisation. In this era of globalisation, conflict resolution has become a contentious topic as Conflicts are rooted from disagreements among individuals or groups within an organisation (Calora, 2020). Conflicts also arise due to differing perceptions, beliefs, and goals. Conflict represents a clash between parties with conflicting objectives and viewpoints, where they perceive each other as hindrances to their goals and face resource limitations in the workplace (Baba, Wachiko & Shehu, 2018; Crossfield & Bourne, 2018; Alabu, Kembo & Otara, 2020). Additionally, conflicts can arise when leaders make crucial decisions that encounter opposing views from various sources (Salleh, 2013).

According to Kapusuzoglu (2010), conflict exists as long as human interactions are present. Researchers argue that conflict is pervasive in both social and professional settings (Calora, 2020; Fakih, Munishi & Issa, 2021). However, behaviourists view conflicts as essential drivers of change and organizational performance (Corvette, 2007). Conflicts are present in all human relationships, and since schools involve interactions among head teachers, teachers, students, parents, education coordinators/administrators, and other stakeholders, conflicts are inevitable. Conflicts have been observed in schools, and it falls upon the head teacher to minimize their effects to create an optimal working and learning environment, leading to improved performance of teachers and students (Chandolia & Anastasiou, 2020). Primary school conflicts are a common problem in both wealthy and underdeveloped nations.

Joseph (2018) suggests that effective conflict resolution in schools requires essential leadership skills such as arbitration, dialogue, and effective communication strategies. According to Eze and Victor (2022), head teachers must possess effective communication skills, negotiation abilities, resource allocation expertise, dialogue facilitation, compromise skills, and a change-oriented mindset to successfully resolve conflicts among teachers, teachers and students, and the school and community. Chisha (2018) adds that teachers utilize negotiation and counselling to resolve conflicts among learners, leading to reduced conflict incidents in Zambia. Different types of conflicts necessitate different strategies for resolution (Madalina, 2016), thus

requiring head teachers to possess multiple conflict resolution skills (Ahmad et al., 2021).

Tanzania, like many other Sub-Saharan African nations, has seen disputes in its elementary schools. In Tanzanian primary schools, disagreements between head teachers and teachers, teacher absenteeism, student disobedience, differing views of head teachers' administrative incompetence, head teacher management styles, favouritism, inadequate communication, and misappropriation of school funds are among the frequent causes of conflict (Mwabungulu, 2015; Bulindori, 2017). It is crucial to establish peace and harmony in primary schools to enable effective teaching by teachers and successful learning for students. Ineffective conflict resolution can lead to strikes, damage to school property and negatively impact school performance and student achievement (Kampala District Education Report, 2017; Mekonnen, 2020).

However, studies by Ignace (2014), Dady (2015), and Nguvumali (2016) indicate that conflicts in primary schools persist due to the incompetence of head teachers in leading students and teachers and efficiently managing school resources. Head teachers were also reported to possess low levels of knowledge and skills in conflict resolution and mediation (Dady, 2015), resulting in ineffective conflict resolution and the continued occurrence of conflicts in primary schools.

Head of school manages a school, which is an educational organization including several individuals who play an important role in school management activities (Gaol, 2021). Each individual has their own uniqueness and different motivation in

the involvement of school management in accordance with their duties. Competition between individuals is a normal and reasonable occurrence because each individual wants to show the best performance. Individual conflict affects the extent of school management, as when conflicts rise between individuals, they become conflicts between units or parts of the school's organizational structure. Head of school and leaders in schools confront the potential for conflict that can lead to problems (Pasathang, Tesaputa & Sataphonwong, 2016). Jantzi & Leithwood, (2016), unresolved conflicts can lead to job dissatisfaction, high absenteeism and turnover, prolonged disruption of activities, and a lack of concerted effort by organization members.

Methods used to manage conflicts in school are needed to solve conflicts and find solutions as a form of organizational optimization (Kayanda & Tangi, 2022). Conflicts that occur in schools need to be managed properly by the head of school so that they have the potential to make the organization effective. Ghaffar, (2019) suggested that general conflict management methods include win-lose method, a lose-lose method, and a win-win method. By using the method of win-lose, one side wins and one side loses, including the use of authority or power to suppress another party. Could be, the losing party behaves non-productively, less actively, and does not identify themselves with the goals of the organization. A lose-lose strategy means that all parties to the conflict become losers. This method can be in the form of a compromise which comprises both sacrificing their interests, and arbitration (using a

third party). Win-win strategy, namely conflict is solved through the method of problem-solving or problem-solving (Omboko, 2020).

While studies highlight the challenges of conflicts in schools, there is limited empirical evidence on the specific challenges faced by head teachers in managing conflicts and the strategies employed to address them (Okumbe, 2018). However, the problem that justifies this study lies in the persistent and detrimental impact of conflicts within primary schools, specifically in the context of Kondoa district, Tanzania. Conflicts in schools have far-reaching consequences that affect various stakeholders, including head teachers, teachers, students, parents, and the broader community. The identified conflicts, such as differences of opinion, teacher absenteeism, administrative incompetence perceptions, management styles, favouritism, poor communication, and financial mismanagement, create an environment that hinders effective teaching and learning. This study aims to address this gap by assessing the leadership skills employed by head teachers in resolving conflicts at primary schools in Kondoa district, Tanzania. The exploration of conflict resolution challenges and strategies used by head teachers is imperative for enhancing conflict management practices in primary schools, ultimately contributing to a more harmonious and effective learning environment.

1.2   Statement of the Problem

In ideal circumstances, schools are expected to be peaceful institutions that promote collaboration, teamwork, and academic excellence. Effective leadership is essential in maintaining such harmony and in achieving educational objectives. Recognizing

this, the Tanzanian government has introduced several initiatives, including leadership training programs that equip headteachers with conflict resolution and mediation skills (URT, 2013). These programs aim to enable school leaders to manage disputes constructively, foster professional relationships, and ensure a conducive learning environment.

Despite these efforts, evidence suggests that conflicts in schools remain a persistent challenge. Studies by Ignace (2014) and Nguvumali (2016) show that many headteachers still lack sufficient leadership capacity to address conflicts effectively. Research by Tshuma, Ndlovu, and Bhebhe (2016), and Mosha (2006) points to ongoing issues such as teacher absenteeism, poor communication, favoritism, administrative incompetence, and mismanagement of resources as major sources of school-based conflicts. These unresolved tensions not only strain staff relationships but also compromise the overall performance and wellbeing of both teachers and students. For example, Jamii Forum (2019) reported a violent case in Tarime District where a teacher assaulted a pupil, while ITV (2020) documented a student injuring a teacher in Butiama District. These incidents reflect deeper problems linked to poor conflict management and inadequate leadership practices in schools.

Interpersonal conflict is an unavoidable aspect of human interaction, particularly in workplaces like schools that bring together individuals with diverse experiences and expectations. Primary schools in Kondoa District are not exempt from such challenges. If left unaddressed, interpersonal conflicts can damage school climate, lower teacher morale, and negatively affect student outcomes. The gap lies in

understanding how effectively headteachers in Kondoa resolve conflicts and what strategies they apply. Therefore, this study seeks to assess headteachers' leadership skills in managing conflicts and offer recommendations to strengthen conflict resolution practices in primary schools.

1.3   Objectives of the Study

1.3.1   General Objective

The general objective of the study was to assess headteachers' leadership skills in resolving conflicts in primary schools in Kondoa district

1.3.2   Specific Objectives of the Study

This study aims to assess headteachers' leadership skills in resolving conflicts in public primary schools in Kondoa District Council. Specifically, the study seeks to:

   i.   To assess leadership skills employed by head teachers to resolving conflicts at public primary schools in Kondoa district.

  ii.   To identify the sources of conflicts found within public primary schools in Kondoa District

 iii.   To determine the head teachers' leadership strategies used in resolving conflict in public primary schools in Kondoa District.

1.4   Research Questions

This study aims to explore headteachers' leadership skills in resolving conflicts in public primary schools within Kondoa District. To achieve this, the study will be guided by the following research questions:

i.   What leadership skills do headteachers employ in resolving conflicts in public primary schools in Kondoa District?

ii. What are the sources of conflicts found within public primary schools in Kondoa District?

iii. What leadership strategies do headteachers use to resolve conflicts in public primary schools in Kondoa District?

1.5   Significance of the Study

This study is significant for a number of reasons. It advances knowledge by improving understanding of headteachers' leadership skills in conflict resolution within public primary schools by highlighting effective dispute resolution techniques. Practically speaking, it provides information that can help teachers, school officials, and other education stakeholders put best practices into action to foster a positive learning environment. Through its contribution to conflict resolution and leadership models relevant to educational contexts, the study conceptually improves scholarly discourse on effective school leadership. The findings can assist policymakers in developing conflict management training programs that assist school leadership from a sociological and policy perspective. The results of the study can also guide changes in educational leadership. Lastly, this study establishes a framework for further research on conflict resolution and leadership effectiveness in various educational.

1.6   Scope of the Study

The study was conducted in ten primary schools selected from Kondoa District in Tanzania. To ensure a representative sample, the study encompassed both public and private primary schools. The primary focus of the study assessed leadership skills employed by head teachers in resolving conflicts, identified the sources of conflicts, and examined the strategies used to address these conflicts

1.7   Limitations and Delimitations of the Study

The results of this study may not be as applicable to other areas because it was restricted to public primary schools in the Kondoa District Council. Its demographic focus on head teachers may have excluded viewpoints from other important stakeholders, such as students and teachers. Furthermore, time constraints limited the collecting and processing of data, which might have limited the study's depth. The extent of fieldwork and data collection techniques were also impacted by funding constraints. Regarding delimitations, the study excluded more general facets of school administration and instead focused on headteachers' leadership abilities in dispute resolution. Deeper investigation of subjective experiences was limited by the research design's emphasis on qualitative and quantitative approaches, which ensured an organised approach. Feasibility was used to select the sample size, which ensured manageability while retaining pertinent findings.

1.8   Definitions of the Key Terms

1.8.1   - Head Teachers

A headteacher is the principal leader of a primary school, responsible for managing day-to-day academic and administrative operations, ensuring effective teaching and learning, managing staff, and promoting a safe and productive school environment (Bush, 2008).

1.8.2   Public Primary Schools

Public primary schools are government-funded educational institutions that provide basic education to children, typically from Standard I to VII, based on the national curriculum and under the supervision of the Ministry of Education (URT, 2014).

1.8.3   Leadership Skills

Leadership skills are strategies used by leaders to influence others toward shared goals (Mullins, 2010). In this study, they refer to the specific strategies employed to resolve conflicts in schools**.**

1.8.4   Conflict Resolving

The practice of handling disagreements to bring peace and strengthen team working inside an institution (Deutsch, 2006). To settle disputes between educators, students, and other stakeholders, head teachers in schools employ techniques like negotiation, mediation, and open communication (Bush & Folger, 2005).

1.9   Organization of the Dissertation

The dissertation is organized into five chapters to provide a comprehensive exploration of headteachers' leadership skills in resolving conflicts in public primary schools in Kondoa District Council. Chapter One presents the background of the study, the research problem, objectives, research questions, significance, scope, limitations, key term definitions, and the overall structure of the dissertation. Chapter Two provides a review of both theoretical and empirical literature related to conflict resolution, leadership skills, and educational management, forming a solid conceptual foundation for the study. Chapter Three explains the research methodology, detailing the research design, study area, population, sampling techniques, data collection instruments, procedures, and ethical considerations. Chapter Four focuses on data presentation, analysis, and discussion, where findings are aligned with specific research objectives and compared with existing literature. Finally, Chapter Five offers a summary of the findings, draws conclusions based on the study's objectives, provides recommendations for enhancing conflict resolution practices among headteachers, and suggests areas for further research.The dissertation's structure ensures a systematic and coherent presentation of research findings, implications, and avenues for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter begins by providing a comprehensive review of theoretical perspectives related to leadership and conflict resolution. Additionally, the chapter includes a thorough analysis of existing empirical literature on the topic. Furthermore, the conceptual framework employed in this study is described, outlining the key factors and relationships under investigation. Lastly, the chapter highlights the existing research gap that the study aims to address.

2.1   Theoretical Perspective Guiding the Study

The study draws upon the Human Relations Theory, a perspective in management and organizational behavior that emerged as a response to the prevailing scientific management approach during the early 20th century. Rooted in the belief that successful management hinges on understanding and fostering interpersonal relationships, this theory underscores the importance of human interactions within organizations. Originating from the Hawthorne studies conducted between 1924 and 1932 at the Western Electric Hawthorne Works in Chicago, the Human Relations Theory shifted the focus from mere working conditions to the significance of social factors like group dynamics, communication, and leadership in influencing worker productivity. The Human Relations Theory provides a lens to explore the leadership skills and strategies head teachers employ for conflict resolution in primary schools within Kondoa District.

2.1.1 Human Relation Theory

Human Relations Theory, developed by Elton Mayo (1933) during the Hawthorne Studies, emphasizes the significance of social interactions, employee well-being, and group dynamics in organizational success (Mayo, 1933). The theory argues that productivity and efficiency are not solely driven by financial incentives but also by the quality of relationships between leaders and subordinates. In educational settings, this theory suggests that headteachers' ability to build positive relationships with teachers and other stakeholders can significantly influence school performance and conflict resolution (Roethlisberger & Dickson, 1939).

This theory is relevant to the study as it highlights how interpersonal skills, participative leadership, and effective communication play a crucial role in resolving conflicts in public primary schools (Likert, 1961). In the context of Kondoa District Council, headteachers who adopt human relations principles—such as encouraging collaboration, fostering teamwork, and providing emotional support—are likely to manage conflicts more effectively. By understanding the social and emotional needs of teachers and students, headteachers can create a harmonious school environment that minimizes disputes and enhances productivity (Owens & Valesky, 2015).

A key strength of Human Relations Theory is its focus on motivation and employee satisfaction, which contributes to improved collaboration and institutional harmony (McGregor, 1960). It recognizes that a positive working environment fosters higher engagement and reduces workplace conflicts (Herzberg, 1966). Additionally, the theory encourages leaders to adopt participatory decision-making approaches,

ensuring all voices are heard in conflict resolution processes (Likert, 1961). However, a significant weakness is that the theory overemphasizes interpersonal relationships while neglecting structural and operational aspects of leadership (Bolman & Deal, 2017). Schools require not only good relationships but also clear policies, effective administration, and structured conflict management frameworks to function efficiently. Furthermore, not all conflicts can be resolved through interpersonal skills alone, especially when institutional challenges such as policy constraints or limited resources contribute to disputes (Bush & Middlewood, 2013).

This study seeks to assess the leadership skills employed by headteachers in resolving conflicts. Human Relations Theory supports the idea that effective leadership skills, including communication, empathy, and teamwork, are vital in conflict resolution (Owens & Valesky, 2015). The study also aims to identify sources of conflicts in public primary schools. The theory helps in understanding that many school conflicts arise due to poor communication, lack of collaboration, or neglect of teachers' social and emotional needs (Bolman & Deal, 2017). Additionally, the study determines leadership strategies used in conflict resolution. Human Relations Theory suggests that conflict resolution should involve dialogue, participative leadership, and fostering positive relationships, which are crucial strategies for resolving school disputes (Bush & Middlewood, 2013). By linking Human Relations Theory to these research questions, the study demonstrates how headteachers' leadership styles influence conflict management and the overall school environment.

2.2   Empirical Literature Review

2.2.1 Head Teachers' Leadership Skills Used for Conflict Resolution in Schools

The findings from previous studies provide valuable insights into leadership skills and conflict resolution in schools, revealing both similarities and differences with the present study. Maforche et al. (2020) found that principals' communication and coaching skills significantly influenced conflict resolution among teachers in secondary schools in Cameroon. This aligns with the Human Relations Theory, which emphasizes the importance of interpersonal skills in fostering a positive work environment. Similarly, this study explores how leadership skills, including communication and participative management, influence conflict resolution in primary schools. However, while the study by Maforche et al. focused on secondary schools, this research examines conflict resolution within primary schools, where teacher-student interactions and community involvement may present different challenges.

Lameck (2020) explored stakeholders' perceptions of conflict resolution practices among head teachers in Mbogwe District and identified core strategies such as equal power distribution, transparency, and capacity building. These strategies align closely with the participative management principles of the Human Relations Theory, emphasizing the significance of involving all stakeholders—teachers, pupils, and even parents in resolving school conflicts. The study highlights that when head teachers promote inclusivity and open communication, conflicts are more likely to be resolved constructively and sustainably. In contrast, the present study in Kondoa

District builds upon Lameck's findings by not only recognizing these participative approaches but also examining the leadership styles and specific leadership skills that head teachers employ to manage and resolve conflicts in primary schools. While Lameck's study broadly focuses on stakeholder perceptions and general strategies, the current study provides a deeper investigation into how individual leadership behaviors such as emotional intelligence, assertiveness, and strategic decision-making translate into effective conflict resolution at the school level. Moreover, by focusing specifically on primary schools, this study contributes a more targeted and context-specific understanding of conflict dynamics in early education settings, which are often characterized by unique interpersonal relationships and leadership challenges. Therefore, the study offers both theoretical contributions by extending the application of Human Relations Theory within Tanzanian primary school contexts, and practical contributions by informing capacity-building efforts for head teachers to become more skilled conflict managers. Furthermore, Dewi et al. (2019) emphasized the need for structured conflict management strategies, including identifying root causes, involving relevant parties, and setting evaluation criteria. While their study focused on school leadership in the context of the Fourth Industrial Revolution, the present research examines conflict resolution from a leadership skills perspective, emphasizing relational and communication-based approaches. Thus, while all these studies underscore the significance of leadership in conflict resolution, this study uniquely situates the discussion within the primary school context, offering insights into how head teachers can apply leadership skills to resolve conflicts effectively.

2.2.2 Head Teachers' Leadership Strategies Used in Solving Conflict in Schools

The studies reviewed provide a broad perspective on head teachers' leadership strategies for conflict resolution in schools, revealing both similarities and differences with the present study. Sibajene (2022) identified various conflict resolution strategies, including mediation through home visitations, arbitration, intervention by government authorities, and involvement of community leaders such as civic and religious figures. These findings underscore the importance of a collaborative approach in conflict management, aligning with the Human Relations Theory, which emphasizes the role of social interactions in maintaining harmony. Similarly, Ahmad et al. (2020) and Okoye & Okeke-Okonkwo (2020) found that head teachers commonly employed integrating, dominating, obliging, and compromising strategies indicating the use of both authoritative and cooperative approaches to conflict resolution.

Lameck (2020) highlighted strategies such as capacity building, maintaining confidentiality, and participative decision-making, reinforcing the view that involving teachers in leadership fosters a sense of ownership and reduces conflicts. In contrast, the study by Shanka and Thuo (2017) placed strong emphasis on leadership skill development, adherence to school policies, resource allocation, and training opportunities as key strategies for conflict resolution in educational institutions. Their findings further revealed that conflict resolution approaches such as avoidance, coercion, and compromise were commonly practiced, highlighting the fact that the choice of conflict resolution strategy is often context-dependent. This

underscores that leadership styles and conflict management tactics are not universally applied but are influenced by the specific challenges and dynamics within individual school environments. While their research offers valuable insights into the broader application of leadership in conflict management, it differs from the current study in scope and focus. The present study uniquely concentrates on primary school head teachers in Kondoa District, aiming to assess how they apply specific leadership skills such as communication, decision-making, emotional intelligence, and problem-solving in real school conflict scenarios. Furthermore, the current research narrows its lens to the micro-level operations of primary schools, which often face distinct challenges, including limited resources, community involvement, and young learner populations.

Through contextualizing the leadership strategies within Tanzanian primary schools, this study contributes both theoretically and practically to the discourse on educational leadership. Theoretically, it expands understanding of how headteachers' leadership skills interact with local conflict dynamics; practically, it offers a framework for targeted professional development and policy interventions that address the specific conflict resolution needs of primary schools. This represents a nuanced advancement from previous studies, which often generalize conflict resolution across various school levels without paying attention to localized and level-specific leadership practices.

According to Ogharen, Egbule, and Joy (2022), interpersonal conflicts in Nigerian secondary schools were largely influenced by intergroup dynamics, interpersonal

relations, personnel practices, work structure, management issues, tribal and ethnic differences, and ethical concerns in job performance. Their study, which analyzed responses from 123 teachers and 8 principals using descriptive statistics, highlighted how structural and social factors contribute to conflicts, which can significantly impact student achievement and overall school performance. In relation to the present study, while both studies aim to uncover the sources of conflict within school settings, the current research focuses specifically on primary schools in Kondoa District, Tanzania, and further examines how head teachers' leadership skills are applied in resolving these conflicts. Unlike the Nigerian context, where ethnic and tribal differences were prominent, the Tanzanian context may present different social dynamics, which this study seeks to uncover.

Moreover, Ogharen et al.'s study concentrates on the effects of interpersonal conflict on school outcomes, while the present study goes a step further by exploring not only the sources and impacts of conflict but also the leadership strategies employed by head teachers to address them. This offers both theoretical insight into leadership behavior in conflict contexts and practical contributions by informing training and development for school leaders to enhance conflict resolution at the grassroots level in primary education.

The study conducted by Nkomo et al. (2020) provides a comprehensive exploration of conflict dynamics within primary schools, employing a mixed-methods approach that integrated both qualitative and quantitative techniques. This methodology enabled a multi-faceted understanding of the underlying causes and effects of

conflict in school environments. By involving headteachers and disciplinary committee members in interviews and focus groups, and collecting survey data from 40 randomly selected primary school teachers, the study revealed critical conflict-inducing factors such as poor communication, perceived favoritism, resource inadequacy, role ambiguity, governance issues, and political interference. These findings underscore the multifaceted nature of conflict in educational institutions, particularly in primary school settings. In the context of the present study, which focuses specifically on the leadership skills of headteachers in resolving conflicts in primary schools in Kondoa District, the findings by Nkomo et al. are highly relevant. Both studies recognize that conflict is an inevitable feature of school environments and highlight similar sources of conflict, including poor communication and administrative challenges. However, while Nkomo et al. concentrated more broadly on the causes and nature of conflicts, the current study goes further by examining how headteachers' leadership competencies such as mediation, decision-making, and interpersonal skills affect their ability to manage and resolve these conflicts effectively.

