HEADTEACHERS' LEADERSHIP SKILLS AND CONFLICT RESOLUTION: A STUDY OF SELECTED SECONDARY SCHOOLS IN KAMPALA DISTRICT

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

NOVEMBER, 2019

DECLARATION

I, Wabwire Simon Peter, hereby declare that this research dissertation titled "*Headteachers' Leadership Skills and Conflict Resolution: A Study of Selected Secondary Schools in Kampala District*" is my original work and to the best of my knowledge, it has never been presented to any University before for any award and that all referenced materials contained therein have been duly acknowledged.

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APPROVAL

This is to certify that this dissertation prepared by Wabwire Simon Peter titled: "***Headteachers' leadership skills and conflict resolution: A study of selected secondary schools in Kampala District***" submitted to the school board in partial fulfillment of the requirements for the award of the Master's Degree in Educational Policy, Planning and Management with our approval meets the expected standards with respect of originality and quality.

Signed…………………………………. Date:…………………………………

DR. FRANCES NALUWEMBA

Signed…………………………………. Date:…………………………………

DR. MAYENGO NATHANIEL

DEDICATION

This study is dedicated to my beloved parents Mr. Thomas Aquinas B. Wabwire and Maria Namakula Nakawunde of Entebbe. To all my siblings for their great love of education and tireless support in my career. May God bless and reward them forever.

I also dedicate it to my deceased academic and spiritual mentors and colleagues Rev. Fr. Ssozi Charles Lwanga and Rev. Bro. Fr. Blaise T. Kamukama (BSCL) – R.I.P. who always supported, encouraged and inspired me into higher learning.

To Rev. Bro. Prospero Bamuturaki (BSCL) and Rev. Bro. Ponsiano Bukenya (BSCL) for the good educational background and orienting me into Religious Life.

ACKNOWLEDGEMENT

LIST OF ACRONYMS

Bro   - Brother

BSCL   - Brothers of St. Charles Lwanga

CVI   - Content Validity Index

BCI   - Brothers of Christian Instruction

MoES   - Ministry of Education and Sports

UNEB   - Uganda National Examinations Board

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ABSTRACT

The study sought to establish the relationship between heateachers' leadership skills and conflict resolution in selected secondary schools in Kampala District. The study objectives were to establish the relationship between headteachers' communication skills, collaborative skills and problem solving skills on conflict resolution in selected secondary schools in Kampala District. The study was based on the cross-sectional survey design. It was majorly quantitative with embedded qualitative approaches. Data was collected from 112 teachers and 8 headteachers who were selected using simple and purposive random sampling. Data was collected using a self-administered questionnaire for teachers and interview guide for school administrators. Quantitative data was analyzed using frequencies, percentages and means at univariate level. The study hypotheses were tested using Pearson's correlation coefficient index while qualitative data was thematically analysed depending on the major themes and subthemes of the study conceptual framework. The findings revealed that, headteachers' communication skills had a statistically positive and significant relationship with conflict resolution in the selected secondary schools (r = 0.265, p = .005) while headteachers' collaborative skills (r = 0.088, p > .01) and headteachers' problem solving skills (r = 0.105 p > .01) had a statistically positive but insignificant relationship with conflict resolution. The conclusions of the study were that headteachers' communication skills significantly related with conflict resolution while headteachers collaborative and problem solving skills insignificantly related with conflict resolution. It was hence recommended that to fully resolve conflicts in secondary schools, headteachers, Ministry of Education and Sports, District Education Officials together with secondary school administrators should ensure that they put up communication channels that allow a two-way communication flow, organize meetings, use verbal and non-verbal communications channels but should not over emphasize problem solving and collaborative communication skills as a way of improving on conflict resolution.

<center>**CHAPTER ONE**</center>

<center>**INTRODUCTION**</center>

1.0 Introduction

Conflict resolution is becoming a contentious issue in this era of globalization. Headteachers have failed to apply relevant conflict resolution skills due to rampant conflicts in decision making, failure to meet teachers' benefits and students' expectations that take place in most of the schools which affect institutional performance. This problem has created several strikes and destructions of school property leading to low learners' achievement (Kampala District Education Report, 2017). Hence this study focused on the relationship between headteachers' leadership skills and conflict management in selected secondary schools. Meanwhile, in this chapter the background, problem statement, purpose, objectives, research questions, hypotheses, scope and significance were provided.

1.1 Background of the Study

1.1.1 Historical Perspective

Shahmohammadi (2014) identified that students' behavioral problems and abnormalities in schools are not a new phenomenon. Undesirable management skills to curb these activities have been devised and applied accordingly. Such strategies included calling parents of students to discuss, warn, give physical punishments and in some rare cases expulsion from school. On the other hand, Kazimoto (2013) argued that human beings are born with conflicts and conflicts are part of their consciousness in all aspects of life and that one cannot avoid conflict whether at home, at office or when doing any activity. Bearing this in mind, schools are also not immune to

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these conflicts but the issue is how appropriate management skills are applied in schools to improve school performance. It is this concern that this study focused on in the context of selected secondary schools in Kampala Central and Rubaga Urban Councils - Kampala District.

Kapusuzoglu (2010) stated that conflict exists as long as there is human element present. It is a pervasive aspect in both social circles and professional interactions. Conflicts exist in all human relationships. Hence in schools, conflicts are part of interactions between students, administrators and teachers. Unlike the previous review, the concern of this study established how leadership skills applied in schools relate with effective conflict resolution in schools. Dogan (2016) argues that the subject of conflict and conflict management picked momentum from 1970's in the organizational life particularly in USA and consequently the rest of the world. Hence conflict resolution in schools is an old fact. However, these conflicts cannot be resolved without the intervention of school management. This intervention is majorly reflected through applying leadership skills effectively.

Adeyemi and Ademilue (2012) established that communication gaps between authorities and workers were the major cause of conflicts in universities. Thus, through effective communication, individual problems are identified and detected to prevent conflicts from occurring. Akinnubi, Oyeniran, Teshiku and Dirosaro (2012) argue that school leaders are recognized by their capacity to care for others. Leaders' use of clear communication enhances chances to have all ills solved in the organization. However, this could not have been an empirical field study finding as the completed study was Kampala Central and Rubaga Urban Councils.

Kipyengo (2013) noted that Kenyan secondary schools had become a major problem of conflicts that all education stakeholders had to take a great concern. Many of these conflicts were characterized by violence and wanton destruction of institutional property. Between 1980 – 2008, the number of conflicts in public secondary schools alone increased from 22 (0.9%) to 300 (7.5%). Alternatively, the earlier reviewed study based more on descriptive results while the suggested study was correlational.

Ssekamwa (1997) argued that with the establishment of the first schools in Uganda, conflicts that mainly occurred were those between different religious views in schools. However, with the increase in civilization such conflicts along religious lines are phasing out, rendering it imperative to study the other factors where leadership may be inclusive (MoES, 2017). It is on this premise that this study was carried out to establish the relationship between headteachers' leadership skills and conflict resolution in selected secondary schools in Kampala Central and Rubaga Urban Councils.

Meanwhile, Kiggundu (2009) stressed that school rules are a center of conflict while controlling students' behaviour. The lack of awareness of these rules therefore results into giving unexpected punishments to these students, who later retaliate with chaotic behaviour characterized by destruction of school property and worsening the general school performance. However, the extent to which leadership skills are applied in conflict resolution was not identified. Further, in terms of methodology it was not indicated whether this study was descriptive or correlational yet the proposed study applied the two analysis techniques.

1.1.2 Theoretical Perspective

The study was guided by the group Dynamic Theory developed by Ouchi, (1980). This theory states that the more cohesive people work in a group the better they are likely to eliminate problems leading to efficiency and effectiveness in the system. The Theory also asserts that at work, leaders and subordinates should work in an interconnected way to iron out problems arising. In line with this theory, the more cohesive teachers and administrators are in application of leadership skills in communication, group interactions and problem solving, the higher they are likely to amicably resolve conflicts which are reflected in form of compromising, integrating, accommodating, dominating and avoidance. Further, if the headteacher as a school leader works collaboratively with others in executing his / her roles of planning, giving accountabilities, budgeting, reporting among others, the problems of conflicts in schools would cease to appear.

1.1.3 Conceptual Perspective

Conflict resolution is defined by Husdon, Grisman, Srinivasan and Moussa (2005) as the ability of the leader to understand sources of conflict, recognizing it early, control it before it worsens. Adeyemi and Ademilue (2012) defined conflict resolution as the internal mechanism used by various authorities in resolving conflicts. The same concept was defined by Muran (2001) as a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives. Karim (2015) defines the same concept as what we do when we identify and deal with conflict in a reasonable manner. In this study, conflict resolution dealt with compromising, integrating, accommodating, dominating and avoiding.

