

**THE EFFECT OF SCHOOL LEADERSHIP ON CONFLICT RESOLUTION IN
SECONDARY SCHOOLS IN UGANDA: A CASE STUDY OF MUBENDE DISTRICT**

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2011/U/HD/22/MEDPPM**

**A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTER OF EDUCATION IN POLICY, PLANNING AND
MANAGEMENT OF KYAMBOGO UNIVERSITY**

NOVEMBER, 2014

DECLARATION

I, Kakeeto Stephen, hereby declare that this Research report entitled “The effect of School Leadership on Conflict Resolutions in Secondary Schools in Uganda. A Case of Mubende District” is my original work and has never been presented to any institution for any academic award.

Signed Kakeeto Date 01/12/2014

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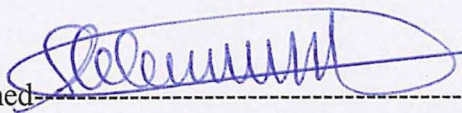
APPROVAL

We certify this research work entitled "*The Effect of School Leadership on Conflict Resolution in Secondary School in Uganda*" A case study of Mubende District" has been under our supervision and now is ready for submission with our approval.

Signed 

Date 01/12/2014

SR. DR. KAAHWA MARIA GORETTI (DST)

Signed 

Date 1/12/2014

DR. PETER OKELLO

DEDICATION

I dedicate this study to my late lovely wife Miss Nagadya Clare, my children, Jonathan, Jordan, and God's Grace Angle Elianah.

ACKNOWLEDGEMENT

I owe a lot to so many people who in one way or the other contributed and made it possible for me to prepare and complete this study. I am highly indebted to all of you.

My utmost gratitude to my supervisors, Sr. Dr. Kaahwa Maria Goretti (DST), Dr. Okello Peter, for putting their time, talent and experience into seeing the success of this study. I thank them for the valuable knowledge that they have shared with me, guidance, criticism, patience and understanding during the course of completing this study.

Special thanks go to Leticia Komba Rwakijuma (Mrs) Head of Department Education Planning, Mr. Semanda Enos, Mr. Rutagalukayo of Kyambogo University, for parental support and keeping me on the right track. I greatly appreciate their patience and support.

I acknowledge all these scholars whose ideas and knowledge was very instrumental to complete this study.

Furthermore, I would like to thank my friends for their help and patience during my studies. I would also like to express my appreciation to my Brothers, sister in-law Nakyanzi Agnes and my parents. Although they lived far from me, I always felt their support throughout my studies

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ABSTRACT

The study was about the effect of school leadership on conflict resolution in secondary schools in Uganda. It was carried out among secondary schools in Mubende District in 2013. The objectives of this study were; to find out the conflict resolution methods employed by secondary school leadership. To examine the role of school leadership in conflict resolution in secondary schools. To establish the extent to which school leadership have resolved conflicts in secondary schools in Mubende District. The purpose of this study was to assess the effect of school leadership on conflicts resolution in secondary schools in Mubende. A sample size of 112 respondents was determined scientifically. The study used cross sectional research design which extracted both qualitative and quantitative data. Quantitative data was collected from 50 teachers using a questionnaire. Interviews guides were used to collect qualitative data from head teachers and Board Governors, while focus group discussions were used to collect qualitative data from Deputy Head teachers, Heads of departments and Director of studies. Data was analysed using descriptive statistics and interpreted using pie charts and table. Results of the study indicate that Negotiation, Mediation and direct confrontation were used when the two have failed. Litigation is rarely used to resolve conflicts in schools. The study found that the role of School leadership in conflict resolution is to build cooperation among the staff. The study findings indicate that other roles are totally neglected like establishing communication channels and counseling section. The results of the study indicate that resolved conflicts have positive effects while unresolved conflicts have led in wastage of resources in handling violent conflicts. The ideal level of conflict resolution required to attain optimum performance for every school is unique and situational. Basing on the findings of the study it was recommended that induction courses should be organized to school leadership to ably increase work productivity through resolved conflicts.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This study focuses on the effect of school leadership on conflict resolution in secondary schools in Uganda, a case of Mubende District. In this chapter the researcher presents background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, theoretical and conceptual frame work.

1.1 Background of the study

Hingar (1986), Leadership is a process of giving meaningful purpose to collective effort, and causing willing effort to be expended to achieve a purpose. School Leadership is generally considered a process of influencing the activities of a group in an effort to achieve set schools goals. According to leadership is by nature a multiple level phenomenon occurring between an individual leader and individual followers, groups of followers, and/or collectives of the groups of followers.

Walker (2001), Conflict is a disagreement within an individual, between individuals, between an individual and a group, or between groups. To Webster (1983), the term conflict originally meant a battle, struggle or physical confrontation between parties, but its meaning has grown to include incompatible behaviour between parties. Conflict arises as a process of social interaction involving a struggle over claims to resources, power, status and beliefs (Bisno 1988) and whenever interests collide (Morgan 1986). Burns (1987), noted that conflict permeates all human relations and its potential can be a source of health and growth as well as destruction. Thus, whether participants in an organisation like a school, conflict is inevitable and understanding its

inevitability helps school leadership to improve the learning and teaching environment (DiPaola & Hoy 2001).

According to Sagimo (2002), conflict resolution is prescribed not simply as a mechanism for dealing with difficult differences within an existing social system, but also as an approach that can facilitate constructive social change towards a responsive and equitable system (Fisher 2000). Conflict resolution represents the one-best-way long-term approach, which emphasizes that related variables are changeable and that the conflicting parties, groups should be brought nearer by all manner of means. Successful conflict resolution not only removes frustration but also leads to higher effectiveness, trust and openness (Vliert 1998). Conflict resolution is the process aimed at resolving a dispute or conflict. A successful conflict resolution happens when those involved or in charge listen to and provide opportunities to meet the needs of all parties and to adequately address interests so that each party is satisfied with the outcome.

1.2 Historical Background

Traditionally conflict was seen as a problem attributable to some regrettable cause, troublemakers interfering with school goals (Morgan1986). The initial studies of conflict, therefore, stemmed from the belief that it was dysfunctional to school's harmony and performance. Elimination as conflict resolution was used by any school leader confronted with a conflict situation, (Dipaola & Hoy 2001: Bacal 1998). The traditional school leader never allowed a conflict to exist, since she /he feared that it will get out of control and manifest as destructive. However, research has shown that the negative aspects of conflict arise when conflict is effective and when team members engage in blocking behaviour (Mullins1999). In such a situation, team members feel defeated and demeaned and there is a climate of mistrust

hence parties concentrate on their own narrow interests. This leads to poor quality decisions and achievements of school goals is blocked (Burke 1970: Mullins1999).

Modern schools of management however view conflict as an inevitable aspect of secondary schools life, which can be used to foster healthy development (Hoy2001). The pluralist view of conflict criticises the classical tendency to over-emphasise the negative aspects of conflict because it diverts attention from conflicts' potential benefits. To Morgan (1986), most functional outcomes of conflict emanate from cognitive conflict, which occurs as school leaders examine and reconcile differences. By facilitating open communication, encourages innovative thinking and creative solutions to problems. In cognitive conflict situations, decisions become better than the opinion of the leader or the most vocal, most powerful team member (Mullins 1999). Once conflicting parties have reached consensus, team members support the decisions and team decisions are easier to implement (Henkin2000). In this case school leadership uses reconciliation and other method of conflict resolution to improve service delivery in secondary schools.

Conflict is a natural occurrence in all life spheres, be it a small or a big secondary school, what makes them different is how school leadership views and resolve conflicts in their respective place of work. Duke (1999), observed that conflicts could arise between individuals or groups in secondary schools if the goals are not specified or when school leadership shifts blame on all or a unit(s) involved in work process as a method of resolving conflict. Schramm (2002), confirms this by stating that serious disagreement and argument about something perceived to be important by at least one of the parties may arise. Azamosa (2004) contends that this may be due total range of behavior and attitudes that is in opposition between individual owners and school

leadership on one hand and working people on the other. Therefore school leadership should ensure that conflicts are resolved to bring about peaceful working environment in the school. Even though conflicts are often perceived as negative, and as such must be eradicated at all costs, there is evidence that conflict is not necessarily, or always negative (Afful-Broni, 2007: Fillipo & De Waals 2000); conflict can be productive and in fact become a necessary part of positive interpersonal relationship, creating problem-solving and group cohesiveness to enhance leadership (Wilson 2007).

Basing on the above perspective therefore the roles of each school leadership is clearly stated in the Education Act (Cap 2:2008) which noted that school leadership is responsible for the welfare and discipline of teachers and students on behalf of the ministry, maintenance of proper educational standards at the school and the economical use of Public funds. The secondary school leaders' have a big responsibility as they give direction to their staff. They are responsible for all matters pertaining to the smooth running of the school. However some school leaders lack skills in human resource management such as conflict resolution. Conflicts arise due to different opinions each person has on some issues. Failure to resolve these conflicts greatly affect school performance and results into poor working relationship amongst teachers, students and the Board Members.

According to Newstorm & Davis (2002), the prolonged interpersonal conflicts lead to deterioration of cooperation and team work, at personal level, some people may feel defeated while the self-image of others will decline and personal stress level will rise. Ability to resolve conflict is probably one of the most important skill school leaders should possess. Effective school leaders vary their methods of resolving conflicts to fit a special situation.

In relation to the above, the role of school leadership in conflict resolution is an important element. The school leader directs individuals and groups, and requires many qualities and skills in order to effectively resolve conflicts. A leader has the capacity to help the antagonistic groups to work together towards their shared goals. He/ she also provide encouragement and support, releases tensions, harmonize misunderstanding and deals with disruptive or aggressive behavior, Fisher (2000): Sullivan (2003) asserted that experienced and new school leaders, in describing their developmental needs, focused on conflict resolution. In a multiphase project by Russell and Scoble (2003), school leaders identified their future educational needs among which skill deficits concerning human resources management including conflict resolution.

Furthermore, the role of school leadership is to deal with internal and external conflicts on daily basis (McElhaney 1996). According to Swansburg (1993), lists six areas that cause conflict within secondary schools: defiant behavior; stress; space; head teacher's authority; beliefs, values and goals; and others. Stressors include: too little responsibility, lack of participation in decision making, lack of managerial support, increasing standards of performance and coping with rapid technological change. Multiculturalism, as expressed through behaviours and attitudes, may also influence communications and affect interactions and performance in today's work environment (Martin 1994). The above changing and turbulent environment in which school leadership and teachers now operate demand them skills and abilities to resolve conflict towards constructive outcomes.

According to Amason (1996), conflict is categorised into cognitive conflict, which enhances performance, and affective conflict, which reduces performance and satisfaction. It is desirable that conflict remains constructive, but in practice cognitive debates often become affective (Di

Paola and Hoy 2001). Nonetheless, conflict within certain limits is desirable and the potential for conflict permeates all human relations. Conflict can lead to Secondary School health and growth, or destruction depending on how it is managed (Henkin 2000). In educational institutions, effective management depends on collaborative teamwork among teachers, administrators, parents and students. Collaborative decision-making in schools is often characterised by conflict caused by diversity of interests of stakeholders (Johnson & Scollay, 2001: Henkin, 2000).

1.3 Theoretical Background: Theory of cooperation and Competition

The theory equates a constructive process of conflict resolution with an effective cooperative process in which the conflict is mutual problem to be resolved cooperatively. It also equates a destructive process of conflict resolution with a cooperative process in which the conflicting parties are evolved in competition or struggle to determine who wins and who loses; often the outcome of the struggle is loss for the both parties. The theory further indicates that cooperative constructive process of conflict resolution is fostered by the typical effects of cooperation.

The most important implication of cooperative and completion theory is that cooperation or win-win orientation to resolving conflict enormously facilitates constructive resolution, while a competitive or win –lose orientation hinders it . It is easier to develop and maintain a win altitude if the school leadership have social support within the school like co-worker’s friends employers or surrounding community. To have a win –win altitude in hostile environment it is valuable to become part of the network or a member of groups with a similar orientation that can extend social support to the school leadership.

Skills are also vitally important if school leadership wishes to develop and implement successful effective cooperative problem solving process. These include Mediation, counselling and Negation.

Conceptual Background

Conflict has been defined as a situation between two or more parties who see their perspectives as incompatible. The history of conflict resolution in secondary schools in Mubende is a story of both successes and failures. Conflicts have had a negative beneficial connotation in secondary schools in Mubende but some conflicts have yielded desirable results after being resolved through creation of changes in secondary schools. The resolution of conflicts was one of the major achievements in some schools. Secondary school leadership have attempted to resolve Individual Tensions which are created whenever an individual or a group feels that he/it has been wronged or has not got what was due. Such tensions had risen due to historical socio-economic inequalities and Poor administration of school.

1.4 Contextual Background

Over the last seven years (2007 to date), schools in Uganda, Mubende inclusive have witnessed an increasing frequency in students' strikes against school administration (Akweteireho, 2001; Bifubyeka 2001, Thawite and Kanyambu, 2001; Basiime 2002: Mambule 2002; Maseruka, 2001; Kanyambu, 2001). Some of the strikes have resulted in destruction of property and injuries to school leadership. The strikes have been attributed to undisciplined students, academically weak students, disgruntled teachers with unsolved conflicts, poor feeding and poor methods of resolving conflicts by school leaders. Parents felt that poor administration and lack of conflicts resolution skills and knowledge was responsible for increasing strikes in the District. The Ministry of Education concluded that although strikes were not the solution, they were an eye opener that there is a problem of lacking conflict resolution skills with school leadership. Although School leadership, have attributed the rising number of strikes to the ban on corporal punishment. While others have argued that disgruntled teachers with unsolved conflicts incite

students to strike. To resolve the violent conflicts, in October 2001 the Ministry of Education and Sports established a desk to handle student grievances (Erem 2001). The minister warned that students who destroy property in the name of striking would be dismissed as a solution to the conflict and dispute. In another vain school leaders who cause strikes through repressive and dictatorial administration rather than using different methods of resolving conflicts they would face disciplinary action.

From my own observation, this transition period from old to new administration and new demands has created a rift between the school administrators and staff. This requires the school leadership to be with the knowledge on the methods of conflict resolution like mediation, negotiation, reconciliation, and arbitration. They should also have skills of conflict resolution like listen, problem solving skill, super ordinate goal skill and communication skill. The researcher felt a need to establish the effect of school leadership on conflict resolutions in secondary schools in Uganda, a case of Mubende District.

