

**ASSESSMENT OF HEADS OF SCHOOLS' STRATEGIES IN MANAGING
CONFLICTS IN SECONDARY SCHOOLS: A CASE OF KINONDONI
MUNICIPALITY**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled: “Assessment of Heads of Schools’ Strategies in Managing Conflicts in Secondary Schools: A Case of Kinondoni Municipality” in partial fulfillment of Masters of Education (MED-APPS).

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ABSTRACT

This study is on assessment of heads of schools' strategies in managing conflicts in secondary schools. Study objectives were: to examine the heads of school knowledge and skills in managing conflicts in secondary schools, strategies employed by head of school in managing school conflicts, To assess the effectiveness of strategies used by the heads of schools in managing conflicts and challenges they face in applying the strategies in conflict management, and to suggest measures that could be taken to avoiding future conflicts in schools. The study employed both qualitative and quantitative approaches. The research findings revealed that heads of school had little knowledge and skills on how to manage the conflicts. It was also that heads of school employed different conflicts management strategies in managing conflicts. Regarding the effectiveness of the strategies in resolving conflict in the public secondary school, all heads of school indicated that heads of schools had made effort to manage conflicts by using different strategies. It recommended that the District Education Office should organize seminars and workshops aimed at improving good rapport between heads of schools and their staff and building good working relations between them. It should also organize workshops for heads of school every vacation to enable them acquire or improve their leadership skills and conflict resolution strategies so as to improve their managerial effectiveness.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Today, the demand for effective management of schools is rapidly taking central stage more than ever, in Tanzania (Okumbe, 1999). Secondary school education in Tanzania and in other sub-Saharan African countries is considered as an important sub-sector in the education system as well as for the development of the country's economy. For example, inputs into higher learning educational institutions and in the labour force in Tanzania depend on qualified outputs from secondary schools (Haki elimu, 2007). Therefore for a school to be effective, individual members need to be able to work in a conflict free environment.

Educational management in secondary schools involves the application of management values and skills in designing, developing and effecting resources towards achievement of educational goals. The effective coordination in management is of great potentialities for provision of quality secondary education (Duncan, 1975). Khan *et al*, (2009) asserted that the overall responsibility for a school's head is conflicts management in school.

Babyegeya (2002) defines conflict as a breakdown of communication among members of the organization. He adds that the more closely people are expected to work together, the more the possibility of conflict to rise. In that case conflict management is perceived as part of school administration problem and has become

part and parcel of Tanzania secondary schools and educational institutions. The nature and types of conflicts that occur in secondary school administration vary from one school to another. In that way conflict may have either a positive or a negative effect on school performance, depending on the nature of the conflict and how it is managed (Armstrong, 2009).

Conflict also consists actions that we take to express our feelings articulate our perception and get our need met in a way that has potential for interfering with someone else ability to get his or her needs met. This conflict behavior may involve a direct attempt to make something happen at someone else expense. It may be an exercise of power, violent or destructive.

Based on literature reviews several types of conflicts are experienced in educational institutions. These include intra personal, intra group, inter personal and inter group. Robbins (2003), intra personal conflicts involve conflicts within an institution set up. This includes conflict between heads of school and the specific member of or any specific individual. Intra group conflicts involve differences within a certain group. This may include conflicts within the staff, the students, parents, the sponsor or any other stakeholders in school. Interpersonal conflicts are the conflicts between persons. This may include conflict between specific staff members and students, specific teacher and parents. Within a group similarly inter group conflicts may include conflict between various groups in educational institution. The group could be between staff and student, and other groups or stakeholders, in general conflicts at any given secondary school may be beneficial or none, towards institutions'

achievement, it is the result of being the type and the way of handling process.

To devise appropriate strategies for effective management of school conflict to enhance school effectiveness. But the developing an effective strategy for conflict management in secondary schools require the involvement of corporate level of management, which stipulates strategies to cope with any hazardous situation when happens in the education enterprise working in harmony and unity and with some measurable similarities in patterns of conflict management strategy that means all stakeholders in the education industry should have common purpose and focus on strategies for conflict management in the school (Leithwood & Hallinger 2002). Depicted that there is an increase of productivity and school effectiveness in institutions whereby there is countable organizational conflict among board members, heads, teachers and students.

According to Browarys and Price (2008) the management strategies that could be used to resolve conflicts include: compromise, collaboration, accommodation, coercion, confrontation, reconciliation, control of rewards, and climate of trust, formal authority, effective communication and avoidance. Also they base their approaches on the principles of authority and unity of command to eliminate conflicts. They believe that conflicts could be eliminated or avoided by recruiting the right people, carefully specifying job descriptions, structuring the organization in such a way as to establish a clear chain of command, and establishing clear rules and procedures to meet various contingencies. Ibukun (1997) highlighted some conflict resolution measures such as the use of authority and command, problem solving,

appeal to superior organization goals, changing the structure of the organization, prevention and avoidance, expansion of opportunities and resources, and compromise.

Olaleye and Arogundade (2013) argued that different management strategies may lead to either desirable or undesirable outcomes depending on their effectiveness or ineffectiveness, respectively. Effective management strategy may result in desirable outcome such as smooth management, enhanced discipline, and effective management of time, team spirit, and effective use of resources, achievement of goals, good relationships and great value by stakeholders. However, when ineffective management strategy is used, undesirable outcomes such as strikes, demonstrations, destruction of property, poor performance, emotional stress, and misallocation of resources, absence and frustration may occur (Athiambo & Simatwa, 2011).

Certainly, secondary school specifically Tanzania the heads of schools seems to be most significant medium toward delivering educational services. Mosha (1994) suggests that conflicts are integral part of any social system and that they need to be properly managed in order to create a health organizational climate that is so important for effective performance of responsibilities.

Okotoni (2002) in Nigeria found out that the issue of conflict management becomes paramount for goal accomplishment in Osun state whereby teachers had to embark on a prolonged strike over the non-implementation of the harmonized salary structure announced by the federal government. All these become potential sources of

industrial conflicts not only in the educational sector, but also in the entire civil service in the state (Okotono, 2002). Athiambo and Simwata (2011) argue that educational institutions in Kenya occasionally experienced conflict of varied nature, due to different reasons which most of the conflict ends up being destructive to life and property. Somech (2008) on managing conflict in school teams, the impact of task and goal interdependence on conflict management and team effectiveness findings indicate that the configuration of task and goal interdependence affects a team's conflict management style, which in turn affects team performance. While this has been general, this study sought to assess the effectiveness of strategies used by heads of school in managing conflicts in secondary schools in Kinondoni municipality.

1.2 Statement of the Problem

Kochhar (1988), points out that school are organizations in their own right have managers who are judge with the responsibility of maintain their stability in order to achieve the organization goal. He emphasizes the importance of the principal who is the key cornerstone in the arch of school management and has the steering wheel in his hands.

The author asserts that the principals should be group leader who knows how to involve people, arrange conditions, and initiate process that bring out the best in each participant. In that aspect, he emphasized that the heads of secondary schools at any given work place (school) stimulate and encourage team work among other working staffs, the secondary school heads are supposed to lead their subordinates in the way

that conflict remains theory, in the existence of the organization, thus the heads of secondary schools are responsibly involved in conflict management directly at their schools. Although by virtue of power heads of schools in Tanzania have been given power to manage conflicts in school. It has been observed that, most of the schools conflicts between teachers and heads of schools, teachers and students, teacher to teachers or teachers and parents occurred often (Haki elimu, 2007, Mosha, (2006). Hence, this study aimed to assess effectiveness of strategies used by school heads in managing conflicts in secondary schools in Kinondoni municipality.

1.3 General Objective

The main objective of this study was to assess the effectiveness of strategies used by school heads in managing conflicts in secondary schools in Kinondoni municipality.

1.3.1. Specific objectives

- To examine the heads of school knowledge and skills in managing conflicts in secondary schools.
- To examine strategies employed by heads of school in managing school conflicts
- To assess the effectiveness of strategies used by the heads of schools in managing conflicts and challenges they face in applying the identified strategies for managing conflicts?
- To suggest measures that could be taken to avoid future conflicts in schools.

1.3.2 Research Questions

- Do heads of school possess knowledge and skills in managing conflicts in schools?

- What strategies are used by heads of schools in managing conflicts in schools?
- How effective are the strategies used by the heads of schools in managing conflicts and challenges they face in applying the identified strategies for managing conflicts?
- What measures should be taken to avoid conflicts?

1.4. Significance of the Study

This study has the following significant: first, the study findings may be of great potentialities to heads of schools in understanding challenges they face in managing school conflicts and how they can manage conflicts in school. Findings may also help teachers to understand challenges face school heads in managing conflicts. The study findings also may be useful to district education officers in understanding challenges school heads face in managing conflicts in school. Second, the study also may be useful to policy makers in understanding heads of schools capability in managing conflicts in schools. Third, study also contributes knowledge on existing literature related to conflicts in school contexts. Lastly, the study will lay foundations for further studies in the field of education management.