Additionally, Nkomo et al. provide a broader systemic view, addressing structural and political factors, whereas the present study is more focused on the practical leadership responses and strategies employed at the school level. This study also adds to the literature by contextualizing the issue within Tanzanian primary schools, particularly in Kondoa District, where such localized insights are limited. Therefore, while the findings from Nkomo et al. offer a valuable foundation, the present

research contributes more critically by assessing how equipped headteachers are in practice and what specific strategies they apply to mitigate conflict, making both a theoretical and practical contribution to conflict resolution discourse in educational leadership.

2.3   Conceptual Framework

In this study, the relationships between the variables are as follows: leadership skills and leadership strategies employed by headteachers are independent variables, directly influencing conflict resolution (the dependent variable). However, sources of conflicts (such as student behavior, teacher-student relationships, or resource allocation) act as an intervening variable, mediating the relationship between leadership skills and conflict resolution. The presence of different conflict sources may shape how headteachers use their leadership skills and strategies, influencing the effectiveness of the conflict resolution process. For instance, conflicts arising from student behavior might require more authoritative leadership strategies, while conflicts related to resources may need collaborative approaches. Therefore, the specific nature of conflict sources could impact how leadership skills and strategies are applied and the outcomes of conflict resolution in primary schools in Kondoa District.
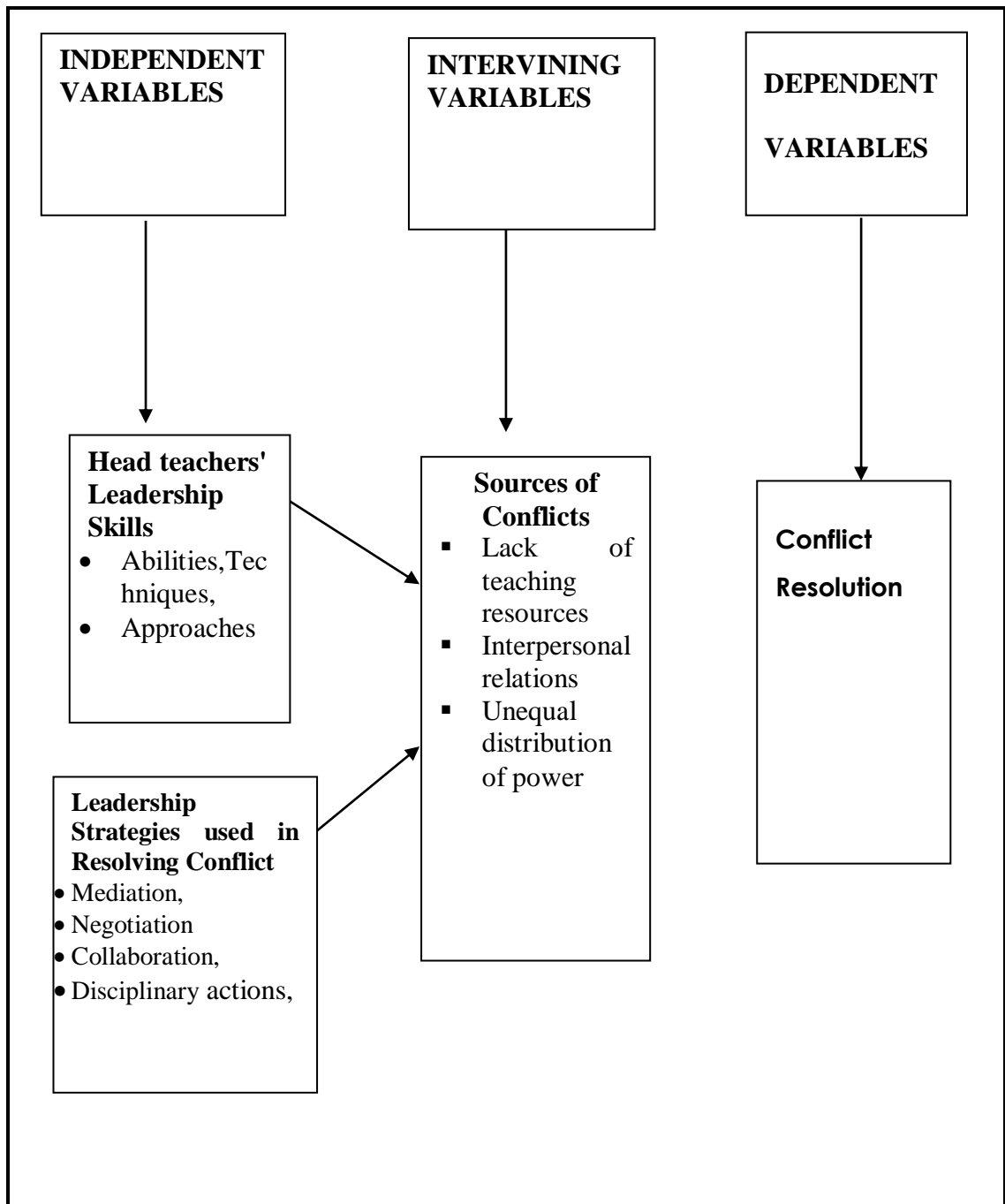
Figure 2.1: Conceptual Framework

Source: The Researcher own construction (2024)

2.4   Research Gap

Despite the growing body of literature on school conflict management and leadership, a noticeable gap exists in understanding how specific leadership skills of primary school headteachers influence conflict resolution in Tanzanian contexts, particularly at the grassroots level. Most existing studies, such as those by Maforche et al. (2020), Lameck (2020), and Sibajene (2022), have either focused on secondary schools or broadly discussed stakeholder perceptions and general strategies, with limited emphasis on primary school environments. Moreover, studies like that of Ogharen et al. (2022) primarily explored interpersonal conflict causes and their impacts on student outcomes in Nigerian secondary schools, while Nkomo et al. (2020) examined systemic conflict dynamics in primary schools without detailing the role of headteachers' leadership skills in resolving such conflicts. Notably, the leadership context in Tanzanian primary schools presents unique challenges including limited resources, high teacher-student ratios, and deep community involvement that may demand tailored conflict resolution strategies. However, there is insufficient empirical evidence on how leadership attributes like emotional intelligence, decision-making, assertiveness, and communication are practically applied by headteachers to manage conflicts within this setting.

This gap is critical, as effective conflict resolution contributes not only to school harmony but also to teacher motivation, student learning, and overall school performance. Therefore, this study fills the gap by offering an in-depth, context-specific analysis of the leadership skills and strategies headteachers in Kondoa

District employ in managing school-based conflicts, thereby contributing new insights to both theory and practice in educational leadership and conflict resolution.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0   Introduction

The current chapter provides an overview of the methods that were employed to achieve this research objective. It begins by presenting the research philosophy and the chosen research approach, followed by a discussion of the research design and a description of the study area. Additionally, the chapter outlined the targeted population, the sample size, and the sampling techniques employed. Furthermore, it describes the data collection methods that were utilized, as well as the data analysis techniques that were applied. The chapter also addressed issues of validity and reliability, and highlights the ethical considerations that was taken into account throughout the study

3.1   Research Paradigm

Based on the nature of the study, pragmatism philosophy was used to guide the proposed study. It provides a set of assumptions about knowledge and enquiry that underpins the mixed methods approach and distinguishes the approach from purely quantitative approaches that are based on a philosophy of positivism and purely qualitative approaches that are based on a philosophy of interpretivism (Ryan, 2018; Tombs & Pugsley, 2020). The study followed the pragmatism philosophy, recognizing the importance of both quantitative and qualitative approaches. This philosophy acknowledges that knowledge and inquiry can be derived from multiple sources, and it emphasizes the practical application of research findings (Ryan, 2018;

Tombs & Pugsley, 2020. Therefore, the pragmatist paradigm aligns with the research objectives, focusing on practical implications for educational leadership and providing a holistic view that acknowledges the diverse and dynamic nature of conflicts within the school context.

3.2   Research Approach

The chosen mixed-methods approach for the study, is driven by the need for a comprehensive and nuanced exploration of the research objectives. This mixed-methods approach aims to triangulate findings, enhancing the validity and reliability of the study by integrating both quantitative and qualitative perspectives. Moreover, it allows for a more holistic exploration, ensuring that the research captures the complexities inherent in leadership dynamics and conflict sources within primary schools in Kondoa District.

3.3   Research Design

The research design is the arrangement of the conditions for collection and analysis of data in a manner that, aims to combine relevance to the research purpose with economy in the procedure (Kothari, 2004). For this study, a cross-sectional descriptive design was employed, which involves collection of data from sampled individuals using both in-depth interviews and a study questionnaire at a specific argument in time. This design helps gathering information about people's attitudes, opinions, and various educational or social issues. According to Kombo and Orodho (2002), the descriptive design was particularly suitable for obtaining information about people's attitudes and opinions. Descriptive design allowed the researchers to

investigate in detail and provide a comprehensive description of the topic under investigation. by using a descriptive cross-sectional design. In-depth interviews and a survey questionnaire were used to gather information about people's viewpoints and add to a thorough explanation of the phenomenon under study.

3.4   Study Area

The study is conducted in Kondoa District, which provides a focused context with ten primary schools under the district council's supervision. Conflicts are an inherent part of schools, arising from diverse interactions among individuals with varying backgrounds, interests, and values. In Kondoa, as in other regions, social and professional tensions stem from differences in perspectives, personalities, and work practices (Tjosvold, 2017). These conflicts often manifest in teacher-student relationships, staff dynamics, and external pressures from the community and local policies. Studying how headteachers apply leadership skills to manage these conflicts is crucial for understanding their role in maintaining school harmony and improving overall performance.

Unresolved conflicts or long-standing issues in the region offer a valuable opportunity to evaluate the effectiveness of past conflict resolution efforts. Exploring these historical challenges allows the study to assess how previous attempts at conflict management have shaped the current school environment and whether they have contributed to a more harmonious atmosphere (Saiti, 2015). Additionally, socioeconomic disparities in Kondoa, such as limited access to resources and education, may exacerbate tensions and influence the effectiveness of conflict

management strategies. Understanding how these factors interact with leadership strategies is essential for addressing the complexities of conflict in the district's primary schools.

3.5   Targeted Population

This study targeted the education stakeholders in Tanzania as the population of interest. The populations were drawn to gather data relevant to the current study. The sampling frame included education stakeholders specifically within Kondoa District, such as the district education officer (DEO), district academic officer (DAO), ward education officers (WEO), head teachers, teachers, pupils, and school committee members.

3.6   Sample Size and Sampling Techniques

3.6.1   Sample Size

The term "sample size" refers to a number of people or items that were taken from a large group to gather information about the entire group (Kothari & Garg, 2014). According to Kothari (2004), the determination of the sample size depends on the size of the population and the desired level of accuracy in the estimates to be studied. However, due to time and budgetary constraints, the sample was limited to no more than 100 primary school teachers, including head teachers, and was drawn from six wards: Kondoa Mji, Chemchem, Bolisa, Kingale, Kilimani, and Suruke. This included ten schools: Ibon, Mpalangwi, Modeli, Maji ya shamba, Bicha, St. Peter, Kiliman, Ubembeni St Gema, and Miningani. Studies by Ignace (2014), Nguvumali (2016), Bulindori (2017), Mekonnen (2020), Shee (2021), and Sibajene (2022) have

similarly employed this sample size of 100. Additionally, this sample size meets the minimum requirement for quantitative analysis as elucidated by Kothari (2007), who stated that a threshold of at least 30 participants is necessary for quantitative analysis.

In order to ensure an appropriate sample size that represents the opinions of the target population, the formula developed by Yamane (1967) was employed in this proposed study, as it takes into account the population size (N) parameter. The Yamane sample size formula is given by: $n = N / (1 + N(e)^2)$, where n represents the sample size, N is the population size of all stakeholders with specific characteristics, and e is the precision factor coefficient (5%). Applying the formula to this study, we have: $n = 297 / (1 + 297(0.05)^2) = 168$. Therefore, a sample size of 168 is required.

Table 3.1: Distribution of the Study Sample and Key Informants (KIs)

Respondents/KIs	Sample size	Sampling Techniques
Teachers	120	Stratified Random Sampling
Head Teachers	10	Census Sampling
School Committee Members	28	Stratified Random sampling
Ward education officer (WEOs)	6	Purposive sampling
TSC officers	2	Purposive Sampling
District academic officer (DAO)	1	Purposive Sampling
District education officer (DEO)	1	Purposive Sampling
Total	**168**	

Source: Field (2023)

3.6.2 Sampling Technique and Procedures

Sampling techniques are methods used to select a representative subset from a larger population for research purposes, facilitating accurate inferences about the entire

population. Corresponding sampling procedures outline the specific steps for implementation, ensuring validity and reliability. This relates to Section 3.6.2.1 of the study, focusing on diverse sampling techniques. This section covers stratified random and simple random sampling, along with indirect reference to census sampling through purposive sampling. These techniques are chosen intentionally to create a comprehensive, well-rounded sample that faithfully mirrors the population, ultimately bolstering the credibility and relevance of research findings.

3.6.2.1 Stratified, Simple Random and Census Sampling

Stratified random sampling is a method of sampling where units are divided into distinct groups, or strata, and a sample is selected from each group with equal probability (West, 2016). In the process of selecting the 10 schools for the study, a stratified random sampling approach was employed. The respondents were categorized into three distinct strata: primary school teachers, committee members, and head teachers. Within each stratum, a systematic method of dividing the units into distinct groups was applied.

To ensure representation and diversity, the 37 primary schools were stratified based on relevant characteristics such as geographical location, school size, or academic performance. Ten schools were chosen at random from each stratum using a systematic random sample procedure that was applied after the stratification. This methodology facilitated the establishment of a final school sample that was representative of the entire primary school population and offered a more thorough comprehension of the study goals.

3.6.2.2 Purposive Sampling

The choice of participants for the study involved the utilization of purposive sampling, a non-probability sampling method. Key informants, including one District Education Officer (DEO), one District Academic Officer (DAO), six out of eight Ward Education Officers (WEOs), and two Teachers Service Commission (TSC) officers, were purposefully chosen. The decision to select these education administrators was based on their comprehensive knowledge and understanding of the subject matter, specifically focusing on the leadership skills of head teachers in conflict resolution. Regarding the selection of wards, six out of the eight Ward Education Officers were purposively sampled to ensure representation and insight from different areas within the district. Whereas the systematic random sampling was used in sampling the wards.

3.7   Data Collection Techniques

Three methods of data collection were used to obtain the information needed for this study: questionnaires, interviews and focus groups discussion These techniques were used to guarantee that the data and data analysis procedures were effectively representative.

3.7.1   Questionnaire

A survey questionnaire was employed to collect quantitative data from teachers, school committee members, and head teachers. There were both closed-ended and open-ended questions on the survey. The administration of the questionnaire was carried out by the researcher with the assistance of a research assistant. The

questionnaire aims to gather information on head teachers' leadership skills in conflict resolution, strategies employed to address conflicts in schools, sources of conflicts, and suggestions for improving conflict resolution in schools. By using a questionnaire, a large population was covered within a short period, allowing for the collection of extensive information while providing respondents with enough time to provide their answers.

3.7.2   In-Depth Interviews

The key informants were interviewed using an interview guide to gather in-depth information. A one-on-one discussion with a specified goal between the interviewer and the interviewee is called an interview. As described by Saunders et al. (2007), an in-depth interview involves the interviewer asking questions and the interviewee responding, creating a dialogue where participants take turns expressing their thoughts and opinions (Berg, 2009). This method allowed the researcher to obtain comprehensive insights and knowledge from participants regarding their personal opinions and perceptions regarding conflict resolution skills and strategies among head teachers. In this study, in-depth interviews were conducted with 10 key informants, including 1 DEO, 1 DAO, 2 TSC officers, 10 heads and 6 WEOs.

3.7.3   Focus Group Discussion (FGD)

Six focus group discussions (FGDs) were undertaken across six schools as a part of this research. Patton (2015) posits that FGDs serve as a data collection method enabling interactive discussions among individuals with similar backgrounds, facilitating the sharing of attitudes and experiences on a specific phenomenon.

Simple random selection approaches were used to select committee members and teachers as participants in the focus group discussions (FGDs). These focus group discussions (FGDs) were primarily conducted to acquire information about the conflict resolution techniques head teachers use.

The choice of FGDs was deliberate, given their capacity to provide an interactive platform, allowing participants to engage in discussions, share their experience es, and contribute diverse perspectives on the skills utilized by head teachers in conflict resolution. This approach ensures a comprehensive exploration of the subject matter, capturing nuances that might be overlooked by other data collection methods.

3.8 Data Processing and Analysis

In this study, a comprehensive and balanced mixed methods approach were employed to gather and analyze data. Both quantitative and qualitative data were collected and analyzed simultaneously. The qualitative data underwent a thorough process of collection, cleaning, and coding, followed by thematic analysis to identify key themes and categories, then all themes and categories were grouped and synthesized. The researcher categorized all the responses given and assigned code numbers to them. The figures and tables were used to summarize the collected data; the researcher used objectives to explain the findings.

Similarly, the quantitative data were analyzed in which tables, charts, and graphs were used to summarize the findings. The researcher skillfully integrated the results from both types of data to provide a clear and insightful understanding of the research objectives. This robust data processing and analysis methodology ensured a

comprehensive and in-depth exploration of the study's subject matter. Additionally, the study conducted multiple regression analysis to examine the leadership skills employed by head teachers in resolving conflicts at primary schools in Kondoa District. The regression model is represented as follows:

$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \varepsilon$, where

Y represents the conflict resolution score,

β_0 is the constant term,

β_1, β_2, and β_3 are the regression coefficients corresponding to the independent variables respectively,

x_1 = communication skills,

x_2 = collaborative skills,

x_3 = problem-solving skills, and

ε denotes the error term.

Through regression analysis, the study aimed to understand the extent to which these leadership skills contribute to conflict resolution in primary school settings. By examining the coefficients associated with each leadership skill, the study sought to identify which skills have the most significant impact on conflict resolution outcomes. The findings of this analysis offer valuable insights into the effectiveness of different leadership approaches in addressing conflicts within educational

environments, thereby informing strategies for enhancing leadership practices and promoting positive school climates.

3.9   Validity and Reliability of the Study

3.9.1   Validity

Validity, as defined by Cho and Trent (2006), refers to the accuracy with which research conclusions align with reality. In this study, validity was ensured through face validity and content validity. Face validity was established by developing research instruments and seeking feedback from supervisors at the Open University of Tanzania, ensuring the instruments were relevant and appropriate. Content validity was addressed through a pilot study of the questionnaire, which helped test its clarity and effectiveness in capturing the intended content. Additionally, triangulation was used, employing multiple data collection methods such as questionnaires, interviews, and focus group discussions, to cross-verify the data and strengthen the overall validity of the study's findings.

3.9.2   Reliability

Reliability refers to the consistency and dependability of the research instruments in producing stable and consistent results. To ensure reliability, the study conducted a pilot study to test the research instruments on a small sample. This allowed for adjustments in wording, structure, and clarity based on feedback, ensuring the instruments would yield consistent results across different contexts. Furthermore, test-retest reliability was considered, as the instruments were re-administered to a different group of respondents to check for consistency in responses. The reliability

of the study was also enhanced by ensuring that data collection procedures were standardized, minimizing any potential biases or errors, and making the findings dependable for future research.

3.10 Ethical Considerations

The researcher diligently adhered to ethical considerations throughout the study, including aspects of reality, accuracy, confidentiality, plagiarism, data fabrication, and other related issues. Prior to data collection, the researcher sought approval from the Open University of Tanzania, which was submitted to the Region Administrative Secretary (RAS) and subsequently to the District Executive Director (DED) of Kondoa District. This was done in order to obtain permission to conduct the research in the primary schools located within Kondoa District. To ensure the protection of participants' rights, consent was obtained, particularly for audio recording purposes. The researcher prioritized ethical issues to foster a high level of trust between the researcher and the respondents. Strict measures were in place to prevent unauthorized individuals or organizations from accessing the collected data, thereby safeguarding confidentiality. Furthermore, the collected data were solely utilized for academic purposes, maintaining its integrity and adhering to ethical guidelines.

Also, to ensure the anonymity of respondents, the researcher took several measures to protect their identities and personal information. Firstly, participants were informed about the study's purpose and the importance of confidentiality, and their consent was obtained before participation. Pseudonyms or identification codes were used instead of real names to maintain anonymity during data collection and analysis.

Additionally, all audio recordings and written data were securely stored, accessible only to the researcher, to prevent unauthorized access. The researcher ensured that any identifying information was omitted in the final reports, and that results were presented in aggregate form. By doing so, the study-maintained participants' confidentiality, upholding ethical standards and fostering trust between the researcher and respondents.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0   Chapter Overview

The results are analyzed and interpreted in relation to the study's specific objectives. Data were collected from a total of 124 respondents through questionnaires and 20 participants through interviews, including district education officers, academic officers, ward education officers, head teachers, teachers, students, and school committee members. The study aimed to assess leadership skills in conflict resolution, identify sources of conflict, and examine leadership strategies used in managing disputes. Before delving into the analysis of findings based on the study objectives, the chapter first discusses the questionnaire response rate and demographic characteristics of respondents. The detailed presentation and discussion of these findings follow below.

Table 4.1: Questionnaire Return Rate

Respondents	Expected Response	Actual Response	Response rate Percentage (%)
School Committee Members	28	23	82
Teachers	120	101	84
Total	148	124	84

Source: The Researcher (2024)

The results in Table 4.1 show that there was a total of 84% questionnaire return rate for all respondents involved in the study. The researcher personally participated in the distribution of questionnaire to all the respondents.