1.2 Statement of the problem

There is increased failure of School leadership to determine how conflicts arise and are solved in Secondary Schools. Many schools in Mubende District have broken down due conflicts which alienate teachers from their professional work. School Leaders in Mubende do not differentiate between functional and dysfunctional conflicts and do not know what do in times of conflict. Many of School Leaders, have little or without conflict resolution skills. This has resulted into uncondusive learning and teaching environment. This inspired the researcher to conduct this study to establish the effect of leadership on conflict resolution in Secondary Schools in Mubende District, in Uganda.

1.3 Justification of the study

School leadership should know how to manage and resolve conflicts if they are to establish conducive teaching and learning environment in secondary. The escalating un resolved violent conflicts in schools is a concern to the general public. It seems that many school leaders do not have skills on peaceful conflict resolution on their own or from their training. The information provided by this research is important for the Ministry of Education and other stakeholders who have an interest in quality education. The public and the parents also have an interest in education having invested heavily in it. The society expects good returns for its investment in terms of good academic performance. Unrests in school jeopardize these returns as parents are often called upon to meet the cost of unrests in schools.

1.4 Purpose of the Study

The purpose of the study was to assess the effect of school leadership on conflicts resolution in secondary schools in, Uganda, A case study of Mubende District.

1.5 Objectives of the study

The study was guided by the following research objectives:

1. To find out the conflict resolution methods employed by secondary school leadership in Mubende District
2. To examine the role of School Leadership in conflict resolution in secondary schools in Mubende District.
3. To establish the extent to which School Leadership have resolved conflicts in secondary schools in Mubende District.

1.6 Research Questions

The study was guided by the following research questions.

1. What conflict resolution methods are employed by secondary school leadership in Mubende District?
2. What is the role of school leadership in conflict resolution in secondary schools in Mubende District?
3. To what extent have school leadership resolved conflicts in Secondary Schools in Mubende District?

1.7 Significance of the study

The study is important for, school leaders and Managers Teachers, Students, parents and Ministry of Education and Sport:

Government, or the Ministry of Education and Sports: The study will help the government to always consider leadership and conflict resolution courses when hiring School Leadership. Also the government will be aroused to always organize induction courses and in – service training programs for the newly appointed head teachers particularly those who are already serving but who did not undertake leadership and conflict resolution courses at Institutions.

School leaders and managers: The study will assist the serving head teachers to always crave for short leadership courses, conflict resolution and in-service programs in order to update themselves in their leadership and conflict resolution skills. More so, the study will awaken the school leadership, managers namely: head teachers, deputy head teachers and Board of Governors (BOG) to always be keen to execute their roles of conflict resolution at school.

Teachers, students and parents: The teachers and students will be helped in their day to day management of classroom activities and improve performance after being informed of their role in conflict resolution. Students, parents and the community at large will benefit from the improved conducive teaching and learning environment free of conflicts.

1.8 Scope of the study

1.8.1 The Geographical scope

The study was conducted in Mubende district, in the three counties of Buwekula, Kassanda and Kasambya. Mubende district was chosen because Secondary Schools in Mubende admit students across the nation and there is greater diversity among School administrators and the staff. It is inevitable under such conditions that conflicts fail to occur. Conflicts have continued to occur, making this area reliable for this study. The study was conducted in private day and boarding Secondary Schools, Government day and Boarding, Urban and Rural Secondary Schools. Mubende district was chosen also because there are continuous conflicts being manifested in schools.

1.8.2 Time scope

The research considered a period between 2007 to 2013. The year 2007 was chosen because it was when universal Secondary Education was introduced in the district and marked the beginning of increased strikes in the district due diversity nature of Secondary Schools and unsolved conflicts.

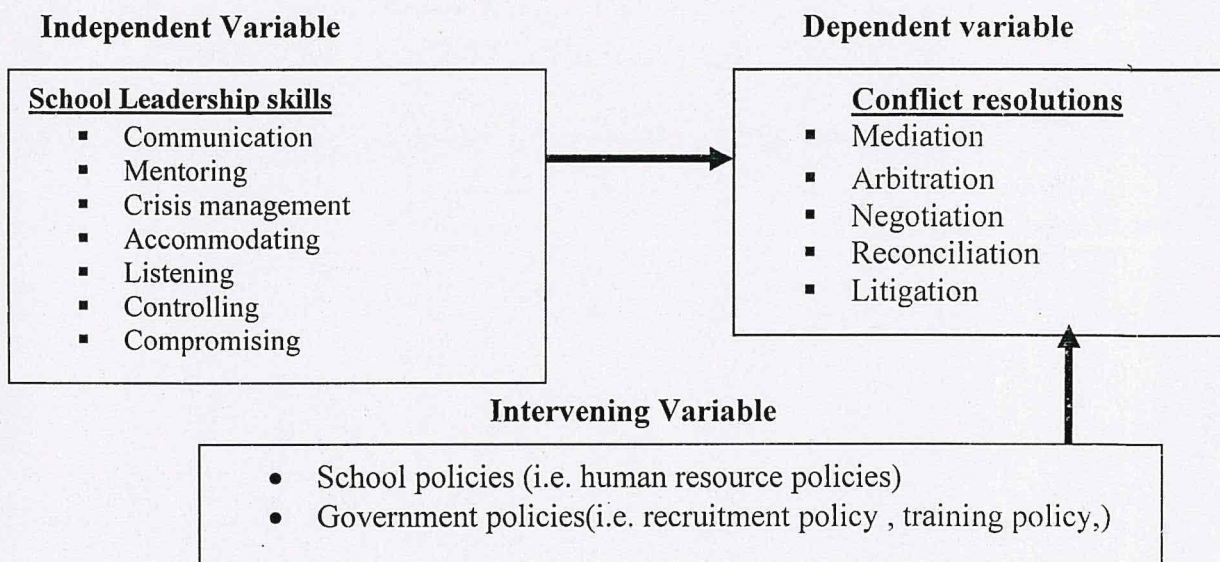
1.8.3 Content Scope

The study focused on the methods employed by Secondary School Leadership in conflict resolution, roles of School Leadership in conflict resolution and the extent to which conflicts are resolved in Secondary Schools in Mubende District.

1.9 Theoretical Frame work

The study used Path Goal Theory Principals as a basis for suggesting the roles School Leadership in conflict resolution. These include; directive, supportive, and participative or achievement oriented to be adapted in the situation characterised with dysfunctional conflicts to turn them into functional in Secondary Schools in Mubende District.

1.10 Conceptual framework



The independent variable was school leadership with 7 sub-variables: idealized influence (attributed/behavior) that may be fundamental to effect the attainment of dependent variables.

The dependent variable is conflict resolutions which are categorized into five variables which have positive relationship with the independent variable. The school leadership behaviors are

core for resolving conflicts in secondary schools. The presence of school leadership (Independent Variables) in a school may influence conflict resolution (dependent variable) in secondary schools. The intervening variables in this study were the government policies and school policies. The intervening variables were integrated in the study to minimize their effects on the study findings. In order to control the intervening variable research questions were not directed towards the intervening variables.

1.11 Definition of key operational terms

Conducive climate - environment which may enhance productivity and performance among staff within the school environment.

Conflict - refers to disputes and disrupted relations between individuals and groups; inter departmental, it evokes words such as opposition, anger, oppression, aggression and antagonism

Leader - Is the one who sets the vision, mission, removes all the road blocks, resolve conflicts and enforces the attainment of the school goal and objectives.

Positive School climate - Is one where there is communication and collaboration among participants (administrators, teachers and students) in reaching the goals of the school and where the school positively influences the behaviour of students and staff.

School conflict resolution - Are the methods and processes involved in facilitating the peaceful ending of conflict in a school.

Conflict management - Ensuring that conflicts don't escalate

School Leadership - Is the one who, sets the direction and the tone of the school and who is concerned with the strategic planning, based on very specific and achievable goals, who

manages the school performance and these include Board of Governor Parents Teachers association , Head teachers , Director of Studies , Heads of departments , Senior Women and Men teachers

Secondary School – A formal level in education system attainable after primary

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

In this chapter the researcher reviewed the related literature from available authors concerning the effect of school leadership on conflicts resolution in secondary schools in Uganda. The chapter analyzed literature according to the set research objectives.

2.1 Method employed in conflict resolution in secondary schools

According to David (2008), conflict resolution as a process of rebuilding of social trust renewal of relationship, reconstruction, healing of social divisions, redressing of the exclusion and inequality that may exist in a given community (school). He further states that Conflict resolution is an approach used to settle disputes/conflicts and solving problems without violence. Conflict resolution aims to find solutions acceptable to both parties to achieve peaceful coexistence. Different methods can be used to increase cooperation, promote reconciliation and strengthen relationships.

Thomas (2003), defines negotiation as means by which people deal with their differences, resolutions are typically sought through negotiations. To negotiate is to seek mutual agreement through dialogue. Negotiations also present a form of conflict resolution that is more consciously controlled. Although negotiation involves more controlled communication than other conflict situations, the overall process is marked by greater ambiguity because of the stakeholders' lack of control over the outcome (Anderson 2003). Negotiations are sometimes plagued by pitfalls that might hinder any success in resolving the conflict situation. Deutsch (1991), highlights aspects such as cultural factors and how they have a potential of hindering negotiations. Deutsch

argues that negotiators need to have an implicit understanding of cultural assumptions which are likely to determine how negotiators from different places perceive the world. Lacking such knowledge, negotiators from different cultural backgrounds are likely to misunderstand one another and apt to engage in behaviour that is innocently, offensive to the other: circumstances not conducive to constructive conflict resolution” (Deutsch 1991). It is through negotiation that parties decide what will give and take in their relations. Kreither (1995), identified two types of negotiations which are: two –party and third party which involves ago between. He further stated that effective negotiation should include: knowing the best alternative to a negotiated agreement, adopting win –win attitude, and identifying the bargaining zone. Kreither (1995), asserted that negation is useless if the two parties involved do not have a common ground or if both parties are not satisfied with the outcome. Therefore, negotiation becomes necessary it there is a degree of overlap in the ranges of the acceptable outcome.

Northouse (2010), states that mediation is a voluntary process in which an impartial person (the mediator) helps with communication and promotes reconciliation between the parties which will allow them to reach a mutually acceptable agreement. Mediation often is the next step if negotiation proves unsuccessful. The term "mediation" broadly refers to any instance in which a third party helps others reach agreement. More specifically, mediation has a structure, timetable and dynamics that "ordinary" negotiation lacks. The process is private and confidential, possibly enforced by law. Participation is typically voluntary. The mediator acts as a neutral third party and facilitates rather than directs the process.

Mediators use various techniques to open, or improve, dialogue and empathy between disputants, aiming to help the parties reach an agreement. Much depends on the mediator's skill and training.

The mediator manages the process and helps facilitate negotiation between the parties. A mediator does not make a decision nor force an agreement. The parties directly participate and are responsible for negotiating their own settlement or agreement.

At the beginning of the mediation session, the mediator will describe the process and the ground rules. The parties or their attorneys have an opportunity to explain their view of the dispute. Mediation helps each side better understand the other's point of view. Sometimes the mediator will meet separately with each side. Separate "caucusing" can help address emotional and factual issues as well as allow time for receiving legal advice from your attorney. Mediations are generally held in the office of the mediator or other agreed location.

Most people uphold a mediated agreement because they were a part of making it. It can become a contract and be enforceable. If there is no agreement, you have not lost any of your rights and you can pursue other options such as arbitration or going to trial.

Mediation is used, when you and the other person are unable to negotiate a resolution to your dispute by yourselves, thus they seek the assistance of a mediator who will help a staff and the other party explore ways of resolving their differences. They may choose to go to mediation with or without a lawyer depending upon the type of problem they have. Mediation can be used in most conflicts ranging from disputes between teachers, parents, school leadership, community, landlords, tenants, family members in such areas as divorce, child custody and visitation rights, eldercare and probate, as well as simple or complex school disputes or personal injury matters. Mediation can also be used at any stage of the conflict such as facilitating settlements of a pending lawsuit. [www.okbar.org/.../methods For Resolving Conflict and Dispute](http://www.okbar.org/.../methods%20For%20Resolving%20Conflict%20and%20Dispute). Although

school leader must be able to analyse interests and explore power relations, so that the conflict situation can be successfully brought under control.

A mediator is a trained, neutral third-party, he helps disputing parties in search of innovative solutions to resolve the conflict. In this way mediator provides an opportunity for negotiation between two sides in conflict situation. The goal is to determine multiple possible alternative solutions and by selection to choose one that is acceptable to all involved parties and satisfies the interests of schools. Schools prefer to have in-house mediators in their schools who have received Alternative Dispute Resolution training. According to Kinicki & Kreitner (2008), a mediator plays an active and powerful third party role in the school. Mediators not only lead discussions, but they usually decide about structure and process of the discussion which is designed to help the parties to get mutual understanding and to reach win-win agreements. During the mediation process, conflicting parties usually sit down together and discuss with each other their views about the nature of the problem and in what ways the conflict should be resolved. The goal of mediation is to develop a common understanding of the conflict situation which leads to solution and satisfies the interests of all parties. Mediators can't impose a solution, but they can suggest a solution, which will be accepted or not by the parties who are involved in the conflict (Third Party Intervention 2012).

Arbitration, disputing parties arrange the time to accept a decision of neutral arbitrator in a formal way. Arbitration can be described as court like sitting with evidence and witnesses. It is held in a confidential manner. Decisions are made in a legal way according to the law. Arbitrators more often come from outside school (Kinicki & Kreitner 2008). This strategy requires school leaders to organize a discussion of disagreements of two parties in a safe and

productive way. After careful attention and fully listening to each party and examination of written materials and other evidence relating to a case, an arbitrator makes a determination of who is right and who is wrong and how a conflict should be resolved. The arbitrator is the most powerful type of third-party intervention as his decision cannot be appealed. Arbitration is especially useful when the parties simply want a solution to resolve an issue, and they don't care about losing control of the process or the outcome (Third Party Intervention, 2012). Although some school leaders use this method, it requires an individual to be knowledgeable with the law rather than making a decision basing on the personal view.