1.5 Conceptual Framework

Kombo and Tromph (2006) defined conceptual framework as a set of broad ideas and principals taken from relevant fields used to structure a subsequent presentation. This study was guided by Hoy and Miskel, (1991) model. The Hoy and Miskel model was adopted and modified to suit the current study. They came up with the integrated model of organization effectiveness, which identifies its constructs as

adaptation, goal attainment, integration and latency. These constructs constitute the effectiveness dimensions of an organization. The model identifies adaptation as one that concerns with the systems needed to control its environment. Heads of schools accommodate the basic demands of the environment and its people by attempting to transform the external situation and by changing their internal programs to meet new conditions in order to solve conflicts in school. Adaptation is therefore the ability of professional educators and other decision-makers to sense forces of change and to initiate new policies for the emergent conflicts. Thus, education makers who act in behalf of the school are expected to produce good performance, avoid declines, and adapt to changes. This mode assumed that conflict is both internal and external.

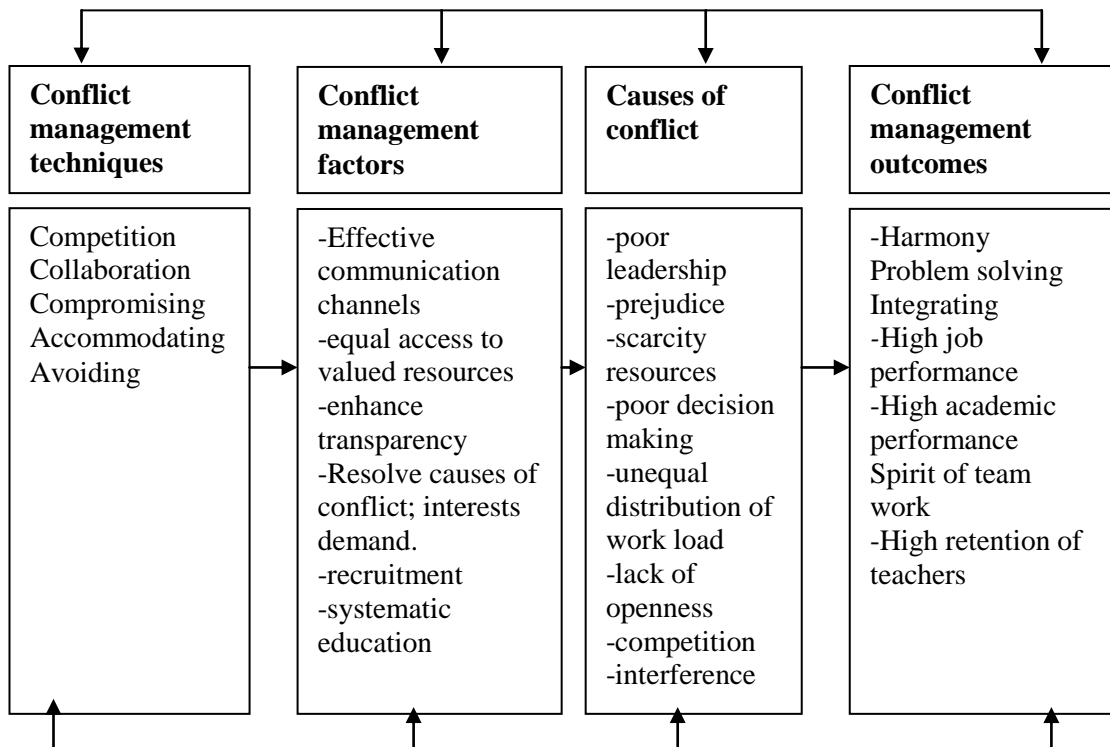


Figure 1. 1: Conceptual Framework for Conflict Management Techniques

Source: Adopted and modified from Hoy and Miskel (1991:120)

In an attempt to formulate a conceptual framework for analyzing and explaining the conflict management techniques and their effectiveness in managing conflicts in public secondary schools, the following attributes were involved. The attributes are conflict management techniques, conflict management factors, causes of conflict and conflict management outcomes.

In the conflict management techniques variable, the main components are competition, collaboration, compromising, accommodating and avoiding. Conflict management factors matters include effective communication channels, equal access to value resources, enhancement of goals, transparency; resolving causes of conflicts (interest, demand of conducive teaching environment) (Johnston, 1981). In Tanzania educational context these factors can move to affect school efficiency and effectiveness. For example, communication plays an important role in schools when the head of school and departments and through one department communication can create transparency and spirit of team work. These can minimize the occurrence of conflicts in secondary schools. Regarding the causes of conflict variable, the following attributes are identified. These are poor leadership, prejudice, scarcity of resources, poor decision making, and unequal distribution of workload and lack of openness.

The last part is the area of conflict management outcomes comprises the following components: Harmony, Problem solving, integrating high job performance, high academic performance, spirit of team work and high retention of teachers in schools. Mroso (1990) argued that this implies that more cooperative conflict management

techniques, particularly problem solving styles like integrating are likely to produce positive conflict management outcomes.

The conceptual framework indicates conflict management techniques that school heads should apply in managing conflicts in public secondary school which are competition, accommodation, compromise, collaboration and avoidance and if school heads lack these techniques conflicts will not be managed effectively which is likely to result into rise of conflicts. The conflict management techniques are competition, accommodation, compromise, collaboration and avoidance. The techniques are the solution that satisfies the concerns of all parties in a school, if a conflict is managed effectively.

1.6 Delimitation of the Study

This study was focused on the conflict management strategies used by heads of schools in Kinondoni municipal in Dar es Salaam. The study involved on five secondary schools out of forty five secondary schools in Kinondoni Municipal in Dar es Salaam.

1.7 Definitions of Some Terminologies

Conflict: in this study conflict refers to the tension between two or more social entities (individual, groups, or organizations) that arise from incapability of actual or desired responses.

Management: in this study management refers to the process of coordinating all resources through the process of planning, organizing, leading and controlling in

order to attain stand objectives. Since the study dealt with conflict management, thus management is part and parcel of the study.

Conflict management: in this study conflict management refers to the process of becoming aware of actual or potential conflict, diagnosing its nature and scope and employing appropriate methodology to diffuse the emotion energy, involved and enable disputing parties to understand and resolve their differences in the schools setting.

Conflict resolution: in this study refers to the process of attempting to resolve conflict.

Conflict resolution strategy: in this study implies a method desired to develop peaceful means finally ending a state of conflict, in that sense the study used the term strategies as means or methods to be applied in conflict resolution process.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature on theoretical framework, empirical literature and knowledge gap.

2.2 Theoretical Framework

2.2.1 Concept of conflict

The term conflict has been defined differently by several scholars. Thomas (1976) for example, defines conflict as the process which begins when one party perceives that the other is frustrated, or is about to be frustrated. Amason (1996) described conflict as a form of socialization. He stressed that people in organizations have both personal and role preferences about the organizations actions and policies.

Other scholars, Schmidt and Kochan (1972) describe conflict as an opportunity for interfering with the other's goal attainment. Hocker and Wilmot (1985) define conflict (from a communication perspective) as an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce rewards, and interference from the other party in achieving their goals.

Deutsch and Coleman (2000) argued that conflict exists because people have different needs, ideas, views and values. The challenge for schools, as for the wider community is to find ways of managing conflict constructively so that, those

involved can learn and grow from the experience in all kinds of human relationships and social settings. In further more wide range of potential differences among people, the absence of conflict usually signals the absence of meaningful interaction. Conflict by itself is neither good nor bad. However the manner in which conflict is handled determines whether it is constructive or destructive.

Furthermore Coser (1967) says that conflict is a struggle over values and claims to scarce status, power, and resources in which the aims of the opponents are to neutralize, injure, or eliminate the rivals. Nyamajiwa (2000) say that conflict can be defined as the opposition of individuals, or groups' interest, opinions or purpose. However conflicts which occur in organizations are neither good nor bad and indispensable. Underlying this view is the assumption that conflict is good only when it enables the organizational members attain the set goals peacefully. But it is bad when it hinders the effectiveness of the organizations (Mosha 1994 citing Gray & Starke, 1990).

Kilman, (1970) points out that conflict is the outcome of frictions among groups, which is the consequence of contradictory ideas, the community or the institution can fall into conflict due to the divergence interest of the subordinates and those at corporate level, the author emphasized that conflict is very inevitable.

2.2.2 Levels of Conflicts

These are the common types of conflicts existing in public secondary schools that school heads need to know and learn how to manage them effectively. These

conflicts occur at the work place when two or more people disagree over issues of organizational substance and or experience some emotional opposition with one another (Mosha, 1994).

There are six levels of conflict namely: - *Intrapersonal conflict* which occurs as a result of internal pressure, this may arise when an individual is required to perform the task which is incompatible with his/her goals or value. *Interpersonal conflict* occurs between two or more organization members at the same or different level it covers priorities and ways of doing things. *Intra-group conflict* which occurs among members of a group they are associated with differences in values and orientations. *Inter-group* occurs between two or more groups within an organization, caused by improper assignment of responsibility, limited resources or maintenance of department.