Leadership skills on the other hand are defined by Mullins (2010) as those approaches and strategies leaders apply when influencing others to meet common goals and objectives. Meanwhile, Winton and Petterson (2006) defined leadership as the act of influencing others towards common goals and objectives. Leadership skills considered in this study were verbal communication skills with listening, meetings, consensus decision making and group interactions. Non-verbal communication skills in this study included charts, memos and circulars. Meanwhile, collaborative skills in this study involved team work, participatory approaches and ability to formulate strong groups. Problem solving skills in the suggested study will involve ability to identify a problem, giving warnings and reprimanding. Adeyemi et al. (2010) observed that the reasons for conflicts in educational institutions includes wide communication gaps which hinders achievement of purpose and objectives. In this completed study, leadership skills meant communication skills, collaborative skills and problem solving skills.

1.1.4 Contextual Perspective

Kakulira, (2016) revealed that conflicts inevitably occur in secondary schools in Uganda. Secondary schools in their application of rampant authoritarianism, stringent school discipline, restriction of students' freedom where administrators end up making unacceptable decisions on matters concerning the school - thus ending up making these schools a hot spot for conflict. In Kampala Central and Rubaga Urban Councils' secondary schools, conflict resolution has remained a serious challenge. Students were continuously striking, vandalizing property and destroying whatever comes their way. In the year 2017, a number of secondary schools were victims of riots, strikes and failure by school administration to handle students' grievances

(Kampala District Education Report, 2017). Surprisingly, conflict resolution strategies such as compromise, integrating, accommodating among others had not been fully applied to the satisfaction of students and other stakeholders. Although several factors might have been responsible for this state of affairs, this study hoped that, if leadership skills are applied they may have a role to play, hence making it worthy to investigate the relationship between leadership skills and conflict resolution in selected secondary schools in Kampala Central and Rubaga Urban Councils.

1.2 Statement of the Problem

Teachers are trained and offered leadership skills to manage schools effectively. These skills are expected to be applied by the headteachers. However, the increasing prevalence of strikes, abscondment from duty, disrespect for school authorities, unmatched indiscipline are among the indicators that leadership skills seem not to be effectively applied in school management and administration (Balyejjusa, 2014). For instance, Kampala District Education Report (2017), Monitor (2018) indicated that students have been continuously striking, destructing school property, using vulgar language thus tarnishing the image of these secondary schools. Further, it was indicated that through failure to resolve conflicts students were losing out with studies hence affecting their final grades. A number of five strikes occur in secondary schools in Kampala district on annual basis, (MOES, 2017). Some of these strikes are destructive with students destroying school property, boycotting lessons and above all use vulgar language. If this state of affairs continues, it was likely that stakeholders, teachers, parents and students would continue to loose academically. Further, these conflicts are likely to tarnish the image of these secondary schools in the provision of secondary education. However, it was not yet established why

conflict resolution is failing in these schools, calling for urgency for this study to be carried out to establish the relationship between leadership skills and conflict resolution in selected secondary schools in Kampala District.

1.3 Purpose of the Study

The purpose of the study was to establish the relationship between headteachers' leadership skills and conflict resolution in selected secondary schools in Kampala District.

1.4 Objectives of the Study

The study followed these objectives;

i) To examine the relationship between headteachers' communication skills and conflict resolution in selected secondary schools.

ii) To find out the relationship between headteachers' collaborative skills and conflict resolution in selected secondary schools.

iii) To determine the relationship between headteachers' problem solving skills and conflict resolution in selected secondary schools.

1.5 Research Question

What is the relationship between headteachers' leadership skills and conflict resolution in selected secondary schools in Kampala District?

1.6 Hypotheses

i) Headteachers' Communication skills have a statistically positive relationship on conflict resolution in selected secondary schools.

ii) Headteachers' Collaborative skills have a statistically positive relationship on conflict resolution in selected secondary schools.

iii) Headteachers' Problem solving skills have a statistically positive relationship on conflict resolution in selected secondary schools.

1.7 Significance of the Study

The study findings would be significant to the following categories of people:

i) School administrators would use the findings of the study to revisit leadership skills applied to solve conflicts among students in a better way.

ii) Teachers would base on the study findings to advise one another on the most appropriate skills needed to eliminate conflicts in schools.

iii) Students would benefit from the findings of the study since they have their school heads improve on skills of leadership hence ending up having a favourable and conflict free school environment.

iv) Future researchers would use study findings as a source of reference in their future studies hence suggesting gaps in their future studies.

1.8 Scope of the Study

This covered under the geographical, content and time scopes.

1.8.1 Geographical scope. The study was carried out in selected secondary schools in Kampala District specifically in Kampala Central and Rubaga Urban Councils. The eight schools were selected because of high cases of conflicts reported in the previous year 2017, Kampala District Education Report (2017), Monitor, 2018). In addition, there are high cases of strikes where

students end up destroying school property, which may point to failure by school administrators to solve conflicts amicably.

1.8.2 Content. The study content scope was leadership skills with communication skills, collaborative skills and problem solving skills. These were related with conflict resolution with compromising, integrating, accommodating, negotiating dominating and avoidance techniques.

1.8.3 Time scope. The study time scope was between 2014-2018 since between this period conflicts in the selected urban councils were reported to be high (Kampala District Education Report, 2017). This was because during this period students' conflicts in form of strikes were rampant.

1.9 Conceptual framework

Independence variable

Headteachers' leadership skills

| **Dependent variable** |
| Conflict Resolution |

a) Communication skills

- Verbal communication
  - Listening, meetings, consensus decision making, group interactions
- Non-verbal communications
  - Chats, letters, memos, circulars

b) Collaborative skills

- Team building
- Participatory approaches
- Visioning

c) Problem solving skills

- Ability to identify a problem
- Giving warnings
- Reprimanding

Conflict Resolution

- Compromising
- Integrating
- Accommodating
- Negotiating
- Dominating
- Avoiding

Extraneous variables

- School policies
- School environment

Figure 1.1: Conceptual framework showing relationship between leadership skills and conflict resolution in secondary schools.

Source: Kapusuzoglu (2010).

The conceptual framework in Figure 1.1 shows that the independent variable headteachers' leadership skills was operationalized into communication skills with verbal communication such as listening, meetings, consensus decision making, group interactions. It also involved use of non-verbal communication such as charts, letters, memos, circulars. It was also having collaborative skills, which included team building, participatory approaches and visioning.

Finally, it entailed problem solving skills including ability to identify a problem, serve warnings and reprimanding. These were hoped to have a direct influence on conflict resolution in the way that once leadership skills in form of communication, collaboration and decision making are effective, there were high chances that conflicts in the schools would be resolved through compromising, integrating, accommodating, negotiating and dominating.

1.10 Definition of Operational Terms

Conflict resolution is defined by Husdon, Grisman, Srinivasan and Moussa (2005) as the ability of the leader to understand sources of conflict, recognizing it early, control it before it worsens.

Leadership skills are defined by Mullins (2010) as those approaches and strategies leaders apply when influencing others to meet common goals and objectives.

Communicative skills. Communication skills are defined as those skills leaders exercise when exchanging information. In this study, these involved verbal and non-verbal communication skills

Collaborative Skills. These are skills used by leader to consensually arrive at decisions and in doing work. In this study collaborative skills involved team building, participatory approaches and visioning.

Problem solving skills. Problem solving skills in this study referred to particular skills leaders use to solve problems at work place

Problem solving skills. Problem solving skills were operationally defined as those skills that one applies to resolve conflict

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, review of literature related with theoretical review and the three study objectives, namely; to establish the relationship between communication skills and conflict resolution in selected secondary schools, to establish the relationship between collaborative skills and conflict resolution in selected secondary schools and finally to establish the relationship between problem solving skills and conflict resolution on selected secondary schools from Kampala Central and Rubaga Urban Councils in Kampala Capital City Authority.

2.1 Theoretical Review

The study was guided by the Group dynamic theory developed by Ouchi (1980). This theory suggests that the more cohesive people work in a group the better they are likely to eliminate problems, leading to efficiency and effectiveness in the system. The Theory asserts that at work, leaders and subordinates should work in an interconnected way to solve the problems arising. Sreeramana and Kumar (2016) studied a comparative analysis theory Z (group theory of Japanese management) and revealed that if this theory is applied in management, it would enable building loyalty to the organization – reducing the extent to which conflicts would occur. In this study, it was noted that working through consultation with others reduces the possibility of conflicts from occurring. However, this study was carried out in an environment outside academia.

In another review, Penlington and Marshall, (2016) studied group dynamics theory in a clinical environment and ascertained that the group theory enhances disciplinary literacy in addressing challenges faced by clinicians. This helps to build trust and confidence between one another.

However, this study was also outside school environment yet this study targeted a school environment. In line with this theory, the more cohesive teachers and administrators are in application of leadership skills in communication, group interactions and problem solving, the higher they are likely to amicably resolve conflicts, which is reflected in form of compromising, integrating, accommodating, dominating and avoidance of these conflicts. Further, if the headteacher as a school leader worked collaboratively with others in executing his roles of planning, giving accountabilities, budgeting, reporting among others the problems, of conflicts in schools would disappear.