David (2008), states that reconciliation is a process whereby the parties in dispute use a conciliator, who meets with the parties separately in an attempt to resolve their differences. They do this by lowering tensions, improving communications, interpreting issues, providing technical assistance, exploring potential solutions and bringing about a negotiated settlement. Reconciliation is built on and oriented towards the relational aspects of conflict. As a social phenomenon, reconciliation represents space, a place or location of encounter, where parties to a conflict meet. Reconciliation must be proactive in seeking to create an encounter where people can focus on their relationship and share their perceptions, feelings and experience with one another, with the goal of creating new perceptions and a new shared experience. Nevertheless the parties may go by the reached decision or not this depends how the parties have been convinced by the conciliator. Conciliation is used when opponents with equal power are willing to renew their relationship.

Furthermore David (2008), asserts that Arbitration is a submission of a disputed matter to an impartial person (the arbitrator) for decision. Arbitration is typically an out-of-court method for

resolving a dispute. The arbitrator controls the process, will listen to both sides and make a decision. Like a trial, only one side will prevail. Unlike a trial, appeal rights are limited.

In a more formal setting, the arbitrator will conduct a hearing where all of the parties present evidence through documents, exhibits and testimony. The parties may agree to, in some instances, establish their own procedure; or an administering organization may provide procedures. There can be either one arbitrator or a panel of three arbitrators. An arbitration hearing is usually held in offices or other meeting rooms.

The result can be binding if all parties have previously agreed to be bound by the decision. In that case, the right to appeal the arbitrator's decision is very limited. An arbitrator's award can be reduced to judgment in a court and thus be enforceable. In non-binding arbitration, a decision may become final if all parties agree to accept it or it may serve to help you evaluate the case and be a starting point for settlement talks. However, arbitration may be appropriate when quick decisions are needed, or in situations where unpopular decisions need implementation, and on school issues when the school leadership is sure that he or she is right.

Litigation is the use of the courts and civil justice system to resolve legal controversies. Litigation is beginning by filing a lawsuit in a court. Specific rules of procedure, discovery and presentation of evidence must be followed. The attorney for the other side will want to take your deposition to learn more about the facts as you see them and your position in the case. There can be a number of court appearances by you and/or your lawyer. If the parties cannot agree how to settle the case, either the judge or a jury will decide the dispute for you through a trial.

A trial is a formal judicial proceeding allowing full examination and determination of all the issues between the parties with each side presenting its case to either a jury or a judge. The decision is made by applying the facts of the case to the applicable law. That verdict or decision can conclude the litigation process and be enforceable; however, if appropriate, the loser can appeal the decision to a higher court. In some cases, the losing party may have to pay the costs of the lawsuit and may have to pay the other party's attorney fees [www.okbar.org/.../methods For Resolving Conflict](http://www.okbar.org/.../methods%20For%20Resolving%20Conflict). However, litigation should be used as last resort when all the methods of conflict resolution have been tried and the two parties have failed to reach at consensus.

According to Blake & Mouton (1964), they are five conflict solving strategies; smoothing, compromising, forcing, withdrawal and problem solving. Adler & Towne (1990), supplemented the above through identifying three possible courses of actions when faced with a conflict; accepting the statusquo (i.e. living with the problem), using force and mandating change; reaching an agreement by negotiating. Three types of outcomes result from these approaches to conflict management: Win-Lose approach, Lose-Lose approach and Win-Win approach.

According to Henkin (2000), school leaders can no longer assume that it is desirable or possible to order the behaviour of staff and other stakeholders but to use the existing methods of conflict resolution to create conducive working environment.

2.2 Role of school leadership in conflict resolution

Every secondary school is concerned with its performance. Ongori (2009), stated that businesses nowadays are operating in a turbulent environment where schools are searching for measures that will allow them to improve their performance and competitiveness. It is very important for secondary schools to look and find what promotes and impedes good school performance.

Secondary school performance cannot be achieved only by implementing the right strategies and with the right technologies but also by improving school climate. Conducive school environment is one factor that can boost secondary school performance. Maintaining conducive school climate is one of the main job of the top management. One source of negative environment is conflict. Managing conflict for a better result is important. The role of school leadership is then, to identify the positive and negative aspects of conflict and design appropriate conflict resolution.

Northouse (2010), states that the main role of the leadership is to monitor the relationship between team members. The leader observes that some of the group members are engaged in interpersonal conflict then the leaders should intervene to resolve that conflict. If the teams seems down in the dumps the leader should try to build communication and unity by recognizing past teams success when the team members do not seem to be communicating effectively then the might intervene by coaching teams in appropriate behaviors. He further asserts that a good school leadership should not only diagnose the problems but also look for the appropriate conflict resolution methods. This should be done by being able to determine the root cause of that conflict and select the most appropriate conflict resolution method.

Knippen & Green (1999), supplement to the above view by urging that the role of school leadership is to develop better method of resolving conflict before it escalates into bigger conflict since the more it grows, the greater the problems are and the more severe they become. Jones and Gorge (2003) states that management are duty bound to resolve conflicts properly for the sake of increasing school performance because the result of such action will result to good

communication, time management, good cooperation and increase secondary school productivity. A good conflict resolution improves decision outcomes especially on task-related conflict and group productivity by increasing the quality through a constructive criticism and individual playing a devil advocate role since most task related conflict allows the exchange of ideas and assist better performance among work force. Asokere & Ajemunigbohun (2010), contend that unresolved conflicts tend to grow into bigger conflicts. This has been proved right when some schools in the district have been closed due to unsolved conflict

Pondy (1992), states that the absence of conflict may indicate autocracy, uniformity, stagnation, and mental fixity; the presence of conflict may be indicative of democracy, diversity, growth, and self-actualization. Therefore the role of school leader is to ensure that he /she maintain substantial conflict in his/hers schools to avoid stagnation and mental fixity. Karen (1995), suggests that a moderate level of substantive conflicts is beneficial, as it stimulates debate and discussion, which help groups to attain higher levels of performance. Ford (2007), provides a four-way process which includes assessment and inquiry, addresses the design, implementation and evaluation aimed at reaching a valid and objective conflict management decision. He points out that a healthy conflict management system should integrate the internal sub-system with the higher level of the organizational hierarchy so that Groups that experience this conflict are able to make better decisions. Thus conflict can improve group performance through better understanding of various viewpoints and alternative solutions. He further comments that task related conflict is beneficial to the organization since it allows the exchange of ideas and assist better performance amongst the group members (Karen 1995), Therefore argues that leaders should create avenues which can promote debates and exchange of ideas within the school.

Tjosvold (1998), supplements to the above statement by arguing that conflict is not the opposite of cooperation but a mechanism that allows perceiving benefits of cooperative work. Furthermore, conflict is considered as psychologically and socially healthy. It is psychologically healthy because it provides a breather for frustrations and enables a feeling of participation and even of joy. And it is sociable healthy because it encourages opposition to the status quo and provides conditions for social chances and democracy stemming from pluralism and respect to diversity.

Ekong (2000), reported a positive correlation between democratic school leadership styles and school stability. He noted that democratic strategies would promote inclusion in decision and by consequence workers identification with decisions and commitment to the school Lawrence and Lorsch (1967), indicated that a confrontation style dealing with group conflict was used to a significantly degree in higher than in lower performing schools.

From the preceding paragraphs, it is clear that although the main role of school leadership is conflict resolution which may lead to the formation and maintenance of the school functional, some school leaders have continued to emphasise its negative consequences over its benefits and failed to resolve conflicts before it escalates into a bigger and violet conflict.

According to Wall & Galenes (1986), integrating methods of resolving conflicts which shows that this method can result in high joint benefits for the parties it said to be the main role of school leadership. Rahim (1986), noted that conflicts in secondary school should be managed rather than resolved to enhance individual, group, and system wide effectiveness. The management of secondary schools involves the diagnosis of intervention of conflict at intrapersonal, intra group, and intergroup levels. A diagnosis should indicate whether there is

need for intervention and the type of intervention needed. The role of school leadership is to design Intervention that may attain and maintain a moderate amount of conflict at various levels. This will enable the school members to learn the method of resolving interpersonal conflict so that the individual, group, and overall schools effectiveness are enhanced. In other wards the role school leadership is to ensure that stability is maintained. According to Gbadamosi & Adebakin (1996), Rahim (2004), have suggested that, the role of leadership in a school to mediate and she/he should reflect apathy and subjugation with little manifestation of aggression.

According to Robinson (1974), the role of school leadership is resolving conflict toward constructive action. When conflict arises, we need to be able to resolve it properly, so that it becomes a positive force, rather than a negative force, which would threaten the individual or group. Parker (1974), further argued that if conflicts arise and there are not resolved properly will lead to delays of work, disinterest and lack of action and in extreme cases it might lead to complete breakdown of the group. Unresolved conflict may result in withdrawal of individuals and unwillingness on their part to participate in other groups or assist with various group action/ programs in secondary schools.

According to Rahim (2002), the school leadership role is to identify the positive and negative aspects of conflict. Dysfunctional (negative), conflict that limits the schools, ability to achieve its objectives, while functional (positive) conflict supports the objectives of the school (Griffin 1997). Dysfunctional conflict leads to poor or low performance whereas functional conflict can improve the secondary school's performance. People can be motivated to improve performance by competition – a kind of conflict – if they think their way is better than someone else.

2.3 The extent to which school leadership can resolve conflict in secondary schools

According to Thomas (2003), conflict with in the work setting need not be considered entirely negative. If interpersonal and intergroup conflicts are resolved in appositive and inspiring manner this can produce a positive outcome for team relationship and service delivery which benefit staff and school collectively. Initially, conflict can stimulate anxiety .This can create a creative and invigoration atmosphere that can inspire the way school leadership lead the staff and prevent stagnation and frustration. If frustration is suppressed can result into anger and then in conflict between individuals or teams thus school leadership need to be handy with conflict resolution methods to avoid negative outcomes of conflicts. Though some school leaders have continued to handle conflicts using trial and error methods without planned method of resolving conflicts like having guidance and counseling section in the school.

Armstrong (2009), concur with the above and states that , Conflict may have either a positive or a negative effect on school performance, depending on the nature of the conflict and how it is resolved. For every school, an optimal level of conflict exists which is considered highly functional (low conflict) as it helps to generate good performance. When the conflict level is too high or at increase (dysfunctional), performance suffers. Innovation and change may become unmanageable and the school may not adapt to change in its environment (Beardwell & Claydon 2007).

Conflicts affect the accomplishment of secondary school goals due to stress, hostilities and other undesirable factors when poorly managed. The issue of conflict management then becomes paramount for goal accomplishment. The term conflict carries a variety of definitions, depending on the usage and the context of its usage. Thesaurus (1993), defines conflict as synonymous with dissention, antagonism, opposition, disagreement, discord, combat and encounter. This is echoed

by the Advanced Learners' Dictionary which simply puts it as 'being in opposition or disagreement.'" According to Rahim (1992), conflict as an interactive process manifested in incompatibility, disagreement, or difference within or between social entities (i.e. individuals, groups, organizations etc). In this case if not resolved properly it may affect the attainment of schools goals.

According to Zikmann (1992), affirms the above view when he emphasized that the effectively resolved conflicts by the school leadership can help to identify previously undetected problems and attitudes. They can also help clarify uncertainties and improve overall cooperation. Conflicts should not totally be seen as evil, but rather as a challenge to effect change. A secondary school should not run away from conflicts because they are part of human existence as no one or secondary school is an island to himself or itself. Conflicts should not be handled with hypocrisy, suppression or pretence. A good method of conflict resolution is highly essential for peace and progress in secondary schools.

Snodgrass & Blunt (2009), also asserted that unresolved conflict can create dysfunctional schools which deprive learners of their rights to citizenship through free and equal education.

According to Odendaal & Roodt (2003), excessive unsolved conflict may hinder the effectiveness of group members which may lead to less satisfaction, increased absence and turnover rates, and eventually lower productivity. However when conflict are resolved the staff will become motivated which will make the work interesting. Never the less the labour turnover

is not only caused by unsolved conflicts but also other factors may lead to turnover rate in a school for instance getting a greener pasture somewhere.

Pelled & Xin (1999), Karen (1995), stressed the point that two prominent elements of conflict dynamics are the ways in which school leaders resolve constructive (functional) and destructive (dysfunctional) conflict. Identification of these elements can contribute to the eventual success of a school through eliminating negative conflict elements in its strategic planning and more specifically its human resources management (Havenga 2005). The conflict resolution method to be used involves the recognition of the types of conflict which may have negative affects and those that may have positive effects on individual and group performance. This can be achieved by minimizing affective conflicts at various levels; attain and maintain a moderate amount of substantive conflict; select and use appropriate conflict resolution to strategies.

Pondy (1992), concurred with the above view and indicates that properly resolved conflict by the school leadership can also contribute to improved decision making quality within secondary schools. Amason (1996), Schwenk & Cosier (1980), they also argued that, Conflict improves decision making outcomes, especially on task-related conflict and group productivity by increasing the quality through constructive criticism and individuals adopting a devil's advocate role. Research has also found that task related conflict is beneficial to the secondary schools since it allows the exchange of ideas and assist better performance amongst the group members (Karen1995). Other benefits of resolved conflicts include improved group learning and accuracy in situation assessment (Fiol 1994), promote the development of new ideas and approaches (Baron 1991), achieving high quality decisions since different individuals confront problems

(Schwenk & Valacich 1994). Conflict is seen as a productive force that can stimulate members of the secondary school to increase their knowledge and skills and contribute to secondary school innovation and productivity if the school leaders adopt appropriate conflict resolution methods.

2.4 Summary of Literature Review

The review of related literature did not find any empirical study on the effect of school leadership on conflicts resolution in secondary schools. In fact all the related literature are seen ranges from 1970s to 2003 no up dated studies carried out. Researchers have rarely investigated on the methods used for conflict resolution in schools. In particular, not much has been done in regard to methods of resolving conflicts in secondary schools. A few studies such as those of (Griffin, 1997: Zikmann 1992: Pondy1992), discussed the school leadership role in secondary school administration. Very little has been discussed by Ssekamwa (2001), about effects of conflict resolution and the extent to which conflicts are resolved by school leaders in secondary schools. It is upon this gap that the present study has been deemed necessary.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter presents the research design, study Population, sample technique, data collection Instruments Quality Control and data analysis.

3.2 Research Design

The study was carried out using a cross-sectional survey design to investigate the attitudes, opinions and feelings as well as experiences of teachers, head teachers, Deputy headteachers, Director of studies Chairperson Board of Governors and chairperson Parent Teachers Association of secondary schools of Mubende District. Cross sectional survey was appropriate because extensive data could be collected at one point in time and it was very economical (Gall & Meredith, 2003). Cross-sectional survey was also appropriate because data could be collected from a cross section of a population in a short time and then results generalized to represent the entire population of the study (Amin, 2005).