4.1   Demographic Characteristics of the Respondents

This section presents respondents' characteristics such as their categories, gender, education qualifications, marital status of respondents, and age pattern of the school members. Likewise, it shows member's duration in the school, as well as occupation of respondents.

Table 4.2: Frequency and Percentage Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	35	28
Female	89	72
Total	124	100

 Source: Field (2024)

The frequency and percentage distribution of respondents by gender in the following roles are shown in Table 4.2 Committee Members; Ward and District Education Officers; Teachers; and Head Teachers. Regarding the Teachers category, 23 respondents, or 23% of the total, were male and 79 respondents, or 77% of the total, were female. In the Head Teachers category, there were 3 male respondents, representing 30% of the total, and 7 female respondents, accounting for 70% of the total. Among the Ward and District Education Officers, there were 4 male respondents, making up 57% of the total, and 3 female respondents, comprising 43% of the total. Regarding Committee Members, there were 3 male respondents, making up 60% of the total, and 2 female respondents, accounting for 40% of the total. These findings suggest that there is a gender imbalance in the distribution of roles within the education sector. Female respondents were more prevalent in the Teachers and

Head Teachers categories, while male respondents were more prevalent among Ward and District Education Officers and Committee Members. This highlights the need to address gender disparities and promote gender diversity and equal representation in various roles within the education sector.
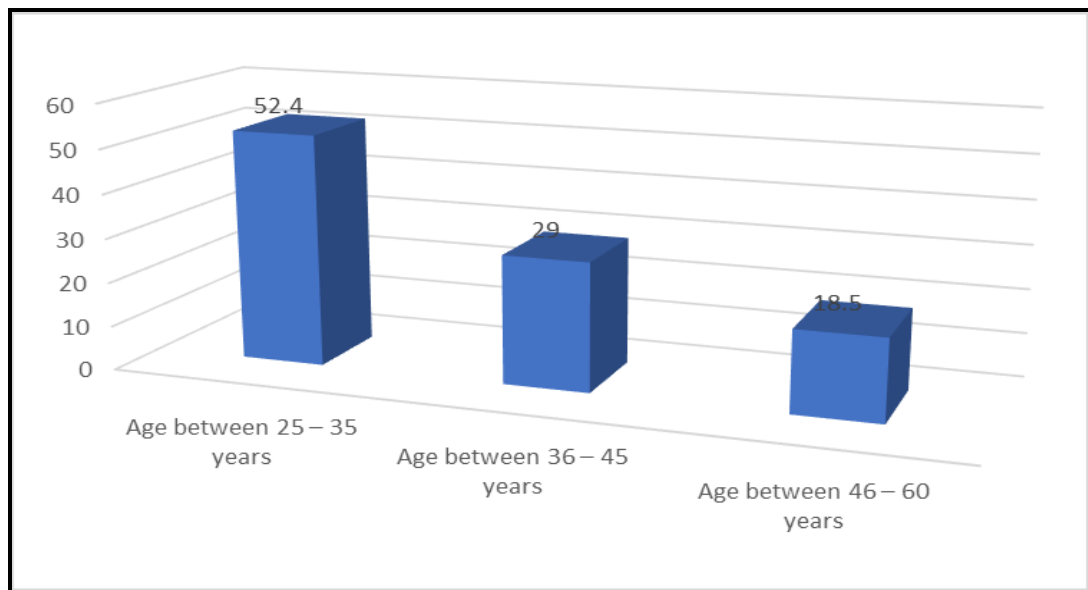
Figure 4.1: Age of the Respondents

Source: The Researcher (2024)

The findings from figure 4.1 indicate that the majority of the respondents in the study fell within the middle-aged range. According to Table 4.3, 52.4% of the respondents were between 25-35 years old, indicating a significant proportion of young adults. Additionally, 29% of the respondents were in the age range of 36-45 years, further contributing to the middle-aged group. The findings reveal that there was a low representation of respondents in the older age groups. Those aged between 46-60 years accounted for 18.8% of the respondents, while the age group of 20-30 years

constituted 14.7%. Respondents above 60 years old had the smallest representation, comprising only 1.1% of the total. The study highlighted the age distribution among the respondents.

Table 4.3: Education Level of Respondents

Education level	Frequency	Percent
Primary Education	14	12
Secondary Education	9	7
Certificate	39	31
Diploma	46	37
Bachelor Degree	16	13
Total	124	100.0

Source: The Researcher (2024)

The frequency and percentage distribution of the respondents according to their educational attainment are shown in Table 4.3. The results are summarised as follows: Certificate: Of the respondents in total, 30 people (24.2%) reported having a certificate as their greatest level of schooling. Diploma: Out of all the respondents, 55 people (44.4%) had completed a diploma as their highest level of schooling. Bachelor's Degree: The greatest educational level attained by 39 respondents (31.5%) was a bachelor's degree. The findings reveal that the highest proportion of the respondents had completed a diploma, followed by those with a bachelor's degree. Those with a certificate created the smallest proportion among the respondents. It is worth noting that the table does not provide information about higher education levels beyond a bachelor's degree. Additionally, the educational background of the

respondents might have implications for their roles and responsibilities within the educational sectors. Further analysis and exploration of the relationship between education level and the specific roles of the respondents would provide more comprehensive insights.
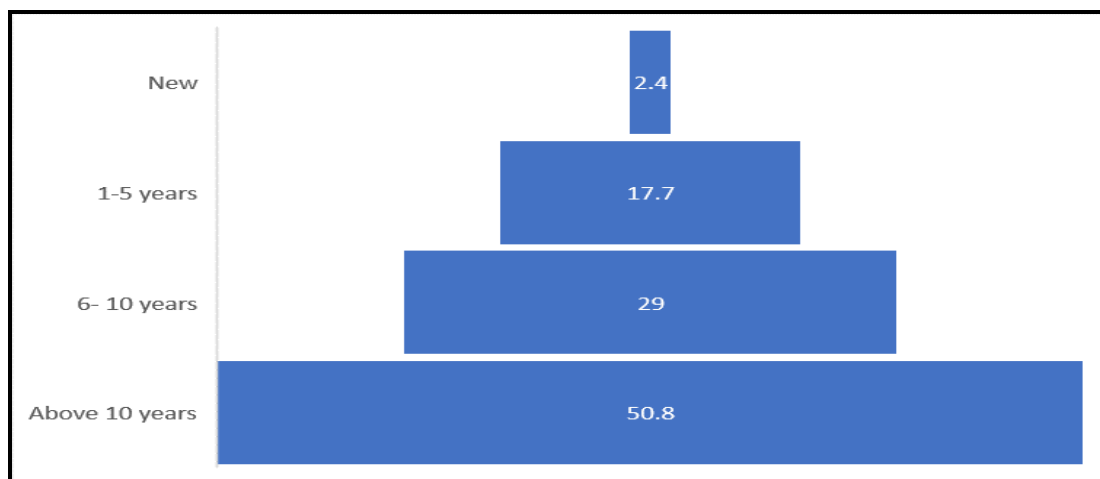
Figure 4.2: Duration at the School

Source: Field (2024)

Figure 4.2 shows the frequency and percentage distribution of the respondents based on their duration at the school. The following is a summary of the findings: New: Only 3 respondents (2.4%) reported being new at the school, indicating a recent affiliation or a short duration of service.1-5 years: 22 respondents (17.7%) had been at school for a duration ranging from 1 to 5 years. 6-10 years: A total of 36 respondents (29.0%) reported a duration of 6 to 10 years at the school. Above 10 years: The majority of the respondents, comprising 63 individuals (50.8%), had been at the school for more than 10 years. These findings reveal that a significant

proportion of the respondents had long tenures at the school, with more than half of them having served for more than 10 years.

Table 4.4: Student Population

Student Population	Frequency	Percent
200-600	25	20
601-1000	78	63
Above 1000	21	17
Total	124	100.0

Source: Field (2024)

Table 4.4 presents the student population distribution in primary schools in Kondoa District. The following is an assessment of the leadership skills employed by head teachers in resolving conflicts, considering the student population. The majority of the primary schools in Kondoa District had a student population ranging from 601 to 1000, with 78 schools (63%) falling within this range. 25 schools (20%) had a student population between 200 and 600, indicating smaller-sized schools in terms of student enrolment. 21 schools (17%) had a student population above 1000, indicating larger-sized schools with higher student enrolments. The leadership techniques used by head teachers to settle disputes may differ depending on the size of the school and the number of students engaged, taking into account the distribution of the student body a few potential ramifications.
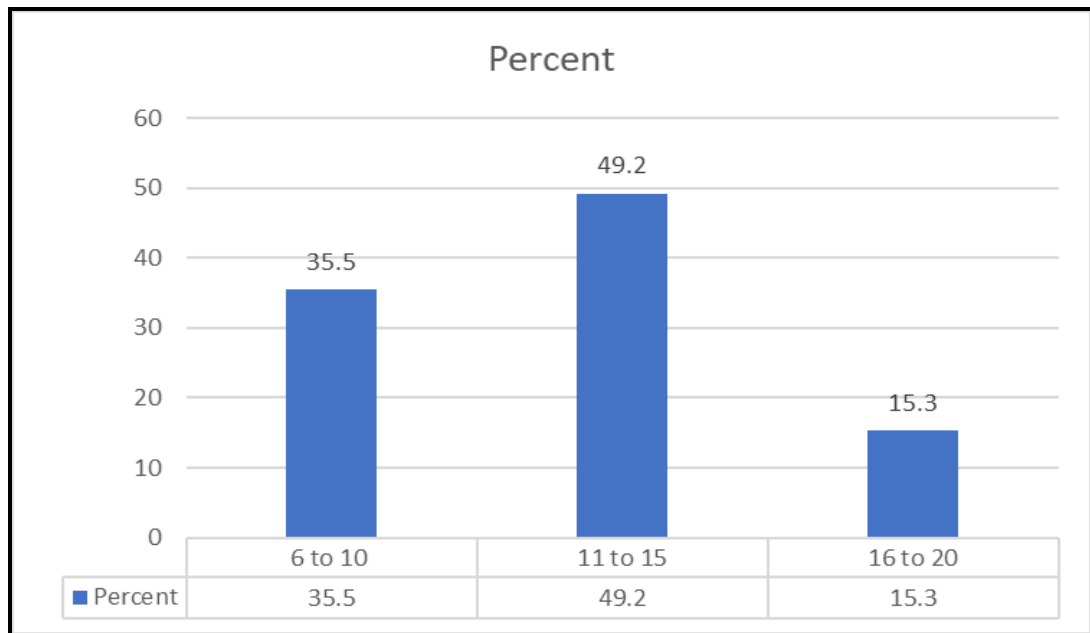
Figure 4.3: Number of Teachers

Source: Field (2024)

The number of instructors in Kondoa District's elementary schools is shown in Figure 4.3. This figure allows for the following evaluation of the leadership abilities used by head teachers to settle disputes: Count of Teachers. The majority of primary schools in the district had a teacher count ranging from 11 to 15 (49.2%) falling within this range. Therefore, head teachers in primary schools may have a reasonable pool of staff to address and manage conflicts. They can potentially delegate responsibilities and involve multiple teachers in conflict resolution processes. Smaller Number of Teachers: 19 schools (15.3%) had a teacher count ranging from 16 to 20. Head teachers in these schools may face challenges in terms of resource allocation and workload management. It may require efficient leadership skills, such as effective delegation, teamwork, and collaboration, to address conflicts while

ensuring all teachers are adequately supported. Larger Number of Teachers: 44 schools (35.5%) had a teacher count ranging from 6 to 10. Head teachers in primary schools may have a smaller teaching staff, which could result in a more centralized decision-making process and a higher level of involvement in conflict resolution. Leadership skills required in such scenarios would include effective communication, active listening, and building strong relationships with teachers to address conflicts and maintain a positive work environment. Thus, the number of teachers in each school would have an impact on the leadership techniques head teachers used to resolve disputes. The size of the teaching staff can impact the complexity of conflict resolution, the distribution of responsibilities, and the level of collaboration required. It is crucial for head teachers to adapt their leadership approach accordingly, fostering a supportive and cooperative environment to effectively address conflicts and promote a harmonious school climate.

4.2 Presentation of the Findings by Objectives

4.2.1 Teachers' Leadership Skills employed in Resolving Conflicts

Objective one aimed to examine head teachers' leadership skills used in resolving conflicts at primary schools. Through focus groups and interviews with head teachers, teachers provided information for the findings reported in this section. During a focus group discussion on December 5, 2023, the researcher posed the question Can you share an example of a significant conflict situation you've encountered as a head teacher? How did you approach its resolution? and Participant H shared:

"Certainly, we had a situation where two teachers had a disagreement over resource allocation. I initiated a mediation session, allowing both parties to express their concerns. Through open dialogue and compromise, we reached a solution that satisfied both teachers"

(FGD with teachers G 05/12/ 2023).

Another participant, Participant C,said that:

"In a recent conflict involving student discipline, I facilitated a restorative justice circle on May 12, 2023, where the student, teacher, and affected peers shared their feelings. This approach helped build empathy and led to a resolution that focused on learning and growth"

(FGD with teachers 05/12/ 2023).

The researcher asked participant that "What specific conflict resolution skills do you believe are effective in a primary school setting?" According to insights gathered during a focus group discussion on November 15, 2023, Participant S responded by saying that:

"In my experience, fostering a culture of open communication is crucial. Additionally, I find that implementing peer mediation programs among students helps them develop conflict resolution skills early on, reducing the need for teacher intervention"

(FGD with teachers 15/11/ 2023).

Furthermore, Participant K shared that:

"We encourage teachers to use a 'win-win' approach, emphasizing compromise and finding solutions that benefit everyone involved.

This approach helps create a positive atmosphere and fosters a sense of community within the school"

(FGD with teachers 15/11/ 2023).

The quotation above is consistency with the study by Ghaffar, (2019) suggested that general conflict management methods include win-lose method, a lose-lose method, and a win-win method. By using the method of win-lose, one side wins and one side loses, including the use of authority or power to suppress another party.

When discussing communication skill in an interview on December 4, 2023, the researcher posed a question to head teacher M in school X that How do you communicate with teachers, staff, and parents about conflict resolution skills and efforts? then Head teacher M highlighted that:

"I ensure transparent communication by holding regular staff meetings where conflict resolution strategies are discussed. For parents, letters and parent-teacher meetings serve as platforms to share our approaches and seek their input"

(Interview with head-teachers M 04/12/ 2023).

Another perspective from Participant A, gathered during a focus group discussion on December 14, 2023: the participant had this to say:

"We utilize a digital platform for real-time communication with parents. This has proven effective in addressing concerns promptly and ensuring that everyone is informed about the conflict resolution processes in place"

(FGD with teachers 14/11/ 2023).

Reflecting on an interview conducted on November 14, 2023, the researcher asked the head teacher G that Can you provide an example of a time when effective communication played a crucial role in resolving a conflict within your school? The Head teacher G stated that:

> *"We had a situation involving a miscommunication between a teacher and a parent regarding a student's performance. By facilitating a meeting where both parties expressed their perspectives and clarifying the misunderstanding, we resolved the conflict harmoniously"*

(Interview with head teachers G 14/11/ 2023).

Also, the headteachers in schools A, G, H, and Y mentioned a similar approach, indicating that the use of meetings is the main method they employ in resolving conflicts in many schools. Furthermore, during a focus group discussion on November 21, 2023, Participant F added:

> *"Our school uses a 'feedback box' where teachers and parents can anonymously submit concerns. This tool promotes open communication, and addressing these concerns collectively has prevented potential conflicts from escalating"*

(FGD with teachers 21/11/ 2023).

Exploring collaborative approaches during an interview on November 17, 2023, the researcher posed a question "How do you involve other school stakeholders (teachers, parents, community members) in the conflict resolution process?" headteacher P said that:

"I believe in a team approach. When conflicts arise, I organize focus group discussions involving teachers, parents, and even community members if necessary. This collaborative effort ensures diverse perspectives are considered in finding the best resolution"

(Interview with head teachers P 17/11/ 2023).

The quotation above is consistency with the study by Gaol, (2021) who asserted that head of school manage a school which is an educational organization including collection of several individuals who play an important role in school management activities. Each individual has their own uniqueness and different motivation in the involvement of school management in accordance with their duties.

Another perspective gathered from a focus group discussion on November 18, 2023, came from Participant P added that:

"Our school has a conflict resolution committee consisting of representatives from various stakeholders. This committee meets regularly to discuss ongoing conflicts and propose solutions collaboratively"

(FGD with teachers 18/11/ 2023).

Discussing collaborative leadership skills during an interview on November 18, 2023, the researcher asked the head teacher B in what ways do you encourage a collaborative approach to problem-solving among your staff? Head teacher B mentioned:

"Team-building activities are essential for fostering a collaborative environment. By creating a culture where teachers feel comfortable

sharing ideas and concerns, we empower them to collectively address issues, enhancing our problem-solving capabilities"

(Interview with head teachers B18/11/ 2023).

During a focus group discussion on November 19, 2023, Participant E added:

"We have monthly collaborative planning sessions where teachers can share successful strategies and discuss challenges they face. This not only fosters teamwork but also helps in proactively addressing potential conflicts before they escalate"

(FGD with teachers 18/11/ 2023).

However, the quotations above relate with the study by Olaleye & Arogundade, (2017), revealed that the head of school use stakeholder meetings and consultations at their schools on a regular basis to resolve issues and suggested that schools should provide training on conflict resolution tactics to aid in dispute resolution. The study implies that conflict management mostly resolved by using staff meeting and consultations techniques while training stands as the major principal of imparting knowledge to the head of schools and teacher about the best method of resolving conflict.

4.2.1.1 Mediation and Restorative Justice Circles

The insight shared by Participant H during the focus group discussion, highlights the utilization of mediation in resolving a conflict between teachers. The initiation of a mediation session reflects an understanding of the importance of facilitating a structured and neutral space for open dialogue. This approach allowed both parties to express their concerns, leading to a compromise that satisfied both teachers. The

results align with the research conducted by Wertheim, E. (n.d.). In general, the majority of effective negotiators begin with the assumption that the negotiation will be collaborative (integrative) or win-win. Most skilled negotiators will attempt to achieve a win-win or a situation where both parties feel that they have won. Negotiations typically proceed more smoothly when both parties believe they are in a win-win situation or when both sides approach the negotiation with the intention of "creating value" or meeting each other's needs.

Additionally, Participant C mentioned restorative justice circle that adds depth to the discussion. The implementation of restorative justice practices demonstrates a commitment to addressing conflicts not only by finding solutions but also by focusing on personal growth and learning. Also added that the involvement of students, teachers, and affected peers in the process emphasizes a holistic and community-oriented approach to conflict resolution.

4.2.1.2 Fostering a Culture of Open Communication

The insights gathered during a focus group discussion provide valuable perspectives on conflict resolution skills. Participant S emphasizes the importance of fostering a culture of open communication. This finding underlines the proactive nature of conflict resolution, suggesting that creating an environment where individuals feel comfortable expressing concerns contributes to early conflict prevention. Furthermore, participant K's mention of a 'win-win' approach introduces a skilful strategy that encourages compromise and mutually beneficial solutions. In addition to helping to settle disputes, the emphasis on compromise helps the school foster a

welcoming environment and a sense of community. According to Effective Project Manager (2023), communication is essential to conflict resolution because it fosters empathy, understanding, and teamwork among team members. Therefore, as a head teacher you play a critical role in promoting transparent and open communication within your team. To do this, it is important to set up clear channels of communication and make sure that everyone on the team knows how to use them. You should also encourage active participation in meetings and discussions so that everyone has a voice. Finally, you should implement regular feedback loops to evaluate the effectiveness of your communication and make any necessary improvements. Finally, it is critical to create a culture where team members feel comfortable raising concerns, even if they are related to the topic at hand. This strategy fosters an environment of integrity and trust, allowing all team members regardless of rank or status to freely communicate with one another.

4.2.1.3 Transparent Communication and Digital Platforms

In an interview Head teacher M provides insights into communication skills within the school. The emphasis on transparent communication through regular staff meetings indicates the importance of maintaining open channels for dialogue. Regular meetings serve as platforms for discussing conflict resolution strategies, fostering a shared understanding among staff members. Also, participant A during the focus group discussion introduces the integration of digital platforms for real-time communication with parents. This approach reflects adaptability to technological advancements, ensuring prompt communication and addressing

concerns efficiently. The use of digital tools also aligns with the broader goal of keeping all stakeholders well-informed about conflict resolution processes.

4.2.1.4 Effective Communication in Conflict Resolution

The interview with Head teacher G, unveils the significance of effective communication in resolving conflicts, added that communication is a n important way of solving conflict and make good relationship however even the work becomes smooth when you share issue with others. The example involving miscommunication between a teacher and a parent underscores the role of clear and direct communication in preventing and resolving conflicts. Proactive conflict resolution involves facilitating a meeting to clarify misunderstandings and express perspectives. The findings are consistent with a study by Carnegie, (2022) which stated that effective communication is essential for persuading others, engaging in productive debates, and resolving conflicts. Leaders recognise that conflicts will inevitably arise in the workplace. They also recognise that managing conflicts is critical to the smooth operation of any organisation, regardless of size. Conflict resolution is a crucial component of team management, and leaders are expected to be adept at it. Effective leaders recognise the importance of effective communication in resolving conflict, and that safe and open communication fosters a safer and more welcoming work environment. Furthermore, as a result of the focus group discussion, a participant from Group F introduced the idea of a "feedback box." This innovative tool not only encourages open communication but also gives people a confidential way to voice concerns; furthermore, by addressing problems before they become more serious, the feedback box helps prevent conflicts. These results are consistent

with those of Vimala Balamurugan, V (2024) is a cutting-edge tool for gathering feedback that maintains respondent anonymity. Its cutting-edge technology guarantees that feedback stays private, which makes it a great option for organisations looking to get real, honest feedback from their teams. By emphasising complete data protection and anonymity, Block Survey sets the gold standard for reliable

4.2.1.5 Involving Stakeholders and Team Approach

Headteacher P, during an interview, emphasizes a team approach by organizing focus group discussions involving various stakeholders. This collaborative effort ensures diverse perspectives are considered in finding resolutions. The involvement of teachers, parents, and community members in conflict resolution aligns with the idea that a broader spectrum of input leads to more effective and sustainable solutions.