Intra -organizational: This occurs within organization, they arise from incompatibility among various groups within an organization. Individuals are likely to form coalitions to deal with one another in ways designed to attract support for their interest from other group members. *Individual and institutional-* occur between individual and organization. They are the result of incompatibilities between the expectation which are consistence with the goals of institution and the needs of individual within it (Mosha, 1994).

2.2.2.1 Intrapersonal Conflict

According to Kroon (1991) this type of conflict is found within the individual (intrapersonal), can indicate the presence of simultaneous, opposing, divergent and

conflicting ideas, feelings and activities. Characteristics of such tension are uncertainty, hesitation, stress, anxiety, and depression. For example in Tanzania secondary schools, school heads might be task orientated at the expense of human relations. This can cause stress within the school head if he/she has to decide whether to admonish an educator whose work is not up to standard.

Rahim (1986) maintains that intra-individual occurs when an individual is forced with two or more incompatible views or ideas and the person cannot easily adopt one. This is relevant in Tanzania secondary school education when a student fail annual examinations and discontinued creates a conflict between individuals efforts and school policy: poor class attendance and unexpected emotions can sprout to unbearable proportions. The result for this conflict is commonly in the form of tensions, and frustrations' which ultimately affect the individual's performance.

2.2.2.2 Interpersonal Conflict

March(1989) found that, it is the disagreements, incompatible interest concerning goals, policies, rules and discordant behaviour that creates anger, distrust, fear and rejection or resentment. This is the most common and visible type of divergence in schools and other educational institutions where people are involved. Interpersonal conflicts in an organization like a school are often not so visible.

In Tanzania secondary schools interpersonal conflicts is based on some types of role conflict in which a person perceives incompatible messages and pressures from the role senders/boss/supervisors. For example, the conflict may be between a teacher and student, student and school head, teacher and teacher's common case is that of

an imbalance in allocating extra jobs to heads and staff that makes some of them very key and others unnoticed, much less occupied and concerned.

Wood *et al* (2003) describes interpersonal conflict as the conflicts that are natural and can actually spur creativity and performance of the participating individuals. The common reasons for this level of conflict are differences in personal beliefs and values, role ambiguity due to lack of clarity is a common phenomenon due to poor selection of employees which is associated with discrimination (Miseyi& Mwanakatwe, 2006). In Tanzania education context this may lead result of many teachers experience role ambiguity because they do not know the job so they lack of competence of performing the work effectively and efficiently. This may result into behaviors such as turnover and absenteeism of teachers.

2.2.2.3 Intra-group Conflict

Saddler (1998) describes as largely interpersonal conflict between persons in a group. Interpersonal conflict is always present in groups because individuals differ in terms of values, beliefs, attitudes and behavior. As a result some people are more attracted to some than to others. The better underlying relationships, the easier it is for people to work together. Conflicts in small groups can, however, play a constructive role since it can stimulate creativity and renewal in that they start to communicate and work together as a unit. Working together, promotes the spirit of good human relations including respect, caring and love among them. This implies that intra-group conflict occurs among group members and involves clashes among some or all processes and effectiveness. (Wood, 2003).This is valid in Tanzania

when secondary school teachers and students are in the group which has norms and values and one finds them incompatible to one's expectations and values a conflict emerges within the group. The performance of the group and team work in general may significantly be affected.

2.2.2.4 Inter-Group Conflict

This type of conflict occurs between different groups in the school, such as different departments, especially if they are competing for scarce resources like number of educators, time allocation for extramural activities, textbooks and other learning material, teaching aids and so on (Van der Bank, 1995). The results of this conflict have been costly because the parties involved develop attitudes that are characterized by distrust toward each other rigidity, a focus on self interest, a failure to listen and sometimes picketing and leads to role dissatisfactions when professionals are required to conform to performance standards which have been set by doubtful professionals. This situation happens for example when a less experienced teacher is made superior to long experienced ones or a local committee sets standards for assessing teacher's performance.

In Tanzania educational context as per Omari and Mihayo,(1991) revealed that, in higher learning institutions in Tanzania there are two important groups of employees; the academic and the Administrative staff. Those two groups have different values, different individual objectives to achieve and differing levels of knowledge and exposure, which make them horizontal conflict almost permanently. Moreover, in educational departments in secondary schools for example, each department may

strive only for its own goals disregarding the goals of other departments and teams, especially if those goals are incompatible. In cases where each department has its own values, such a conflict emerges.

2.2.2.5 Intra-Organizational Conflict

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

2.2.2.6 Individual Institutional Conflict

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

the school management to motivate them by incentives like-money, free house and provide free lunch at the school. When this group (school head and teachers) do not complement each other conflict is likely to occur.

2.2.3 Sources of conflicts

Schofield (1977) argued that causes of conflicts in schools between heads of school, teachers and students involve; lack of proper communication with teachers, imposition of strict deadlines for various activities, differences in perception on management of certain issues in the school, dictatorial tendencies on the part of school heads, poor physical working conditions, lack of administrative support on provision of learning aids as well as psycho-social support when they are in need.

Maliyamkono (1991) has also observed that inability to perform task assign, unauthorized absenteeism, setting unrealistic targets for teachers, setting goals that are not specific, engaging teachers in crash programs where they have to cover wide sections of syllabuses in a fraction time, careless in implementation of school policies, unreasonable demands by school administration and carelessness among teachers are the major source of conflict in schools.

Hanson (1991) argued conflict is everywhere, and it is inevitable as arises from many sources. Conflict arises whenever perceived or real interest collides. The collision can result from a divergence in organizational goals, personal ambitions, group loyalties, departmental budget demands on scarce resources, ethnic expectations and demands. Thus, in a school, conflict can arise from divergence in expectations of

scarce resources like accommodation, classrooms, instructional resources such as chalk, manila, and so on.

In addition to being the antecedent for negotiation, conflict may also arise during negotiation (Msila, 2012). Msila, (2012) identify several sources of conflict such as goal incompatibility, unavailability of resources, performance expectations and organizational structures. He argues that goal incompatibility occurs when there is a lack of agreement concerning the direction of evaluating task accomplishment. This source of conflict is said to be the most frequent in an organization. In an organization such as the school, individual teachers may bring with them different time and goal orientations that may create a state of high differentiation. Further to that, Nyamajiwa (2000) recognizes that conflict within an organization can be caused by competition for limited resources. He asserts that at a school for instance books and furniture are mostly in short supply.

Kiwia, (1984), perceived conflict as the results of the absence of administrators course in conflict management, that lead to poor approach for getting resolution, the essences here is to see that the heads of secondary schools are able to meet with the daily routine challenges happening at their service area, strategies used to calm the conflicting parties at secondary schools currently are of negative results in other words do not help to solve the prevalent situations, the author has shown the findings in this matter, as a wind to most of secondary schools.

Another source of conflict is activity or performance of one person in a group that

affects the subsequent performance of other members (Makaye & Ndofirepi, 2012). Inter-group conflict may arise in situations where conflicting goals, task dependency, dissimilar work orientations, competition for limited resources, and competitive reward systems exist (Adler, 2008). Interpersonal conflicts resulting from personality variables such as dislikes, distrust, or prejudice usually hinder group performance (Nzuve, 2007). When interpersonal conflict occurs, people are more concerned with gaining advantage over others than with task performance.

Bankouskaya (2012) ascertains eight structural aspects of an organization that are recognized as the causes of conflict: specialization, common resources, goal differences, interdependence, authority relationships, status differences, jurisdictional ambiguities, and roles and expectations. Gray and Stark (1984) suggested that there are six sources of conflict. These are limited resources, interdependent work activities, differentiation of activities, communication problems, differences in perceptions and the environment of the organization.

2.2.4. Roles of heads of school

Kochhar (1988), points out that schools are organizations in their own right have managers who are has responsibility of maintain their stability in order to achieve the organization goal. He emphasizes the importance of the principal who is the key cornerstone in the arch of school management and has the steering wheel in his hands. The author asserts that the principals should be group leader who knows how to involve people, arrange conditions, and initiate process that bring out the best in each participant. In that aspect, he emphasized that the heads of secondary schools at

any given work place (school) stimulate and encourage team work among other working staffs, the secondary school heads are supposed to lead their subordinates in the way that conflict remains theory, in the existence of the organization, thus the heads of secondary schools are responsibly involved in conflict management directly at their schools.

Lemmer and Squelch (1997), the authors depict that the health of secondary schools rely on the prevailing management. The healthy management at secondary schools can be determined by having well planned strategies on combating conflicts and criticisms from in or outside of management premises, the approach towards solving these conflicts indicate the heads' capacity of conflicts.

Preedy (2004) argues that the heads or principals of secondary schools are responsible for every event or occasion at their service area, this can be in any form whether productive or unproductive given that it has happened at their service premises. He shows that since conflicts at any given institution are inevitable, thus the first responsible person to deal with them are the secondary school heads, are the ones who can report and search for advice in case the degree of conflict is not manageable at their capacity level .