The Cross sectional survey design utilised both qualitative and quantitative methodologies. Quantitative data was collected from 50 teachers using a questionnaire. Interviews were used to collect qualitative data from head teachers and Board Governors, while focus group discussions were used to collect qualitative data from Deputy Head teachers.

3.3 Population size

The study was carried out in three counties of Mubende. The study consisted of 112 respondents These included 6 headteachers picking 1 from each school, 33 heads of departments picking 4

from each school, 6 Deputy headteachers picking 1 from each school, 6 Chairpersons Board of Governors picking 1 from each school, 6 Chairpersons Parents Associations picking 1 from each school, Director of studies picking 1 from each school and 50 teachers picking 8 from each school. This was done to provide experiences concerning effects of conflicts resolution, role of school leadership, and suggest the methods to be employed by school leadership in resolving conflict for staff satisfaction in secondary schools. The subjects chosen were thought to be resourceful in providing the necessary information concerning child rearing practices and academic performance.

3.1 Sample size

Category	Population size	Sample size
Head teacher	12	6
Deputy Head teacher	12	6
Head of Departments	66	24
Board of Governors	12	6
Teachers	120	60
Chairperson parents Associations	12	6
Dean of Studies	12	6

3.3.2 Determining the sample size using Krejcie and Morgan formula

$$\text{Size} = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

X^2 = table value of chi-square @ d.f.= for desired confidence level 3.84

N = population size

P = population proportion (assumed to be .05)

d = degree of accuracy (expressed as a proportion)

$$d = 0.0025 \quad P = 0.05 \quad X^2 = 3.84 \quad N = 114$$

$$S = \frac{3.84 \times 114 \times 0.5 \times 0.05}{(0.0025)^2 \times 113 + 3.84 \times 0.05 \times 0.05}$$

$$S = \frac{109.44}{1.045}$$

$$1.045$$

S = 112 respondents

3.4 Sampling Technique

Purposive sampling was used to select headteachers and Board of Governors. This was because purposive sampling is “a method of sampling where the researcher deliberately chooses who to include in the study based on their ability to provide necessary data. The rationale for choosing this approach was that the researcher was seeking knowledge about the headteachers, heads of departments, teachers and stakeholders’ opinion on leadership and conflict resolution in schools, which information the participants would provide by virtue of their experience. The teachers who are representing the teachers on the Board of Governors (male and female) members on the school disciplinary committee (male and female) senior man and senior woman (male and

female) welfare, staff secretary were purposively selected because they interface with both teachers and students in handling conflicts in schools.

3.5 Data collection Methods

3.5.1 Questionnaire

A self-administered questionnaire was used to collect primary data from teachers, this method was used because it saved time and respondents were free to give answers thus respecting respondent's self-determination.

3.5.2 Interview Guides

Interview was a face to face conversation between an interviewer and head teachers and Board of Governors which was conducted for the purpose of obtaining information (Mbaaga 2000). Formal interviews were conducted to collect in-depth information from Board Governors and headteachers. This was performed by the use of an interview guides. This tool was used to derive in detail the information about the effect of school leadership on conflict resolutions from head teachers and Board Governors.

3.5.3 Focus Group Discussion

A Focus Group Discussion (FDG) was a group discussion of 6 persons guided by a facilitator in each school, during which group members talked freely about the topic. A FGD approach was used to collect qualitative information from deputy head teachers, Dean of studies, heads of departments on the effect of school leadership on conflict resolution in secondary schools.

3.5.4 Document Analysis

Document analysis is a form of qualitative research in which documents were interpreted by the researcher to give voice and meaning around an assessment topic. Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed. A rubric can also be used to grade or score a document. Three Primary types of documents were analyzed and these include: Firstly, Public Records and these included official, ongoing records of a school's activities, annual reports, policy manuals and strategic plans. Secondly, First-person accounts of an individual's actions, experiences, beliefs, incident reports, Journals, and newspapers. Thirdly Physical Evidence: Physical objects found within the study setting (often called artifacts). Examples include flyers, posters, agendas, handbooks, and training materials.

3.6 Data collection procedure

The researcher obtained an introductory letter from the Department Education Planning and Management. This was used for securing time, space and for making arrangements for interviews. The letter was presented to different groups of respondents, among whom the research was conducted. So the letter enabled the researcher to make initial contacts and gain legitimacy from the respondents. The researcher personally traveled to Mubende District, to conduct research on the selected subjects.

3.7 Quality-control

The term quality control refers to the efforts and procedures that researchers put in place to ensure the quality and accuracy of data being collected using the methodologies chosen for a particular study.

Quality-control efforts were applied on questionnaires, sample management systems to ensure proper case processing, interviewer behavior, and other quality-control aspects of the study process, ensure that all factor which can affect the quality of data and results are minimized. To become successful and effective, interviewers first grasped the fundamental concepts such as basic interviewing techniques, obtaining cooperation, and maintaining respondent confidentiality. Quality control of data took place at various stages, during data collection, data entry and data checking. It was vital to develop suitable procedures before data gathering started. These included testing reliability and validity.

3.7.1 Validity

Validity of Instruments refers to the degree to which the sample of the test represents the content that the test is designed to measure (Orodho 2009). In order to maintain consistency and relevance to the problem, questionnaire items were formulated around aspects of the problem being investigated. The instruments were first validated. This was done by giving it to three experts at Kyambogo University school of Education to confirm that the items solicited the required information and based on their suggestions necessary corrections were effected to improve validity of the instruments. The experts were experienced professors and lecturers in Department of Education Planning and Management. The content validity of the instruments was also done by the experts and based on their recommendation necessary corrections were effected accordingly. This was done in consideration of the face validity checks were done to ascertain whether the face value, the questions appeared to measure the construct as per the research objectives. This was largely based on a common sense assessment, but also relies on knowledge of the way people will respond to questions. The content validity was also done where the researcher checked whether all important aspects of the construct were covered.

Similarly criterion validity or predictive validity was checked to establish whether scores on the questionnaire were successfully predict a specific criterion or construct as per the objective. The other validity check was concurrent validity which was used to check whether results of a new questionnaire were consistent with results of established measures. The researcher undertook these validity tests to boost accuracy and meaningfulness of the research instruments. The researcher re- read and re-examine the qualitative data to identify salient information and questions that were put in the final report. Data cleaning was also done to check out for errors and omissions in the field to ensure accuracy, uniformity and completeness.

The formula for validity is indicated below;

$$\text{Content Validity Index (CVI)} = \frac{\text{No of items rated relevant}}{\text{Total No of items rated irrelevant}}$$

The content validity index was calculated basing on the different sections of the questionnaire (Appendix A). Section A had 4 valid items, Section B1 had 6 valid items, B2 had 5 and Section B3 also had 4 valid items, as well as Section C which had 4 valid items, out of the total 28 items of the instrument. The results were 0.82 indicating that the instrument was valid. This is supported by Amin (2005), who stated that for any instrument to be accepted as valid, the average index should be 0.7 and above. Since the index value was 0.82, this meant that, the items of the instrument were proved valid.

3.7.2 Reliability

Reliability refers to the consistence of the research instruments. For the questionnaire, the researcher carried out a Test-Retest method where a respondent who had completed the questionnaire was asked to complete it again after two weeks and his/her choices compared for consistence. According to Amin (2005), test-retest or stability test provides evidence that scores obtained on a test at one time (test) are the same or close to the same when the test is re-administered some other time (re-test). For consistence of research results from the study instruments, the researcher used Cronbach Coefficient alpha method so as to determine reliability of these instruments. The Formula is indicated below.

$$\alpha = \frac{K}{K-1} \frac{(1 - \sum SD_i^2)}{SD_t^2}$$

α = Is the Alpha Coefficient of Correlation

K = is the number of items in the instruments

SD_t^2 = variance of the scores on total test

SD_i^2 = variance of scores on individual items

Σ = Summation

A pilot study was conducted in two schools, Kasenyi Secondary school and Mubende Amy secondary school that were not part of the sample and 20 students were selected as respondents. The collected data was coded and entered into the computer using an SPSS program. Reliability was thereafter computed and the following were the results: Section A's, $\alpha=0.75$, Section B1's, $\alpha=0.83$ and $\alpha=0.83$, B3's, $\alpha=0.83$, B2's, α following were the results: Section B1's, $\alpha=0.75$. According to Amin (2005), a perfect reliable α Section C's, instrument has a coefficient alpha of 1.00, meaning that all values close to 1.00 are reliable. According also to Kothari

(2004), if 10-20 items are used, the minimum reliability value should be between 0.6-0.80. Since over the required items were used and their values were above 0.6, therefore the instruments were proved reliable. The researcher chose the above formula because according to Gay (1996), the formula requires less time than any other methods of estimating reliability.

3.8. Data Analysis

Data analysis is the examination of what has been collected in survey/experiment by making deductions and inferences. It involves scrutinizing the acquired information according to (Kisilukombo & Delno 2008). The results from field study were analyzed both qualitatively and quantitatively. Qualitative data was analyzed through thematic analysis which summarized key findings, content analysis according themes. These techniques were exploratory in nature since they highlighted, sorted, scrutinized and reviewed data better to ensure accuracy in the data collected.

Quantitative data was analyzed using predictive correlational studies where the researcher used the degree of relationship that exists between the two variables to predict one variable from the other. This was presented in tables, frequencies, percentages, charts but for specific data or questions.

3.8.1 Quantitative analysis

The Statistical Package for Social Scientists (SPSS) was used for quantitative data analysis. Descriptive analysis was conducted to describe the characteristics of respondents descriptive statistics were also used to identify the most commonly used conflict management strategy.

This study used Chi-square analysis for three major purposes, first to identify the commonly used method by school leadership in conflict resolution, secondly to explore relationships

between the independent and dependent variables, thirdly, to assess the effect of school leadership on conflict resolution.

3.8.2 Qualitative Analysis

Data collected interviews and focus group discussions was analysed qualitatively by classification and summaries to allow identification of conflict resolution and teachers and students satisfaction with school leadership. The intention was to develop a profile of how they reacted to conflict situations and assess the effect of their reactions on teachers and students satisfaction with the school and its administration. The selection of qualitative data analysis technique zeroed down on case study analysis which focuses on understanding the dynamics present within a single setting.

3.9 Ethical considerations

The study put into consideration freedom and consent of respondents by seeking permission from them and sub county authorities. The researcher ensured that participation in study was voluntary, private and confidential since researcher made sure that interviews were conducted in privacy. While analyzing data the research ensured honesty, than deceit by not duplicating the work collected from the field more so the researcher ensured objectivity as opposed to subjectivity and accuracy during data presentations.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the presentation, analysis and interpretation of the analysed data (findings) of the study on the effect of school leadership on conflict resolutions in secondary schools in Uganda, a case of Mubende District. Data was collected through questionnaires interviews and focused group discussion responded to by 104 respondents. The data was converted into frequency tables from which percentages were calculated. The results of the analysis were presented into three sections; first the presentation of the background information about the respondents; second, the presentation of the findings analysis and interpretation of data.

4.1 The Sample

Demographic characteristics of respondents (head teachers, deputies and teachers and teachers) relating to sex, age, and responsibilities were reported. In terms of sex for the participating teachers, out of 50 teachers 30 were men while 20 were women. On the other hand out of the 6 head teachers interviewed, 5 were men while only one was women. 6 Chairpersons Board of Governors all were men, 6 Chairpersons Parents all were men. Out of 6 Deputy Head teachers only one was a female, Overall a total of 18 respondents were interviewed in six schools and one private school. Purposive sampling was used to select 24 heads of departments since some were newly posted in schools. Out of 24 heads of department 16 were male and ten were female 6 Dean of Studies (all were men) A total of 36 respondents participated in focus group discussion (24heads of departments 6 deputy head teachers and 6 dean of studies). Random sampling was used select the six traditional schools out of twelve which were in existence at the reception of Universal Secondary Education (2007-2013) which is the time scope of the study.

With regard to gender composition of students, out of 104 respondents 32 were female and 6 schools were mixed in gender of students. Additionally, 5 schools were government aided while one was private schools. Also in our sample, five were both day and boarding and was a day

A number of variables relating to the respondents were explored and the following results were obtained.

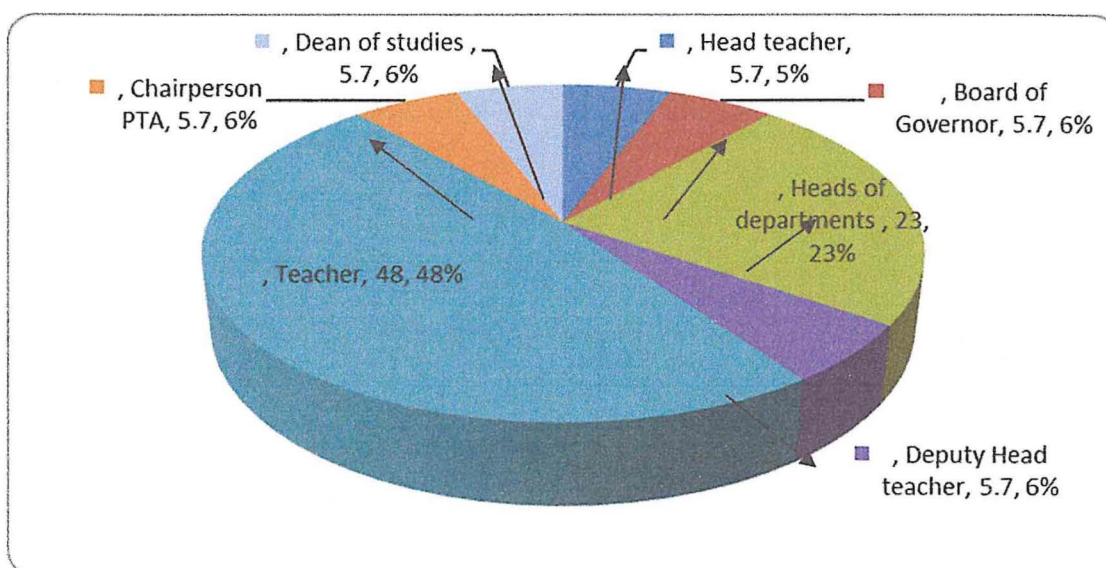
Table 4.1: Job title of respondents

Job title	Frequency	Percentages
Headteacher	6	5.7
Board of Governor	6	5.7
Heads of departments	24	23.0
Deputy Head teacher	6	5.7
Teacher	60	48.0
Chairperson PTA	6	5.7
Dean of studies	6	5.7
Total	112	100

Source: primary data

Table 4.1 indicates that the majority of respondents were teachers a valid percent of 51%, followed by Heads of departments with 24% while head teachers, deputy head teachers, Dean of studies Chairperson PTA Board of Governors had 6% respectively.