Also, participant P's contribution from the focus group discussion, introduces the concept of a conflict resolution committee. This structured committee, consisting of representatives from various stakeholders, provides a formalized mechanism for ongoing discussions and collaborative problem-solving. The committee's regular meetings reflect a commitment to continuous improvement in conflict resolution strategies.

4.2.1.6 Team-Building and Collaborative Planning

The interview with Participant B on December 11, 2023, highlights the importance of team-building activities for fostering a collaborative environment among staff.

These activities not only promote camaraderie but also create a culture where teachers feel empowered to address issues collectively. The emphasis on creating a comfortable space for sharing ideas and concerns reflects a proactive approach to collaborative problem-solving. Similar to the findings of Arnason et al. (2024), their investigation also confirms the significance of social capital among educators, emphasizing the value of communities, emotional support, and trust within educational institutions. Building on and supporting Bourdieu (1986) and Coleman (1988), the findings of the study also demonstrate the critical role that teacher collaboration and collegial relationships played for upper secondary teachers in Iceland during the gathering restrictions.

Participant E perspective from the focus group discussion, the findings unveiled that there was introduction of monthly collaborative planning sessions. These structured sessions provide a platform for teachers to share successful strategies and discuss challenges. The proactive nature of these sessions contributes to addressing potential conflicts before they escalate, emphasizing a preventative approach to conflict resolution.

Therefore, these deep discussions reveal a rich tapestry of conflict resolution skills within primary schools. The integration of mediation, restorative justice circles, open communication, digital platforms, and collaborative leadership reflects a comprehensive and thoughtful approach to fostering a positive and constructive school environment.

Table 4.5: Regression Analysis for Teachers' Leadership Skills Used in Resolving Conflicts at Primary Schools

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	.726a	0.527	0.516	0.42869		
ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	24.609	3	8.203	44.635	.000b
	Residual	22.053	120	0.184		
	Total	46.662	123			
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	0.61	0.343		1.782	0.077
	Communication Skills	0.076	0.083	0.072	0.907	0.366
	Collaborative skills	0.192	0.072	0.216	2.657	0.009
	Problem Solving skills	0.593	0.106	0.544	5.609	0

4.2.2 Regression Analysis for Teachers' Leadership Skills used in Resolving Conflicts

The study ran multiple regression analysis to examine the leadership skills employed by head teachers in resolving conflicts at primary schools in Kondoa District. The regression model is represented as follows: $Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \varepsilon$, where Y represents the conflict resolution score, β_0 is the constant term, β_1, β_2, and β_3 are the regression coefficients corresponding to the independent variables x_1

(communication skills), x2 (collaborative skills), and x3 (problem-solving skills), respectively, and ε denotes the error term. Through this regression analysis, the study aimed to understand the extent to which these leadership skills contribute to conflict resolution in primary school settings. By examining the coefficients associated with each leadership skill, the study sought to identify which skills have the most significant impact on conflict resolution outcomes. The analysis's conclusions provide insightful information about how well various leadership philosophies handle conflict in learning settings, which can help develop tactics for improving leadership styles and fostering supportive school environments.

In this regression analysis, the model summary provides valuable information about how well the independent variables (communication, collaborative, and problem-solving skills) collectively explain the variation in conflict resolution scores. The adjusted R Square value of 0.516 indicates that approximately 51.6% of the variability in conflict resolution can be accounted for by the included leadership skills. This suggests that the model has moderate predictive power in explaining conflicts resolved by head teachers in primary schools. Moving to the ANOVA table, the results indicate that the regression model as a whole is statistically significant ($p < 0.001$). This implies that at least one of the independent variables (communication, collaborative, and problem-solving skills) has a significant relationship with conflict resolution. Therefore, the regression model is deemed appropriate for predicting conflict resolution scores based on these leadership skills. Therefore, this regression analysis highlights the importance of collaborative and problem-solving skills in

enhancing head teachers' effectiveness in resolving conflicts. While communication skills remain important in leadership, their direct impact on conflict resolution may be mediated by other factors. These findings underscore the multifaceted nature of leadership in educational settings and emphasize the significance of targeted development programs to enhance leadership skills tailored to conflict resolution.

While the previous studies offer valuable insights into head teachers' leadership skills and strategies for conflict resolution in schools, they have certain weaknesses that are addressed in the present findings. Maforche et al. (2020) and Lameck (2020) primarily focus on identifying effective leadership skills and methods used by head teachers to resolve conflicts but may lack depth in understanding the underlying mechanisms or theoretical frameworks guiding these practices. In contrast, Dewi, Saputra, and Mustiningsih (2019) provide a theoretical perspective on conflict management but may lack empirical evidence from the field to validate their proposed strategies. Furthermore, Sibajene (2022), Ahmad et al. (2020), Okoye and Okeke-Okonkwo (2020), and Nkomo et al. (2020) offer insights into various conflict resolution strategies employed by head teachers but may lack generalizability due to their specific focus on particular districts or regions. The present findings address these weaknesses by offering a comprehensive synthesis of empirical evidence and theoretical perspectives, drawing from multiple studies to provide a nuanced understanding of head teachers' leadership skills and strategies for conflict resolution in schools. Additionally, by incorporating diverse sources and perspectives, the

present findings offer a more holistic view of the topic, enhancing the robustness and applicability of the conclusions drawn.

4.2.3 Sources of Conflicts within Primary Schools

Objective Two sought to investigate the sources of conflicts found within primary schools in Kondoa District. To explore this, the researcher administered a question to respondents asking them to identify sources of conflicts found within primary schools
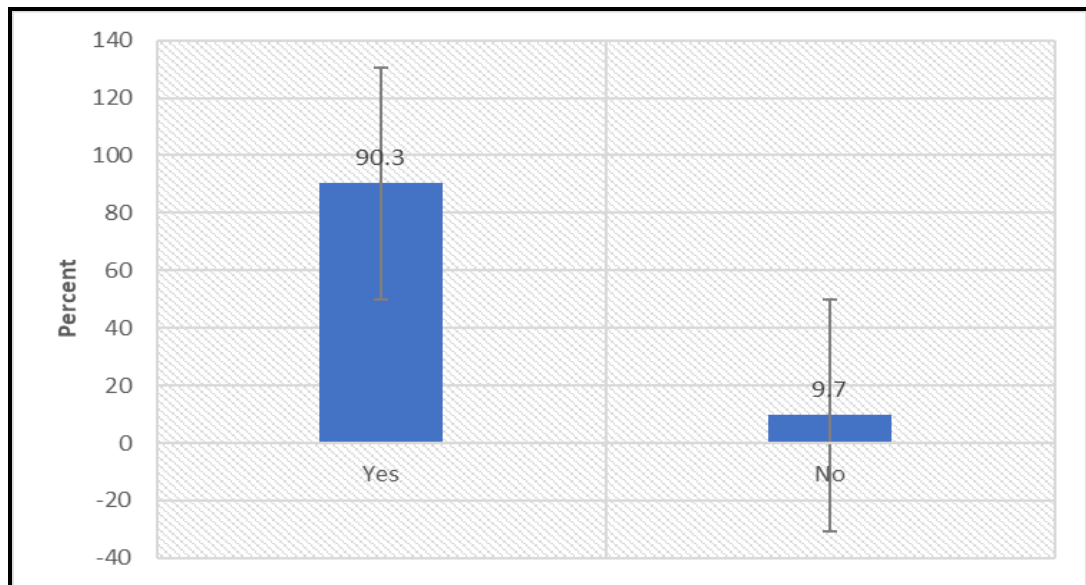
Figure 4.4: Presence of Conflicts at School

Source: Field (2024)

Figure 4.4 indicates results from a questionnaire; the researcher asked the respondents if they had conflicts at school. Figure 4.4 provides information on the presence of conflicts at school based on the responses received. The findings are as follows: Yes: 112 respondents, accounting for 90.3% of the total, reported the

existence of conflicts at school. This indicates that a significant majority of the respondents acknowledge the occurrence of conflicts within the school environment. No: Only 12 respondents, comprising 9.7% of the total, stated that there are no conflicts at their school. This suggests that a small minority of the respondents perceive their school to be free from conflicts.
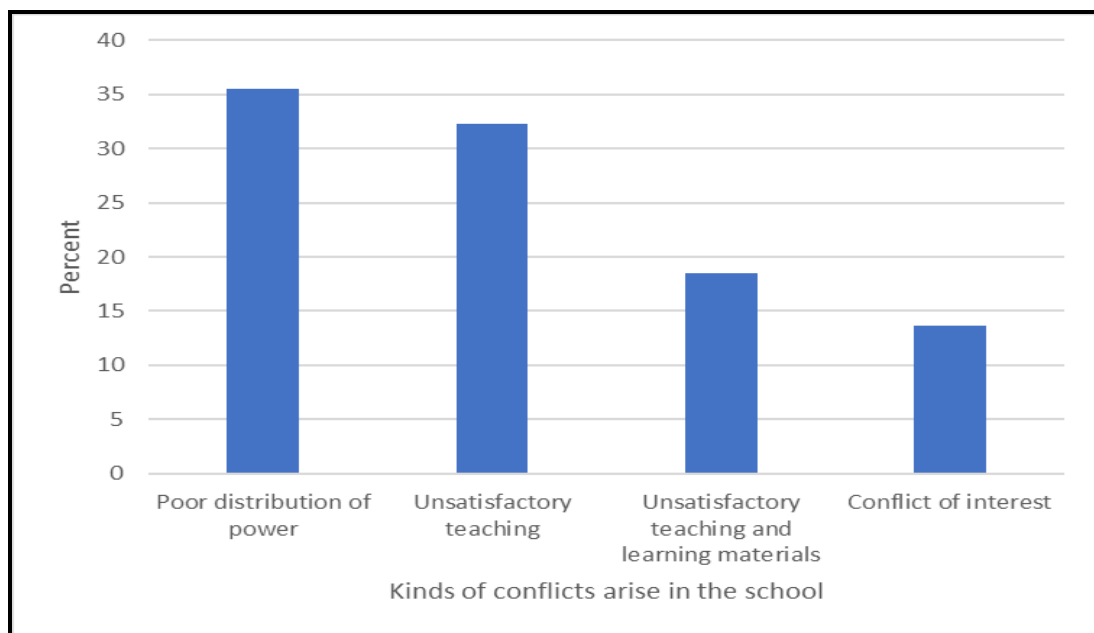
Figure 4.5: The Sources of Conflict that Arise in the School

Source: The Researcher (2024)

Figure 4.5 provides insight to the factors contributing to conflicts in the school, as reported by the respondents. The findings show that Poor distribution of power: 35.5% of the respondents identified poor distribution of power as a significant factor leading to conflicts in the school. This suggests that issues related to authority, decision-making, and power dynamics within the school environment can contribute to tensions and conflicts. Unsatisfactory teaching: 32.3% of the respondents

mentioned unsatisfactory teaching as a cause of conflicts. This implies that disagreements and conflicts may arise when teachers' performance or instructional methods are perceived as inadequate or unsatisfactory by other stakeholders within the school community. Unsatisfactory teaching and learning materials: 18.5% of the respondents pointed out unsatisfactory teaching and learning materials as a factor contributing to conflicts. This suggests that deficiencies or inadequacies in educational resources and materials can lead to dissatisfaction and disagreements among teachers, students, and other members of the school community. Conflict of interest: 13.7% of the respondents highlighted conflict of interest as a factor leading to conflicts in the school. This implies that competing interests, personal agendas, or conflicting priorities among different individuals or groups within the school can create tensions and disagreements.
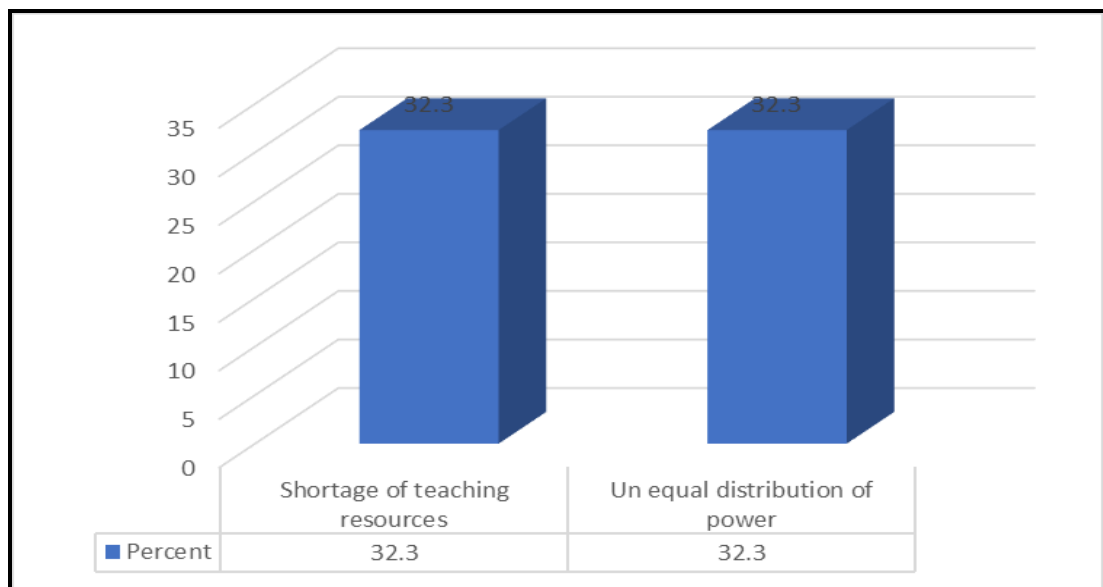
Figure 4.6: The Sources of Conflict Arising in the School

Source: Field (2024)

Figure 4.6 provides information about the sources of conflicts arising in the school, based on the responses received. The findings are as follows: Shortage of teaching resources: 40 respondents, comprising 32.3% of the total, mentioned the lack of teaching resources as a source of conflicts. This indicates that inadequate or insufficient educational resources can lead to dissatisfaction and conflicts among teachers and other stakeholders. Unequal distribution of power: 40 respondents, also representing 32.3% of the total, highlighted the unequal distribution of power as a source of conflicts.

Table 4.1: Shortage of Teaching and Learning Resources Affect the Management and Administration of the School

Responses	Frequency	Percent
Mostly affects	25	20.2
Affects	92	74.2
Does not affect	7	5.6
Total	124	100.0

Source: Field (2024)

Based on the responses provided in Table 4.6 the shortage? of teaching and learning resources does have an impact on the management and administration of the school. The breakdown of responses illustrates that Mostly affects: 25 respondents, accounting for 20.2% of the total, indicated that the lack of teaching and learning resources mostly affects the management and administration of the school. This suggests that a significant portion of the respondents perceive a substantial impact on the overall functioning and operations of the school due to inadequate resources.

Affects: 92 respondents, comprising 74.2% of the total, stated that the of teaching and learning resources affects the management and administration of the school. This indicates that the majority of respondents recognize the impact of resource deficiencies on the school's management and administration. Does not affect: Only 7 respondents, representing 5.6% of the total, claimed that the lack of teaching and learning resources does not affect the management and administration of the school. This suggests a minority view among the respondents.

Table 4.7: Degree of School Relationship Between Headteachers and Teachers

Responses	Frequency	Percent
Excellent	83	66.9
Good	37	29.8
Poor	4	3.2
Total	124	100.0

Source: Field (2024)

Table 4.7 presents the degree of school relationship between head teachers and teachers, based on the responses received. The breakdown of responses is as follows: Excellent: 83 respondents, accounting for 66.9% of the total, rated the school relationship between head teachers and teachers as excellent. This signifies s that a significant number of the respondents perceive a strong and positive relationship between the head teachers and teachers in the school. Good: 37 respondents, comprising 29.8% of the total, rated the school relationship as good. This indicates that a sizable portion of respondents consider the relationship between head teachers and teachers to be positive, although not at the highest level. Poor: Only 4

respondents, representing 3.2% of the total, rated the school relationship as poor. This shows that a minority number of the respondents perceive a weak or negative relationship between the head teachers and teachers in the school.

Figure 4.7: Degree of School Relationship Amid Teachers and Students

Source: Field (2024)

Figure 4.7 presents the degree of school relationship between teachers and students, based on the responses received. The breakdown of responses is presented Excellent: 87 respondents, accounting for 70.2% of the total, rated the school relationship between teachers and students as excellent. This indicates that a significant majority of respondents perceive a strong and positive relationship between teachers and students in the school. Good: 33 respondents, comprising 26.6% of the total, rated the school relationship as good. This suggests that a considerable portion of respondents consider the relationship between teachers and students to be positive,

although not at the highest level. Poor: Only 4 respondents, representing 3.2% of the total, rated the school relationship as poor. This reveals that a minority number of respondents perceive a weak or negative relationship between teachers and students in the school. Figure 4.7 showed varied opinions on the equal distribution of power within schools, emphasizing the potential benefits of such a strategy for conflict resolution and a peaceful school environment. However, the contextual dynamics of each school and power relations should be considered when implementing such strategies.

Furthermore, the study advocated for leadership training for board members to enhance their ability to address challenges and prevent conflicts in schools. This aligns with Ignace's (2014) suggestion that board members, if trained, can improve relations between schools and communities, thereby preventing conflicts between parents and teachers. The research findings indicated a lack of knowledge and skills

Table 4.8: Degree of School Relationship Amid Committee Members and Teachers

Responses	Frequency	Percent
Excellent	32	25.8
Good	80	64.5
Fair	8	6.5
Poor	4	3.2
Total	**124**	**100.0**

Source: Field (2024)

Table 4.8 presents the degree of school relationship between committee members and teachers, based on the responses received. The breakdown of responses indicates that, Excellent, 32 respondents, accounting for 25.8% of the total, rated the school relationship between committee members and teachers as excellent. This suggests that a significant proportion of respondents perceive a strong and positive relationship between committee members and teachers in the school. Good: 80 respondents, comprising 64.5% of the total, rated the school relationship as good. This indicates that majority of the respondents consider the relationship between committee members and teachers to be positive, although not at the highest level. Fair: 8 respondents, representing 6.5% of the total, rated the school relationship as fair. This reveals that a small portion of respondents perceive the relationship between committee members and teachers to be satisfactory but with room for improvement. Poor: 4 respondents, accounting for 3.2% of the total, rated the school relationship as poor. This indicates that a minority number of the respondents perceive a weak or negative relationship between committee members and teachers in the school.

Also, during focus group discussion the researcher asked the participant to explain what should be done to prevent conflicts from happening in schools; their answers were as follows; one of the methods is to maintain cooperation between teachers and the principal also to provide motivation to those who are hardworking; to consult fellow teacher on various issues; to have regular meetings; also, to be open-minded helps not to hide but to tell the truth. One of the participants H had this to say:

> *"many head teachers are not transparent and this is the situation that causes conflicts in the school, the head teachers hide a lot about the financial information that is provided by the government grant, for example we here at the school do not know how many shillings the school receives capitation, but the money is given there are no sessions about discussing income and expenditure, the chief and his accountant know"*

(Interview with participants H 21/01/ 2024).

Correspondingly during the focus group discussion, the ward education officers reported several sources of conflict arising within the school. These sources of conflict included; Conflicts of interest: The ward education officers identified conflicts of interest as a significant source of conflicts may arise when individuals or groups within the school have competing interests or goals that are not aligned. These conflicting interests can lead to disagreements and tensions among stakeholders. Conflicts arising from self-reliance projects; the ward education officers mentioned that conflicts can arise from self-reliance projects. These projects may involve different stakeholders, such as teachers, administrators, and parents, who may have differing perspectives, expectations, or preferences regarding the implementation of the projects. These differences can result in conflicts within the school. Conflicts arising from work or teaching performance; the ward education officers reported that conflicts can also arise from work or teaching performance issues within the school. For example, conflicts may arise between the school's internal quality assurance office and teachers who are not fully delivering their

lessons. These conflicts can stem from disagreements over teaching methodologies, lesson plans, or the evaluation of teaching performance.

During focus group one of ward education officer said that:

"when the school internal quality assurer officer does the monitoring and evaluation of teaching, they find it very difficult to be blamed by the teachers and some of the teachers see that the evaluation report is like it suggests them to be negligent to the head teacher."

(Interview with educational officer Z 12/03/ 2023).

Additionally, another educational officer G said that:

".Another source of conflict is from the head teachers themselves because they are not transparent about the income and use of the capitation grant in the school, others do not even call meetings to discuss the income. also, the teachers of the projects have not been transparent to students and their fellow teachers are not cooperating, how many sacks have they harvested at the end of the day, the crops end without notice, a situation that creates conflicts for teachers and students. I think this is because for a while now, the head teachers do not have leadership training, so I suggest that they be given leadership training seminars so that they can gain knowledge and skills of leading the school"

(Interview with educational officer G 12/03/ 2023).

Similarly, during the interview session, the informant X claimed that:

"As far as I can see, in every school, you cannot miss conflicts if you look closely, many head teachers are appointed who do not have

understanding and knowledge about management issues, so they do not know the nature of a good way to resolve conflicts. you find some principals have a bad relationship with their teachers, they don't know how to use good language for teachers and they don't care about anything"

(Interview with the informant X in school D 23/02/ 2023).