2.2 Review of Related Literature

2.2.1 Communication skills and conflict resolution in schools

Kapusuzoglu (2010) points out that the use of effective communication skills while discussing students' problems would help to mediate and intervene into students' issues hence resolving conflicts. In more or less the same way, Hudson (2005) argued that communication and negotiation are considered as competencies required for conflict management. Communication skills such as listening, summarizing and allowing a two-way exchange of information allows negotiations and integration of both parties' ideas for the good of the institution. However, this study did not show whether inferential analysis was applied as intended in the completed study.

Karim (2015) asserts that to resolve conflict, skills such as effective communication and negotiation are needed. Students' leadership should be offered an opportunity for fair hearing. Consequently, through effective communication skills, members would negotiate and arrive at a clear resolution. However, Karim's study was in a context different from that of headteachers'

leadership skills and conflict resolution in selected secondary schools in Kampala Central and Rubaga Divisions in Kampala District, which this study was targeting.

Empirically, Klohlstetter and Mohrman (2008) pointed it out that a headteacher who respects and treats every member of the school community fairly and equally, encourages and promotes behavior that creates a positive school climate that enhances conflict resolution. Nwogbaga, Mwankwo and Doris (2015) established that formal communication and control measures when applied properly, enables one to resolve conflicts effectively. Furthermore, the study indicated that once management identifies communication channels and applies them as recommended – the possibility of avoiding conflicts in high. However, this study did not indicate whether it was descriptive or correlational yet – the completed study was correlational. Similarly, Sabanci, Sahin and Ozdemi (2018) showed positive and significant correlations between interpersonal communication skills and conflict resolution strategies and compromising. However, it was not indicated whether this study was from an academic (school setting).

There are two reasons why communication is a critical element of leadership. It is through communication that a leader passes on the vision and attracts followers to participate in its realization. Through communication, a leader is able to keep everyone informed on issues that require their attention hence ensuring that they fulfill their mandate effectively (Brenton, 2011).

Brenton (2011) further observed that the headteacher must successfully communicate his or her vision to others to establish whether these make any difference. Successful communication is not achieved by simply telling others what you want them to know, but it also involves a wide range

of activities and tools for getting the vision into the consciousness of numerous followers. Therefore, through communication a leader can direct the attention of followers to what is significant, define the higher meaning of actions as well as attitudes, and be aware of the symbolic messages conveyed by his or her own behaviour, appearance, and personal expression of the vision. Successful headteachers' leadership communication strategies also include deceptively simple components such as actively listening to others, arranging meetings, circulars, charts and memos. However, this was a theoretical observation and not an empirical study finding.

According to Johnson and Scollay (2005), communication skills include listening and speaking which allow a more effective exchange of facts and feelings. These skills include; active listening, ability to use non-defensive language and behavior, ability to articulate one's view of the situation and interests in decision. Meanwhile, there is less evidence that headteachers understand that two-way communication is vital to the success of any school especially when need arises to resolve the school conflicts. It is on this account that the proposed study was aimed to ascertain how these communication skills impact decision making in the selected secondary schools.

Collins (2006) observes that to make organization better, the primary task of a leader is taking a company or a school from good to great and to create a culture wherein people have a tremendous opportunity to be heard and, ultimately, for the truth to be heard. This seems to inform the noble importance of involvement of staff and students before conclusions of decision is made. In some cases, the decision might be the source of conflict upon which such categories

of individuals develop a conflict (Kropveld and Pelland, 2006). By accommodating and creating an opportunity for each individual to be heard, the headteachers as leaders may have a better informed approach that lessens the harm and mitigates possibilities for conflicts in schools (Perrow, 2006).

Kropveld and Pelland (2006) assert that as teachers attempt to safeguard the school cohesion in a bid to avoid any discussion that could lead to conflict, they ought to listen to students and adopt a more simplistic but consensual solution than a complex one that could trigger a conflict. There still remains wonder if headteachers bothered listening to students – this would have direct impact on solving the students' conflicts that arise in schools.

According to Cyndi (2010) it is imperative that school leaders find motivation and resources to create long-range, comprehensive communication plans for their schools. The research findings by Okotoni and Abosede (2007) confirmed that in many schools, students had little or no say in the running of their schools. School administrators should allow students to make necessary input into school administration especially on matters concerning them. Additionally, Oostvogels (2009) asserts that communicating through listening is one of the modern management techniques of participative management. Such strategies are also useful in the prevention of conflicts in schools.

In order to understand their role as leaders, headteachers must seek feedback and maintain open communication with their students. Feedback from the receiver to the sender enables the sender to determine whether the receiver correctly interpreted the message Daft (2002). Therefore, the

process of listening enables headteachers to get feedback that may be important in resolving school conflicts. The leader needs to imagine the possibilities and find a common purpose (Kropveld and Pelland, 2006). The research findings point to listening but also speaking in a way that can be easily understood, so that everyone in the school knows what the goals are and how to meet them. However, the findings were generalized to school settings outside Uganda and Kampala Central and Rubaga Urban Councils in particular. This therefore created a gap for this study to be carried out so as to generate more data on conflict resolution in selected secondary schools in Kampala Central and Rubaga Divisions in Kampala District.

Kehinde and Obibango (2014) asserted that effective communication is vital in reducing organizational conflicts and that the communication skill of the communicator is crucial in managing the organization. However, these conflicts were not studied with correlational analysis techniques as this study did. Robins (2011) stated that communication serves four major functions namely; control, motivation, emotional expression and information. Effective communication can help minimize conflicts that were likely to occur. However, this was a review of literature differing from the suggested study, which was empirical.

Kamande (2016) studied the effectiveness of communication in conflict resolution between administration and teaching staff in public secondary schools in Gatanga sub-county Muranga Kenya. With use of thematic and content analysis, Kamande (2016) established that silence was highly used as a means to control conflicts. However, meetings played a major role to control conflicts. Alternatively, this suggested study used quantitative data analysis techniques.

2.2.2 Collaborative skills and conflict resolution in schools

Kazimoto (2013) observed that by using participative leadership skills, one fosters an environment of cooperation and collaboration that typically enables members to function effectively as a team. In so doing, this enables them to analyze the issues that caused the conflict, and thence taking prompt corrective action to resolve disagreements. In schools, once the school administration applies collaborative leadership skills, greater possibilities of solving the problem amicably are explored. However, the extent to which collaborative techniques were applied to solve school conflicts in a developing world context was not yet known, which this study did.

Chuang (2013) asserted that group dynamics play an influential role in global leadership and practice. Leaders have to apply collaborative leadership skills and approaches depending on group dynamics and circumstances to resolve conflicts effectively. Collaborative skills isolated in this regard include relationships, roles and behaviours of the group, which must be duly studied to resolve conflicts effectively.

In addition, Grover (2010) states that an effective leader must be able to read his team and make split decisions based on the dynamics of the group. Every group has its strengths and weaknesses. A leader who knows how to identify those strengths and weaknesses in groups is better positioned to solve and manage their grievances. The extent to which this is applied in selected secondary schools in Kampala Central and Rubaga Divisions was not empirically established which this study did. Meador (2004) asserts that students' leaders know better, what the group wants than teachers themselves. Most teachers would tell you that they do not have favourite students in a school. However, the truth is that there are students who possess certain

characteristics that make them the perfect student. According to Scollay (2005), it is difficult to listen and not embrace students' leaders because they make the teacher's job easier if properly used when resolving students' conflict. This implies that school headteachers always have to work with others in a collaborative manner to solve emerging conflicts.

Likewise, those schools that lack peer leadership can be the most difficult to handle. Leadership skills are often innate. There are those that have them and those that do not. This is supported by Borga, Kembrob, Pedersen & Notandera (2011) and Meador (2014), who assert that students who possess true problem solving abilities are guys that teachers should have meetings with to resolve conflicts. They can be used as a resource to help develop other students into becoming problem solvers. However, sometimes such strategies are failed by headteachers (Meador, 2014). In all the earlier assertions, none of the above studies used Pearson's Correlation Co-efficient and regression analysis methods, as was the case for this completed study.

Teams are becoming building blocks of organizations. Teams present greater leadership challenge and opportunities unlike the traditional hierarchical organizations. A team is a unit of two or more people who interact and coordinate their work to accomplish a specific goal (Daft, 2002). Most teams are characterized by equality; where every team member has to develop some leadership capability. Therefore, the concept of teams implies a sense of shared mission and collective responsibility.