Figure: 4.1 The pie chart below demonstrates the respondents participated in the study



Source: primary data

4.2 *Research question one: What conflict resolution methods are employed by secondary school leadership in Mubende District?*

The table below is about the method of conflict resolution employed in secondary schools in Mubende District. Respondents were requested to indicate by the way ticking the appropriate box either you strongly agree (SA) or Agree (A) or Disagree (DA) or strongly Disagree (SD).

4.2 Research Question one: What conflict resolution methods are employed by secondary school leadership in Mubende District?

4.2.1 Quantitative findings

Descriptive statistics were used to find out the frequency with which the various conflict resolution methods were used in the sampled schools. Chi-square test on the use of the method was applied. The results were as below:

Table 4.2: Conflict resolution methods in percentage

Methods of conflict resolution

	Frequency	Percentage
Valid Confrontation	7	14.0
Counseling	2	4.0
Transfer	3	6.0
Arbitration	4	8.0
Withdraw	2	4.0
Negotiation	12	24.0
Dialogue	3	6.0
Suppression	4	8.0
Mediation	9	18.0
Compromise	3	6.0
litigation	1	2.0
Total	50	100.0

Source: Primary Data

The results in table 4.2 shows the percentages of respondents who agreed and Disagreed on the different methods used in conflict resolution in secondary school in the District., With regard to Negation, results indicate that (24%) of teachers said it is used most of the time by the school leaders. The percentage implies that the method is likely to be used by large number of school leaders. With regard to Mediation (18%) of the teachers reported that the method is used sometimes. The percentage implies that the method is used by reasonable number of school leaders to resolve conflicts. With regards to confrontation the result indicate that 14% teachers reported that their school leaders used the method sometimes, but it is rarely used. This method therefore is more likely to be used than not. The percentage implies that that the method is used in a good number of schools by school leadership while in other schools it was rarely used. It has

been further observed that direct confrontation is used when the two parties fail to come to consensus after the use of Negation and mediation. The leaders resort to direct confrontation. In this case negation, mediation, and direct confrontation are commonly used methods in conflict resolution in secondary schools. All the teachers reported that their school leadership rarely used the following methods and these include; Suppression one interests by head teacher or supervision (6%) This is where by the headteacher directs the supervisor to give up the conflict for instance the headteacher may direct the director of studies to stop conflicting with head of department, withdraw of one party (giving up the conflict) (4%) Arbitration (8%), transferring the staff to another station, (6%), through compromise, (6%) open discussion and dialogue, (6%) are averagely used by school leadership to resolve conflicts, through counseling (4%), withdraw of one party (giving up the conflict) (4%), litigation was reported to be the least method used in conflict resolution.

Table 4.3 Types of Third-party resolution methods that school leadership use

The next method that school leadership use for resolving the conflict is the Third-party intervention method. The received results regarding this kind of conflict method are as follows

	Frequency	Percentage
Arbitration	4	8.0
Mediation	9	18
Counseling	2	4
Litigation	1	2

Source: **Primary Data**

From my own analysis all the method which requires training (counseling) and these which can result into incurring some costs (court fees for litigation) are least used by the school leadership

in resolving conflicts in secondary schools. They are followed with these whose effects can demean an individual (to be regarded as cowed) like withdraw of one party, being suppressed by supervisor are averagely used by school leadership.

Table 4.4: The number of school leaders who use method of negotiation

	Frequency	Percent	Valid Percent	Cumulative Percent
Negotiation	12	24.0	24.0	60.0

Source: Primary data

The frequencies show that most of the school leaders use negotiation method. About 24 % of the total amount of responses, which is 12 responses, responded that they use such a method.

Table 4.5: Resolution skills of school leaders

It is very important to develop the skills to deal with conflict. Sometimes School leaders get confused, even if they not in a complicated conflict situation. The study assessed if the school leaders are satisfied with their conflict resolution skills or not. The results are showed as below

How do you rate your conflict resolution skills?

Table 4.5: Resolution skills of school leaders

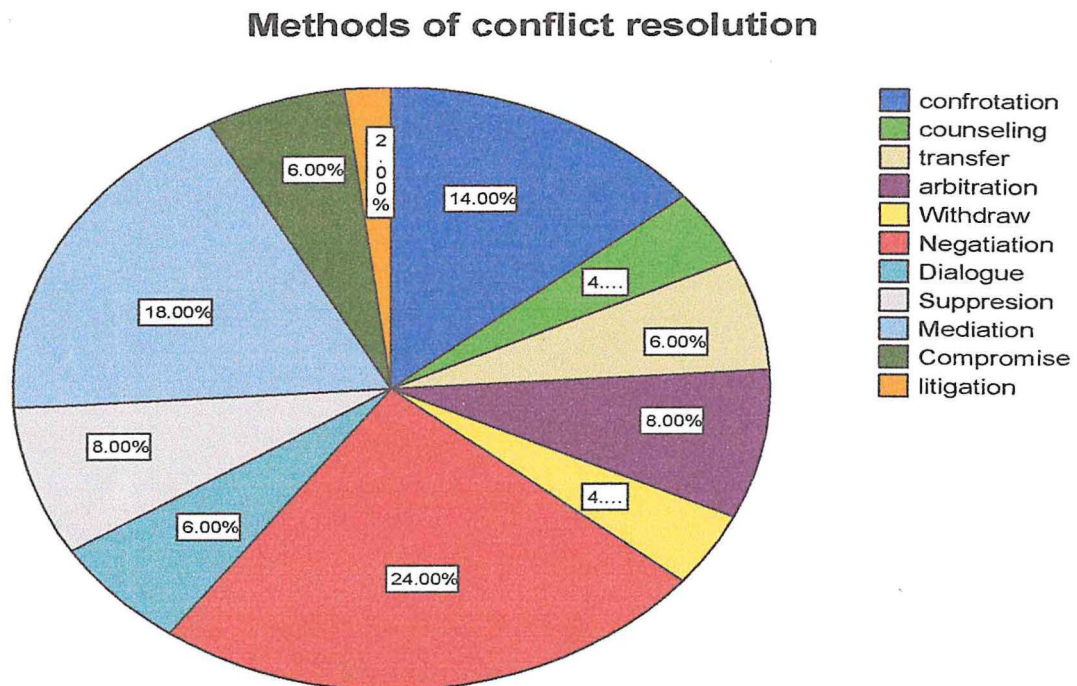
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	3 average	9	26.6	28.1	28.1
	4 Good	21	61.8	65.6	93.8
	5 very Good	2	5.9	6.3	100
	6 school leaders did not respond	2	5.9		
		34			

Source: **Primary Data**

It is clearly seen that most of the school leaders assess their resolution skills as “good”, it represents 61.8 % of all responses. But 9 people responded that they have an “average” level of problem solving skills. The research highlighted conflict resolution skills that school leader appreciate

The above information can be further analyzed and interpreted using a pie Chart as showed below.

Figure 4.2 shows the ranking of the different methods used in conflict resolution in secondary schools in the district



Source: primary Data

The results have shown that negation, mediation, confrontation, compromising Dialogue , open discussion, transferring, arbitration, suppression and withdraw are important methods of conflict resolution that are frequently used while the least frequently used or never used is litigation. Thus out of the twelve conflict resolution method only litigation is rarely used by the head teachers. The remaining nine are widely used with different frequencies. A few school leadership use counselling and a few always use Arbitration.

In the final analysis the study suggested that negation, mediation confrontation, compromising withdraw, dialogue suppression, arbitration are significant and they depend on school leadership

skills, while litigation, counselling required some training in order school leaders to effectively use them in schools

4.2.2 Qualitative findings

Qualitative data were collected from two categories of respondents; first from head teachers Board of Governors and Chairpersons PTA using in-depth interviews. Secondly from Deputy Head's teachers, Dean of Studies, Head of departments used focus group discussions. They were asked to discuss in general the methods school leadership employed to resolve conflicts in their schools, to tell the researcher what they like about the school and what they hate about the school leadership conflict resolution method employed. The results accrued from the resolved conflicts in schools.

The study findings revealed that the frequently used method by school leadership was negotiation as one of key informant during interview had this to say;

“the best method used to resolve conflicts in this institution is through negating with conflicting party since it is of no use to expose the school issues to the students and community.

In this case he maintained that the advantage of using negotiation is that the issues remain confidential and are not exposed to the public.

Further still the study findings from focus group discussions indicated that they do not commonly use litigation because it requires a lot of money and at the same time the two parties may not reconcile. However they reported that some parties who use litigation are the ones being dismissed in service without genuine reason, one of the key informants had this to say;

“The staffs here rarely go for litigation apart from exception cases where all other methods have failed. In the thirteen years when am a Deputy head teacher I have seen one teacher who went for litigation and even lost the case.

The finding from the interview indicated that some methods required training in order to be used effectively like counseling while others do not, like recommending a staff to be transferred. One of the interviewed key informants narrated a case where the use of transfer resolved the conflict. He had this to say;

..... *“when the teachers became uncontrollable; they instigated the students against the school leaders. A committee was constituted to investigate the case. The committee came out with a recommendation that the teachers involved be posted be recommended for transfer to far places. The students were dismissed.*

Findings from the interview and focus group discussion indicated that transfer was used to resolve conflicts in school. Some of the key informants had this to say:

“In the past years the community members withdrew their children a result of unsolved conflict in the school and sent them to neighboring schools. This remained until the Ministry of Education and Sports intervened and invited the two parties for settlement. The community members agreed to return their children to the school; then the school was re-opened. The bad blood already created led to the transfer of the head teacher and teachers to other schools as conflict resolution method.

From my own analysis school leadership in Mubende lack a well laid down procedure for conflict resolution, the responses are quite disturbing, as only (4.5%) of the respondents affirmed that there existed laid down section for counseling and mechanisms for conflict management and conflict resolution in their schools. This should be addressed as a matter of urgency. Every school should try to adopt mechanisms and strategies for managing and resolving conflicts. The current fire brigade approach used by most secondary school leadership in the District cannot continue. The transferring of the staff to another school as conflict resolution method on the assumption that time heals. The two parties may meet while the conflict did not end. Mediation, negotiation should be accompanied with counseling of the parties for long lasting solution for the problem.

4.2.2 Conclusion

The purpose of the study was fulfilled as the results of the study showed the attitude and the best method to be used by school leadership to resolve conflicts in secondary schools. After summarizing the results the following conclusion can be drawn. Most school leaders are satisfied with the level of work performance of their employees, but still they have some conflicts. Personality conflicts are the most common source for the conflict situations in second. The school leaders are not particularly familiar with the Conflict resolution methods some of them preferred to skip the questions. Almost half of the respondents refused to answer what conflict resolution skills they think are important for the school leaders.

4.3 Research question two: What is the role of school leadership in conflict resolution in secondary schools in Mubende District?

4.3.1 Quantitative findings

Descriptive statistics were used to find out the frequency with which the various roles played by school leadership in resolving conflicts in the sampled schools. Chi- square test on the roles of the school leadership was applied.

The table below is about the Roles of leadership in conflicts resolution at school. The respondents were requested to indicate by the way of ticking the appropriate box either you strongly agree (SA) or Agree (A) or Disagree (DA) or strongly Disagree (SD). The responses of these who strongly agreed or agreed all of them agreed so they were added together and also these who strongly disagreed and disagreed all of them disagreed they were added together, making the agreed and disagreed responses very strong. Using chi -square method the following

were the responses of the respondents who disagreed and agreed on the different roles of the school leadership as far as their role in conflict resolution is concerned.

Table 4.6: School leadership Roles in percentages

	Frequency	Percent
Valid Corporation	12	24.0
Innovation	2	4.0
Decision making	1	2.0
Streamlined procedures	6	12.0
Streamlined roles	7	14.0
Communication channels	2	4.0
Developed job description	8	16.0
Staff involvement in agenda development	1	2.0
Structural change	2	4.0
Promotion policy	2	4.0
Action plan for conflict resolution	1	2.0
Consult employees	1	2.0
Introduction of counseling section	1	2.0
Accommodate culture	1	2.0
Monitoring relation ships	3	6.0
Total	50	100.0

Source: Primary Data

4.3.1 Quantitative findings

The results in table 4.6 show the number of respondents who are agreed about the statement of the roles played by the school leadership in conflict resolution in secondary schools. The results are presented as follows:- All the respondents agreed that the school leadership had developed a well-defined job description of employees to avoid work based conflict (16%) build strong teams / corporation among the (24%) staff streamlined roles of staff to avoid work based conflict(14%) monitoring the relationships of staff (6%). A developed a section for guidance and counseling to handle clashes that may arise because varying people's approaches to common problems and difference in orientations (2%), encouraging Members of staff to participate in developing an agenda of a meeting and discuss freely by airing out all their grievances in a general meeting (2%) accommodate culture diversity among the employees (2%) Doing a way of coping with organizational conflicts by making structural changes, modifying and integrating the objectives of groups with different viewpoints (2%) communication channels which one can use when faced with conflict (4%) encourage creativity; new look (innovations) and do away with the old conditions(4%), evolve the staff in decision making(2%) developed promotion policy to resolve conflicts which may arise due to competition for promotion(4%) developed an action plan of handling Misunderstandings and conflicts among the staff(100.0%) consult employees before introducing and implementing new management techniques(2%) build a well streamlined Procedure of doing work and handling conflicts (12%).