Hargreaves and Fink (2003) show the importance of including secondary school heads in dealing with conflicts at their schools, since are the administrators on behalf of the governing body (government or owners of secondary schools in case of private owned). In that sense the heads of school has responsibilities of managing conflicts

at secondary schools since are the ones who have taken oath to managing schools, in any situation.

The school head is the most important and influential individual in the school pertaining to management and conflict management (Lemmer & squelch, 1997). Therefore the nature of a leader, and the position, role and power of the leader differ between schools and between systems in which the school heads handle conflicts in their school (Preedy, 2004). Therefore where there is an organization, a need for a leader arises, if activities of the organization are to be successfully implemented. This is the same with secondary schools, as like other organizations, they require leaders if they are to be successful (Birgen, 2007). Witziers *et al* (2003) noted school leadership suggests that principals who are effective instructional leader positively affect the school climate and student achievement.

Due to the fact that the overall management of secondary schools rests with the heads of schools working with and through the teachers to realize desired educational goals as has a crucial obligation in discharging management duties in the school (Drucker, 1974). This is because significant proportions of key decisions made within the schools are made with the consent from the head of school that plays diverse roles as school heads has to use literal knowledge and experience to generate better ways to manage conflict (Wilmore, 2002).

Hallinger and Heck (1996) argue that personal characteristics such as gender, previous teaching experience, and values and beliefs, influence how principal enact

their role. There is no evidence to suggest that the race or cultural perspectives of the principal were factors in his studies.

Robbins *et al* (2004) argue that a manager enhances the positive aspects of motivation so that employees feel impelled to perform their, work and eliminate those conflicts that may inhibit employee's performance. School heads are responsible for implementation of education policy and keeping track of all activities within the school and ensuring that the school runs smoothly. The head of school responsibilities are divided into two major types: instructional and the leadership roles. The instructional role focuses on the training and education of children by creating motivating and challenging activities that aid children grow to become productive citizens, while the leadership role largely comprises personnel management (both students and teachers) and decision- making (Hargreaves & Fink 2003).

Sergiovanni *et al* (2004) argue that school principal's job are to coordinate, direct and support the work of others by defining objectives, evaluating performance, providing organizational resources, building a supportive psychological climate, running interference with parents, planning scheduling, bookkeeping, resolving teacher conflicts, handling student problems, and otherwise helping to make things go. Achoka (1990) points out that the school heads must accept the fact that conflict is part and parcel of all social organizations. Heads of schools are mandated with the responsibility and duty to bring together and coordinate all the resources within the school for the achievement of desired educational goals. They play an important role

in raising their schools' teaching and learning standards to ensure high achievement for all pupils (Mpokosa, 2008).

2.2.5 Conflict Management Strategies in School

According to Oyebade (1994), conflict seemed as inevitable therefore various conflict writers have highlighted various ways of resolving these conflict situations as many of these are relevant in school situation. Kilmann (1970) identified five techniques of dealing with conflicts in schools these techniques are; competitive, collaborative, compromising, accommodating and avoiding. These techniques vary in their degree of cooperativeness and assertiveness. School heads need to understand what is entailed in conflict management and need high conflict competence to be able to be effective in their schools. Robbins (1974) concentrates on strategies specifically labeled as resolution techniques. He lists eight techniques such as: problem solving, super ordinate goals, avoidance, smoothing, compromise, authoritative command, altering the human variable and altering structural variables.

Thomas (1971) examines conflict management strategies by focusing on general strategies used by administrators in an educational setting. These strategies for management are: citizens' advisories, confrontation sessions, sensitivity training, process involvement, educational pluralism, volunteerism, cooperative studies and failure fact of life. Therefore conflict can be said to be a reality in any social system that provides challenges for the parties involved in a conflict. Ladipo (1997) identified conflict management strategies of forcing, structural changes, avoidance, compromise and smoothing. In a related study, Hodge & Anthony (1991) identified

conflict management strategies as suppression, smoothing, avoiding, compromise, third-party intervention, cooperation, democratic process, job rotation as well as confrontation.

Nevertheless, the strategy identified by Meyer (1994) was effective communication which he described as the best because it would make the group aware of the kind of communication which could lead to problem solving. Ibukun (1997) identified problem solving, appeal to superior organizational goals, prevention and avoidance, expression of opportunities and resources, use of authority and command, changing the structure of the organization and compromise as management strategies for resolving conflicts in organizations. Blake and Mouton (1964) identified five conflict solving strategies, smoothing, compromising, forcing, withdrawal and problem solving.

2.2.6 Effects of Conflicts in Schools

Amaize and Onoyume (2007) show that when conflict is not resolved or when resolution is delayed, properties, lives and academic hours of unimaginable magnitude are lost. Delay in conflict resolution was also found to lead to descriptions of academic calendars, leading to economic as well as psychological exhaustion.

Conflict affects the accomplishment of organization goals due to their tendency of manipulating stress, hostilities and other undesirable factor when poorly managed (Zckmann1992). Managing conflicts can help to identify previously undetected problems and attitudes. They also clarify uncertainty and improve overall cooperation.

According to Johdi *et al* (2012) unresolved conflicts can lead to job dissatisfaction, high absenteeism and turnover, prolonged disruption of activities, and lack of concerted effort by organization members. It is obvious that there are positive outcomes of conflicts. Brown's (1983) views these include: expanded understanding of the issue, mobilization of parties' resources and energies, clarification of competing solutions, creative searches for alternatives, and enhanced ability to work together in the future.

Therefore conflict can create opportunities for change and it has been found appropriate to classify conflict on the basis of these sources for proper understanding of its nature and implications. Ross (1993) also contends that successful conflict management should address the underlying sources of conflict constructively and these are the development of shared interests among the disputants as well as the transformation of the disputants' interpretations of each other's needs and motives. However, unmanaged conflict can create dysfunctional schools which deprive learners of their rights to citizenship through free and equal education.

2.2.7 Challenges Heads of School Faced in Managing Conflicts

Msila (2011) states that the challenge of school heads are to identify the problems endemic in their schools. Msila added that the workload of school heads is becoming unmanageable and as a result many school heads become unable to manage conflict in their school. As a result the performance of the school may be lower due to the strategies used by them in managing conflict in their schools.

Furthermore some of them do not yet master the basic principles of school management or face problem understanding which may hinder the efficiency of the general administration of the school. Moreover the initial training of some of them does not allow them to acquire enough knowledge in school administration and management.

2.3 Empirical Literature Review

Various studies related to conflict management has been conducted. Schofield (1997) in his study on conflict management and leadership in secondary school in London revealed that conflicts in schools to have negative effects from goal achievement. Therefore conflict should be managed before they cause negative effects in schools.

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

Fleetwood (1987) conducted a study on conflict management styles and strategies of educational managers in secondary school in South Africa found that the use of conflict management styles and strategies depends up on varieties of variables. Study

by Roloff (1987) based on the investigation the understanding, perceptions and impacts of conflict resolution mechanisms in secondary school in Kenya. It revealed that conflict management techniques in secondary school are varied.

Makaye and Ndofirepi (2012) on conflict resolution between heads and teachers the case of 4 schools in masvingo Zimbabwe they found that teachers and heads may conflict over certain issues on daily, weekly or monthly basis. It also reflected that most conflicts at school are resolved at school level with the school heads playing a conflict resolution role in cases where he/she is involved.

Bonkovskaya (2012) conducted a study on development of conflict management strategies to increase the organizational effectiveness in Nordic companies in Iceland. Findings show that in spite of manager's satisfaction by the level of productivity of their employees, they still have lot of complaints from their employees about stress at work. If the manager ignores these kinds of complaints it could lead to potential conflict. Turay (2001) in the study about an examination of intra-secondary school conflicts in complex emergencies: the case of Sierra Leone the study revealed that most of the participants held negative views, about conflict. It also shows, that the individuals socio-economic, political, cultural realities or context, influence how they perceive conflict and deal with it.

Furthermore Okotoni (2003) conducted a study on the conflict management in secondary schools in Osun state, in Nigeria. Finding showed that school administration has been adversely affected by lack of knowledge of conflicts

management as most administrators handled conflict by trial and error approach because there were no specific procedures and methods of managing conflicts.

Msila (2012) in the study on conflict management and school leadership in South Africa found that conflict was not an aspect that was needed in schools for it tends to stall. He also felt that schools that experienced conflict progress will never prosper because of the energies are usually directed at ending these conflicts. Adeyemi and Ademilua (2012) on conflict management strategies and administrative effectiveness in Nigerian universities they found that it conflicts management strategies are critical variables in administrative effectiveness in Nigerian university

Onsarigo (2007) study sought to determine factors influencing conflicts in institutions of higher learning in Kenya. The study found out that it is better to expose and resolve conflict before they damage people's relationships or even before they degenerate into violence which undermines schools stability and performance. On the other hand the study found that social conflicts in educational institutions demand moral authority and leadership integrity to resolve them. If not resolved, they can have a destabilizing effect on institutional performance in all learning process.