A team achieves high levels of performance through shared leadership, purpose and responsibility. Thus, the greatest achievements come from creative alliances - teams of leaders -

rather than from triumphant individuals. In any school, there exist groups of individuals with differing sets of responsibilities and roles. The head teacher plays a greater role in developing these groups of individuals within the school into collaborative teams. Collaborative teams - cross-functional teams comprise of members from different functional departments within the organization, they have varying member sizes, have a lot of interdependence and cohesiveness as well as a strong team culture (Daft, 2002). Such teams sometimes operate as cross vertical as well as horizontal during conflict resolution.

Complex secondary schools of Kampala Central and Rubaga Divisions exhibit many features which demand for collaborative teams, they comprise of; large staff composition, large student population, several administrative structures and units or departments, the school size in terms of facilities and space as well as compound, they normally cater for a wider scope of academic curricular content as well as a diverse students and staff cultures among others. Due to the nature of complex secondary school teams, it is unavoidable for conflicts to arise. This poses a challenge as well as an opportunity for the school leader / headteacher to apply specific leadership skills to build / strengthen and make use of collaborative teams while resolving conflicts. When conflicts arise within such school settings, collaborative teams are so instrumental in generating ideas to contain or resolve the conflicts, well aware of the impact of such situations on the shared goal and team performance.

O'leary, Bingham and Choi (2009) established that collaborative leadership enables the resolution of conflicts among members. However, network workers were opposed to school members like the ones this study was targeting. Meanwhile Ghaziani, Moadi and Sareshkeh

(2013) studied comparison of conflict resolution strategies of physical education office managers based on some demographic characteristics and established that co-operation is significantly the first preference when solving conflicts. This implies that secondary school administrators must adopt the same approach to resolve conflicts. However, the extent to which this was applied in the selected secondary school in Kampala Central and Rubaga Divisions was not yet established which this study did.

Meanwhile, Dogan (2017) observes that a constructive and co-operative comprehension would make the school environment safer and more proper. The chances for conflicts are thus likely to be minimum with co-operation of the concerned parties. This earlier assertion was not an empirical field finding as this completed study was.

2.2.3 Problem solving skills and conflict resolution in schools

Kazimoto (2013) argues that while solving conflicts, the reality of decision-making must be touched. This is clearly illustrated by the notion that internal conflicts appear to be a burden that institutions must bear. Hence, decision-making process in schools have to be carefully studied and analyzed in a move to avoid conflicts from occurring or reoccurring. However, this was not an empirical field finding. Sabanci et al. (2018) revealed that problem solving skills possessed by a leader enables conflicts to be resolved effectively. This suggests that problem solving skills possessed by a leader are equally important in conflict management. However, the extent to which this was applicable in an educational context in the selected Kampala secondary schools using the Group Dynamics Theory was not yet ascertained which the proposed study did.

Problem solving methods and conflict management, O'leary, Bingham and Choi (2013) identified that interest based negotiation, allows for using collaborative problem solving and creativity to uncover ways to meet many of the collective needs of the negotiating parties. Problem solving methods allow identification of the best alternative to a negotiated agreement. Olcum and Titrek (2015) studied the effect of school administration decision making styles on teacher's job satisfaction and showed that headteachers and school administrators mostly use rational decision making style and yet they rarely use avoidant decision making style. Consequently, job satisfaction levels were predicted by decision making styles. Alternatively, this study was not directly relating problem solving skills on conflict resolution in secondary schools using students and school administrators as a unit of analysis.

Adeyemi and Ademilue (2012) observed that problem solving, appeal to superior organizational goals and avoidance expression opportunities, and resources use of authority, command, changing the structure of the organization and compromise of management / leadership as mechanisms that leaders of institutions should adopt in resolving conflicts in organizations. However, this was an observation not empirically established with field data. While this completed study was empirical on the extent to which problem solving skills relate with conflict resolution in selected secondary schools.

Manktelow (2014) clarifies that conflict arises from differences between people. Like in the school environment, there are differences between the teachers and the students and support staff. Without such individual differences, effectiveness and adjustments will never be realized even in other societies. Similarly, when people with varying view points and opinions come

together, one group may want to do things their way. Amidst such conflicts, headteachers ought to have meetings with the concerned parties to seek common views for the better option (Manktelow, 2014 & Meador, 2014). This works well with the leaders' ability to identify a problem and decide on effective decisions that is through offering warnings, reprimanding, suspension or total expulsion of the implicated students. Meanwhile the extent to which this was effectively applied as a problem solving strategy in selected secondary schools in Kampala Central and Rubaga was not yet known and this study did.

Headteachers as leaders must be open to these differences and not let them rise into full-blown disputes rather dialogue with staff and students. Students want to know that they matter and they have an opportunity to express their values in their work and actions (Goodman, 2009). This applies to teachers just as much as to students. It also applies to the many support staff who work in schools and colleges. Meetings as a form of communication are an inclusive approach involving all categories of staff and students, and therefore most likely to result into teamwork which is also a feature of successful organizations (Bush and Glove, 2012).

2.3 Literature Summary

Although the reviewed studies suggest a close relationship between headteachers' leadership skills and conflict resolution in selected secondary schools in Kampala Central and Rubaga Urban Councils, many were carried out in the western world which environment was slightly different from that of secondary schools in Kampala Capital City Authority. Further most of the reviewed studies were based on literature review findings while this study depended on field

findings. In addition, most of the reviewed studies were based on descriptive findings while the completed study was more of a correlational study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the design, population, sample size, sampling strategies, data collection methods, data collection instruments, data collection procedure, data quality control, data analysis methods and ethical considerations.

3.1 Research Design

The study involved both quantitative and qualitative approaches. More specifically, a cross-sectional survey design was used since the study involved a big number of respondents. In so doing, it helped capture all the respondents within the shortest possible time to minimize costs (Amin, 2005). Further, the cross-sectional survey design was supported by Creswell (2014) that allows collection of data from big samples. However, it was based more on the quantitative approach to allow numerical expression of data to answer questions of the study. On the other hand, the qualitative approach was used to get deeper views and perceptions of respondents about the study variables.

3.2 Population and Sample Technique

3.2.1 Population

The study involved a number of 160 selected secondary school teachers, 8 secondary school administrators selected from eight secondary schools. In total, the study population was 168. Teachers were involved because they always get engaged in conflicts with students. Secondary school administrators were involved because they were responsible for making decisions that

may lead to conflicts. Still, secondary school administrators were the ones responsible for conflict resolution at school level.

3.2.2 Sample size

From a population of 160 teachers and 8 school administrators, Krejcie and Morgan 1970, (Amin, 2005). Table of Sample Size Determination suggests a number of 113 secondary school teachers and 8 secondary school administrators.

Table 3.1   Sample Size

Category/Study	Population	Sample size	Sampling Technique
Secondary schools teachers	160	113	Simple Random Sampling
Administrators	08	8	Purposive Sampling
Total	168	121	

Table 3.1 indicates that the sample sizes were 80 secondary school teachers and the 8 secondary school administrators arrived at using Krejcie and Morgan 1970 Table of Sample Size Determination.

3.2.3 Sampling Techniques

This dealt with simple random sampling techniques and purposive sampling techniques' as provided in the next subsections

Simple Random Sampling

Simple random sampling is a sampling strategy where the researchers choose respondents of the study at one's convenience. Secondary school teachers in this study were sampled using simple

random sampling strategy depending on the extent to which they were available at the time of data collection (Amin, 2005). Simple random sampling controlled the researcher bias and interest and helped to collect a variety of information.

Purposive sampling

Purposive sampling technique is the sampling strategy where the researcher chooses those respondents with confidential information that cannot be accessed from the rest of the study respondents (Creswell 2014). School administrators in the study were sampled using purposive sampling technique since they were key in resolving school conflicts.

3.3 Data Collection

The study involved the use of a survey and interviews. These are explained in the next sub-sections of the study.

3.3.1 Questionnaire survey method

A survey was the main data collection method. This method involved use of items that are likely scaled. Survey method was used to allow generalization of data since the study was majorly quantitative in nature (Kakinda-Mbaaga, 2006). Surveys were preferable to big populations like the one of teachers this study was targeting. A questionnaire survey was adopted in the study because the study respondents were many thus it enabled the researcher to cover all of them within the shortest possible time.

A self-administered questionnaire for teachers was the main data collection instrument. This questionnaire had items likely scaled. The self-administered questionnaire section A was on respondents' bio data, Section B on the dependent variable conflict resolution, section C on

decision making skills with C1 on communication skills, C2 on collaborative skills and C3 on Problem solving skills. The self-administered questionnaire was used in the study because the study respondents were literate hence would be in position to fill the instrument without external interference. Further, it allowed distribution of questionnaires to a big number of respondents within a limited time. Since items were closed ended this allowed easy analysis of data using statistical methods.

3.3.2 Interview method

Interviews were the second data collection method. These interviews were mainly for school administrators. Interview method was used because they allow getting deeper views on the variables studied (Creswell, 2014). Interviews were preferred because they helped triangulate data collected from survey method. The interview method was preferred since it allowed study the facial expressions and the mood of respondents.