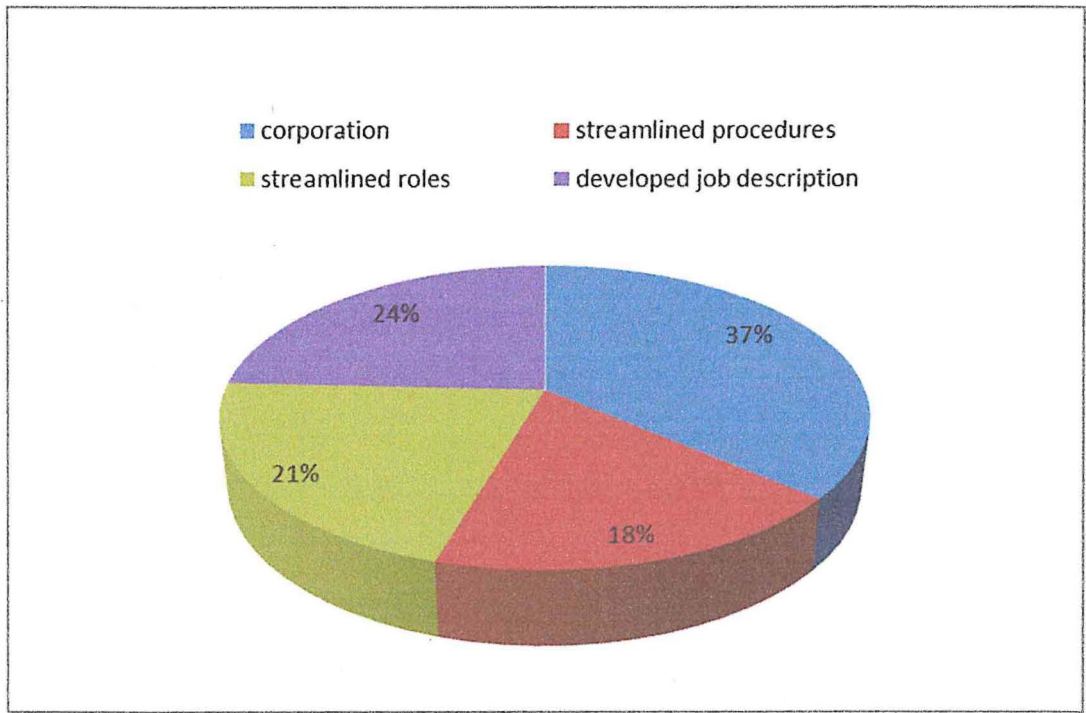
Table: 4.7 Most roles played school leadership in conflict resolution

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Corporation	12	24.0	24.0	24.0
Streamlined procedures	6	12.0	12.0	42.0
Streamlined roles	7	14.0	14.0	56.0
Developed job description	8	16.0	16.0	76.0

Source: **Primary Data**

The frequencies show that most of the school leaders are concerned with the roles which may affect productivity of their employees. The number of school leaders who encourage team work (corporation) is 12 It makes 24 % out of the total amount of responds. A streamlined procedure of doing work to avoid work based conflict is 6, with 12%, streamlined role to avoid role conflict is 7 with 14% and well developed job description to reduce conflicts caused by job overlapping is 8 with 16% from the total of 50 respondents. It is demonstrated in Figure 4.3;

Figure 4.3: Most roles played school leadership in conflict resolution



However, some respondents agreed that certain roles are not effectively played by school leadership that is why some conflicts prevail in secondary schools. These include; staff involvement in decision making , streamlined procedure of doing work, encouraging creativity among the staff, streamlined roles to avoid work based conflict, developed communication channels, participating in developing an agenda to air out their grievances in meetings, adjust and incorporate the changes in school structure after conflict resolution.

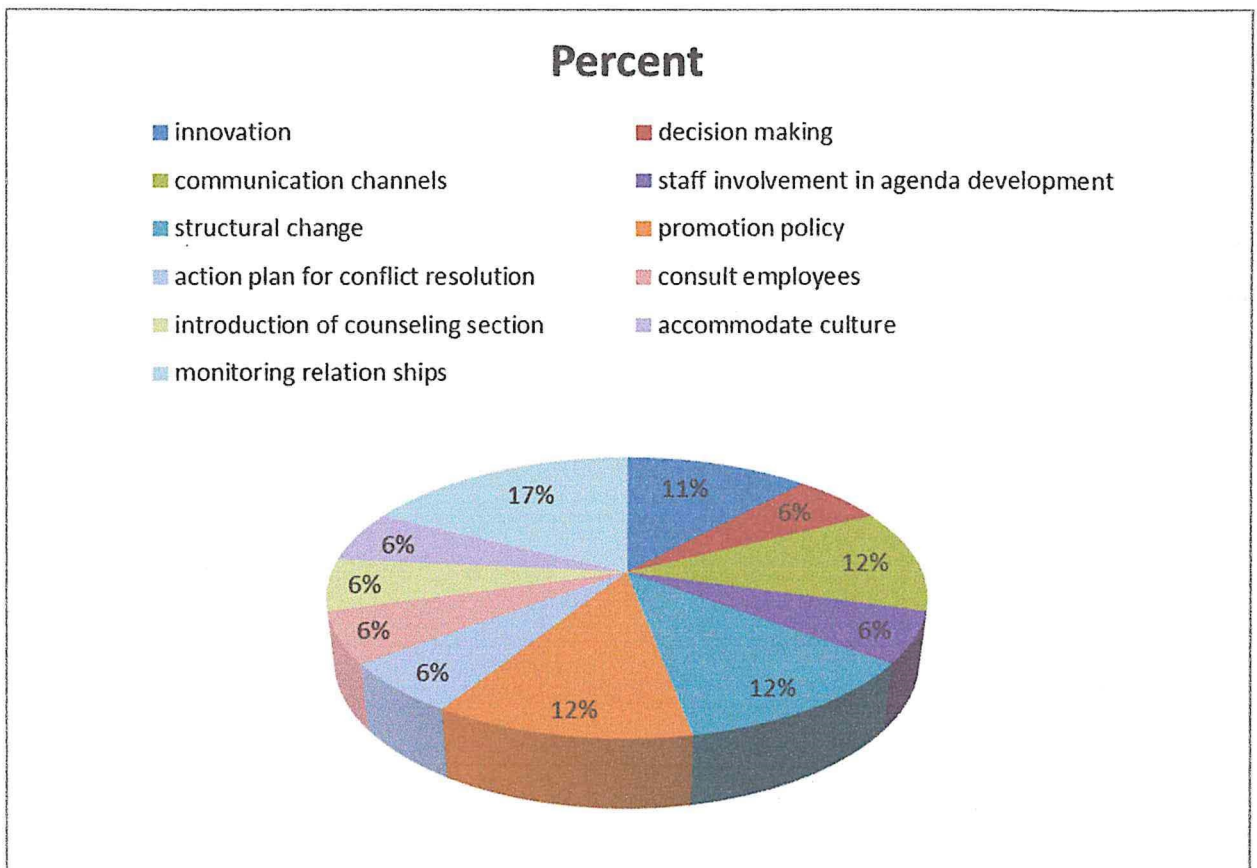
Table: 4.8 The roles neglected by school leadership to resolve conflict

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Innovation	2	4.0	4.0	28.0
Decision making	1	2.0	2.0	30.0
Communication channels	2	4.0	4.0	60.0
Staff involvement in agenda development	1	2.0	2.0	78.0
Structural change	2	4.0	4.0	82.0
Promotion policy	2	4.0	4.0	86.0
Action plan for conflict resolution	1	2.0	2.0	88.0
Consult employees	1	2.0	2.0	90.0
Introduction of counseling section	1	2.0	2.0	92.0
Accommodate culture	1	2.0	2.0	94.0
Monitoring relationships	3	6.0	6.0	100.0

Source: Primary Data

The frequencies show that an increased failure of the school leadership to play certain critical roles which has resulted into accumulated series of unsolved conflicts. They cannot differentiate between functional and nonfunctional conflicts which role can help them exploit the benefits of functional conflicts like innovation with 4%, lack of a well-developed communication channels 4% involvement of the staff in decision making and developing the agenda 2% which is a big omission by school leadership. This in due course will lead to violet conflicts. There is also a knowledge gap on the role which can be played by school leadership as far as conflict resolution is concerned. It is demonstrated in Figure 4.4

Figure 4.4: The roles neglected by school leadership to resolve conflict



The figure shows that some school leaders are not playing their roles that are why the conflicts are taking place in secondary schools. In most cases the critical roles which could resolve conflicts are not effectively played by school leadership which results into violent conflicts. The role totally neglected include ; school leadership of not involving the staff in developing agenda of meetings in order to air out their grievances not put in place communication channels like suggestion boxes, counseling and guidance sections, monitoring the relationships of the their staff, developing of action plans are not effectively played. It is justified below by the bar graph;

Figure: 4.5: Ranked the roles of school



Source: Primary Data

4.3.2 Qualitative findings

The study findings from the interview indicated that some roles to be effectively played require some training and as one key informant said that

“We were not trained in conflict resolution which role requires some knowledge and skills. She further said that, she does not have knowledge on how conflicts can be resolved since they didn't have any course unit on conflict resolution in their training. It is a new development in administrations.

She confirmed that conflicts are there but the skills of resolving them are lacking among the school leadership. It explains as to why the roles of resolving conflicts are not well played by school leadership.

4.4 Research question three: The extent to which school leadership have resolved conflicts in secondary schools in Mubende District

The table below is about the extent to which school leadership have resolved conflicts in secondary schools in Mubende District. The respondents were requested to indicate by the way of ticking the appropriate box either you strongly agree (SA) or Agree (A) or Disagree (DA) or strongly Disagree (SD) as shown below;

Table 4.9: Results of resolved conflicts in percentages

Extent conflicts are resolved by school leadership

	Frequency	Percent
Valid Built corporation	7	14.0
Increased innovation	1	2.0
Performance improved	2	4.0
Improved relationships	6	12.0
Reduced corporation	1	2.0
Improved decision	2	4.0
Resource wastage in handling violent conflicts	18	36.0
Reduced staff devotedness	6	12.0
Declined performance	2	4.0
Staff depression	2	4.0
Reduced corporation	1	2.0
Reduced hospitality	1	2.0
Reduced innovation	1	2.0
Total	50	100.0

Source: **Primary Data**

The results in table 4.4 were presented to explore the extent to which conflicts are resolved and its effects in secondary schools.

The study findings revealed that Cooperation has been built after conflict resolution, (14%).It is clear the team work is encouraged among the staff due to high interdependence in secondary school. There is no increased innovativeness among staff which is a result of designing a solution to the conflict and putting in place some changes. It is reflected by92.0%) Due to some unresolved conflicts in secondary schools Performance has not improved (4%) working

relationship among the staff improved (12%). The improvement in the quality of decision making as a result of new ideas from resolved (4%). Reduced hospitality towards colleagues (2%), Staff depression (12%), declined performance (4%), and reduced innovation, due to both conflict and other stressing issues in schools (2%). They reported that some secondary school staff are not devoted and committed not only because of conflicts but also other factors. It was supported by one key informant who said that we render servicing basing on how we are paid. Also another key informant said that innovation come only be achieved in an institution where the staff are motivated and rewarded of their efforts.

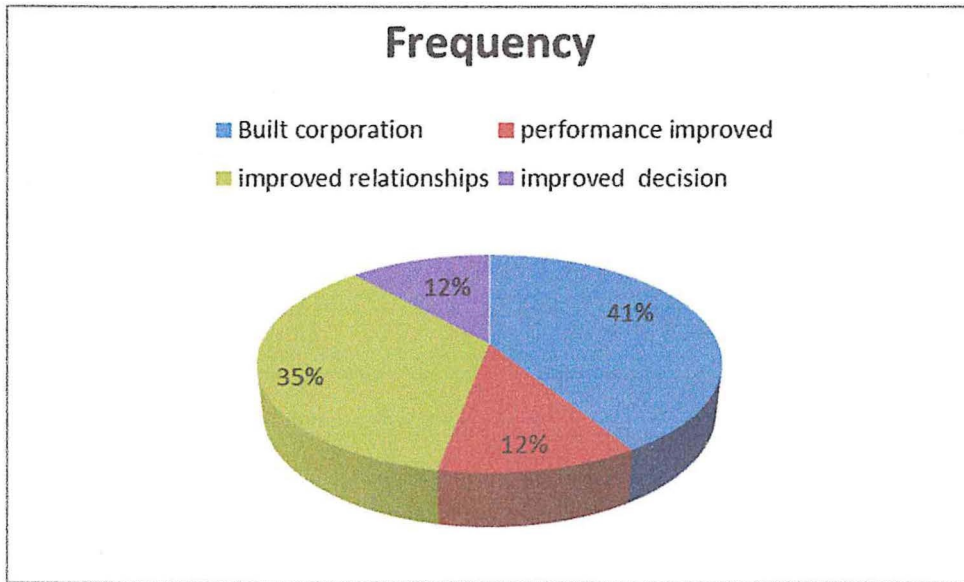
Table 4.10 Effect of solved conflicts in secondary schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Built corporation	7	14.0	14.0	14.0
Performance improved	2	4.0	4.0	20.0
Improved relationships	6	12.0	12.0	32.0
Improved decision	2	4.0	4.0	38.0

Source: Primary Data

The result shows that the resolved conflict leads to team work or corporation, improved relationships among the staff. Improved performance and improved decision it cannot automatically improve due to resolved conflicts since there are also other factors which affect the employees' productivity like motivation and working environment. It is demonstrated by the figure 4.6;

Figure 4.6: Effects of solved conflicts



The results show that the effect of resolved conflicts is building cooperation and school leadership put more emphasis on it. The second effect of resolved conflict is improved elation ship among the conflicting parties as reflected by 35%.