Athiambo and Simatwa (2011) in their study on assessment of conflict management and resolution in public secondary school in Kenya. The study found that the major causes of conflict experienced in public secondary school in Nyakach district included disrespect for prefects, differences in opinions, poor academic performance

intimate relationship, harshness by support staff, criticism by other teachers, communication breakdown, late payment of school fees by parents, negative attitudes towards teachers, discipline of students, poor work performance by staff and financial control. Effective strategies were arbitration, reconciliation, and climate of trust, negotiation, collaboration and effective communication.

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

Sambo (1997) study attributed student's unrest in higher learning institutions in Tanzania to poor communication. The study found that each member's contribution to the group product is required, and resources and communication exchange and coordination are encouraged because the more group member cooperates, the more they can contribute to the attainment of common group goals in the academic committees.

Tossi (1990) in his study on managing organization behaviour in secondary schools in Tanzania found that conflict can be minimized if school heads understand the major phases of conflict management styles and a post conflict phases. This means that inclusion of conclusion of post conflict stages that deals with improvement of organization practices in order to minimize future conflict. Also found that strategies

for reducing future conflict are clarification of goals reducing ambiguities and improving policies, procedures and rules. Mvamanda (1999) also conducted a study on conflict management to teachers in public schools in Mbeya region. The study found that, there is a need for comprehensive and systematic conflict management techniques in which conflict is effectively resolved including types of conflicts and there causes and effects in secondary schools.

Malekela, *et al* (1994) writing of youth and society in Tanzania further revealed that tension between students and authority in institutions of higher learning has been a common feature the world over. As discussed elsewhere, student's conflict are just as continuation, having their roots since the inception of educational institutions. Mosha (1996) found that the increasing crisis in was a true picture that the heads of these institutions fell short of crisis managing strategies. Lack of managing crisis strategies could be due to the fact that either managers or administrators are not experts in the field of management and administration or because of irresponsibility. the empirical literature review showed that extensive and conflict management techniques depends on varieties variables choices in dealing with conflicts in secondary schools. These variables are compromising accommodating, avoiding or engaging, collaborating or competing. Each conflict is alike any other conflict and so necessitate a different set of conflict management decision.

2.4 Research Gap

Many studies have been conducted in various countries on conflict management as study by Bonkovskaya (2012) on development of conflict management strategies to

increase the organizational effectiveness in Nordic companies in Iceland. Also study by Athiambo and Simatwa (2011) in they are study on assessment of conflict management and resolution in public secondary school in Kenya. Similarly Mvamanda (1999) conducted a study on conflict management to teachers in public schools in Mbeya region therefore the study looked at the already conducted researches on the field of education at Tanzanian secondary schools. The findings of the researchers did not fulfill the requisites of the study on hand, thus this study intended to examine the effectiveness of the strategies used by heads of schools in managing conflicts.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology, includes the area of the study, the, research design, research approach, population, sample and sampling techniques, data collection instruments, validity and reliability issues, ethical considerations, and data analysis plan.

3.2 Area of Study

This study was carried out in Kinondoni Municipal Council in Dar es Salaam Region. The study involved five secondary schools which were; Makumbusho, Osterbay, Turiani, Luguruni, and Mtakuja. The researcher chose Kinondoni Municipality as it was easily reachable by the researcher during data collection. Therefore this area facilitated data collection and within it the researcher successfully obtained the required information.

3.2 Research Design

The study adopted a case study design, accounting for responses of heads of schools, teachers and students, identifying sources of managing conflicts and achieve time bound resolutions and conclusions respectively. This is because the nature of the study intended to generate knowledge by examining the conflict management techniques by school heads and their effectiveness in managing conflicts in public secondary schools in Tanzania. This design was selected because it can be used to

collect both quantitative and qualitative data about conflict management techniques by school heads and their effectiveness in managing schools. According to Cohen *et al* (2007), case study design enabled the researcher to gather data at a particular point in time with the intention of describing the nature of the existing conditions. As a matter of fact findings using this design, enabled researcher to answer the key questions of this study.

3.3 Research Approach

This study employed both qualitative and quantitative approaches. According to Kothari (2004), qualitative approach is concerned with subjective assessment of attitudes, opinions and behavior. Best and Kahn (1998) maintain that qualitative approach helps the researcher to understand particular social situation, event, role and group of interactions.

The qualitative approach was selected due to the nature of the study which seeks to enquire in depth information concerning the problem under investigation. A qualitative approach enabled the researcher to interact with respondents to get the firsthand knowledge of the problem under investigation and an in depth study of the issue. Quantitative approach was used to supplement qualitative approach where appropriate.

According to Strauss and Corbin (1990) the underlying principle of using quantitative approach is that, it generates quantitative data that can be processed statistically. On the other hand an aspect of quantitative approach helps to summarize

the descriptive information. Likewise, quantitative approach was selected due to its powerfulness in data analysis. It uses statistical analysis to reach particular conclusion.

3.4 Population

According to Kombo and Tromp (2006) population is an entire group of persons who have characteristic common to entire group. Cooper (1989) insists that all members or individuals or groups that are expected to be represented in the study form a target population. The population of this study constituted school heads, teachers and students. These populations of this study were drawn from five (05) secondary schools Kinondoni municipal.

3.5. Sample and Sampling Techniques

3.5.1 Sample

Best and Khan (1998) define a sample as a small proportion of a population selected from study population. In this study school heads, teachers and students were involved in this study because were directly involved with conflicts in secondary schools. The study obtained data from the sample size of 85 respondents constituting 05 heads of school one from each school; 40 teachers, 08 teachers from each school; and 40 students, 08 students from each school. Table 3.1 indicates the category and the number of respondents from each category.

3.5.2 Sampling Techniques

The study used purposive, stratified and simple random procedures to obtain the respondents. In this study heads of schools were purposefully selected due to their

virtue of powers. On other hand simple random sampling technique was used to select students and teachers.

Table 3.1: Categories and Number of Respondents

Type of respondent	N
Head of schools	5
Teachers	40
Students	40
Total	85

Source: Field Data, 2014

3.5.2.1 Sampling of Categories of Participants

Teachers: in this study teachers were selected by using simple random sampling procedure whereby eight teachers who were involved in the study were selected from each school.

Heads of school: the heads of schools were selected using purposive sampling procedure because of their virtue power.

Students: stratified sampling was used to obtain the sample of students according to their class level whereby form four and form three students were involved. In each level four students were selected involve two male and two female in the study as they have enough experience in their school environments than form one and form two and reached at by use simple random sampling technique to get the appropriate number of representative in the sample. The researcher wrote 8 pieces of papers for each school, 4 boys and 4 girls, the rest of the papers were not written. Those

students who picked written pieces of papers were involved in the study.

3.6 Data Collection

3.6.1 Source of Data

The study employed both primary and secondary sources of data. In case of primary source the researcher collected virgin data from the respondents who are termed as source of primary data in the work on hand and are the ones made up the report.

Secondary source of data also constituted in the research in this source the researcher used different written documents which were used by the researcher. From secondary source of data, the researcher extracted information which guided towards completion of the study, in that aspect many publications which detail conflict management were read and taken as literature review and some of them were made references of the study, thus the study employed both primary and secondary sources of data.

3.6.2 Data Collecting Techniques

The study employed three major instruments in data collection. These were questionnaires, interview and focused group discussion. Descombe (1998) asserts that there is no single research technique that is adequate in itself in collecting valid and reliable data of particular research problem.

3.6.2.1 Interview

The study employed interview as the tool of collecting data. In This study both closed and open ended questions were used. The interview was administered to the

heads of school. This was used when the respondent had enough time to encounter the researcher, the technique yielded in-depth information on the study, through this technique, and the researcher drew conclusion on the emotions of the respondents on the conflict management at Kinondoni Municipality secondary schools. The interview guide of this study is found in Appendix 3.

3.6.2.2 Questionnaire

The study also employed questionnaires to collect information from teachers. Both structured (closed-ended) and unstructured questions were distributed to the respondents to which they filled appropriate information based on the requirement of the study. In this fact finding, the researcher prepared questions that were sent to teachers of the sampled secondary schools in Kinondoni municipality. The questionnaire item for teachers is found in Appendix 1.

3. 6.2.3 Focus Group Discussion (FGD)

FGD was employed to collect data from students. These FGDs helped students to build on each other's responses on challenges facing school head in conflict management. The total number of focus group discussions in the surveyed schools was two. Each group consisted of eight members, four females and four males from form three.

The discussions were held inside the classrooms after class hours. Each discussion took about 25 minutes. With the students' consent, FGDs' responses were recorded using the voice recorder. The information obtained from FGDs helped to crosscheck

the information obtained from questionnaires and interviews with teachers and school head. Focus group discussion guide for students is found in Appendix 2.

3.7 Data Analysis plan

According to Creswell (2002), data analysis refers to the editing, coding, classification and tabulation of collected data. In this study data collected were sorted and analyzed in descriptive and numerical forms. The data which were collected through interviews, focused group discussion and open ended questionnaire items were subjected to content analysis, the data collected through quantitative were presented in numerical form.