The researcher also had an interview with the one of the TSC officer asking if there are conflicts in the schools. The participant replied that, Conflicts exist and occur due to teachers meeting with different behaviors in the school he said that:

'There are different types of conflicts. One is the teacher's personal crisis, for example, the teacher has things that are not going well due to having many loans and has no money to repay. There are also conflicts between teachers and teachers, this conflict is caused by different interests and positions they have, such as project leader. Conflicts between teachers and the community, this kind of conflict is caused by some teachers sometimes punishing students for transgressing that is to say severe punishment so parents intervene and some teachers are beaten and some are killed although here we cannot give examples"

(Interview with TSC officer P 24/02/ 2023).

Further, the researcher asked the participant H "what do you think are the sources of mentioned conflicts?" Whereas the findings indicated that there were various sources of conflict in schools. Some of those sources include; alcoholism, the use of alcohol by some teachers can lead to violations of instructions given by school leaders and even result in truancy, where teachers fail to attend work regularly.

Alcohol abuse can impair judgment, behavior, and overall job performance, which can lead to conflicts within the school. Teachers' loans; many teachers may face financial challenges and struggle to fulfil their responsibilities, especially when they have taken out loans. The stress and pressure associated with failing to repay loans can lead to conflicts between teachers, head teachers, and district education officers. Bias in the distribution of power; Conflicts can arise when some head teachers show favouritism towards certain teachers by giving them more power and opportunities, such as attending seminars, while neglecting others. This unequal distribution of power can create feelings of resentment and inequality among teachers, leading to conflicts within the institution. Lack of transparency; head teachers who lack transparency in the management of income, projects, and funds, such as capitation grants, can be a source of conflict. Also, in the absence of clarity and accountability in financial matters, teachers and other stakeholders may raise concerns and result into conflicts. One of the TSC officer said that:

> *"There are many sources, including alcoholism, some teachers use alcohol and lead to violating the instructions given by their leaders at school, while others become truant sometimes even, they even fail to go to work. Similarly, another reason for conflict in schools is teachers' loans, many teachers are currently failing to fulfil their responsibilities and are entering into conflicts with their head teachers, district education officers, even district education officers due to the stress they have for failing to pay back. Also bias in the distribution of power, some head teachers have become a source of conflict due to favouring some teachers to give them power and even giving them more opportunities to go to seminars compared to*

others in the institution besides that, another reason for conflicts is the lack of transparency, head teachers have entered into a conflict due to the lack of transparency of income and use of projects and funds that enter the school fund as capitation grant"

(Interview with TSC officer G 24/02/ 2023).

The findings shed light on various factors contributing to conflicts among different stakeholders within the school environment.

4.3.2.1 Existence of Conflicts

The acknowledgment by a significant majority (90.3%) of the existence of conflicts within the school context reveals the pervasive nature of conflicts in the surveyed schools (Participant H, December 5, 2023). This aligns with prior studies by Dingwe et al. (2011), Ignace (2014), and Onyango (2020), emphasizing the inevitability of conflicts in educational institutions and the critical need for effective conflict management.

4.3.2.2 Common Sources of Conflicts

The detailed exploration of sources of conflict highlighted, Lack of Teaching Resources, and Unequal Distribution of Power. Conflict of Interest, identified by 35.5% of respondents, emphasizes the importance of addressing conflicting interests that may arise among various stakeholders within the school environment. The recognition of Lack of Teaching Resources (32.3%) underscores the impact of resource shortages on teacher dynamics, potentially leading to disparities and disagreements. Additionally, Unequal Distribution of Power (32.3%) points to the significance of addressing power imbalances among administrators, teachers, and

other stakeholders, as these imbalances can contribute to conflicts (Focus Group Discussion, February 18, 2023).

4.3.2.3 Communication Challenges

The concerning perception (56.5%) that head teachers in primary schools do not communicate properly indicates potential communication challenges within the schools (Participant B, December 11, 2023). This resonates with Edwin's (2014) findings, linking poor communication to conflicts. The study underscores the pivotal role effective communication plays in preventing and resolving conflicts within primary schools.

4.3.2.4 Administrative Transparency and Leadership Skills

The focus on the lack of transparency in financial matters as a significant source of conflict, as mentioned by participants during focus group discussions and interviews (Interview with Participant H, January 21, 2023), emphasizes the crucial role of administrative transparency in conflict prevention. Head teachers' failure to adhere to established guidelines and procedures, as noted in the findings, creates an environment lacking trust, fairness, and accountability, contributing to conflicts. This aligns with Fakih et al.'s (2021) assertion that constraints to leadership in managing conflicts include ineffective leadership and management practices and inequitable resource distribution.

During focus group discussion the insights from educational officers about conflicts arising from Conflicts of Interest, self-reliance projects, and Work/Teaching Performance highlight the diverse nature of conflicts within school environments

(Focus Group Discussion, March 12, 2023). These sources emphasize the need for a nuanced approach to conflict resolution, addressing various aspects such as differing interests, project-related disagreements, and performance evaluations.

4.3.2.5 Preventive Measures

Participants' suggestions during focus group discussions regarding preventive measures, including cooperation between teachers and the principal, motivation, consultation, regular meetings, and open-mindedness, offer practical insights into proactive conflict prevention strategies (Focus Group Discussion, Date not specified). Transparent communication and consultation emerge as key elements in creating a harmonious school environment.

4.3.2.6 Role of Head Teachers in Conflict Creation

The emphasis on head teachers, through lack of transparency and adherence to protocols, contributing significantly to conflicts in schools (Interview with Educational Officer G, March 12, 2023; Interview with Informant X, February 23, 2023) highlights the pivotal role of leadership in conflict dynamics. Ignace's (2014) findings regarding heads of school lacking knowledge and skills in conflict management align with the current study, indicating the need for leadership development in conflict resolution.

4.3.2.7 Impact of Teaching and Learning Resources

The impact of inadequate teaching and learning resources on school management, with 74.2% of respondents highlighting its significance, emphasizes the broader consequences of resource shortages on both teachers and students (Participant X,

December 5, 2023). The study aligns with Nguvumali's (2016) findings, linking conflicts in primary schools to inadequate funds and resources.

However, during interview session insights from a TSC officer provide a comprehensive view of sources of conflicts, including personal crises, conflicts between teachers, and conflicts between teachers and the community (Interview with TSC Officer P, February 24, 2023). This multifaceted understanding underscores the complexity of conflicts within school environments, requiring a holistic approach to resolution.

Therefore, the recognized origins of disputes in Kondoa District primary schools are numerous and multifaceted, spanning conflicts of interest, communication issues, administrative transparency, resource limitations, and power imbalances. The study emphasizes the importance of targeted strategies, leadership skills, and transparent communication to address these sources effectively and create a more harmonious school environment. These findings align with existing literature and provide valuable insights for administrators and policymakers seeking to enhance conflict resolution practices in primary schools. The nuanced understanding of conflicts within the school context positions this study as a valuable contribution to the field of educational leadership and conflict management

4.3.3   Head Teachers' Leadership Strategies Used in Resolving Conflict
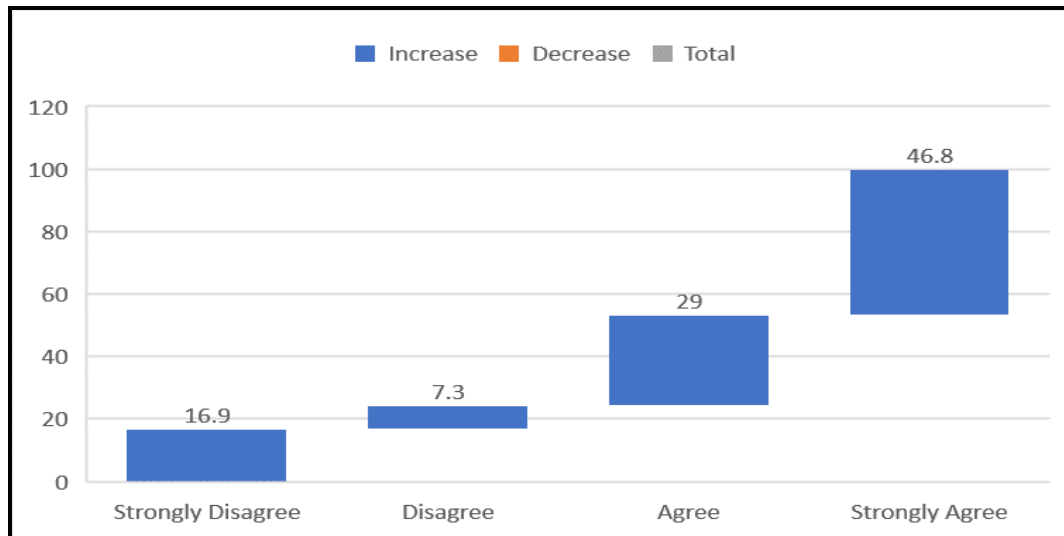
Figure 4.8: Verbal Communication Applied in this School

Source: Field (2024)

Figure 4.8 presents the responses regarding the frequency of verbal communication in the school. The findings indicated that strongly disagree: 21 respondents, accounting for 16.9% of the total, strongly disagree that verbal communication is frequently applied in the school. This indicates that a minority of respondents perceive a lack of regular verbal communication in the school. Disagree: 9 respondents, comprising 7.3% of the total, disagree that verbal communication is frequently applied in the school. This suggests that a small portion of respondents perceive limited or infrequent verbal communication in the school. Agree: 36 respondents, representing 29.0% of the total, agree that verbal communication is frequently applied in the school. This indicates that a considerable proportion of respondents perceive a satisfactory level of verbal communication in the school.

Strongly Agree: 58 respondents, accounting for 46.8% of the total, strongly agree that verbal communication is frequently applied in the school.

Table 4.9: Members to Listen to Each other Effectively When Communicating

Responses	Frequency	Percent
Agree	43	34.7
Strongly Agree	81	65.3
Total	124	100.0

Source: Field (2024)

Table 4.9 presents the responses regarding the importance of advising members to listen to each other effectively when communicating. The findings show that Agree: 43 respondents, accounting for 34.7% of the total, agree that it is important to advise members to listen to each other effectively when communicating. This reveals that a significant proportion of respondents recognize the value of effective listening in communication. Strongly Agree: 81 respondents, comprising 65.3% of the total, strongly agree that it is important to advise members to listen to each other effectively when communicating. This indicates that a majority number of the respondents strongly believe in the significance of effective listening in communication.

Table 4.10: Encourage Meeting over Critical Issues in this School

Responses	Frequency	Percent
Disagree	4	3.2
Not sure	3	2.4
Agree	54	43.5
Strongly Agree	63	50.8
Total	124	100.0

Source: Field (2024)

Table 4.10 presents the responses regarding the encouragement of meetings over critical issues in the school. The breakdown of responses is as follows: Disagree: 4 respondents, accounting for 3.2% of the total, disagree that meetings over critical issues are encouraged in the school. This indicates that a minority number of the respondents perceive a lack of emphasis on holding meetings to address important matters in the school. Not sure: 3 respondents, comprising 2.4% of the total, are unsure whether meetings over critical issues are encouraged in the school. This suggests a small portion of respondents might have low knowledge or unawareness of the school's practices regarding such meetings. Agree: 54 respondents, representing 43.5% of the total, agree that meetings over critical issues are encouraged in the school. This shows that a significant proportion of respondents perceive a level of encouragement towards holding meetings to address important matters. Strongly Agree: 63 respondents, accounting for 50.8% of the total, strongly agree that meetings over critical issues are encouraged in the school.

Table 4.11: Encourage the Use of Circulars in this School

Responses	Frequency	Percent
Strongly Disagree	4	3.2
Not sure	11	8.9
Agree	35	28.2
Strongly Agree	74	59.7
Total	124	100.0

Source: Field (2024)

As shown in table 4.11 the findings show that, majority 59.7% of the respondents strongly agreed that most of school head teacher encouraged the use of circulars in this school while 28.2% agreed on it whereby 8.9% said were not sure and only, 3.2% mentioned Strongly Disagree.
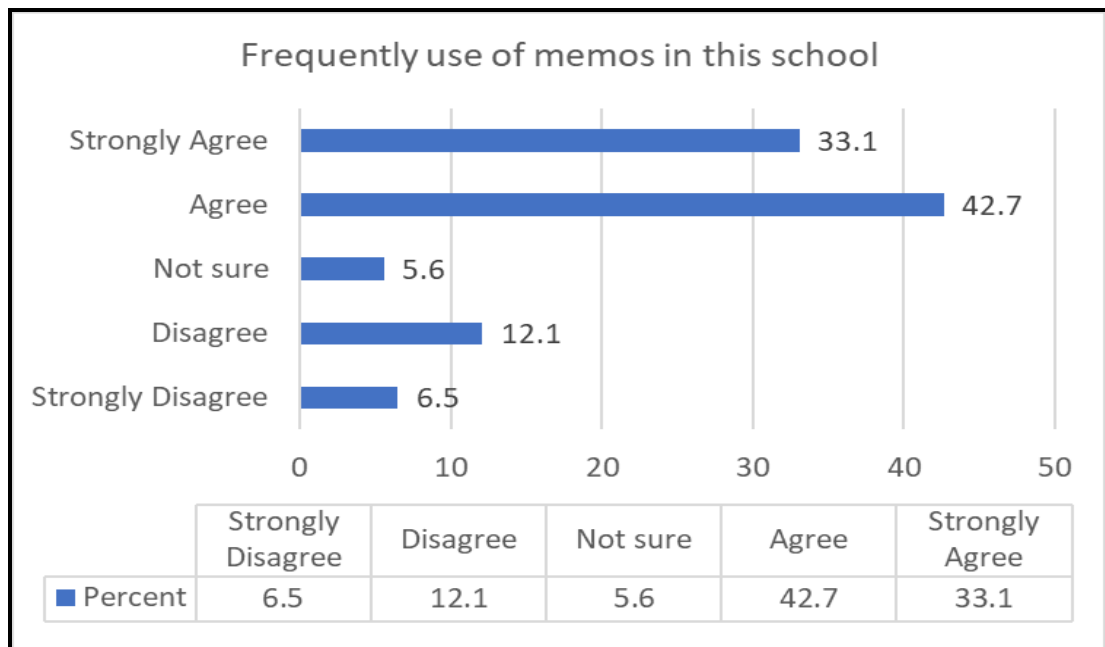
Figure 4.9: Use of Memos in Schools

Source: The Researcher (2024)

Based on the results on figure 4.9 which presents the responses regarding the frequent use of memos by head teachers in the school as a means to solve conflicts, the following observations can be made: Agreed: 42.7% of the respondents agreed that head teachers frequently use memos as a means to resolve conflicts. This indicates that a significant proportion of respondents perceive memos as a commonly utilized communication tool by head teachers for addressing conflicts. Strongly Agreed: 33.1% of the respondents strongly agreed that head teachers frequently use memos to solve conflicts. This suggests that a considerable number of respondents strongly believe in the effectiveness and regularity of memo usage by head teachers in conflict resolution. Disagreed: 21.1% of the respondents disagreed with the notion that head teachers frequently use memos to address conflicts. This indicates that a notable portion of respondents does not perceive memos as a common method employed by head teachers for conflict resolution. Strongly Disagreed: 6.5% of the respondents strongly disagreed with the frequent use of memos by head teachers to solve conflicts. This suggests that a small group of respondents strongly believe that memos are not commonly utilized for conflict resolution purposes by head teachers. Not Sure: 5.6% of the respondents mentioned being unsure about the frequent use of memos by head teachers in conflict resolution. This signifies that a small number of the respondents might lack knowledge or awareness regarding the extent to which memos are employed for resolving conflicts.

Table 4.12: Work with Others

Responses	Frequency	Percent
Strongly Disagree	88	71.0
Not sure	5	4.0
Agree	28	22.6
Strongly Agree	3	2.4
Total	124	100.0

Source: Field (2024)

In Table 4.12 which focuses on the respondents' perceptions of working with others, the following observations were made: Strongly Disagree: The majority of respondents, accounting for 71.0%, strongly disagree with the statement about working with others. This suggests that a significant proportion of respondents do not perceive a strong collaboration to work together with others. Not Sure: A small percentage of respondents, 4.0%, mentioned being not sure about working with others. This implies   lack of clear understanding regarding their stances on collaborative work. Agree: 22.6% of the respondents agreed that they work with others. This implies that a notable portion of respondents acknowledges the importance of collaboration and recognizes their involvement in working together with others. Strongly Agree: A small percentage of respondents, only 2.4%, strongly agree with the statement about working with others. This indicates a positive attitude towards collaboration and a strong belief in the benefits of working collectively.
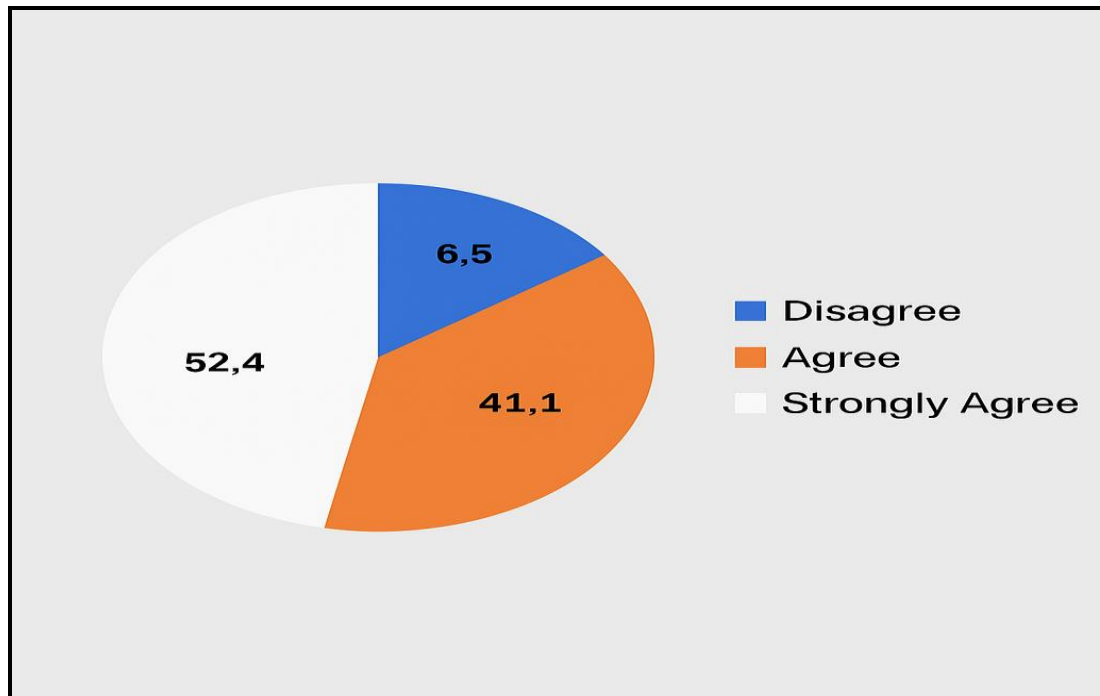
Figure 4.10: Shared Approaches Used in this School

Source: Field (2024)

In Figure 4.10, which focuses on shared approaches used in the school, the following observations were made: Disagree: Only a small percentage of respondents, 6.5%, disagreed with the statement that shared approaches are used in the school. This suggests that there are some respondents who do not perceive a strong emphasis on collaborative and shared decision-making processes. Agree: 41.1% of the respondents agreed that shared approaches are used in the school. This indicates that a significant portion of respondents recognizes the importance of involving multiple perspectives and working collaboratively in decision-making and problem-solving. Strongly Agree: The majority of respondents, accounting for 52.4%, strongly agree that shared approaches are used in the school.

Table 4.13: Consult Others Over Sensitive Issues

Responses	Frequency	Percent
Strongly Disagree	3	2.4
Disagree	5	4.0
Agree	48	38.7
Strongly Agree	68	54.8
Total	124	100.0

Source: Field (2024)

According to Table 4.13 a significant percentage of respondents (54.8%) strongly agree that they consult others over sensitive issues in the school. Additionally, 38.7% of the respondents agree with this practice. This finding shows that the majority of the participants recognize the importance of seeking input and involving others in decision-making processes when dealing with sensitive issues.

Table 4.14: Involve Others in Core Activities of the School

Responses	Frequency	Percent
Disagree	3	2.4
Agree	54	43.5
Strongly Agree	67	54.0
Total	124	100.0

Source: Field (2024)

According to Table 4.14, a significant number of respondents (54.0%) strongly agree that others are involved in core activities of the school. Additionally, 43.5% of the respondents agree with this practice. This finding reveals that there is a high level of

involvement and collaboration among staff members in the core activities of the school. Involving others in core activities of the school can have several benefits.
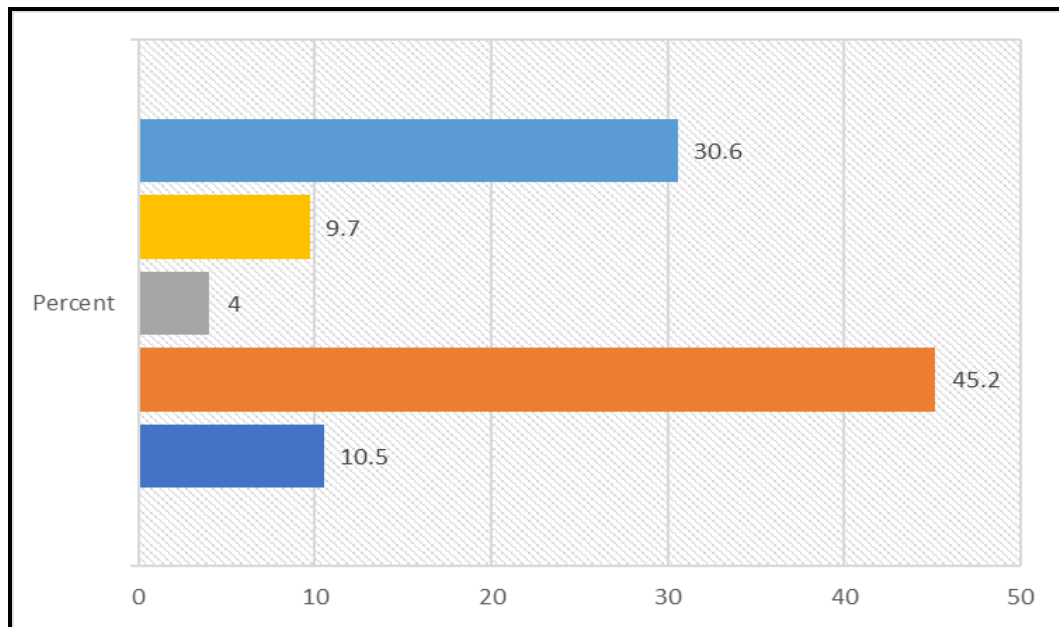
Figure 4.11: Ability to Choose Conflict Management Strategies

Source: Field (2024)

According to Figure 4.11 a substantial percentage of respondents (45.2%) disagreed with the statement that they have the ability to choose conflict management strategies. Additionally, 30.6% of the respondents strongly agreed that they have this ability, while 9.7% agreed with the statement. A smaller percentage of respondents were not sure (4.0%) about their ability to choose conflict management strategies. The findings suggest that there is a lack of consensus among respondents regarding their ability to choose conflict management strategies.