An interview guide for school administrators particularly headteachers was the second data collection method. It had open-ended questions. The interview guide was used because it allowed capturing of deeper views and perceptions of respondents about the study variables. The interview guide was used since it allowed provoking respondents to give facial expressions that allowed studying the mood of respondents.

3.4 Quality control

This was on reliability and validity of research instruments.

3.4.1 Validity

Validity is defined by Amin (2005) as the extent to which the instrument measures what it is intended for. Validity of instruments was ensured through the use of content experts from Kyambogo University that is the two supervisors. These were requested to rate items as either relevant or irrelevant. After a content validity index was calculated as below

$$CVI = \frac{\text{Number of items rated relevant} = 0.7}{\text{Total number of items}}$$

$$CVI = 25/27$$

$$CVI = 0.925$$

The instrument considered valid as the calculated validity value 0.925 was greater than 0.5. Therefore, the rest of the questionnaires were offered to the rest of the study respondents for data collection purposes.

3.4.2 Reliability

Reliability is defined as the extent to which the instrument is in position to give consistent results (Creswell, 2014). Reliability of the instrument was established through the use of SPSS. Five instruments were pilot tested with five teachers within Kampala Capital City Authority. Data collected was edited, coded and entered into computer using SPSS version 20. After, the reliability values computed using Cronbach's Alpha Co-efficient Method. Reliability values for the various sections of the questionnaire are provided in Table 3.2.

Table 3.2: Reliability Analysis Results

Variable	Construct	No. items	Alpha values
Dependent	Conflict resolution	8	0.866
Independent	Communication	4	0.782
Leadership skills	Collaborative	6	0.665
	Problem solving skills	6	0.825

All Alpha values from the pilot study were greater than 0.5 as recommended by Amin 2005. This meant that the self-administered would give reliable findings. Thus, the rest of the instruments were administered to the study respondents.

3.5 Data Analysis

3.5.1 Quantitative Data Analysis

Quantitative data was analyzed at descriptive levels using frequencies, percentages, means and standard deviations. At bi-variate level, the study hypotheses were tested using Pearson's Correlation Co-efficient index. This was because professional development aspects like on the job, off the job and career progression are considered to be continuous or numerical variable. Once these are related with a numerical or continuous dependent variable, Pearson's Correlation Co-efficient index was preferred.

3.5.2 Qualitative Analysis

Qualitative data were transcribed, coded using themes and subthemes of the study conceptual framework. Data was transcribed, coded and arranged according to the core themes as presented in the conceptual framework. Thus, thematic analysis method was applied.

3.6 Study Limitations and Delimitations

The study hoped to be limited by lack of cooperation of the study respondents. These were hoped not to willingly provide data. Respondents with this perception were briefed that the study was for academic purposes only and that they were to be treated for academic purposes only. Further, there were problems related with secretarial services, travel and accommodation challenges. These were solved by requesting the sponsors to provide enough financial resources.

Delays in giving back answered questionnaires. This was solved by selecting research assistants to give out and collect back questionnaires from respondents.

Due to the location of the schools in Kampala District, the researcher faced problems related with traffic while travelling to different schools. In addition, some headteachers had busy schedules making it difficult to interview them within the limited study period. This was solved by requesting for their co-operation, which they offered.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter, respondents' background information by gender, age, experience in the teaching profession, academic qualifications and respondents' marital status is presented as in table 4.1.

4.1 Demographic Information

Table 4.1: Respondents bio data

Respondents bio data category		Frequency	Percent
Gender	Male	61	54.5
	Female	51	45.5
	Total	112	100.0
Age	20-29 years	23	20.5
	30-39 years	37	33.0
	40-49 years	31	27.7
	50 and above years	21	18.8
	Total	112	100.0
Experience in teaching profession	0-4 years	32	28.6
	5-9 years	30	26.8
	10 and above years	50	44.6
	Total	112	100.0
Qualification	Diploma	11	9.8
	Degree	92	82.1
	Others	09	8.0
	Total	112	100.0
Marital status	Married	78	69.6
	Single	28	25.9
	Others	05	4.5
	Total	112	100.0

Table 4.1 indicates that majority of the study respondents were male 61(54.5%) as opposed to females 51(45.5%). These results indicated that majority of the study respondents in the secondary schools where this study was carried out were male. This may also portray that male teachers still dominate secondary school teaching.

Results on respondents' age indicated that majority of the study respondents 37(33%) were in the age group 30-39 years, followed by teachers in the age group 40-49 years 31(27.7%), followed by 23(20.5%) of the teachers in the age group 20-29 years. Few respondents were in the age group 50 and above years 21(18.8%). These findings indicated that teachers in the secondary schools where this study was carried out where mature enough to handle conflicts occurring in the school.

Majority of the teachers 50(44.6%) indicated that they had teaching experience of 10 and above years, followed by 32(28.6%) with teaching experience 0-4 years and lowest representation was in the age group 5-9 years 30(26.8%). These findings indicated that teachers' teaching experience was high which may suggest that they could have been involved in solving conflicts in schools.

Most of the study respondents 92(82.1%) were bachelors' degree holders, followed by 11(9.8%) diploma holders while 9(8%) were master's degree holders. These findings showed that teachers who participated in the study were expected to be competent enough to resolve conflicts as they occur at school.

4.2 Description of the dependent variable: Conflict resolution

In this section, description of conflict resolution is based on the eight quantitative items on which respondents were requested to do self-rating basing on Likert scale ranging from 1 referring to Strongly disagree, 2 referring to Disagree, 3 referring to Not sure, 4 referring to Agree and 5 referring to Strongly agree. Results arising from the same are presented in Table 4.2. Descriptive results on conflict resolution.

Table 4.2: Description of conflict resolution.

Items on conflict resolution	SD	D	NS	A	SA	Mean $\bar{x}$	Std.Dv
Compromising is highly utilized in problem solving	14 (12.5%)	23 (20.5%)	10 (8.9%)	55 (49.1%)	10 (8.9%)	3.214	1.233
I utilize integration approach in solving conflicts	8 (7.1%)	32 (28.6%)	13 (11.6%)	49 (43.8%)	10 (8.9%)	3.946	0.780
Compromises are agreed on by all members to settle conflicts	00 (00%)	8 (7.1%)	13 (11.6%)	68 (60.7%)	23 (20.5%)	3.187	1.158
Accommodation of one's weakness is utilized in conflict resolution	5 (4.5%)	15 (13.4%)	17 (15.2%)	54 (48.2%)	21 (18.8%)	3.633	1.073
Members of this school negotiate on issues at hand to solve problems	3 (2.7%)	5 (4.5%)	5 (4.5%)	67 (59.8%)	32 (28.6%)	4.071	0.866
Negotiations for problems arising are mutually agreed on	6 (5.4%)	12 (10.7%)	12 (10.7%)	67 (59.8%)	15 (13.4%)	3.651	1.019
Domination in problems solving at this school is the order of the day	19 (17%)	42 (37.5%)	14 (12.5%)	21 (18.8%)	16 (14.3%)	2.758	1.330
I always emphasize avoidance as a way to solve problems	19 (17%)	31 (27.7%)	8 (7.1%)	35 (31.3%)	19 (17%)	3.036	1.400

Table 4.2 indicates that majority of the respondents 58% agreed that compromising is highly utilized in problem solving as opposed to 33% who disagreed while 8.9% were not sure. This thus, implies that compromising is used as a technique to resolve conflicts. The mean value 3.214 was almost equal to code 3 referring to Not sure. This meant that respondents rated fairly

on utilization of compromise as a problem solving technique. The standard deviation referring to 1.23 was low indicating that respondents had common views on use of compromise from one respondent to another.

Majority of the study respondents 52.7% agreed that compromises are agreed on by all members to settle conflicts as opposed to 35.7% who disagreed while 11.6% were not sure. This meant that compromises are consensusly agreed upon by all members at school. The mean value referring to 3.187 suggested a moderate rating on agreement with the compromises made. The standard deviation 1.158 was low implying that respondents did not differ so much from one another.

Respondents 81.1% agreed that they utilize integration approach in solving conflicts, differing from 7.1% who disagreed while 11.6% were not sure. These findings suggested that integration approach is highly applied in solving conflicts. The mean value 3.946 was almost equal to code 4 = Agree. This confirms that respondents use more of integration approach when solving conflicts. The standard deviation 0.780 was too low implying that respondents did not differ in opinions offered.

Majority of the study respondents 67% agreed that accommodation of one's weakness is utilized in conflict resolution as opposed to 17.9% who disagreed while 15.2% were not sure. This suggests that individual weakness are accommodated and utilized in conflict. The mean value referring to 3.633 was close to code 4 referring to Agree. This meant that accommodation strategy is highly utilized in conflict management in secondary schools in Kampala District.