3.8 Validity and Reliability

Validity of instrument is the extent to which they measure what they are supposed to measure (Jeannes *et al*, 2000). Thus the procedure or instrument used in the research was accurate, true and meaningful. According to Kerlinger (1993) the term reliability refers to ability of an instrument to produce consistent results. In this study, the researcher validated the instruments by pre-testing them in order to assess and worth before using make the instruments valid and worth using them in collecting data for the study. The aim was to check and evaluate the effectiveness and efficiency of the instruments. Questionnaire, focused group discussion and interview were pretested at Manzese secondary school.

3.9 Ethical Consideration

The study observed all issues pertained to research ethics, where the process of collecting data was of high confidentiality to avoid any sort of disruption, risk and

biasness to the respondents (ethics was monitored subsequently), and first the research clearance was obtained from the Open University of Tanzania which was presented to Kinondoni District Administrative Secretary. Second, the subject was asked for their consent before taking part in the research. They were also assured of confidentiality of the data they were provided.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS OF THE FINDINGS

4.1 Introduction

This chapter presents the research findings and their analyses. The study was guided by following objectives: to examine the heads of school knowledge and skills in managing conflicts in secondary schools, examine strategies employed by heads of school in managing school conflicts, assess the effectiveness of strategies used by the heads of schools and challenges they face in applying the strategies in managing school conflicts and suggest measures that could be taken to avoid future conflicts in schools.

4.2 Heads of School Knowledge and Skills in Managing Conflicts in Secondary Schools

This section presents data on the school heads knowledge and skills in managing conflicts in secondary schools. The section answers the first research question: “Do the heads of school have appropriate knowledge and skills of managing conflicts in secondary schools?” This is presented in three sub-sections: heads of school awareness of their role of managing conflicts in their respective schools, and implementing the role of managing conflict in the school.

4.2.1 Heads of School Awareness In Managing Conflicts In Secondary Schools

This sub-section presents data on the heads of school awareness of their role of managing conflict in their respective schools. Data were collected through the use of

questionnaires, interviews, focused group discussion and documentary reviews. The respondents involved were teachers, heads of school, and students. During the interview heads of schools were interviewed whether they were aware of being responsible to ensure that conflicts were managed in their respective school. The findings revealed that all 5 respondents (100%) seemed to be aware of the responsibility. Responding to the question during an interview, one head of school had this to comment:

“As the head and supervisor of all teachers and students in my school, I’m entrusted with several responsibilities. But most important is to ensure that all conflicts that emerge between teachers to teachers or teachers to students are resolved immediately”.

Likewise, another head of school from school ‘C’ was quoted saying:

“...Yes! I know that as the school leader, I’m responsible and supposed to make sure that my teachers are in harmony with each other or with students and school community. It is also outlined in the job description though not so directly, as one of my roles defined in my appointment letter to this position...”

Furthermore, teachers were also asked to discuss the same through questionnaires in which the findings were in line with those obtained from interviews with the head of school. The above findings were supported by other findings gleaned from documentary reviews in which it was found that, managing conflict among teachers is in a work station is one of the head of school job responsibilities outlined in their

job descriptions. Likewise, the findings from focused group discussion with students revealed that head of school were definitely aware of being responsible to enhance conflict management in their schools. According to Oyebade (1994), conflict seemed to be inevitable, therefore knowledge and skills on managing at any given institution is required to enable managers to handle opponent ideas or challenges which are either fruitful or none.

4.2.2 Knowledge and Skills of Managing Conflicts in the School

The main focus of this sub-section is to examine the extent to which heads of school possess appropriate knowledge and skills necessary in managing conflict in their schools.

The study findings from the head of school responses revealed that 2 respondents (40%) had attended a training workshop on conflict management at least once while 3 respondents (80%) had never attended any training course on conflict management even once.

Questionnaire administered to teachers revealed that majority 34(85%) said that head of schools lack knowledge and skills towards conflict management. This shows that majority of school heads had never attended any course on conflict management.

4.2.3 Knowledge on the Causes of Conflict

Regarding the common causes of conflict between teachers and school management, referring to the Table 4.1 below, it can be seen that the majority 38 of respondents (84.4%) perceived lack of proper communication to teachers as the was the leading

cause of conflict in their respective secondary schools while 26 of respondents (57.7%) perceived differences in perception on management of certain issues, next cause was dictatorial techniques on the part of school administration 23 (51.1%), followed by poor physical working condition 20(44%). Table 4.1 provides an illustration of respondent's awareness on common causes of conflict as perceived by teachers and heads of school.

Table 4.1: Common Causes of Conflicts Between the Teachers and Teacher/ the School

Types of causes	Teachers (n=40)	Heads (n=5)	Total (n=45)
Lack of proper communication to teachers	34	4	38 (84.4%)
Differences in perception on management of certain issues	23	3	26(57.7%)
Dictatorial techniques on the part of school administration	21	2	23(51.1%)
Poor physical working conditions	19	1	20(44.4%)
Lack of administrative support in provision of learning aids	17	2	19(42.2%)
In ability to perform tasks assigned	16	1	17(37.7%)
Unauthorized absenteeism	13	1	14(31.1%)
Unreasonable demands by school administration	10	1	11(24.4%)
Favoritism	9		9(20%)
Laxity among teachers	5	1	6(13.3%)

Source: Research Data, 2014

Likewise students were asked through focused group discussion to mention the major cause of conflict in their school. The study revealed that 28 of students (70%) mentioned punishments as the major source of conflict in the school. Next was 23(57.5%) said abuse language while 20(50%) mentioned unethical teaching practices. Table 4.2 summarizes the study findings.

Table 4.2: Students' Views on the Causes of Student-Teacher Conflict

Causes of conflicts	Students (n=40)	Percent
Punishments	28	70
Abuse language	23	57.5
Dictatorship treatment of certain student by the teacher	21	52.5
Unrealistic academic targets for students by the teachers	20	50
Unethical teaching practices	17	42.5
Unfair grading	15	37.5
Incompetence of the teacher	12	30
Some teacher are very harsh	9	22.5

Source: Research Data, 2014

Table above data suggests that student-teacher conflict arises from teachers' merciless use of punishment as a means of disciplining students. Friction between a teacher and students as a result of caning, insult or harsh language creates more problems for students learning. The teacher might think he or she is teaching alright but the affected students' absorption power for what is being taught will decrease because of the conflict which acts as a barrier. This conflict eventually affects teaching and learning negatively. What makes this situation worse is that it is the same teacher who teaches all the subjects that the affected student is supposed to learn in class.

4.3. Conflict Management Strategies Employed by Heads of Schools

This section attempted to answer the second objective, the researcher used various data collection methods including administration of interviews guides and questionnaires, and reviewing some important document on conflict management technique.

The first, the researcher wanted to understand was the respondents' views on the management technique used by school heads in managing conflicts in public secondary schools.

Questionnaire findings from teachers' responses revealed that 24 out of all 40 teachers (60%) said that competitive was the major conflict management technique was used by their heads of school in managing teachers' conflict in their schools. Next 23 teachers (57.5%) mentioned avoiding conflict management technique, 15 teachers (37.5%) said their heads of school used smoothing conflict management technique, 11 teachers (27.5%) cited collaborating conflict management technique while 9 teachers (22.5%) mentioned comprising as a conflict management technique used by their heads of school in managing teachers' conflict in their school settings. And only 8 teachers (20%) said their heads of schools used accommodating conflict management technique. Table 4.3 illustrates major types of conflict management techniques mostly used by school heads in managing teachers' conflict in their schools.

Table 4.3: Teachers' Views on School Conflict Management Techniques Used by Heads of School in Managing School Conflicts

Conflict management techniques	Teachers' responses (n=40)	
	Frequency	%
Competitive	24	60
Collaborating	11	27.5
Comprising	09	22.5
Accommodating	08	20
Avoiding	23	57.5
Smoothing	15	37.5

Source: Research Data, 2014

Referring to Table 4.1 above, it can be observed that majority of teachers had view that their heads of school often used smoothing strategies in managing teachers conflict in their respective secondary schools.

An interview with 5 schools heads were asked to explain the conflict management techniques they used in managing teachers' conflict in their schools settings. On the responses 3 school heads (60%) said that they used different conflict management techniques depend on types of teachers' conflicts while 1 school heads (20%) mentioned collaborating as the most conflict management technique they employed in solving teachers conflicts and the one head of school (20%) mentioned competitive conflict management techniques. One of the head of school said that:

"It is very difficult to say exactly kind of conflict management technique I used a school head in managing teachers conflict because of diverse and varied types of conflicts and its managing techniques also vary considerably. Sometime is may decide to take no action, sometimes we give second chance and sometime I use aggressive language even to be rude just for the sake of the schools. Like I said it is difficult to use the only one conflict management technique in all types of conflicts..."

In analyzing statement above, it is evident that Hocker and Wilmot's (1985) assumption that people do change their conflict management styles depending upon the situation can be true. Head of school statement above displayed three different

conflicts management techniques, namely competitor, collaborator, and avoider in solving conflicts with teachers in their school although the majority of interviewed teachers used competitive technique.