Responses	Frequency	Percent
Disagree	8	6.5
Strongly disagree	73	58.9
Strongly Agree	43	34.7
Total	**124**	**100.0**

Figure 4.15: Ability to Sense a Problem

Source: Field (2024)

According to Table 4.15 majority of the respondents (58.9%) strongly disagreed with the statement that they have the ability to sense a problem. Additionally, 6.5% of the respondents disagreed with the statement, while 34.7% strongly agreed that they have the ability to sense a problem. The findings implies that a significant portion of the respondents feel that they lack the ability to sense problems within the school context. This may indicate a potential gap in awareness or perception of issues and challenges that arise in the school environment.
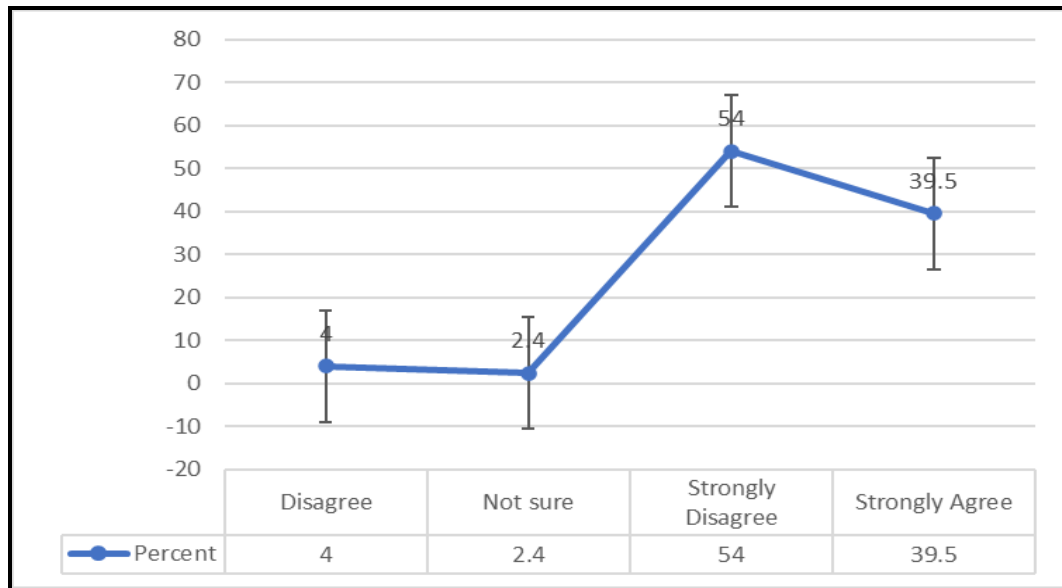
Figure 4.12: Arrive at Decisions After Careful Analysis

Source: Field (2024)

According to Figure 4.12 majority of the respondents (54.0%) strongly disagreed with the statement that they arrive at decisions after careful analysis. Additionally, 4.0% of respondents disagreed with the statement, while 2.4% were not sure. On the other hand, 39.5% of respondents strongly agreed that they arrive at decisions after careful analysis. The findings indicate that a significant proportion of respondents feel that they do not engage in careful analysis before making decisions.

Table 4.16: First Discuss Problems with the Individual Concerned

Responses	Frequency	Percent
Not sure	10	8.1
Agree	57	46.0
Strongly Agree	57	46.0
Total	124	100.0

Source: Field (2024)

According to Table 4.16, the responses indicate that 46.0% of the respondents strongly agree and 46.0% agree with the statement that they first discuss problems with the individual concerned. Additionally, 8.1% of the respondents were not sure about this practice. The findings imply that a significant majority of the respondents prioritize addressing problems by directly discussing them with the individuals involved.

Table 4.17: Forward the Problem to School Committee

Responses	Frequency	Percent
Strongly Disagree	73	58.9
Not sure	3	2.4
Agree	30	24.2
Strongly Agree	8	6.5
Total	124	100.0

Source: Field (2024)

Given the table 4.17, the responses indicate that 58.9% of the respondents strongly disagree with the practice of forwarding the problem to the school committee, while 24.2% agree with it. Furthermore, 2.4% of the respondents were not sure about this course of action. The findings show that a majority of the respondents do not believe in escalating the problem to the school committee when it fails to be resolved within the staff.
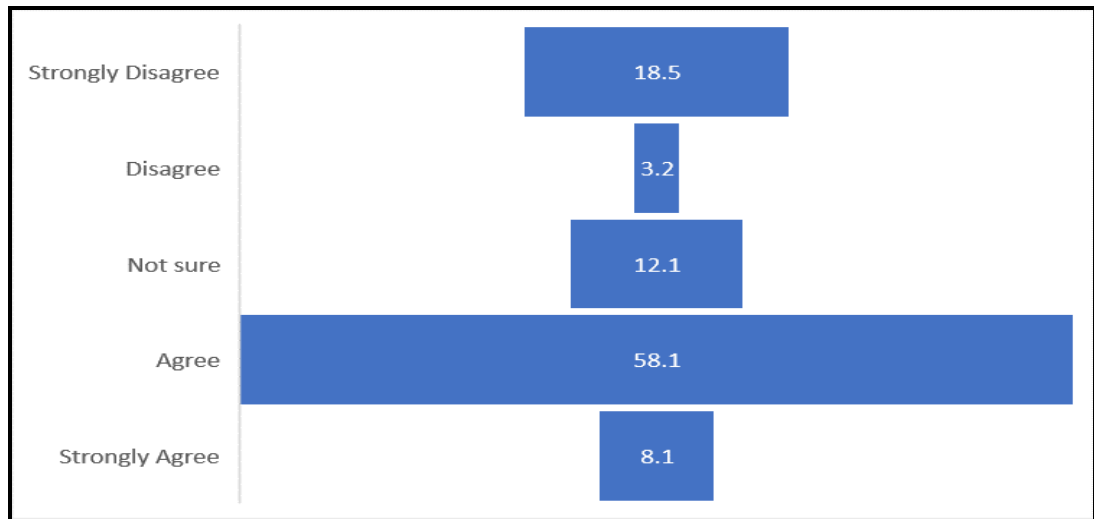
Figure 4.13: Always Warn the Individual Formally in Writing

Source: Field (2024)

Given the Figure 4.13 the responses indicate the following: 18.5% of the respondents strongly disagree with the practice of always warning the individual formally in writing.3.2% of the respondents disagree with this practice.12.1% of the respondents are not sure about it. 58.1% of the respondents agree with the practice. 8.1% of the respondents strongly agree with it. The findings show that a majority of the respondents (58.1%) agree with the practice of formally warning individuals in writing when necessary. This indicates a belief in the importance of documenting warnings and disciplinary actions in a written format.

Table 4.18: Always Prefer Hierarchical Procedures when Solving Problem

Responses	Frequency	Percent
Strongly Disagree	3	2.4
Disagree	18	14.5
Not sure	16	12.9
Agree	37	29.8
Strongly Agree	50	40.3
Total	124	100.0

Source: Field (2024)

According to the findings presented in Table 4.18 shows that 40% of the respondents strongly agreed that head teachers should always prefer to follow hierarchical procedures when solving problems. Additionally, 29.8% of the respondents agreed with this statement, while 14.5% disagreed. A small percentage, 2.4%, strongly agreed with the statement, and 12.49% of the respondents were not sure about it.
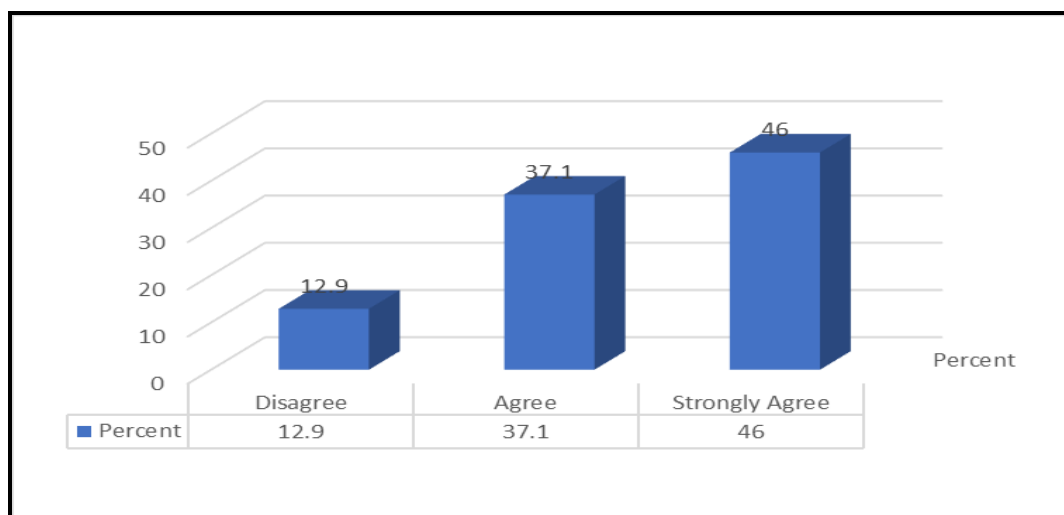
Figure 4.14: Sometimes Prefer to Use Older Person in the Staff

Source Field (2024)

As shown in Figure 4.14 the findings show that, 46% of the respondents strongly agreed that head teachers had to sometimes prefer to use older person in the staff while 37.1% also agreed on it whereby 12.9% disagreed on it. Figure 4.14 revealed perceptions among respondents that head teachers tend to favour older individuals in staff-related decisions. While experience and seniority bring valuable knowledge, it is essential to ensure a fair and inclusive work environment that considers the qualifications and skills of all staff members, regardless of age.

Table 4.19: The Headteacher Communicates Properly

Responses	Frequency	Percent
Strongly Disagree	3	2.4
Agree	36	29.0
Strongly Agree	85	68.5
Total	124	100.0

Source: Field (2024)

As shown in table 4.19 the findings show that, majority 68.5% of the respondents strongly agreed that head teachers communicates properly while 29% also agreed on it whereby 2.4% strongly disagreed on it. Based on the results of table 4.32 it was revealed that head teachers communicate well by using friendly and loving language and avoid the use of abusive or sarcastic language to teachers and other staff to avoid conflicts.

Table 4.20: Headteacher Organizes Meetings

Responses	Frequency	Percent
Disagree	3	2.4
Agree	28	22.6
Strongly Agree	93	75.0
Total	124	100.0

Source: Field (2024)

Table 4.20 shows that 3 respondents (2.4%) disagreed that the headteacher organizes meetings. 28 respondents (22.6%) agreed that the headteacher organizes meetings.93 respondents (75.0%) strongly agreed that the headteacher organizes meetings. The majority of respondents strongly agree (75.0%) that the headteacher organizes meetings. This finding indicates that the headteacher is proactive in scheduling and conducting meetings within the school. Meetings serve as a platform for communication, collaboration, and decision-making among the staff members and other stakeholders.

Table 4.21: Head teacher's Transparent

Responses	Frequency	Percent
Strongly Disagree	94	75.8
Disagree	5	4.0
Agree	22	17.7
Strongly Agree	3	2.4
Total	124	100.0

Source: Field (2024)

As shown in table 4.21 the findings show that, majority 75.8% of the respondents strongly disagreed that head teachers were transparent while 17.7% agreed on it whereby 4% disagreed on it and only, 2.4% mentioned strongly agree. Based on the results of table 4.34, this study has revealed that many conflicts in schools are caused by the head teachers, most of them not being transparent in various issues in schools such as financial information in income and expenditure.
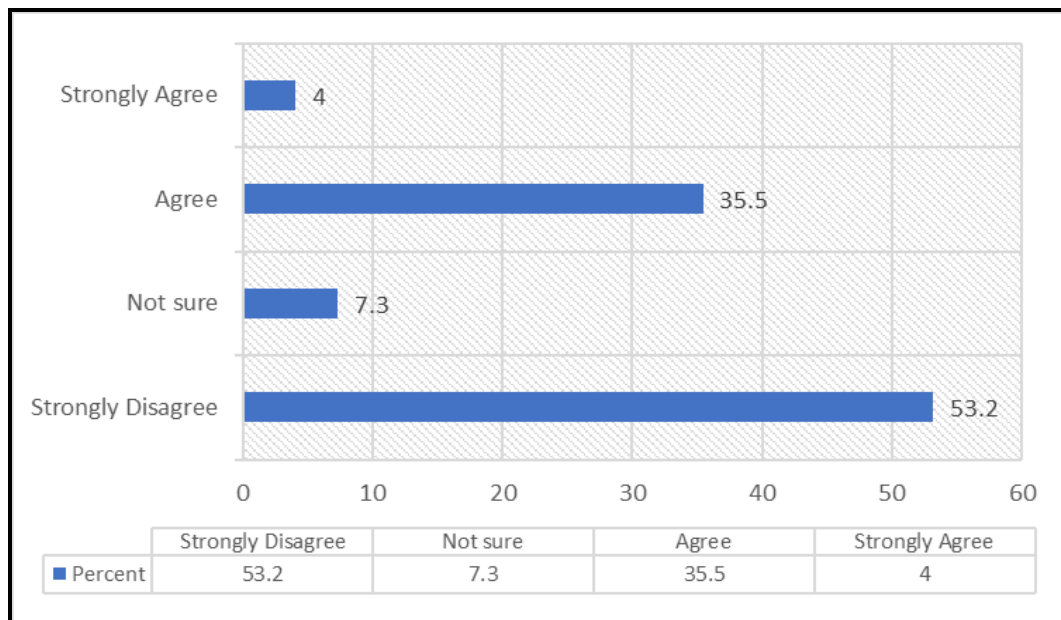
Figure 4.15: Headteacher Makes Accountabilities in Time

Source: Field (2024)

Based on Figure 4.15 the responses present the following: 53.2% of the respondents strongly disagree that the headteacher makes accountabilities in time. 7.3% of the respondents are not sure about it. 35.5% of the respondents agree that the headteacher makes accountabilities in time. 4.0% of the respondents strongly agree with it. The findings show that a majority of the respondents (53.2%) strongly

disagree that the headteacher makes accountabilities in time. This indicates that the head teacher is not prompt or efficient in fulfilling their responsibilities related to accountability.

Table 4.22: Headteacher Shapes School Culture

Responses	Frequency	Percent
Disagree	3	2.4
Agree	56	45.2
Strongly Agree	65	52.4
Total	124	100.0

Source: Field (2024)

As shown in table 4.22 the findings show that, majority 52.4% of the respondents strongly agreed that head teachers shape school culture similarly 45.2% agreed on it whereby 2.4% disagreed on it. Based on the results of table 4.36 it was found that the head teacher is the main figure of the school. Whatever s/he does if it is along with the statement and philosophy has an impact on the leader, energy and style of interaction - it affects the culture in a big way. If you want a cooperative workforce, it's important to ask others for advice on a regular basis. If you want teachers to achieve high expectations for their students, prove your own Faith and intention not only to the students but also to your teachers. The findings correspond to the findings by Schreiber, J.L (2019). The findings of this study proved the significant influence that school leaders have on school culture, emphasized that a variety of stakeholders fulfil the roles of school leaders in formal and informal ways, and provided specific behaviors of school leaders that positively influence a school's culture.
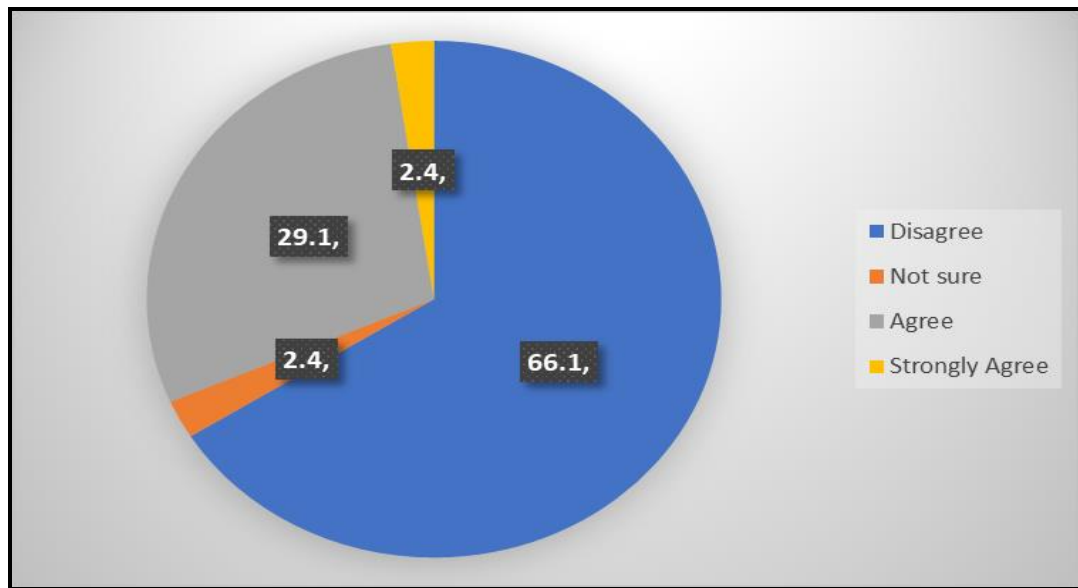
Figure 4.16: Headteacher is a Good Team Builder

Source Field (2024)

Figure 4.16 indicate the following: 66.1% of the respondents disagree that the headteacher is a good team builder. 2.4% of the respondents are not sure about it. 29.1% of the respondents agree that the headteacher is a good team builder. 2.4% of the respondents strongly agree with it. The findings suggest that a majority of the respondents (66.1%) disagree that the headteacher is a good team builder. This implies that the headteacher may not effectively foster teamwork and collaboration among the staff members.

Table 4.23: Headteacher Communicates Properly

Responses	Frequency	Percent
Strongly Disagree	70	56.5
Disagree	5	4.0
Agree	46	37.1
Strongly Agree	3	2.4
Total	124	100.0

Source: Field (2024)

As shown in table 4.23 the findings show that, majority 56.5% of the respondents strongly disagreed that head teachers communicate properly While 37.1% agreed on it whereby 4% disagreed on it and only, 2.4% strongly agreed. The findings revealed that in some schools, head teachers do not have good communication with teachers, for example, some important information is given to a few teachers while others are left without information, which leads to conflict.
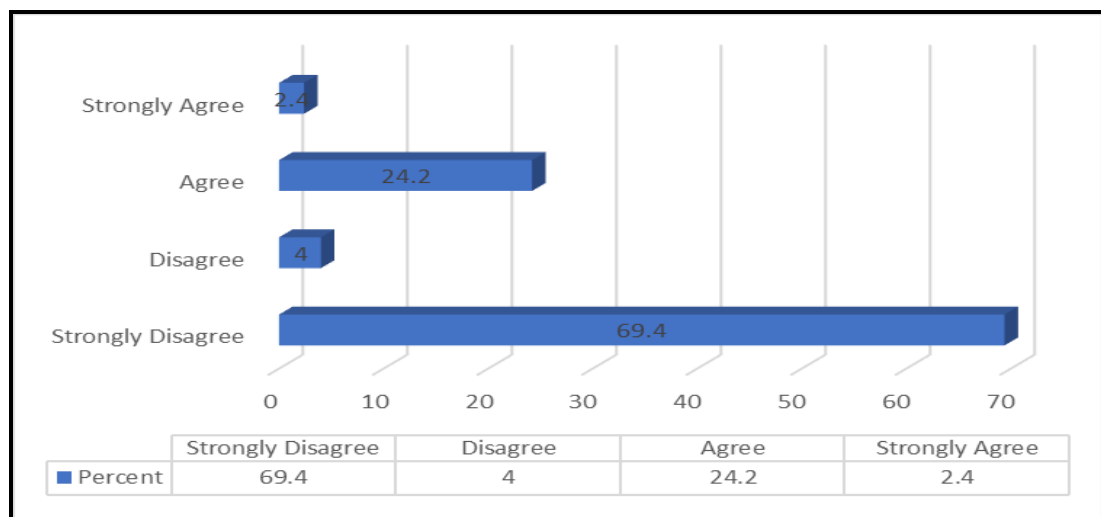
Figure 4.17: Equal Distribution of Power

Source: Field (2024)

Based on Figure 4.17 the responses indicate the following: 69.4% of the respondents strongly disagree that there is equal distribution of power. 4.0% of the respondents disagree with the notion of equal distribution of power. 24.2% of the respondents agree that there is equal distribution of power. 2.4% of the respondents strongly agree with the notion of equal distribution of power. The findings show that a majority of the respondents (69.4%) strongly disagree that there is equal distribution of power in the school. This indicates that, power may be concentrated or imbalanced within the school's administration or leadership structure.