Study respondents 88.4% agreed that members of their schools negotiate on issues at hand to solve problems as opposed to 7.2% who disagreed while 4.5% were not sure. These findings suggested that there is negotiation of issues arising to solve immediate problems. The mean value referring to 4.071 was equal to code 4 = Agree. This meant respondents agreed that they negotiate issues at hand to solve problems. The standard deviation referring to 0.856 was low implying that they had common views and opinions about negotiating issues at hand.

Further, most of the study respondents 73.2% agreed that negotiations for problems arising are mutually agreed on compared to 16.1% who disagreed while 10.7% were not sure. This implied that negotiations made for problems are mutually arrived at. This is in line with the mean value 3.65 which was nearing code 4 referring to Agree. This further concretizes that negotiations made are mutually arrived at. The standard deviation 1.019 was low suggesting that respondents had common vies and opinions about mutually negotiating on problems arising.

Alternatively, 54.5% of the study respondents disagreed that domination of problem solving at school is the order of the day compared to 33.1% who agreed while 12.5% were not sure. This implied that respondents disagreed with domination when solving problems. These percentages concurred with mean value referring to 2.738 which was slightly below code 3. This mean value thus suggested that domination is not allowed when solving problems. The standard deviation referring to 1.330 meant that they had common views against domination when making decisions.

Study respondents 48.3% agreed that they always emphasize avoidance as a way to solve problems compared to 44.7% who disagreed while 7.1% were not sure. This suggests a moderate fair rating on the view that avoidance is emphasized in solving problems. The mean value 3.035 was average meaning that respondents neither agreed nor disagreed with avoidance as a way of solving problems. The low standard deviation referring to 1.400 meant that study respondents had common views and opinions on emphasizing use of avoidance.

The percentages and means presented above confirm that conflict resolution is fairly applied in secondary schools in Kampala District. To confirm these findings, a histogram and curve were presented as in Figure 4.1.
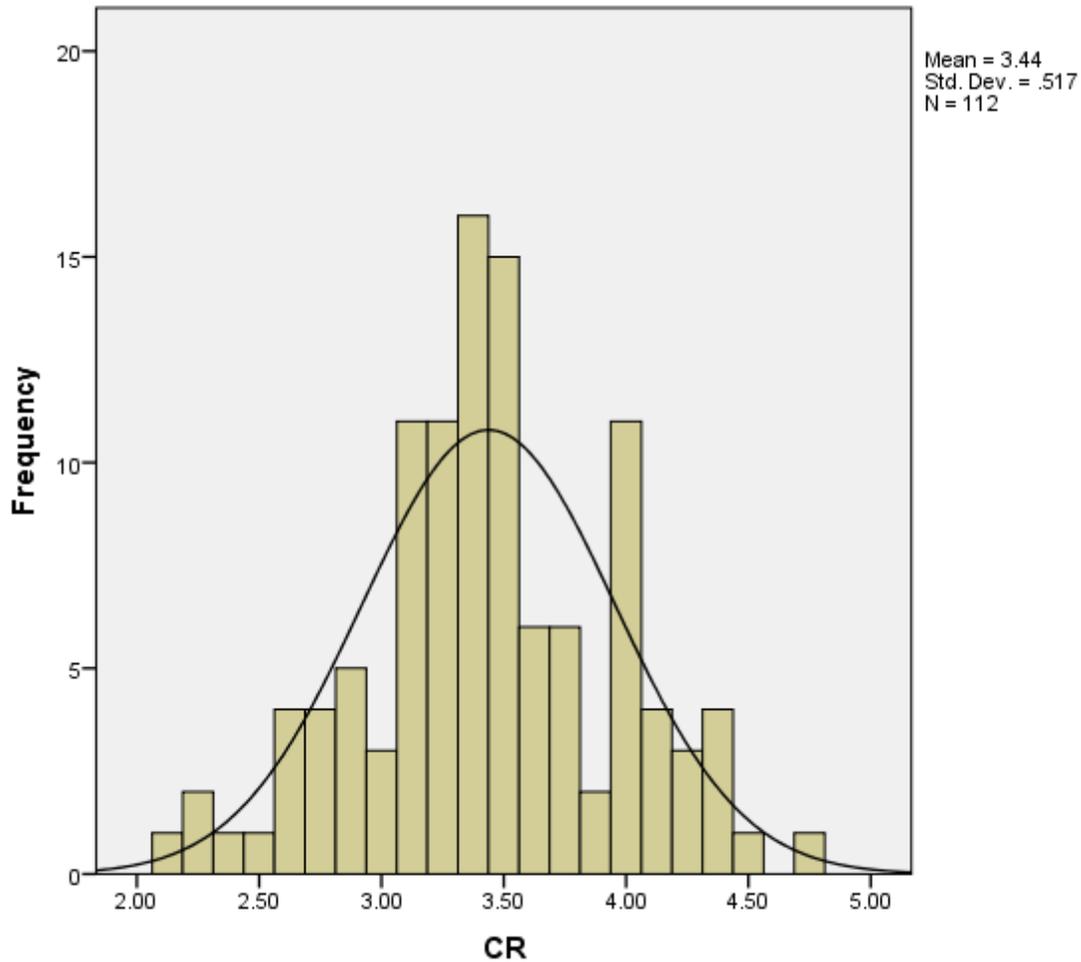
Figure 4.1: Histogram and curve showing distribution of respondents on conflict resolution.

The histogram and curve in figure 4.1 shows that respondents were fairly distributed on all sides of the curve. This meant that respondents rated fairly or averagely good on conflict resolution in secondary schools in Kampala District. Attention now turns on the description of the independent variable.

These findings concurred with those from interviews held with school administrators who also indicated that conflict resolution is fairly done in schools. One of the headteachers from school A said

"that there are different conflict resolution skills ranging from integration, avoidance, compromising that are applied depending on prevailing situations'. This has enabled us to resolve conflicts in my school" June, 2019.

This suggests that headteachers and school heads may apply appropriate conflict resolution skills in schools.

4.3 Description of the independent variable: Leadership skills

In this section, descriptive statistics on the independent variable leadership skills is presented. This description follows the four subunits of the independent variable that is communication skills, collaborative skills, problem solving skills and headteachers' roles.

4.3.1 Description of communication skills

Communication skills in this study were operationalized into nine quantitative items on which study respondents were requested to do self-rating basing on Likert scale ranging from 1 referring to Strongly disagree, 2 referring to Disagree, 3 referring to Not sure, 4 referring to Agree and 5 referring to Strongly agree. Results from this analysis are presented in Table 4.3.

Table 4.3: Description of communication skills.

Indicators of communication skills	SD	D	NS	A	SA	Mean $\bar{x}$	Std.Dv
Verbal communication is frequently applied in this school	2 (1.8%)	6 (5.4%)	4 (3.6%)	40 (35.7%)	60 (53.6%)	4.339	0.915
I advise members to listen to each other alternatively when communicating	3 (2.7%)	5 (4.5%)	5 (4.5%)	49 (43.8%)	50 (44.6%)	4.232	0.929
I encourage meetings over critical issues in this school	1 (0.9%)	3 (2.7%)	3 (2.7%)	55 (49.1%)	50 (44.6%)	4.33	0.741
I frequently use charts when communicating	13 (11.6%)	49 (43.8%)	9 (8%)	35 (31.3%)	6 (5.4%)	2.750	1.174
I write in magazines over critical issues	29 (25.9%)	37 (33%)	16 (14.3%)	22 (19.6%)	8 (7.1%)	2.491	1.267
I encourage use of circulars in this school						4.294	0.834
I frequently use memos in this school	14 (12.5%)	25 (22.3%)	13 (11.6%)	39 (34.8%)	21 (18.8%)	3.250	1.332
I encourage use of symbols and gestures	15 (13.4%)	26 (23.2%)	14 (12.5%)	40 (35.7%)	17 (15.2%)	3.160	1.312
I highly use artifacts in my communications	13 (11.6%)	29 (25.9%)	20 (17.9%)	33 (29.5%)	17 (15.2%)	3.107	1.275

Study respondents in Table 4.3 indicated that majority of the respondents - 89.3% agreed that verbal communication is frequently applied in the school as opposed to 7.2% who disagreed while 3.6% were not sure. This meant that verbal communication is frequently applied in their schools. These findings were in agreement with mean 4.339 referring to Agree, confirming that verbal communication is frequently applied. The low standard deviation 0.915 was low implying that respondents did not vary from one respondent to another.

Majority of the study respondents 88.4% agreed that they advise members to listen to each other alternatively when communicating compared to 7.2% who disagreed while 4.5 were not sure. This implied that members listen to each other alternatively when communicating. The mean 4.232 was almost equal to code 4 referring to Agree implying agreement with the view to listen to one another. Further the standard deviation 0.929 which implied that they had common opinions on the same. Most of the study respondents 93.7% agreed that they encourage meeting over critical issues in their schools compared to 3.6 who disagreed while 2.7% were not sure. This suggested that there is encouragement of meeting over critical issues arising in their school. The mean value referring to 4.339 mean that they agreed that encourage meeting over critical issues in their school while the standard deviation 0.741 suggested that they had common views and opinions over encouraging meetings.