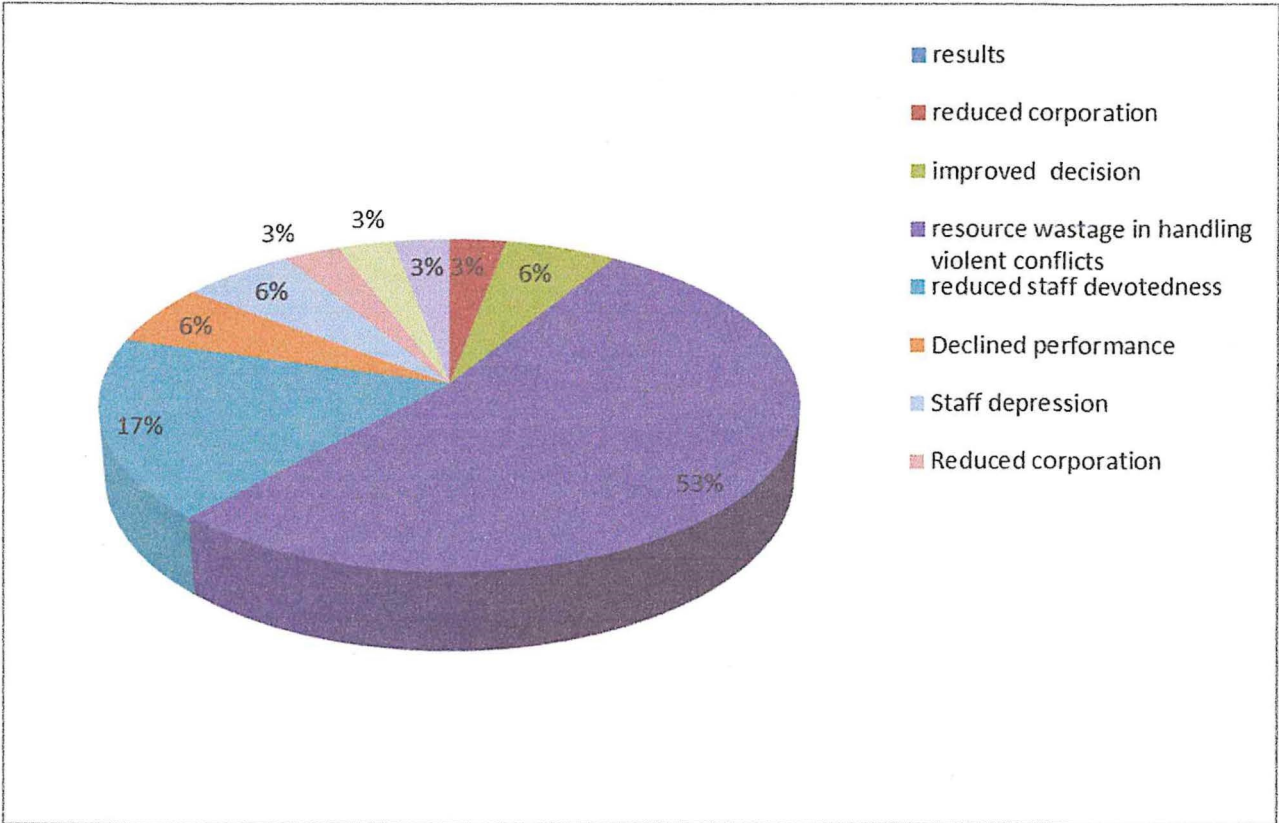
Table 11: Effects of unsolved conflicts

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Reduced corporation	1	2.0	2.0	34.0
Improved decision	2	4.0	4.0	38.0
Resource wastage in handling violent conflicts	18	36.0	36.0	74.0
Reduced staff devotedness	6	12.0	12.0	86.0
Declined performance	2	4.0	4.0	90.0
Staff depression	2	4.0	4.0	94.0
Reduced corporation	1	2.0	2.0	96.0
Reduced hospitality	1	2.0	2.0	98.0
Reduced innovation	1	2.0	2.0	100.0

Source: Primary data

The table shows effects of conflict that employees face in the workplace. It is not enough to know the types of conflict that a school have, but is also even more important to identify if the conflict usually has a destructive or constructive effect. The knowledge about the character of the conflict helps to determine whether it should be resolved (destructive conflict) or managed (constructive conflict). The effect of unresolved conflict is increased resource wastage in handling violent conflicts in schools. It is usually exhibited through destructive strikes. It is demonstrated by the figure 4.7;

Figure 4.7: Effects of unsolved conflicts

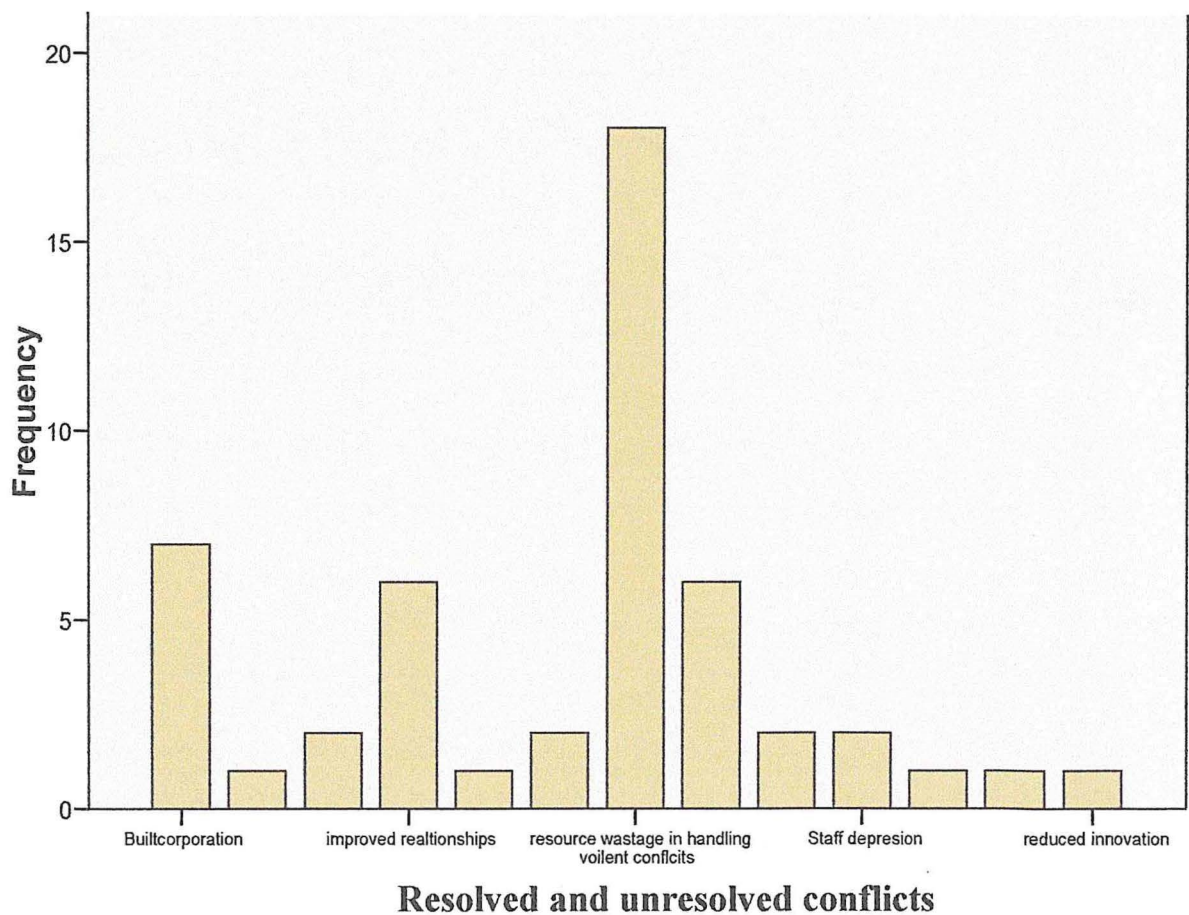


Source: Primary Data

According to these results the most effect of unresolved conflict is increased wastage of resources in handling violent conflicts with 53% followed with reduced staff devotedness with 17%.

Figure 4.8: The Pie chart below show the percentage of solved conflicts (positive) and unresolved conflicts (Negative) effect in secondary schools

Extent conflicts are resolved by school leadership



Source: Secondary Data

However in some instance unsolved conflicts, has had a negative effect in secondary schools findings revealed that there was reduced cooperation among the staff , increased resource Wastage by handling violent strikes /disputes in this schools, staff devotedness' and commitment to wards work and declined, school Performance The finding further revealed that all respondents concurred that if conflicts are not resolved it will effect, innovativeness, performance and cooperation among the staff . The above has been proved statistically.

The study findings interview revealed that a lot of resources are wasted in handling unresolved conflicts as one of the interviewed respondents had this to say;

“..... in the past years this school registered severe conflict which ended up into strike. The conflict was between the school administration, students and teachers. This was due to fact that the contribute from parents was increased while the monthly pay for teachers earned from the parents contributions was reduced in lieu of completing head teachers house. This unsolved conflict reduced teacher's devotedness, commitment toward work, reduced cooperation among the staff, performance in the school declined and some teachers requested for transfers or were transferred.

From my own analysis the major effects of unresolved conflicts is increased resource wastage. In the final analysis, government suffers financial losses from closure of schools, while pupils and their parents suffer un-quantifiable losses. All of these have contributed in one way or the other to a steady decline in the quality of education in the District. Some students resorted to examination malpractices to make up for time lost during conflicts in schools especially those that have led to school closure. While the resources committed in handling conflicts would have been spent on training the school leaders in conflict resolution method.

CHAPTER FIVE: DISCUSSION, CONCLUSION, RECOMMENDATION

5.1 INTRODUCTION

The study focused on establishing the effect of school leadership on conflict resolution in secondary schools in Uganda a case of Mubende District. This chapter is divided into three sections discussion conclusion and recommendations. These sections were guided by the study objectives.

5.2 DISCUSSION OF FINDINGS

5.2.1 Research objective one: What conflict resolution methods are employed by secondary school leadership in Mubende District?

This is in agreement with David (2008), who observed that Conflict resolution methods are used to settle disputes/conflicts or solve a problem without violence. Conflict resolution aims to find solutions acceptable to both parties to achieve peaceful coexistence. He further state that different methods can be used to increase cooperation, promote reconciliation and strengthen relationships. Findings of the study indicated that negation as a method of resolving conflicts is commonly used in schools. It was supported by one of the key informant who said that negotiation is one of the professional away of resolving conflict since it is not forcible. The two parties sit down and come up with a solution which is binding to end the conflict. She further said that it is commonly used in this school. She said that, the information is not exposed to the public. It remains affairs of the two parties. Thomas (2003), concur with when he observed negotiation where people deal with their differences; resolutions are typically sought through

negotiations. To negotiate is to seek mutual agreement through dialogue. Negotiations also present a form of conflict resolution that is more consciously controlled.

The study findings however indicated that there are some problems faced during negotiation like losing temper of some people during negotiation. In this case some respondents reported that some staff members have incompatible behaviours which sometimes lead to conflicts. To negotiate with such a person to change his / her behaviours becomes very difficult. This was supported by Deutsch (1991), who highlighted aspects such as cultural factors and how they have a potential of hindering negotiations. Deutsch argues that negotiators need to have an implicit understanding of cultural assumptions which are likely to determine how negotiators from different places perceive the world.

Study findings indicated that mediation is secondly used by secondary school leadership in resolving conflicts. It was reported that the head teacher mediates the conflicting parties. However one of the key informants said that, using the head teacher to mediate the conflicting parties has had some disadvantages since when a party gets another problem, the head teacher uses the past case to make a decision. He recommended the use of another independent party. This was supported by Northouse (2010), who stated that mediation is a voluntary process in which an impartial person (the mediator) helps the conflicting parties to communicate and promote reconciliation between the parties and will allow them to reach a mutually acceptable agreement.

The study findings further revealed that some schools are still using the traditional way of resolving conflict like direct confrontation, (14%). This was supported by one key

informant who stated that the school disciplinary committee of this school has handled several conflicts including that of a certain teacher who fought with another teacher in this school. She further said that since they could not work together he was transferred to another far school outside this district. Traditionally conflict was seen as a problem attributable to some regrettable cause, troublemakers interfering with school goals, elimination as conflict resolution was used by any school leader confronted with a conflict situation. Morgan (1986), Adler & Towne (1990), supplemented the above through identifying three possible courses of actions when faced with a conflict; accepting the status quo (i.e. living with the problem), using force and mandating change; reaching an agreement by negotiating.

The study findings revealed that the respondents believed that Suppression one interest's by head teacher or supervision (this is where by the head teacher direct the supervisor to give up the conflict for instance the head teacher may direct the dean of studies to stop conflicting with head of department), withdraw of one party (giving up the conflict), arbitration, transferring the staff to another station, should be sparingly used by school leaders since they don have long lasting solutions to conflicts. One key informant when asked to give more information on transferring teachers, arbitration as conflict resolution method he said that when conflicts escalate the best method is to recommend the conflicting party for transfer or to look for arbitrator. He further said that a person may be conflicting with the head teacher. In such a situation other method may not be used. This is supported by (Kinicki and Kreitner 2008). Who argued arbitrators more often should come from outside the school. Arbitration can be described as court like sitting with evidence and witnesses. It is held in a confidential manner. Decisions are

made in a legal way according to the law. Disputing parties arrange the time to accept a decision of neutral arbitrator in a formal way.

The finding revealed that the least used method in conflict resolution in secondary schools is litigation. One of the key informant said that litigation is not commonly used because it requires a lot of money and it is time consuming. It is used when all other methods have failed and in exceptional cases like dismissal, theft in which one of our staff may be involved. But most of the conflicts are resolved here. He further said that litigation should be used as a last resort but not advisable to be used by professional teacher when we have some many ways of resolving conflicts in a school

5.2.2 Research objective Two What is the role of school leadership in conflict resolution in secondary schools in Mubende District

The findings revealed that some school leaders are encouraging cooperation and team work but neglecting other roles as far as conflict resolution is concerned. One of the key informant said that there is cooperation in this school because the meager resources they are meant to get are shared equally. She further said that the nature of school structure encourages the staff to cooperate for instance all the teachers share subjects and there is interdependence. No teacher can teach all the subjects in a particular class alone. She /he need a support of one another. Gorge (2003), stated that the main role of school leadership to resolve conflicts properly for the sake of increasing school performance because the result of such action will result to good communication, time management, good cooperation and increase secondary school productivity.

Knippen and Green (1999), argue that the role of school leadership is to develop better method of resolving conflict before it escalates into bigger conflict since the more it grows, the greater the problems are and the more severe they become. However, such role is not played very well by school leaders as one key informant reported that school leadership in this school failed totally to establish guidance and counseling service while it is very important to resolve conflicts both for teacher and students in this school. This was supported by chi square analysis which observed that there are no guidance and counseling section in schools.

School leadership especially are challenged to change from unitary control-oriented strategies of conflict resolution to the modern, pluralist view of conflict resolution which emphasises compromise and prudent accommodation. It important to note, however, that behaviours do not change without diffusing and unfreezing the underling belief and attitudes (Millward 2005). This was supported by analysis from the questionnaire which indicated that the majority of the school leadership don't adjust to accommodate the new changes brought in by resolved conflicts

The study revealed that some key roles like establishment of communication channels, monitoring staff relationships are not well played by the school leaders. This was proved statistically which indicated that school leaders were not playing their roles which explain the prevalence of conflicts in schools. This was supported by the key informants who said that the prevalence of conflicts in school is due to some school leaders in this of not minding about their staff. He further said that they do not play their role as required. Rahim (2002), stated that the school leadership role is to identify the positive and

negative aspects of conflict. Dysfunctional (negative), conflict that limits the schools, ability to achieve its objectives, while functional (positive) conflict supports the objectives of the school (Griffin 1997). Dysfunctional conflict leads to poor or low performance whereas functional conflict can improve the secondary school's performance. People can be motivated to improve performance by competition – a kind of conflict – if they think their way is better than someone else.