Table 4.24: Understanding Individual Differences and Roles

Responses	Frequency	Percent
Disagree	5	4.0
Agree	51	41.1
Strongly Agree	68	54.8
Total	124	100.0

Source: Field (2024)

Table 4.24 reveals that majority of the respondents (54.8%) strongly agree that the headteacher demonstrates an understanding of individual differences and roles within the school. Additionally, 41.1% of the respondents agree with this statement, while only a small percentage (4.0%) disagreed. Understanding individual differences and roles is an essential aspect of effective school management and leadership. It involves recognizing and appreciating the diverse strengths, abilities, and needs of

individuals within the school community, including teachers, students, and other staff members.
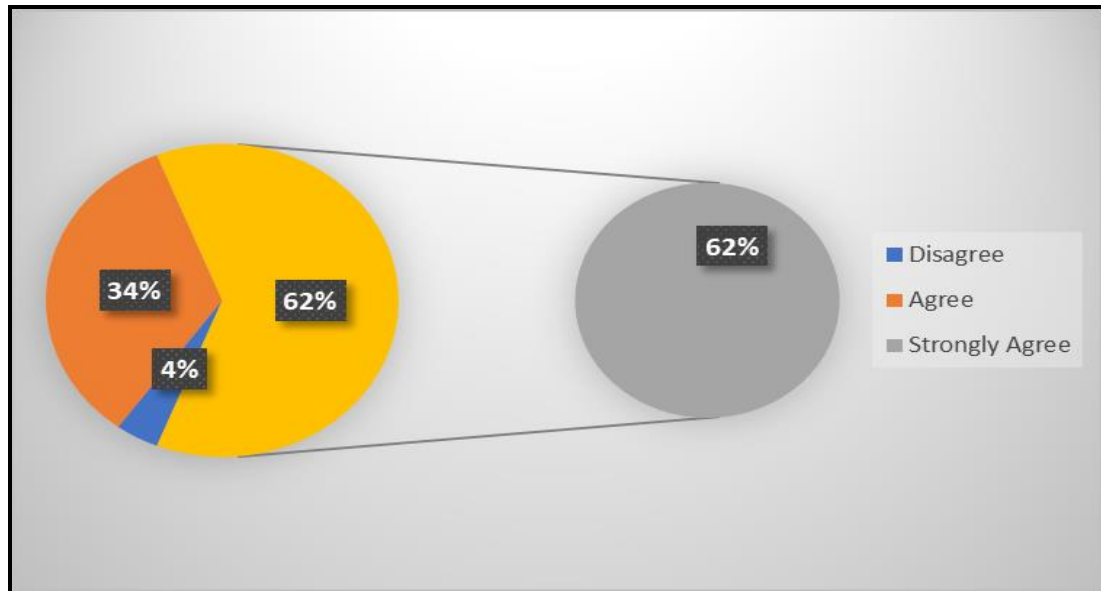
Figure 4.18: Presence of Regular Meetings

Source: Field (2024)

Figure 4.18 shows that a significant number of the respondents (62%) strongly agree that regular meetings are present in the school, while 34% agree with this statement. Only a small percentage (4.0%) disagreed. Regular meetings play a vital role in effective school management and communication. They provide a platform for various stakeholders, including teachers, administrators, and staff members, to come together, discuss important matters, share information, collaborate on decision-making, and address concerns or issues. The presence of regular meetings in the school setting fosters open communication, transparency, and shared decision-making processes. Regular meetings allow for the exchange of ideas, feedback, and

updates, which improve coordination and alignment of efforts among different members of the school community. Moreover, regular meetings provide opportunities to assess progress, identify challenges, and provide insights for continuous improvement. The high percentage of respondents who strongly agree (62.1%) with the presence of regular meetings suggests that these meetings are perceived as an important aspect of the school's management and administration. Similarly, Figure 4.18 demonstrated a high percentage of respondents strongly agreeing with the importance of regular meetings, indicating their perceived significance in school management and administration. Regular meetings serve as a structured platform for communication and collaboration, fostering transparency and trust among school community members.

Table 4.25: Cooperating is highly utilised in Problem Solving

Responses	Frequency	Percent
Strongly Disagree	66	53.2
Disagree	3	2.4
Not sure	4	3.2
Agree	5	4.0
Strongly Agree	46	37.1
Total	124	100.0

Source: Field (2024)

As shown in table 4.25 the findings show that, about 53.2% of the respondents strongly disagreed that head teachers Cooperation was highly utilized in problem solving while 37.1% strongly agreed on it whereby 4% agreed on it whereas 2.4%

disagreed and only, 4% mentioned not sure. The results on table 4.42 it was revealed that most of schools used the meeting strategy for conflict resolution.

Table 4.26: Compromises are agreed on by all Members to Settle Conflicts

Responses	Frequency	Percent
Agree	9	7.3
Not sure	18	14.5
Strongly disagree	69	55.6
Disagree	28	22.6
Total	124	100.0

Source: Field (2024)

Table 4.26 indicates that, majority of the respondents about 55.6% strongly disagreed that, in solving conflict in primary schools' compromises are agreed on by all members to settle conflicts while 22.6% disagreed on it whereas 14.5% said were not sure on it whereby only 7.3 % agreed. Given the results on table 4.43, this study revealed that in solving conflicts in schools not all teachers are involved in an agreement to resolve and reach a solution because many head teachers do not cooperate with all teachers.
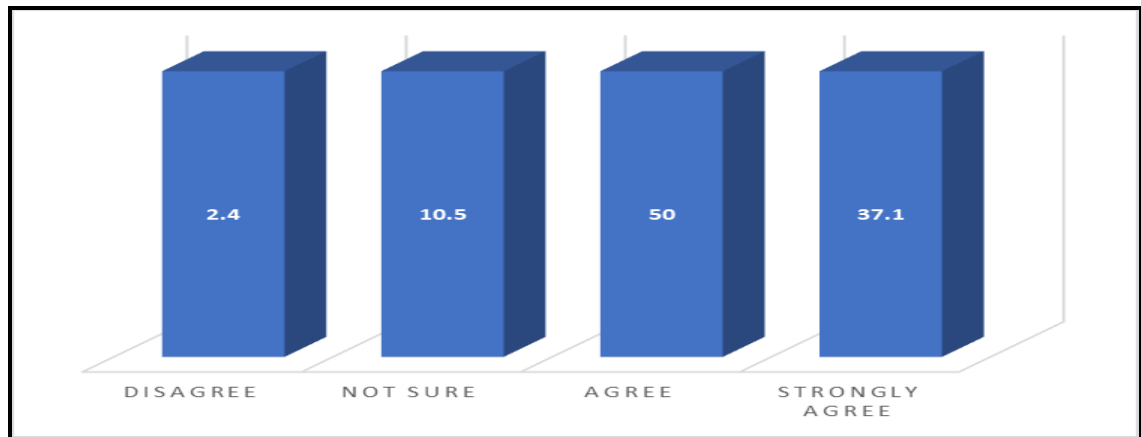
Figure 4.19: Utilize Integration Approach in Solving Conflicts

Source: Field (2024)

Figure 4.19 indicates the responses regarding the utilization of the integration approach in solving conflicts in the school. The findings show that 50% of the respondents agreed that the integration approach is used in conflict resolution, while 37.1% strongly agreed with its utilization. On the other hand, 10.5% of the respondents were not sure about its implementation, and only 2.4% disagreed with the use of the integration approach. The results in Figure 4.19 emphasized the worth of the integration approach in conflict resolution, fostering constructive dialogue, empathy, and cooperation among staff, students, and stakeholders. This aligns with Ahmad et al.'s (2020) research, indicating the use of integrating strategies by head teachers.

Table 4.27: Accommodation of One's Weakness is utilized in Conflict Resolution

Responses	Frequency	Percent
Strongly Disagree	3	2.4
Not sure	11	8.9
Agree	70	56.5
Strongly Agree	40	32.3
Total	124	100.0

Source: Field (2024)

Table 4.27 reveals the responses regarding the utilization of accommodation of one's weakness in conflict resolution. According to the table 4.45, 2.4% of the respondents strongly disagreed with this approach, while 8.9% were not sure. On the other hand, 56.5% agreed that accommodating one's weakness is utilized in conflict resolution, and 32.3% strongly agreed. The findings imply that a significant portion of the participants recognizes the importance of accommodating one's weaknesses in the process of resolving conflicts.

Table 4.28: Members of this School Negotiate on Issues at Hand to Solve Problems

Responses	Frequency	Percent
Disagree	3	2.4
Not sure	3	2.4
Agree	51	41.1
Strongly Agree	67	54.0
Total	124	100.0

Source: Field (2024)

As illustrated in table 4.28 the findings indicate that, majority 54% of the respondents strongly agreed that members of this school negotiate on issues at hand to solve problems while 41.1% agreed on it whereby 2.4% disagreed and only 2.4% said were not sure. Given the results on Table 4.28 reiterated negotiation as the most commonly employed strategy for conflict resolution in the studied schools. The results presented in table 4.28 reveal that a majority (54%) of the respondents strongly agreed that collaborative negotiations among school members are a prevalent strategy to problem-solving. This underscores the significance of negotiation as a primary conflict resolution strategy. Negotiation, involving open discussions and compromise, facilitates the expression of concerns and interests, identifies common ground, and nurtures a collaborative and inclusive environment within primary schools. Evidently, the choice of negotiation aligns with the study by Eze and Victor (2022), emphasizing the importance of effective communication, negotiation skills, resource allocation, dialogue, compromise, and change orientation in conflict resolution.

Subsequently, the findings from the focus group discussions shed light on various head teacher strategies, as articulated by participating teachers. Transparency emerged as a notable strategy, as some schools reported conflicts stemming from secretive head teachers. This resonates with Ogharen et al.'s (2022) study, which identified interpersonal conflicts originating from factors like intergroup dynamics, interpersonal relations, personnel practices, work structure, management issues, tribal and ethnic differences, and ethical concerns. Additionally, the focus group

discussions disclosed the effectiveness of joint conversations in conflict resolution, emphasizing the importance of collective problem-solving. This aligns with Sibajene's (2022) findings, which highlighted various conflict management strategies, including home visitations for mediation, arbitration, admission of guilt by both parties, intervention by government authorities, disciplinary measures, and involvement of civic, traditional, and church leaders.

Moreover, the study uncovered instances were head teachers successfully distributed power among teachers, reducing conflicts arising from power dynamics. This aligns with Lameck's (2020) research, indicating that equal distribution of power, regular meetings, transparency, and capacity buildings were methods used by head teachers to restore peace after conflicts in schools. The examination of conflict resolution strategies found that head teachers predominantly utilized meetings to address conflicts, particularly those involving interactions among teachers or between teachers and students. This aligns with Bulindori (2017) study, highlighting the use of various conflict resolution mechanisms, including formal meetings, in schools.

Furthermore, the involvement of other staff members, particularly experienced teachers, was identified as a prevalent strategy employed by head teachers. This collaborative approach aligns with Kayanda and Tang's (2022) study, emphasizing the utilization of various approaches by school heads, such as involving school board members, avoiding favouritism, ensuring fair resource distribution, ignoring minor conflicts, and promoting collaboration. The study also identified compromising as a strategy, where head teachers used compromise to address conflicts, as reported by

participants from School H. This finding concurs with Ahmad et al.'s (2020) study, which reported the use of integrating, dominating, obliging, and compromising conflict resolution strategies by head teachers.

Additionally, the study highlighted the effectiveness of joint sessions in resolving conflicts, where the Teachers Service Commission (TSC) facilitated conflict resolution through joint sessions. This aligns with Lameck's (2020) study, which emphasized the importance of equal distribution of power, regular meetings, transparency, and capacity building in resolving conflicts in schools. The importance of conflict management training for head teachers and teachers was underscored, emphasizing the need for ongoing training to enhance their understanding of changes and improve job satisfaction, ultimately reducing conflicts in schools. This corresponds with Lameck's (2020) study, which recognized the demand for conflict management training among school administrators and educators.

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
Percent	12.1	15.3	2.4	25.8	44.4
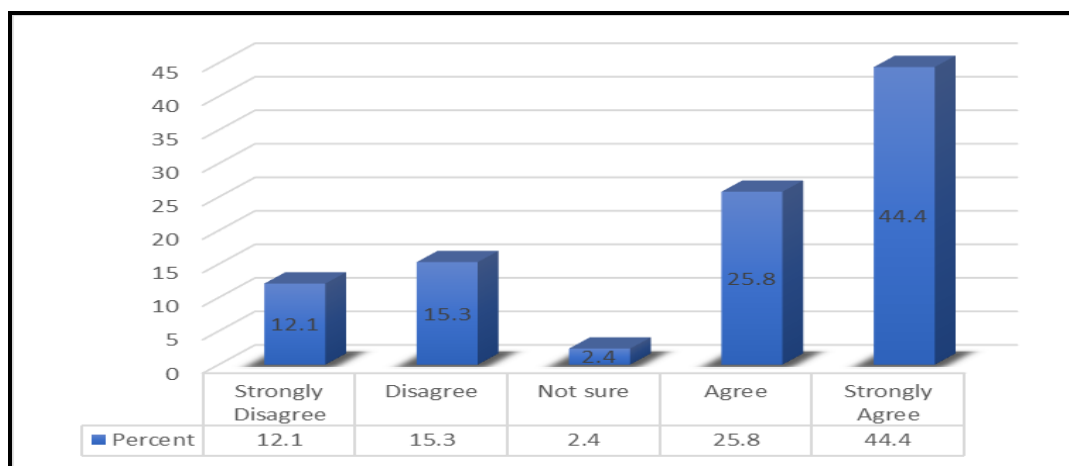
Figure 4.20: Authority in Problem Solving at this School is the Order of the Day

Source: Field (2024)

According to the findings presented on the Figure 4.20 44.4% of the respondents strongly agreed that authority in problem solving is prevalent at the school, while an additional 25.8% agreed with this statement. On the other hand, 15.3% disagreed, 12.1% strongly disagreed, and 2.4% were not sure about the prevalence of authority in problem solving at the school. The findings reveal that a significant portion of the respondents perceive that authority plays a prominent role in the process of problem solving at the school. The implications of authority-driven decision-making include both positive and negative aspects, emphasizing the need for a balanced approach that considers the involvement and input of various stakeholders.

	Percent
■ Disagree	5.6
■ Not sure	7.3
■ Agree	43.5
■ Strongly Agree	43.5
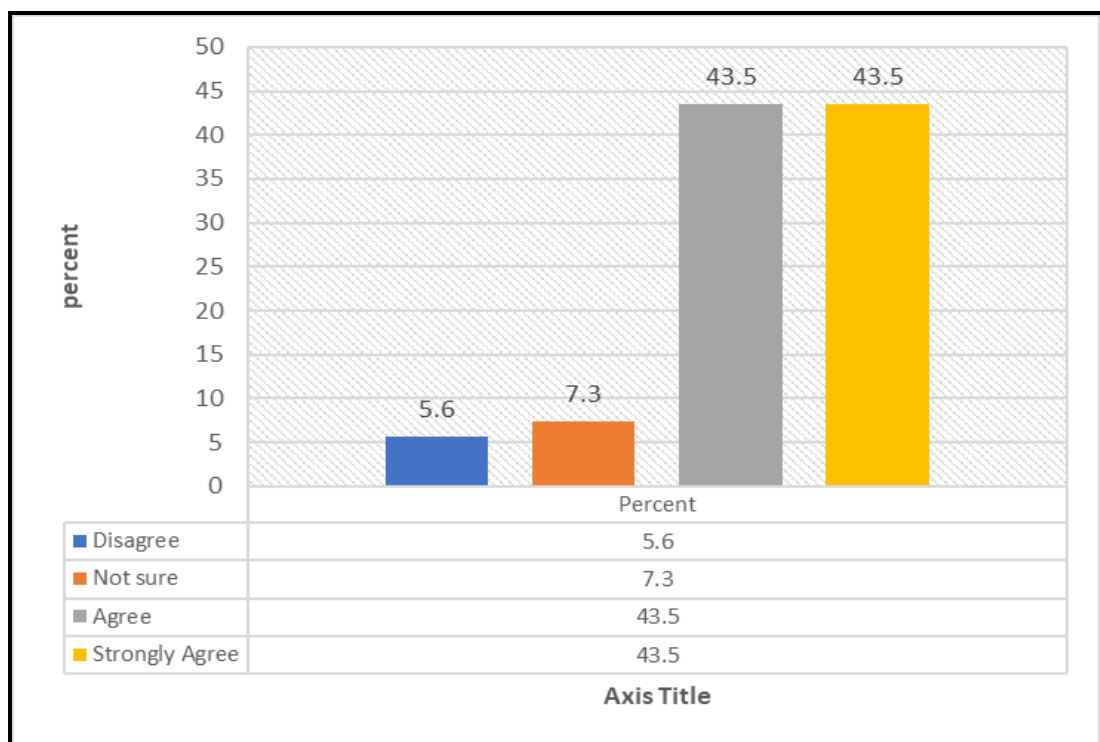
Figure 4.21: Always Emphasize Avoidance as a Way to Solve Problems

Source: The Researcher (2024)

The findings from Figure 21 indicates that a significant number of respondents (43.5%) strongly agreed that headteachers emphasize avoidance as a way to resolve conflicts, while another 43.5% agreed with this approach. Only 5.6% of the respondents disagreed, and 7.3% were unsure about it. The results from Figure 4.21 indicated a significant number of respondents strongly agreeing that headteachers emphasize avoidance as a conflict resolution strategy. While avoiding conflicts may provide a temporary solution, the study suggests the importance of education on conflict management for both headteachers and teachers to address conflicts constructively.
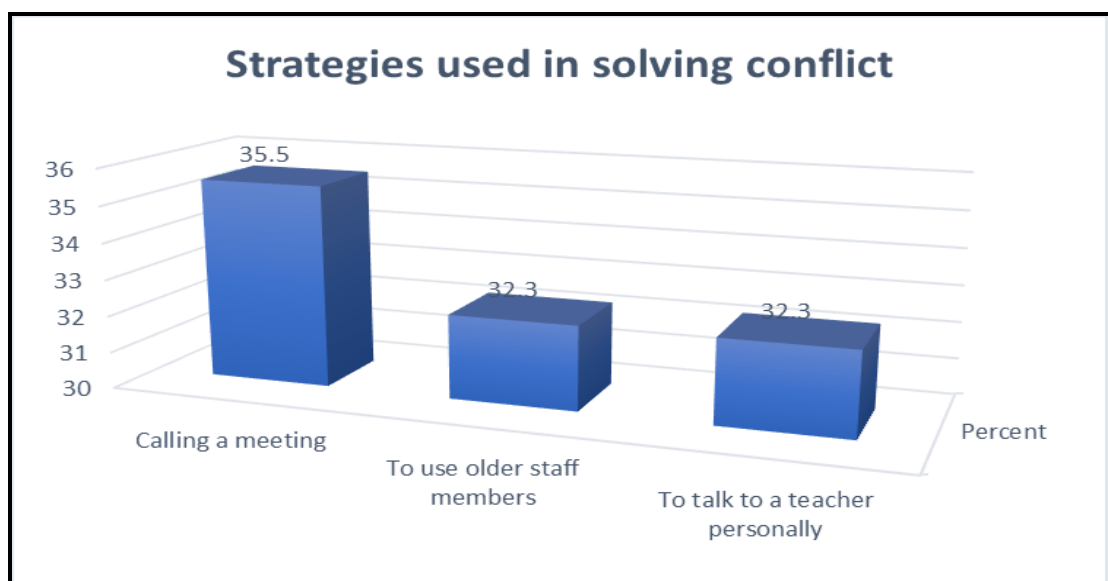
Figure 4.22: Headteachers Leadership Strategies Used in Solving Conflict

Source: The Researcher (2024)

The findings from the figure 4.22 indicate that headteachers employ various leadership strategies to resolve conflicts in schools. According to the respondents, the

most frequently mentioned strategy a meeting, which was mentioned by 35.5% of the informants. Additionally, 32.3% mentioned using older staff members, and another 32.3% mentioned talking to the teacher personally as strategies used by headteachers to address conflicts. The results shown In Figure 4.22 showcased the prevalence of calling meetings as a leadership strategy for conflict resolution, aligning with Sibajene's (2022) research, which identified various conflict management strategies employed by headteachers, including annual general meetings, home visitations for conflict mediation and arbitration, admitting guilt on both sides, seeking intervention from government authorities, implementing disciplinary measures, and involving civic, traditional, and church leaders. During focus group discussion with teachers the researcher was interested to know the head teacher's leadership strategies used in solving conflict, the researcher asked question to participant during focus group discussion; what are the head teacher's leadership strategies used in solving conflict in the school? And came up with the following answers are presented in this section. Transparent, all sit down and talk, have a division of responsibilities for each teacher to have his own unit, the head teacher to call meetings, Apologize, the head teacher to involve other staff members.

4.3.3.1 Transparent

During the focus group discussion, one of the methods mentioned to prevent conflicts is transparency. one of the participants said, "that the head teachers have been open in various issues about the school but there are some schools where the head teachers are very secretive, for example school x the head teacher has never

read the school's income to the teachers nor shared the use with them, they just say that the summaries are passed without even the meeting to discuss income and spending with those schools have been in conflict because the head teacher has been collaborating with a few teachers as the school's accountant and supplier in which it is against the principles and ethics of work and management.

4.3.3.2 All Sit Down and Talk

This study also found that head teachers have had a joint conversation with those who have conflicts in order to solve the situation by discussing together which helps to find a solution to the problem or conflict. One of the respondents said these words that "there are times when the head teacher disagrees with him or you have a disagreement with your fellow teacher, he calls you all to sit and discuss together to find a solution to the problem"

4.3.3.3 Division of power

It was found in this study that in some schools the head teachers were able to distribute power to the teachers so that each one has their own limits to work in a situation that will help to avoid conflicts arising from the interaction of power. one of the participants said that in schools where there is an equal distribution of power there are very few conflicts compared to schools that do not have an equal distribution of power, for example in school G the teachers fought because of competing for power.