Respondents 55.4% disagreed that they frequently use charts when communicating compared to 36.7% who agreed while 8% were not sure. The mean value 2.750 was slightly below code 3 referring to not sure. This shows that respondents to some extent disagreed that charts are used when communicating. The low standard deviation 1.174 implied that they had common views and opinions about the use of chart in communication.

Study respondents 58.9% disagreed that they write in magazines over critical issues compared to 16.7% who agreed while 14.3% were not sure. This meant that study respondents do not majorly write in magazines when there are contentious issues occurring. The mean value 2.491 suggesting disagreement with writing in magazines over critical issues. The low standard deviation 1.266 implied that they had similar views over writing in magazines on critical issues.

To a large extent majority of the study respondents 53.6% agreed that they frequently use memos in their school compared to 34.8% who disagreed while 11.6% were not sure. These findings suggested that majority of the study respondents agreed that they use memos in their school. The mean value 3.250 was almost equal to code 3 referring to Not sure. This hence suggests that respondents rated fairly on frequent use of memos in their schools while the standard deviation 1.332 was low implying that respondents had similar views and opinions on use of memos in their schools.

Respondents 50.9% agreed that they encourage use of symbols and gestures compared to 46.6% who disagreed while 12.5% were not sure. This implied that encouraging of use of gestures is fairly applied in secondary schools where this study was carried out in Kampala District. These findings almost concurred with the mean value referring to 3.160 which implies fair application of the use of symbols and gestures. The low standard deviation 1.312 meant that respondents had common views and opinions on use of symbols and gestures.

Study respondents 44.7% agreed that they highly use artifacts in their communications as opposed to 37.5% who disagreed while 17.9% were not sure. These percentages showed that artifacts are somehow utilized in communications. The mean value 3.107 indicated that respondents had similar views and opinions on use of artifacts when communicating. The percentages and means on communication imply that communication skills are fairly utilized in communication in secondary schools in Kampala District. To confirm these findings a histogram and curve were generated and the findings are presented in figure 4.2:
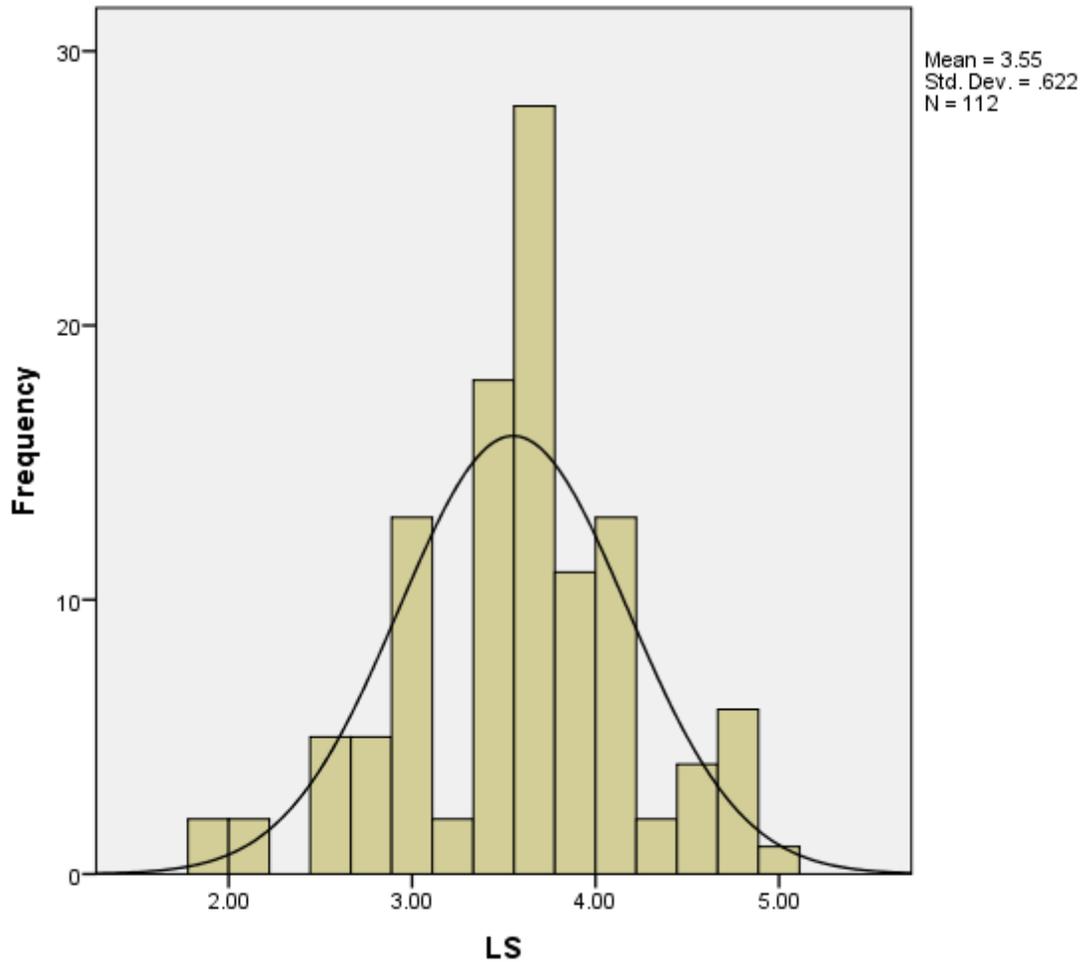
Figure 4.2: Histogram and curve showing distribution of respondents on communication skills

The figure shows that most of the respondents were concentrated on the right side of the histogram and curve suggesting agreement with effective use of communication.

When study headteachers and administrators were asked which communication skills they apply in schools? One of these headteachers showed that they use oral means especially assemblies and meetings. Another headteacher from school B showed that

"I at times use body language through facial expressions. Students in wrong can study the body language and behave positively" June, 2019.

Another participant from school C noted that

"I use verbal, written sign posts and others when communicating". Effective communication whether written or spoken helps to close gaps and it is a solution to grape vine (Rumormongering) especially when done on time. This has further enabled as resolve a few conflicts" June, 2019.

These findings meant that communication skills, verbal and non-verbal are highly varied and applied when making communications at school.

Qualitative findings on communicative leadership styles showed that majority of the non-verbal communicative styles are applied on the qualitative question 'which communicative leadership styles do you apply in schools?' Study participants showed that the formal verbal communicative leadership styles are highly applied by school managers. The verbal ones were identified as formal ways of communication which every school stakeholder would wish to follow and respect.

For instance in an interview with one of the headteachers from school D, stated that

"I prefer to use formal communication styles like meetings, letters, memos and circulars because these have documented records which serves as a source of reference in the future. In case one violates or fails to respond these are a source of evidence for one to secure him or herself" June, 2019.

This implied that headteachers apply verbal means of communication in schools as a security and a source of evidence in the way they discharge their responsibilities.

Another headteacher from school E on the same item noted that;

"I strongly believe in non-verbal communication means where I send all teachers letters and messages informing them on whatever that is going on in the school. In case they don't submit in marks, exams, course outlines, I majorly use notice boards to remind them do their work and meet their obligations" June, 2019.

This formal or non-verbal communication means greatly enhance the effectiveness in the way I discharge my services in the university.

On the side of verbal communication, study participants showed that the two forms of communication are used interchangeably. For instance a participant from school B indicated that

"In many instances it is better to use verbal communication as people will listen more to verbal lies. With application of verbal communication, one can get firsthand information from students, teachers and other school stakeholders. In doing this, there are high possibilities that problems are detected for the good of the school" June, 2019.

This suggested that verbal communication is applied by school headteachers and manager and may be a vital element in curbing conflicts in these secondary schools.

In another interview held, the study headteacher from School E stressed that

"In this school I have an opportunity to invite school leaders, teachers and non-teaching staff to discuss matters arising in the school. Previously students had complaints of teachers missing lessons and others giving class prefects notes to dictate before the class. However, students were able to interact with me and had to call the teacher concerned and ion out this problem" June, 2019.

This finding suggested that verbal communication is strongly applied and emphasized in the school which is a good move towards conflict resolution in the school.

Meanwhile, another headteacher from school A said,

> *"In meetings I ensure that all teachers and student leaders are offered with an opportunity to present their concerns. In cases where some one feels that he or she cannot express himself freely, I encourage one to one discussion" June, 2019.*

This approach has greatly helped to identify and work on problems students and teachers are facing in the school.