On the reasons heads of schools used in choosing conflict management technique, most of the heads of school said reasons for using a certain techniques are many and varied. For example, they said female students generally were treated differently from male students.

The females were either treated more cooperatively. Thus, conflict management technique could be said to be dependent on the sex of the student. They said that the setting also influenced the conflict management techniques employed in specific situations. Other reasons influencing conflict management technique was time for event and the student's prior records.

Students' responses show that majority 36 of students (90%) said that competitive technique was the most conflict management technique employed by their school management in managing students' conflict. Next 29 students (72.5%) said that avoiding style was used in managing students conflict by school management while 25 students (62.5%) said school management used collaborative technique, 11 students (27.5%) said compromising was used by school management in managing students' conflict while 9 students (22.5%) said smoothing was used. The Table 4.4 presents the conflict management techniques used by school management in solving students' conflict.

Table 4.4: Students' Views on Conflict Management Techniques Used by School Management in Managing Students' Conflicts

Conflict management techniques	Students' responses (n=40)	
	Frequency	Percent
Competitive	36	90
Collaborating	25	62.5
Compromising	11	27.5
Smoothing	09	22.5
Avoiding	29	72.5

Source: Research Data, 2014

From the above data, it is seen that in most conflict managing, the competitive technique of conflict management is exhibited. The next most frequently used styles are the avoidance style and the collaborative style. The compromising style of conflict management is seen to be the fourth used style in this research. Least displayed was the smoothing style. Pace (1983) suggests that people develop conflict management styles which do not alter with the situation. The data above shows that head of school is a compromiser who gives up to the students before he/she is even asked. He is also an avoider in that he appears to want to distance himself from any chance of a face-to-face parental conference and, hence, his repeated suggestion to communicate by using written correspondence despite the possibility that the student could forge this type of note.

4.3 Effectiveness of Conflicts Management Strategies Used by the Heads of Schools In Managing Conflicts in Secondary Schools

In this subsection head of schools were asked say whether conflict management techniques they employed were effective or not Interviews findings obtained from

heads of schools revealed that 4(80%) said that there was no single conflict management strategy that more effective. One head of school noted,

“..Conflict management is situational and hence it is difficult to use one strategy for every conflict...it will never work. Hence every strategy is effective depends on type of conflicts need to be resolved...”

All 40 (100%) teachers indicated that heads of schools had made effort to manage conflicts by using different conflict management strategies. However, they were not satisfied by the management strategies used by their heads. It was found that majority of teachers ranked most of the strategies used by heads of schools as not effective. For example 31(77.5%) viewed school withdrawing and forcing strategies as were not effective in curbing teachers conflicts while 9(22.55%) regarding them effective. Those who viewed them as not effective argued that only withdrawing sometimes failed to solve the problem while forcing demoralize teachers working motivation.

When students asked on the applicability of collaboration strategy in solving conflict in their schools, majority 28(70%) ranked collaborative strategy as more effective in solving conflict. It was argued that this strategy was more effective because head of school acted as a mediator between teachers and students if the two groups are in conflict. To reach a solution and satisfy the concerns the head of a school should collaborate with both parties so as to meet the needs of all groups. This is in line with Jandat and Gillette, (1985) that people tending towards a collaborative style try to

meet the needs of all people involved. These people can be highly assertive but unlike the competitor, they cooperate effectively and acknowledge that everyone is important (This technique is useful when you need to bring together a variety of viewpoints to get the best solution; when there have been previous conflicts in the group; or when the situation is too important for a simple trade-off (Rahim, 2001). However, 12(30%) of the teachers said collaborative was not effective.

Conflict resolution is an important area that calls for professional development among the participants. In this study heads of schools showed that they lacked negotiation and mediation skills when conflict situations arose. Many school heads lack the capacity to manage conflicts and this can be detrimental to organizational growth. Foley (2001) states that in a time where many schools support collaboration, conflicts are bound to happen.

Foley (2001:20) argues: heads of schools and teachers may experience conflict due to unclear parameters of their roles in a collaborative-based system, presence of competing responsibilities (for example, instruction of class vs. making time for team planning), and overload of tasks due to inadequate time, energy or resources (Cliff et al 1992). Thus conflict resolution skills may be a prerequisite skill for administrators supervising collaborative base programming.

As Similarly, Bolman and Deal (1984) adds that, thus for effective conflict management to take place there has to be systematic process for representatives of various groups to gather views and opinions of those they represented or

subsequently providing feedback on decisions reached. This implies that students, teachers and school heads must have organs to enable real problems to surface and solutions found sometimes without referring them to the higher organs.

4.3.1 Challenges Facing Heads of Schools In Applying Strategies For Managing School Conflicts In Secondary School

This subsection sought to assess challenges facing heads of schools in applying strategies for managing conflicts, the question for grasping information was directed to all secondary school heads, teachers and students, the below table 4.5 showing the results of findings.

Table 4.5: Challenges Facing Heads in Applying Strategies in Managing Conflict

Category of responses	N	%
Raising of enmity	35	41
Work Discouragement	20	24
Denial of cooperation	17	20
Causing division	13	15
Total	85	100

Source: Research Data 2014

From the data in the table above majority 35(41%) of all respondents mentioned rising of enmity as major challenge head of school faced in managing conflict. The others 20(24%) work discouragement whereas 17 (20%) of respondents said there is denial of cooperation. Others 13 (15%) argued that there is always raising of classes. This is in line with Msila (2011) who states that the head of schools faced different challenges in managing conflicts in schools such as enmity.

4.4 Best ways of Solving Conflict In Order to Improve Conflict Management

To obtain relevant information teachers were asked through questionnaire to identify the best ways of solving conflicts in order to improve conflict management in secondary schools (see table 4.6).

Table 4.6: Teachers Views on the Best Ways of Solving Conflict in Order to Improve Conflict Management

Conflict resolution strategies	Teachers' responses (n=40)	
	Frequency	%
Parties in conflict should agree on the procedure taken for the resolution of indentified conflict	24	60
Applying dialogue for resolving conflict	26	65
Encouraging parties to work together to find mutually accepted solution to problems (collaborative approach)	11	27.5
Establishing communication network among groups to reduce tension	12	30
Promoting negotiation among powerful sub-group leaders	08	20
Adopting roundtable conference strategy	09	22.5
Providing an excellent reward programme where people are paid fairly and equitably with bonuses for outstanding performance	10	25
Consulting the conflicting groups on individual basis	23	57.5
Involvement of school board in the resolution of conflict	15	37.5

Source: Research Data, 2014

The study revealed that majority 26(65%) suggests the use of dialogue while 24(60%) had view on that parties in conflict should agree on the procedure taken for the resolution of indentified conflict. They also suggested establishment communication network among groups to reduce tension. Others 10(25%) suggested

the school manager should provide an excellent reward programme where people are paid fairly and equitably with bonuses for outstanding performance.

During the interview with school heads revealed that best ways of resolving conflicts included: agreeing on the procedure taken for the resolution of conflicts, encouraging parties to work together, taking staff and students' comments and suggestions/open door policy, use of suggestion box in the school, promoting negotiation among powerful sub-group leaders and involvement of school disciplinary committee and application of dialogue between the conflicting parties. This strategy is in line with Miller (2003) who posited that negotiation is a direct process of dialogue and should be applied in conflict resolution.

Also students were asked through focused group discussion to give their views on the best ways that could be used to manage conflict in the future in their schools. The study findings are as presented in the table 4.7

Table 4.7: Strategies for Preventing Future Conflict

Category of responses	N	%
Collaborating	36	90
Compromising	29	72.5

Source: Research Data, 2014

Based on the findings data indicated that majority 46(90%) of respondents suggested that the future conflict of secondary school among heads and teachers can only be managed by the use of collaboration whereas 29(72.5%) of all respondents suggested the use of compromising as the strategy that can resolve the future secondary school conflict.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Introduction

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

5.2 Summary of the study

The purpose of this study was to investigate the conflict management techniques and their effectiveness in managing conflicts in public secondary school in Kinondoni municipality. Specific objectives that guided this study included to: heads of schools knowledge and Skills on their role in managing conflicts in secondary schools; assessing strategies school heads employed in managing conflicts; assessing effectiveness of strategies school heads employed in resolving conflict and findings ways of improving conflict management strategies.

The review of literature centred on the theoretical framework that underpins the study, an overview of the concept of conflict management, conflicts in school institutions, sources of conflicts and Conflict management strategies in school. Based on the views advanced in this study the following generalizations were made:

- Many studies have been conducted in various countries on conflict management.
- The findings of the researchers did not fulfill the requisites of the study on hand, thus the study depicted what prior researchers left in the field of conflict management at secondary schools especially at Kinondoni Municipality.

The study employed both qualitative and quantitative approach informed by a case study design. The study was conducted in five public secondary schools in Kinondoni Municipality. The purposive, stratified and random sampling techniques were used to obtain the categories of respondents. The respondents included 5 school heads, 40 teachers and 40 students. The total sample comprised of 85 respondents. Data were collected through interview, questionnaires, focused group discussion and documentary review. Data analysed drew on the qualitative using descriptive analysis and quantitative approach using numerical analysis to produce a report.