4.3.3.4 The Head Teacher to Call Meetings

The findings of the study revealed that head teachers in primary schools in Kondoa District predominantly utilized the strategy of conducting meetings to resolve conflicts. This approach was commonly employed in cases where conflicts involved interactions between teachers or between teachers and students. The use of formal meetings as a conflict resolution mechanism.

4.3.3.5 Head Teacher to Involve other Staff Members

The focus group discussions conducted as part of the study revealed that head teachers in primary schools often involved other staff members, particularly experienced teachers, in handling sensitive issues and resolving conflicts within the school.

4.3.3.6 Compromising

The study identified compromising as another strategy employed by head teachers to resolve conflicts in the school. It was found that there were instances where head teachers utilized the compromise approach to address conflicts. One participant from School H shared their experience, stating that there was a situation where the head teacher was not allocating funds for purchasing school supplies, including materials necessary for creating teaching tools. In response, the teachers informed the head teacher that without these supplies, they would be unable to effectively prepare teaching and learning materials.

Also, during the interviews with the TSC officer G, it was found that; one of the strategies recommended for resolving conflict in schools is the use of joint sessions.

The TSC receives suggestions and concerns from teachers, and many of these issues are resolved through joint sessions. For example, when there are differences between teachers, they are invited to a joint session where each individual has an opportunity to present their arguments. The TSC officer then assesses the weight of the arguments and reaches a conclusion. Furthermore, providing education to teachers in schools has been effective in conflict resolution. The TSC office has conducted training sessions to enhance teachers' understanding of their rights and moral responsibilities. This education has played a significant role in resolving conflicts between principals and teachers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0   Introduction

This study was conducted to assess leadership skills employed by head teachers to resolving conflicts at primary schools in Kondoa district. the specific objectives were first was to analyse the head teachers' leadership skills used in resolving conflicts at primary schools, secondly to identify the sources of conflicts found within primary schools, and lastly to examine the head teachers' leadership strategies used in resolving conflict in primary schools in Kondoa District. The literature reviews cut across various relevant studies, in this chapter includes conclusion based on the research findings and recommendations of the study. The research findings provide valuable insights to the leadership skills employed by head teachers in resolving conflicts at primary schools at Kondoa District. the main conclusions of the study were drawn from each objective are presented follows:

5.1   Summary of the Findings

The study revealed that leadership skills significantly influence conflict resolution in primary schools. Problem-solving and collaborative skills were found to be particularly effective, whereas communication skills, though important, showed no statistically significant impact. The findings emphasized the effectiveness of mediation, restorative justice, and open communication in fostering conflict resolution. Additionally, sources of conflicts in primary schools were identified, including conflicts of interest, lack of resources, unequal power distribution, and

poor communication. The study highlighted the critical role of head teachers in both conflict creation and resolution, with transparency and adherence to policies playing a key role in mitigating disputes. Furthermore, various leadership strategies were examined, including negotiation, transparency, collaborative problem-solving, formal meetings, and the engagement of experienced staff. The study underscored the importance of conflict resolution training for head teachers and staff to enhance

5.2 Conclusion

5.2.1 Head Teachers' Leadership Skills Used in Resolving Conflicts at Primary Schools in Kondoa District

The The study revealed that leadership skills, particularly problem-solving and collaborative abilities, play a significant role in resolving conflicts in primary schools in Kondoa District. Regression analysis showed that collaborative and problem-solving skills had strong positive associations with conflict resolution, with problem-solving skills showing the most substantial impact. These findings emphasize that effective conflict resolution in schools relies heavily on headteachers' capacity to engage in collaborative decision-making and utilize problem-solving strategies. While communication skills were found to be important, they did not show a statistically significant impact on conflict resolution. This highlights the need for focused leadership development programs that enhance collaborative and problem-solving skills among headteachers.

5.2.2   Sources of Conflicts Found within Primary Schools in Kondoa District

The study identified several key sources of conflict within primary schools, including conflicts of interest, lack of teaching resources, unequal power distribution, poor communication, and administrative transparency issues. The findings suggest that conflicts are often rooted in structural and operational challenges within schools, such as resource shortages and power imbalances. Additionally, the lack of transparency and ineffective communication between school leaders, teachers, and other stakeholders were identified as significant contributors to conflicts. These insights underline the importance of addressing these root causes through better resource management, clearer communication channels, and policies that promote transparency and fairness in school leadership.

5.2.3   Head Teachers' Leadership Strategies Used in Resolving Conflict in Primary Schools

The study highlighted a range of effective leadership strategies used by headteachers to manage and resolve conflicts, including negotiation, transparency, collaborative problem-solving, and equitable power distribution. These strategies were found to foster a more harmonious school environment and prevent the escalation of conflicts. The research demonstrated that headteachers who adopted a 'win-win' approach, promoted open communication, and involved teachers and stakeholders in decision-making were more successful in resolving conflicts. These findings suggest that headteachers must engage in continuous professional development focused on conflict resolution strategies. A nuanced, context-specific approach to conflict

management, informed by these leadership strategies, is essential for maintaining a positive and productive school environment.

5.3   Recommendations

In the right of the above findings, discussion and conclusions, this study offers three recommendations for action and practice, Recommendations for Headteachers and School Management and recommendations for further research.

5.3.1   Recommendations for Action and Practice

To enhance conflict resolution in public primary schools in Kondoa District, it is recommended that the ministry of education, in collaboration with district education authorities, establish leadership development programs tailored specifically for headteachers and training programs for headteachers to enhance their leadership skills. These programs should focus on developing critical conflict resolution skills, such as problem-solving, collaborative leadership, and negotiation. Practical workshops and training sessions should be conducted annually, involving expert facilitators to guide headteachers through real-life conflict scenarios and best practices in managing conflicts. Additionally, Promoting Transparent Communication should be a priority within school management. Headteachers should create an open-door policy that encourages regular communication between staff, students, and parents. Schools should also hold regular meetings with stakeholders to foster mutual respect and trust. This approach can help prevent misunderstandings, reduce sources of conflict, and ensure that concerns are addressed in a timely and transparent manner.

5.3.2 Recommendations for Headteachers and School Management

Headteachers should prioritize the development of their conflict resolution skills by participating in leadership training programs focused on problem-solving, negotiation, and collaborative leadership. They should adopt a proactive approach to conflict management by creating open communication channels within the school, ensuring that staff, students, and parents can express concerns and resolve issues in a timely and transparent manner. Headteachers are also encouraged to establish a positive school culture where mutual respect, teamwork, and fairness are promoted. Implementing regular conflict resolution workshops for both headteachers and staff can help build a cohesive and supportive school environment. Furthermore, headteachers should utilize conflict resolution strategies that involve all stakeholders in decision-making processes to ensure a more inclusive, participatory, and sustainable approach to conflict management.

5.3.3 Recommendation for Policymakers and Educational Authorities

It is crucial for educational authorities, including the Ministry of Education and district education officers, to integrate Conflict Resolution Training as part of the mandatory professional development programs for headteachers and teaching staff. Policies should be updated to require that conflict resolution skills are a core component of leadership development, ensuring all educational leaders are equipped with the tools necessary for effective conflict management. Furthermore, reviewing administrative transparency policies is essential need for developing a clear conflict management framework for public primary schools. The Ministry of Education

should work with school boards and district education offices to develop clear policies that promote transparency and accountability in school leadership. These policies should include mechanisms for handling disputes, setting clear protocols for decision-making, and ensuring fair resource distribution among staff and students. Thus, it is also recommended for eencouraging collaborative problem-solving approaches.

5.3.4   Recommendations for Further Research

More study routes should be investigated in order to improve conflict resolution practices and understanding in primary schools. Examining contextualised conflict resolution techniques that are adapted to the special traits and environments of Kondoa District elementary schools is one area of interest. Research should concentrate on creating novel and practical methods for resolving conflicts while taking into account the unique requirements and characteristics of nearby educational settings. Assessing the long-term effects of leadership development programmes on conflict resolution procedures and the general school climate is also necessary.

Research with a longitudinal design can yield important information about the long-term efficacy and results of leadership development programmes designed to improve head teachers' ability to resolve conflicts. Policymakers and educators can improve techniques for ongoing conflict management improvement in elementary schools by assessing long-term effects.

5.3.5 Contribution of the Study to the Body of Knowledge

This study is expected to make a meaningful contribution to the understanding of how headteachers in public primary schools, especially in Kondoa District, use their leadership skills to handle and resolve conflicts. By focusing on a real-world setting, the research offers practical insights into the challenges schools face and the approaches that have worked or failed in managing conflict. It goes beyond the classroom to also look at how historical tensions and existing socioeconomic inequalities shape school environments and influence the way conflicts are addressed.

In doing so, the study adds new knowledge to the limited research available on conflict resolution in Tanzanian schools, and it may serve as a reference for future studies in similar contexts. The findings can be useful for education stakeholders such as school leaders, education officers, and policymakers in designing more effective conflict management training and support systems. Ultimately, this research aims to support improved school leadership, better relationships among school community members, and a more peaceful and productive learning atmosphere.

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APPENDICES

Appendix I: Questionnaire for Teachers and School Administrator

Dear respondents

You have been arbitrarily selected to contribute in this study as one of the study Respondents. Your cooperation in administering this study will lead to the award fulfilment of the requirements for the degree of master of education in administration, planning and policy studies (MED-APPS) of the Open University of Tanzania. Remember also that the responses given will be used for academic purposes only and that they will be treated with utmost confidentiality. Please follow instructions given at the beginning of each section to rate yourself on items that follow.

Yours faithfully,

Dickson D. Msangi

Section A: Respondents Bio Data

1.0 Age………. sex……...Male ( )   Female ( )

2.0   Head teacher's education level

     a.   Certificate   ( )

     b.   Diploma   ( )

     c.   Bachelor Degree   ( )

     d.   Master degree   ( )

     e.   PhD   ( )

3.0   Duration at the school

     a.   New   ( )

b.   1-5 years   ( )

c.   6-10   ( )

d.   Over 10 years   ( )

4.0   What is the student population?

a.   200-600   ( )

b.   601-1,000   ( )

c.   1,000 and above   ( )

5.0   What is the number of teachers in the school?

a. 1-5   ( )

b. 6-10   ( )

c. 11-15   ( )

d. 16-20   ( )

e. Over 20   ( )

6.0   Are you aware of the head teacher's role (s)?

a.   Yes ( )

b.   No   ( )

7.0   If yes, what are the roles? Arrange starting with the most important

a.   ……………………………………………………………………

b.   ……………………………………………………………………

c.   ……………………………………………………………………

d.   ……………………………………………………………………

e. ……………………………………………………………………….

8.0 How do you participate in ensuring the achievement of these roles?

a. …………………………………………………………………………

b. …………………………………………………………………………

c. …………………………………………………………………………

d. ………………………………………………………………………….

e. …………………………………………………………………………

9.0 Does your staff members have ability and knowledge of performing their day-to-day school routine?

a. Excellent ( )

b. Good ( )

c. Fair ( )

d. Poor (

10.0 Does the lack of teaching and learning resources affect the management and administration of the school?

a. Mostly affects ( )

b. Affects ( )

c. does not affect ( )

d. None ( )

11.0   What is the current situation of the following school facilities?

S/n	Facility	Available (Number)	Required (Number)	Condition (Good, fair, poor)
1.	Books			
2.	Classrooms			
3.	Toilets			
	Playing grounds			
	Staff rooms			
	Head teachers' office			
	Staff houses			

11b

Item	Ratio: Item	Number of Students
Students/Teacher		
Students/Text book		
Students/Classroom		
Students/Toilet hole		
Students/Desk		

12.0   What is the degree of school relationships?

i.   Between teachers and head teacher

a)   Excellent ( )   b) Good ( )   c) Fair ( )   d) Poor ( )

ii.   Between teachers and students

a)   Excellent ( )   b) Good ( )   c) Fair ( )   d) Poor ( )

iii.   Between committee members and teachers

a) Excellent ( )   b) Good ( )   c) Fair ( )   d) Poor ( )

iv.   Between committee members and head teacher

a) Excellent ( )   b) Good ( )   c) Fair ( )   d) Poor ( )

13.   what are the head teacher's leadership skills contributing to enhance peace, harmony and security within the school?

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14.   What are the head teacher's leadership strategies used on resolving conflict in the school?

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15. Are there any conflicts at school?

Yes   ( )

No   ( )

16.   If yes mention the conflicts that arise here in the school?

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17.   What are the sources of conflicts arising within your school?

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Leadership Skills

In this section, you are requested to rate yourself on the following items using a scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = Strongly Agree

18. Communication Skills

	Statements	1	2	3	4	5
1	Verbal communication is frequently applied in this school					
2	To advise members to listen to each other alternatively when communicating.					
3	To encourage meeting over critical issues in this school.					
4	Frequently use charts while communicating.					
5	write in magazines over critical issues.					
6	Encourage use of circulars in this school.					
7	Frequently use memos in this school					
8	Encourage use of symbols and gestures					
9	Highly use art facts in my communications					

19. Collaborative skills

In this section, you are requested to rate yourself on the following items using a scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = Strongly Agree

	Statements	1	2	3	4	5
1	Work with others as a team.					
2	Shared approaches are used in this school.					
3	Consult others over sensitive issues.					
4	Involve others in core activities of the school					

20. Problem Solving skills

In this section, you are requested to rate yourself on the following items using a scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = Strongly Agree

	Statements	1	2	3	4	5
	Ability to choose Conflict management strategies					
1	Have ability to sense a problem.					
2	Arrive at decisions after careful analysis.					
3	First discuss problems with the individual concerned.					
4	Forward the problem to school committee especially when failed to be solved within staff.					
5	Always warn the individual formally in writing.					
6	Always prefer to follow hierarchical procedures when solving problem					
7	Sometimes prefer to use older person in the staff					

21.   Headteachers' Leadership roles

In this section, you are requested to rate yourself on the following items using a scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = Strongly Agree

	Statements	1	2	3	4	5
1	The headteacher communicates properly.					
2	The headteacher organizes meetings.					
3	The headteacher is transparent.					
4	The headteacher makes accountabilities in time.					
5	The headteacher shapes school culture.					
6	The headteacher is a good team builder.					
7	The headteacher communicates properly.					

8	Equal distribution of Power					
9	Understanding individual differences and roles.					
10	Presence of regular meetings					

22. Conflict Resolution

In this section, you are requested to rate yourself on the following items using a scale whare

1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = Strongly Agree

s/n	Statements	1	2	3	4	5
1	Cooperating is highly utilized in problem solving					
2	Compromises are agreed on by all members to settle conflicts					
3	I utilize integration approach in solving conflicts					
4	Accommodation of one's weakness is utilized in conflict resolution					
5	Members of this school negotiate on issues at hand to solve problems					
6	Negotiations for problems arising are mutually agreed on.					
7	Authority in problem solving at this school is the order of the day.					
8	Always emphasize avoidance as a way to solve some problems					

23. What are the head teacher's leadership strategies used on resolving conflict in the school?

Appendix II: Interview Guide for School Administrators and TSC Officers

1. Are there any conflicts at school?

2. Mention the conflicts that arise here in the school?

3. What are the sources of conflicts arising within the schools?

4. What are different problem-solving skills you apply in this school which contribute to enhance peace and agreement within the school?

5. Have you ever received any leadership training?

6. State the different communication skills you apply in this school

7. What are the head teacher's leadership strategies used on resolving conflict in the school?

8. What do you think is the best strategy in solving problems here at school?

9. Why do you think that strategy is the best in solving conflicts here at school?

10. What do you think should be done so that conflicts do not exist in the workplace?

Thank you for your Cooperation

Appendix III: Focus Group Discussion for School Committee Members

1. Are there any conflicts at school?

2. Mention the conflicts that arise here in the school?

3. What are the sources of conflicts arising within the schools?

4. What are different problem-solving skills applied in this school which contribute to enhance peace and agreement within the school?

5. Have you ever received any leadership training?

6. State the different communication skills you applied in this school

7. What are the head teacher's leadership strategies used on resolving conflict in the school?

8. What do you think is the best strategy in solving problems here at school?

9. Why do you think that strategy is the best in solving conflicts here at school?

10. What do you think should be done so that conflicts do not exist in the workplace?
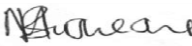

Thank you for your cooperation

Appendix IV: Interview for Head teachers

1. Can you share an example of a significant conflict situation you've encountered as a head teacher? How did you approach its resolution?
2. What specific conflict resolution strategies do you believe are effective in a primary school setting?
3. How do you communicate with teachers, staff, and parents about conflict resolution strategies and efforts?
4. Can you provide an example of a time when effective communication played a crucial role in resolving a conflict within your school?
5. How do you involve other school stakeholders (teachers, parents, community members) in the conflict resolution process?
6. In what ways do you encourage a collaborative approach to problem-solving among your staff?

Appendix V: Focus Group Discussion for Teachers

1. Can you share an example of a significant conflict situation you've encountered as a head teacher? How did you approach its resolution?

2. What specific conflict resolution strategies do you believe are effective in a primary school setting?

3. How do you communicate with teachers, staff, and parents about conflict resolution strategies and efforts?

4. Can you provide an example of a time when effective communication played a crucial role in resolving a conflict within your school?

5. How do you involve other school stakeholders (teachers, parents, community members) in the conflict resolution process?

6. In what ways do you encourage a collaborative approach to problem-solving among your staff?

APPENDIX VI: RESEARCH CLEARANCE

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA

Ref. No OUT/PG201800904   17th November, 2022

Regional Administrative Secretary,

Dodoma Region,

P.O Box 914,

DODOMA.

Dear Regional Administrative Secretary,

RE: <u>RESEARCH CLEARANCE FOR MR DICKSON DAVID MSANGI, REG NO: PG201800904</u>

2.   The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007.In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3.   To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Mr. Dickson David Msangi, Reg. No: PG201800904) pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We here by grant this clearance to conduct a research titled "Assessment of Leadership Skills Employed by Head Teachers to Resolve Conflicts in Primary Schools at Kondoa District". He will collect his data at Mpalangwi, Iboni, Ubembeni, Miningani, and Modeli Primary Schools in Dodoma Region from 21st November to 23rd December 2022.

4.   In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth S.Bushesha

For: VICE CHANCELLOR

Kinondoni Biafra, Kawawa Road; P.O 23409; Dar es Salaam; Tel: +255 22 2668 445;
E-Mail:vc@out.ac.tz|| Website:www.out.ac.tz

(1(G)

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

Mkoa wa Dodoma
Anuwani: REGCOM
SIMU:2324343/2324384
Barua pepe ras@dodoma.go.tz
Nukushi: 255 026 2320046

Ofisi ya Mkuu wa Mkoa,
Jengo la Mkapa,
2 Barabara ya Hospitali
S.L.P 914,
41103 Dodoma.

Unapojibu tafadhali taja:
Kumb.Na.DB.467/526/01/117

28/11/2022.

Mkurugenzi Mtendaji,
Kondoa Mji.

Yah: **KIBALI CHA KUFANYA UTAFITI**

Husika na somo tajwa hapo juu.

2. Namtambulisha kwako Mr Dickson David Msangi kutoka Chuo Kikuu Huria cha Tanzania kwa ajili ya kufanya utafiti kuhusu *"assessment of leadership skills Employed by Head Teachers to resolve conflicts in Primary schools at Kondoa"*. Utafiti huu ni sehemu ya mafunzo wawapo chuoni. Atafanya katika kata za Mpalangwi, Iboni, Ubembeni, Miningani and Modeli Shule ya msingi

3. Kwa barua hii naomba umruhusu na kumpatia ushirikiano ili aweze kukamilisha utafiti wake utakao anza Novemba 21, 2022, hadi Disemba 23, 2022. Ikiwa unahitaji ufafanuzi zaidi tafadhali usisite kuwasiliana na mkuu wa chuo.

Charles A. Mduma
Kny: KATIBU TAWALA WA MKOA
DODOMA

Nakala: Mr Dickson David MsangiMagi
Chuo Kikuu Huria cha Tanzania

JAMHURI YA MUUNGANO WA TANZANIA

OASI YA RAIS,

TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA MJI KONDOA

Unapojibu tafadha/i taja:

Kumb.Na. KTC/ D.50/13/VOLlll/49   06/04/2023

Watendaji wa Kata za Kondoa Mjini na Chemchem.
S.L.P.711,
KONDOA.

YAH: KIBALI CHA KUFANYA UTAFITI WA "ASSESMENTS OF LEADERSHIP SKILLS EMPLOYED BY HEAD TEACHER TO RESOLVE CONFLICTS IN PRIMARY SCHOOL AT KONDOA".

Tafadhali rejea somo tajwa hapo juu.

2   Ofisi ya Mkurugenzi Halmashauri ya Mji Kondoa imepokea barua kutoka kwa Katibu Tawala Mkoa yenye kumb Na.DB.467/526/0/117 ya tarehe 28/11/2023 yenye mada tajwa hapo juu.

3   Kwa barua hii namtambulisha kwako Mr Dickson David Msangi kutoka Chuo Kikuu Huria cha Tanzania kwa ajili ya kufanya utafiti Kuhusu "Assesments of Leadership Skills Employed by Head Teacher to Resolve Conflicts in Primary School at Kondoa" utafiti huo ni sehemu ya mafunzo wakiwa chuoni. Utafiti huo utafanyika katika Kata za Mpalangwi, Iboni Ubembeni, Miningani na Modeli Shule ya Msingi.

4   Kwa barua hii mnaombwa kumpatia ushirikiano ili aweze kukamilisha utafiti wake atakaoanza Novemba 21, 2022 hadi Disemba 23, 2022.

5   Nakutakia kazi njema.

Thecla Nyoni

Kny; Mkurugenzi Halmashauri ya Mji KONDOA.

Nakala;   Mkurugenzi Mji   Aione kwenye jalada