Analysis of findings from focus group discussions and head teachers' interviews suggestions confirms the findings from teachers' questionnaire as regards to the improved relationship Built cooperation among the staff as major role well played by school leadership in conflict resolution. Robinson (1974), the role of school leadership is resolving conflict toward constructive action. When conflict arises, we need to be able to resolve it properly, so that it becomes a positive force, rather than a negative force.

5.2.3. Research objective Three To what extent have school leadership resolved conflicts in Secondary Schools in Mubende District?

The study findings revealed a general disagreement on increased innovativeness among staff which is as a result of designing a solution to the conflict and putting in place some changes . The respondents reported of declined performance and poor working relationship among the staff in some situation of unresolved conflicts in secondary schools. Some informants confirmed the above when they stated that the head teacher may not know whether teacher so and so is conflicting with other teachers. Armstrong (2009), stated that the role of school leader is to identify a positive or a negative effect of resolved or unresolved conflict which affects school performance. He further states that the result of resolved conflict will depend on the nature of the conflict

and how it is resolved. For every school, an optimal level of conflict exists which is considered highly functional (low conflict) as it helps to generate good performance. When the conflict level is too high or at increase (dysfunctional), performance suffers. Consequently, innovation and change may become unmanageable and the school may not adapt to change in its environment (Beardwell & Claydon 2007).

The study findings revealed that if conflict is properly managed it can have positive effects in the workplace. When asked during focus group discussion what good they have personally observed through resolved conflict, respondents reported of improved working relationships and better solutions to problems. Almost a third of respondents said they have seen the creation of more productive work environments as a result of effectively resolved conflict. Zikmann (1992), concurs with the above view when he emphasized that the effectively resolved conflicts by the school leadership can help to identify previously undetected problems and attitudes. They can also help clarify uncertainties and improve overall cooperation.

The study findings from interview and questionnaire further revealed that unsolved conflicts in secondary school have had both negative and positive effects. This was supported by one of the key informant who said that a teacher with stress or unsolved problem will always absent him / herself. This was confirmed by, Beardwell & Claydon (2007), who observed, that when the conflict level is too high or at increase (dysfunctional), performance suffers. Consequently, innovation and change may become unmanageable and the school may not adapt to change in its environment. Also Odendaal & Roodt (2003), concurred with the above view when he observed that Excessive or

inadequate levels of conflict hinder the effectiveness of group members which may lead to less satisfaction, increased absence and turnover rates, and eventually lower productivity.

Further still, the study findings from focus group discussion indicated that the effects of unresolved conflicts in schools are; reduced staff devotedness and commitment and declined performance. However, one of the key informant said that the decline in performance in schools is not only due to un resolved conflicts but also other factors like low pay of teachers little and delayed PTA top up. In another vain, Parker (1974), argued that if conflicts arise and there are not resolved properly will lead to delays of work, disinterest and lack of action and in extreme cases it might lead to complete breakdown of the group or school.

The study findings from qualitative data further revealed that there is increased resource wastage in handling unsolved violent conflicts in schools. For this case one the key informant observed that in last occurred unsolved conflicts, the school incurred a lot of money in both convening Board of Governors meetings to discuss the cases and paying for the police officers who guarded the school for a month. Snodgrass and Blunt (2009), also asserted that unresolved conflict can create dysfunctional schools which deprive learners of their rights to citizenship through free and equal education.

5.3 CONCLUSION

The Board of Governors is a key statutory body in the management of schools generally and resolution of school conflicts in particular. Similarly, Parents-Teachers Associations (PTA) have been established in public schools to play various roles in the management of

the schools. This study has limitations in that it did not exhaustively investigate the role of the Board of Governors and PTA in resolving conflict. Further improvement on this study should investigate the contribution of these organs to various school outcomes, such as conflict management, satisfaction with the school climate, organizational citizenship behaviour, and overall school performance.

The study findings revealed that the School leaders have been adversely affected by lack of knowledge on conflict resolution. Most school leaders handled conflicts by trial and error approach because there were no specific procedures and methods of conflicts resolution. Conflict resolution methods like, dialogue, mediation, reconciliation, be continuously used by school leadership. However, they should desist of using confrontation since is too traditional. Also staff should be involved in developing agendas of meetings to air out their grievances as one way of resolving conflicts. School leaders should play their roles of conflict resolution effectively for reduced prevalence of violent conflicts. Finally the issue of conflict resolution and conflict management has reached the point where effective use of relevant strategies and methods should be explored and employed.

Based on the findings of the study, the strategies of conflict resolution which promote democracy in secondary schools be chosen by school leadership as the preferred option for every secondary school in dispute resolution. In addition the ideal level of conflict resolution required to attain optimum performance for every secondary schools is unique and situational hence school leadership are duty bound to establish the best maintainable by the schools.

5.4 RECOMMENDATIONS

Some suggestions and recommendations on conflict resolution by school Leadership are made for possible implementation:

1. Refresher courses should be organised to serving school leadership to equip them with conflict management skills, explain the different method of conflict resolution and the effects of school leadership on various conflict resolution methods on employee commitment, satisfaction and overall school performance.
2. Courses in conflict management and human relations should be included in the curriculum for teachers in training as a way of preparing them for conflict management in school administration.
3. Board of Governors should train Members of the school Disciplinary committees in conflict resolution methods before they assume offices to be ably handle conflict related matters.
4. Head teachers should develop and establish Counseling facilities and programs in schools to continuously resolve conflicts in schools .
5. The government should organize induction courses for in-service School leaders on conflict resolution to reduce the wastage of resources in handling violent conflicts in Secondary Schools in the District
6. Secondary School Leadership should pay much attention to the final step of conflict resolution: analysis of resolved conflict situation. It is recommended to them not to ignore the post conflict management analysis. When School Leaders

make analysis of the resolved conflict situation they should keep in mind the following steps:

- i. The participants summarize and review what they have agreed upon.
- ii. When the decisions have been reviewed it is important to find out if the parties have implemented the decision.
- iii. The interests and needs of all parties have been met as adequately as possible.
- iv. The decisions can be applied effectively.
- v. The solution has the short- or long-term effect.
- vi. Has the relationships between the parties who were involved in the conflict have been improved?.

The author of the research believes that if secondary school leadership follow the provided recommendations, or at least slightly adapt the conflict resolution practices, they would gain many benefits.

5.5 AREAS OF FUTURE RESEARCH

There are several things that the researcher found interesting for future research. Firstly, it could be interesting to know secondary school performance and achievements registered with the implementation of the recommendations made in this research. Secondly, because of changes of External and Internal Environments it would be interesting to see how conflict resolution approaches have been changing through the years in the District.

It could be interesting to conduct a future research in the companies / non Educational institutions which have a high diversity among employees. In this case the organizations which have another conflict situation connected with the diversity and the managers need to have another approach to resolve the conflicts.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear respondent

Iam Kakeeto Stephen, Masters Student of Kyambogo University, conducting a study entitled "The Influence of school leadership on conflict in secondary schools in Uganda".

A case of Mubende District. This study is for academic purposes. You have been carefully selected to participate as respondent kindly answer the question below to the best of your opinion and belief. Do not write your identity anywhere on the questionnaire

Thank you in advance for your response

BIO DATA

1. Responsibility at school (Please tick the appropriate box)

Head of department

Career guidance master

Class teacher

Other responsibilities (specify) -----

2. What is the classification of this school? (Tick the appropriate box)

Mixed

Day

Day and Boarding

Not Mixed

Part 11: Method of conflict resolution in secondary schools

Questions below are about the Method of conflict resolution employed in secondary schools.

You are requested to indicate by the way ticking the appropriate box either you strongly agree

(SA) or Agree (A) or Disagree (DA) or strongly Disagree (SD)

	Methods of conflict resolution in secondary schools	SA	A	DA	SD
1	Conflict is resolved through direct confrontation				
2	Conflicts in this school is resolved through counseling				
3	Conflict is resolved through transferring the staff to another station				
4	Conflict in this school is resolved through arbitration				
5	Conflict is resolved through directing a staff to withdraw the conflict (giving up the conflict)				
6	Conflict in this school is resolved through negotiation				
7	Conflict in this school is resolved through open discussion and dialogue				
8	Conflict in this school is resolved through suppression one interest's e.g headteacher directing dean of studies to stop harassing the staff under his / her supervision.				
9	Conflict in this school is resolved through mediation				
10	Conflict in this school is solved through compromise				
11	Conflict in this school is resolved through litigation.				

6. In your opinion are you satisfied with conflict resolution method the school leaders employs in this secondary school? Yes / NO

7. If yes /No give reasons why you are satisfied or not satisfied with conflict resolution method employed

I. -----

II. -----

III. -----

Part 111

Roles of school leadership in conflict resolution

Questions below are about the Roles of leadership in conflicts resolution at school. You are requested to indicate by the way ticking the appropriate box either you strongly agree (SA) or Agree (A) or Disagree (DA) or strongly Disagree (SD)

	Roles of school leadership in conflict resolution	SA	A	DA	SD
1	Leaders in this school build strong teams / corporation among the staff.				
2	Leaders of this institution encourage creativity; new look (innovations) and do away with the old conditions.				
3	Leaders of this institution involve the staff in decision making.				
4	Leaders in this school have built a well streamlined Procedure of doing work.				
5	The leaders in this school have streamlined roles of staff to avoid work based conflict				
6	School leaders have laid down communication channels which one can use when faced with conflict				
7	The school leaders have developed a well-defined job description of employees to avoid work based conflict.				
8	Leaders encourage Members of staff to participate in developing an agenda of a meeting and discuss freely by airing out all their grievances in a general meeting.				
9	Leader of this institute adjust in a way of coping with organizational conflicts by making structural changes, modifying and integrating the				

	objectives of groups with different viewpoints.				
10	The leaders in school have developed promotion policy to reduce conflicts which may arise due to competition for promotion				
11	Leaders in this school have developed an action plan of handling Misunderstandings and conflicts among the staff.				
12	leaders consult employees before introducing and implementing new management techniques				
13	School leaders have developed a section for guidance and counseling to handle clashes that may arise because people's approaches to common problems vary due to different orientations.				
14	Leaders in this institution accommodate culture diversity among the employees.				

PART1V: The extent to which conflicts have been resolved in secondary schools in Mubende

Questions below are about the extent to which conflicts have been resolved in secondary schools in Mubende. You are requested to indicate by the way ticking the appropriate box either you strongly agree (SA) or Agree (A) or Disagree (DA) or strongly Disagree (SD)

	The extent to which conflicts have been resolved in secondary schools in Mubende.	SA	A	DA	SD
1	Due to resolved conflict at school, Cooperation has been built.				
2	Due to resolved conflicts at school, innovativeness has increased				
3	Due to resolved conflict at school, Performance has improved				
4	Due to resolved conflicts at school , working relationship among the staff improved				
5	Due to resolved conflicts at school, quality in decision making has Improved				
7	Due to un resolved conflicts , cooperation among the staff in this school has been affected				
8	Due to un resolved conflicts, resource Wastage by handling violent strikes /disputes in this school has increased.				
9	Due to un resolved conflicts, staff devotedness' and commitment towards work has been affected				
11	Due to un resolved conflicts in this school Performance has been affected .				
12	Due to un resolved conflicts in this school Hospitality towards colleagues has been affected				
13	Due to un resolved conflicts in school Depression among the staff is common.				

Thank You very much for your cooperation

APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS AND BOARD OF GOVERNORS

1. Has this school ever experienced any conflict in within the past five years?
2. If yes how was it resolved? If no why?
3. In your view among the following conflict resolution method which one is (are) employed?
 - a) Mediation
 - b) Arbitration
 - c) Counseling
 - d) Recommended the staff to be transferred to another school
 - e) Request the staff/ students to give up
 - f) Do you have any other method apart from these mentioned above?
4. In your view are conflicts increasing or reducing with in the past five years?
5. If they are reducing or increasing why?
6. In your view what were (are) the effects of these conflicts in this school.
7. In your view what is your role in conflict resolution in this school?
8. Do you build strong teams / corporation among the staff?
9. Do you encourage creativity; new look (innovations) and do way with the old conditions?
10. Do you involve the staff in decision making?
11. Do you adjust in a way of coping with organizational conflicts by making structural changes, modifying and integrating the objectives of groups with different viewpoints?

**APPENDIX III: FOCUS GROUP DISCUSSION DEPUTY HEADTEACHERS,
HEADS OF DEPARTMENTS AND DEAN OF STUDIES**

1. Has this school ever experienced any conflict(s) within the last five years? If no / yes why?
2. If yes how was /were (it) resolved?
3. In your view what conflict resolution method are you employing in this school?
4. In your view what are the effects of resolved conflict(s) in this school
5. In your understanding are conflict increasing or decreasing? If conflicts are at increase or Decrease why?
6. Do Leaders of this institution involve the staff in decision making? If yes how and No Why?
7. Is the procedure of doing work streamered to avoid work based conflict? if yes How is the Procedure of doing work streamered in this institution ?If yes or No what are the effects?
8. Are the roles of staff in this institution well streamlined to avoid work based dispute? If yes or No what are the effects
9. Does Leader of this institute adjust in a way of coping with organizational conflicts by making structural changes, modifying and integrating the objectives of groups with different viewpoints if yes or No what are the effects .
10. Apart from the above (6 to 9) are there any other school leadership roles as far as conflict resolution is concerned?
11. How do you rate your conflict resolution skills (average ,good , very Good)

APPENDIX V: VALIDITY TESTING

Validity Testing Formula

Pearson Product Moment Correlation Formula

$$= \frac{(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n(\Sigma x^2) - (\Sigma x)^2][n(\Sigma y^2) - (\Sigma y)^2]}}$$

Where n = number of paired observations

Σxy = sum of cross products of X and Y

Σx and Σy = sums of the X and Y scores respectively

Σx^2 = sums of all the squared values of the X scores

Σy^2 = sums of all the squared values of the Y scores

$(\Sigma x)^2$ = sum of all X scores, this sum squared

$(\Sigma y)^2$ = sum of all Y scores, this sum squared

12. Are the roles of staff in this school well streamlined to avoid work based conflict?
13. Does this institution have a well streamlined Procedure of doing work to avoid work based conflict?
14. Do you build Cooperation among the staff /students in this school?
15. How do you rate your conflict resolution skills (average ,good , very Good)