The study revealed that most of heads of school were aware in managing conflict in their respective schools but they had little knowledge and skills on how to manage conflict.

Researcher found out that dictatorial technique on the part of school administration was the main causes of teacher-school conflict followed by poor physical working conditions and next was lack proper communication to teachers. On the side of students, punishment was the ranked as the most cause of student-teacher conflict in secondary schools, next were abuse language while dictatorship treatment of certain student by the teachers ranked as third factors led to student-teachers conflict.

Regarding the effectiveness of heads of conflict management mechanisms in resolving conflict in the public secondary school, all head teachers indicated that heads of schools had made efforts to manage conflicts by using different strategies such as collaborating, comprising, avoiding and competitive. However, teachers were not satisfied by the strategies used by their heads. It was found that majority of

teachers ranked most of the strategies used by heads of schools as not effective. Majority single out withdrawing and forcing strategies as not being effective in curbing teachers conflicts.

With regards to challenges schools heads faced in the process of managing conflict, it was found that majority of the respondents mentioned rising of enmity among teachers as major challenge head of school faced in managing conflict. The others work discouragement whereas respondents said there is denial of cooperation.

Based on the findings which required the respondents to reveal the measures to be taken in improving conflicts management by heads of secondary schools, indicated: agreeing on the procedure taken for the resolution of conflicts, encouraging parties to work together, taking staff and students' comments and suggestions/open door policy, use of suggestion box in the school, promoting negotiation among powerful sub-group leaders, involvement of school disciplinary committee and application of dialogue between the conflicting parties.

5.3 Conclusion

School administrators have been adversely affected by lack of knowledge and skills on conflict management. As a result heads of school tended to manage conflict by trial and error approach because they had no specific procedures and methods of managing conflict.

The findings also revealed that secondary school heads always encounter conflicts in different aspects of their daily operations, in the other side the heads of secondary schools solve those conflicts some by collaborating and others by compromising.

Since the context of managing conflict at secondary schools is a very divergent phenomenon, the findings indicated that a number of heads of secondary schools use only experiences which is not productive strategy in settling conflict, otherwise the researcher came up with the facts that conflicts exist in most Kinondoni secondary schools.

5.3 Recommendations

Having analyzed the collected data, the presented findings on chapter five and conclusion, this part of the research report presents the proposed recommendations of the findings as outlined below:

- (i) The District Education Office should organize seminars and workshops aimed at improving rapport between heads of schools and their staff and building good working relations between them. It should also organize workshops for heads of school every vacation to enable them acquire or improve their leadership skills and conflict resolution strategies so as to improve their managerial effectiveness. The facilitators of the workshops should do follow ups to ensure that whatever they have imparted are being implemented.
- (ii) Teachers, parents, school heads, students and the communities should be made aware of the long and short term negative effects of conflict on teaching and learning. This can be done through discussions at parent day meetings and symposia. In this regard, heads of school should be vigilant and effectively monitor teachers at work. They should sanction teachers who refuse to mark exercises done by their students because of existing conflict between them and the students. Such teachers should be

counseled on the need to relate well with the students and their attention drawn to the fact that teachers and students are interdependent in the field of education.

- (iii) The Guidance and Counseling Committees in the schools should be strengthened so that they can educate the students on better ways of handling conflict. School authorities should complement reward students' good behaviors and to encourage them to behave well in school. Peer mediation teams should be established with selected students who are well behaved and equipped with conflict resolution skills to help the schools handle interpersonal conflict. This group could be trained periodically by the district education office, civil society, or any community-based or non-governmental organization which is interested in conflict management so that basic schools in the district would have relatively reduced conflict environment. It is also necessary for students to be educated on all the conflict resolution mechanisms in the schools and sanctions for certain offences.

5.5 Recommendations for Further Study

This study was conducted in Kinondoni district with the purpose of investigating conflict management mechanisms and their effectiveness in resolving conflict in public secondary schools. It is therefore recommended that further research on conflict management and their effectiveness should be conducted in the following area:

- Relationship conflict management and leadership style
- Assess effect of discipline in students' academic performance
- Assessing conflict management in private secondary schools

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APPENDICES

APPENDIX 1: Questionnaire Items For The Secondary Teachers

Dear, sir/madam

I am a student at Open University of Tanzania studying master of education in Administration, Planning and Policy Studies (MED APPS). I am undertaking a study titled “an assessment of strategies used by heads of schools in managing conflicts in secondary schools.”

Thank you for taking the time to participate in this study

Angel Ignace

Personal description

Name of school..... sex.....designation.....date
of interview.....

1. Do you experience any conflict within your school? Yes ☐ No ☐
2. The conflicts at secondary schools are usually.
 - a) Beneficial ☐ Harmful ☐
3. What are the techniques did your head of school use to resolve the conflicts
4. Put a tick (✓) where is applicable
 - a) Withdrawing (avoiding); it involves avoiding, denying, giving up. That is refusal to deal with the conflict by ignoring it as much as possible ☐
 - b) Smoothing (obliging); it is an appeasing approach of emphasizing areas of agreement while avoiding points of disagreement ☐

c) Forcing (dominating); forcing implies the use of position power and dominance to resolve the conflict ☐

d) Compromising; it involves considering various issues, bargaining, use trade of negotiations, and searching for solutions that bring some degree of satisfaction to both parties ☐

e) Collaborating (problem solving): it includes identifying concern of the opponent and finding an alternative which meets each part concern ☐

f) Others (please specify) ☐

g) They don't use any of these ☐

h) Others (please specify) _____

5. Write down the strategies used to managed the conflicts between;

a) Heads of school with teachers _____

b) Teachers with students _____

c) Teachers with teachers _____

d) Students with students _____

6. Among the above techniques what do you think is the effective technique of dealing with conflicts in your school among the followings?

e) Heads of school with teachers _____

f) Teachers with teachers _____

g) Students with students _____

h) Teachers with student's _____

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

a) Often b) sometimes c) never ☐

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

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

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

10. What is your suggestion for improving conflicts resolution techniques for effective school management?

a) What do you understand by the term conflicts?

b) Have you ever witnessed any conflict within your school? Yes ☐ No ☐

c) How frequently did you experience conflict in your school?

d) What are the techniques used by the head of school in resolving these conflicts?

e) Which techniques are mostly used by your heads in resolving conflicts?

f) Have you ever been involved in handling conflicts?

g) What are the challenges do you face when you have been involved in handling conflicts?

h) What are the challenges that the head of school faced during conflict resolution?

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

11. What are your comments on the strategies used to resolve conflicts at your school?

APPENDIX 2: Focus Group Discussion Guide for Students.

1. Do you have any idea on how conflicts are managed in your school?
2. Have you ever witnessed any conflict between the school heads, teachers and students in your school? If yes are still exist?
3. What are causes of conflicts in schools?
4. What are the effects of conflict in your school?
5. What techniques has your school been using to eliminate or reduce conflicts in your school?
6. Do conflict management techniques applied in by school heads effective in reducing or eliminating conflicts between students and teachers? If yes or no give support your answer.
7. Suggest various techniques which are effective that school heads and teachers can apply to reduce or eliminate conflict in your school.
8. What do you think are the challenges that heads of school faced during conflict resolution at school.
9. Write down your opinions of conflict management techniques between students and teachers in your school

THANK YOU FOR YOUR COOPERATION

APPENDIX 3: Interview Guide for Head of Schools

1. Name of school.....
2. Category of the school: A level and O' level/ O' level only.....
3. What is your gender status?
 - Male
 - Female
4. How many years of experience as a school head.....
5. What is your highest (teaching) qualification? (Mark only 1)
 - Diploma 1
 - Degree 2
 - Masters degree ... 3
 - Other qualification (specify).....
1. What are the causes of conflicts between teachers and students?
2. What are the types of conflicts that exist in your school?
3. Do you think conflict has effects in your school academic performance?
4. What are the effects of conflicts in your school performance?
5. How does conflict influence teachers effectiveness in teaching and learning?
6. What do you think are the mostly effects of conflicts in your school academic performance?
7. How do you deal with conflict among your teachers?
8. What techniques do you apply when teachers are in conflict with you?
9. Do you involve all teachers in handling conflict? Yes/ No
10. Does conflict on teachers and students retard progress in your school?

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

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

12. Do you involve teachers in decision making that relates to conflict management in school teaching performance? Yes [] No []

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

13. How do school heads effectively manage conflicts in their schools?

(Choose one which mostly applicable in your school and put a tick (✓) to your appropriate response)

- a) Involves all teachers in managing conflict
- b) Communicates well with teachers
- c) Takes sides in a conflict situation
- d) Looks for a fair solution in conflict situation
- e) Acts as a mediator
- f) Use conflict management techniques in finding a solution

g) g. Strives for good interpersonal relationships with teachers

h) h. Is pro active in managing conflict

i) Other (please specify.....)

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

.....

.....

.....

THANK YOU FOR YOUR TIME AND COOPERATION