4.3.2 Description of collaborative skills

Collaborative skills in this study were operationalized into four quantitative items on which respondents were requested to do self-rating basing on Likert scale ranging from 1 referring to Strongly disagree, 2 referring to Disagree, 3 referring to Not sure, 4 referring to Agree and 5 referring to Strongly agree. Arising descriptive results are presented in Table 4.4.

Table 4.4: Descriptive statistics on collaborative skills.

Items on collaborative skills	SD	D	NS	A	SA	Mean $\bar{x}$	Std.Dv
I work with others as a team	1 (0.9%)	00 00	00 00	28 (25%)	83 (74.1%)	4.714	0.560
Collegial approaches are used in this school	1 (0.9%)	4 (3.6%)	11 (9.8%)	56 (50%)	40 (35.7%)	4.160	0.812
I consult others over sensitive issues	2 (1.8%)	1 (0.9%)	00 00	37 (33%)	72 (64.3%)	4.571	0.719
I involve others in core activities of the school	1 (0.9%)	1 (0.9%)	3 (2.7%)	45 (40.2%)	62 (55.4%)	4.482	0.684

Table 4.4 results indicate that most of the study respondents, 99.1% agreed that they work with others as a team compared to 0.9% who disagreed. This suggests that majority of the study respondents agreed that they work with others as a team. This concurred with the mean 4.714 which meant that study respondents majorly agreed that they work with others as a team. The standard deviation 0.560 implied that most of the study respondents had similar views and opinions on working with others as a team.

Majority of the study respondents 85.7% agreed that they use collegial approaches in their schools as opposed to 4.5% who disagreed while 9.8% were not sure. This implied that collegial approaches are applied and used in schools. The mean value 4.160 was equal to code 4 referring to Agree which suggested that collegial approaches are applied as a leadership skill. The standard deviation 0.812 was low implying that respondents had similar views and opinions about collegial approaches used in their schools.

Most of the study respondents 97.3% agreed that they consult others over sensitive issues compared to 1.7% who disagreed. These findings suggest that respondents agreed that they consult others on sensitive issues occurring. The mean value 4.571 was almost close to code 5 referring to strongly agree. This suggested that respondents agreed that they consult others over issues occurring. The low standard deviation 0.719 suggested that respondents had similar views and opinions on consulting others over sensitive issues.

Study respondents 95.6% agreed that they involve others in core activities of the school compared to 1.8% who disagreed while 2.7% were not sure. These percentages suggest that there

is involvement of others in core activities. The mean value 4.482 was close to code 4 = Agree suggesting agreement with involvement of others on core activities. The standard deviation 0.684 was low implying that respondents had similar views and opinions on involving others in core activities.

The percentages on the whole suggested that respondents had agreed more with collaborative skills application in secondary schools in Kampala District. To confirm these findings a histogram and curve were presented as in figure 4.3
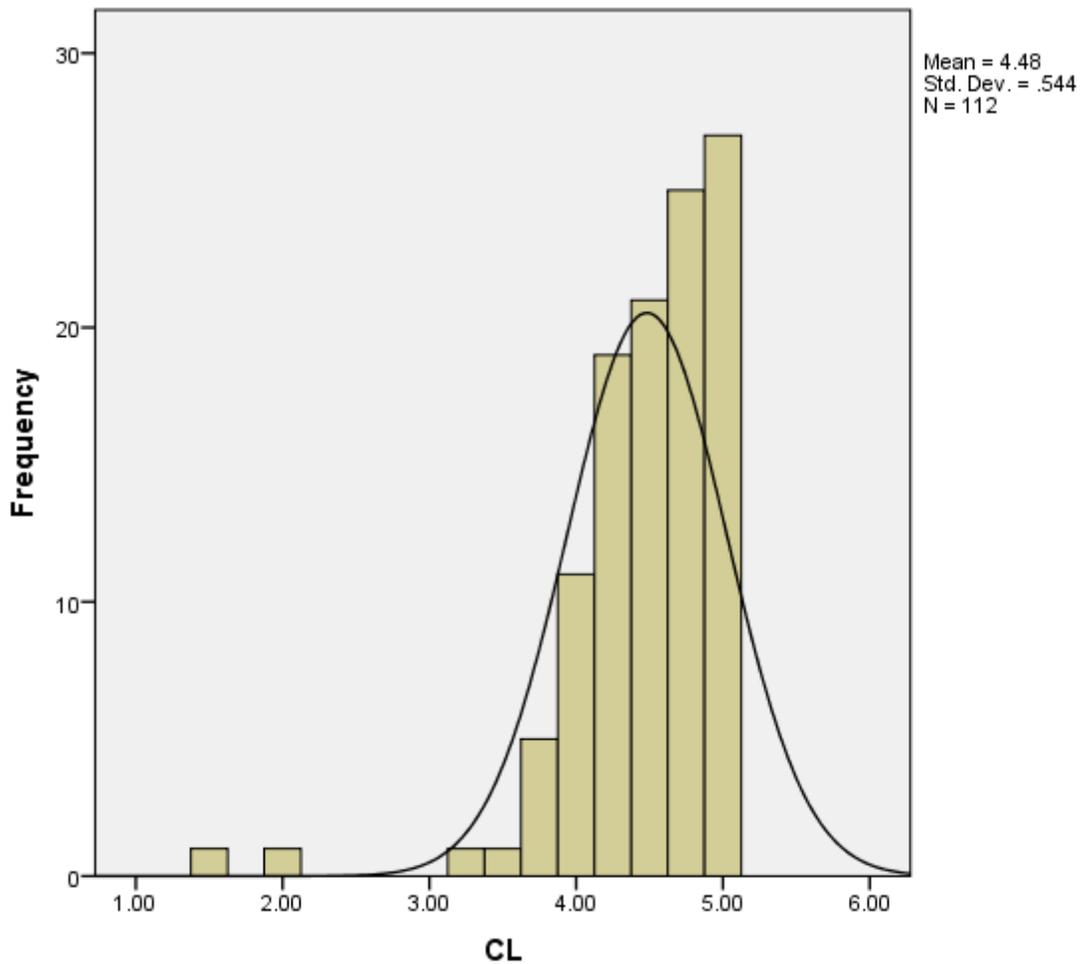
Figure 4.3: Histogram and curve on collaborative leadership skills.

Figure 4.3 shows that most of the study respondents were concentrated on the right side of the histogram and curve, suggesting agreement with effective application of collaborative leadership skills. This is also confirmed by mean 4.48 which corresponds with agree on the scale used.

The qualitative findings on collaborative leadership skills also suggest effective application of collaborative leadership skills. On the question 'state the various ways in which you exercise collaborative skills in this school', one of the headteacher interviewed from school F said that;

> *"Many times we have conflicts among mentors of the same department. I first interview individuals to get their side and decide with them as a group". Normally I encourage frequent meetings with staff and through the meetings sharing ideas empowering and keeping watch closely (Hands off and eyes on) approach that encourages teams to work at all times" June, 2019.*

These findings suggest that collaborative leadership skills are effectively applied in secondary schools in Kampala District.

Another deputy headteacher from school C in the secondary schools where the study was carried out said that

> *"I fairly distribute duties and also ensure that we work as a team with other colleagues. I generate ideas from all stakeholders so as not to appear doing a one man show" June, 2019.*

These qualitative findings suggest that collaborative leadership skills are highly applied in most secondary schools within Kampala District. Attention now turns on to description of problem solving skills.

The participants in the study showed that collaborative approaches are strongly and highly emphasized in schools. On the question 'how do you exercise collaborative leadership skills?' One interviewee headteacher from school G stated that;

> *"The aspect of team work is the answer to all problems that would result into conflicts in the school. I strongly emphasize that in whatever that goes on in the school each and every member has a contribution. The business of I don't know is not part of this school"*
> *June, 2019.*

Since all members are encouraged to work in a collaborative manner, this implies that the extent to which conflicts mat occur is minimized thus, it is a vital tool to eliminate conflicts that would occur since this is an amicable strategy to resolve these conflicts.

Another headteacher on collaborative leadership skills emphasized that collaboration among school members is highly critical in eliminating conflicts that would occur in the school". In his words, the headteacher from school A said;

> *"I know and have been strongly emphasizing working together in collaborative manner to eliminate conflicts in the school. In all our meetings, I encourage heads of departments, teachers and prefects to work together in a cohesive manner. This strategy has enabled us to work closely towards achievement of the stated goals and objectives. Actually, with this approach, the environment is set free from conflicts that would interfere with the school program" June, 2019.*

This finding suggest that with application of collaborative leadership skills members are able to detect challenges that would occur a case which has helped to resolve conflicts that would occur in the school.

4.3.3 Description of problem solving skills

Problem solving skills the third aspect of leadership skills was operationalized into six quantitative items basing on Likert scale ranging from 1 referring to Strongly disagree, 2 referring to Disagree, 3 referring to Not sure, 4 referring to Agree and 5 referring to Strongly agree. Findings from this analysis are given in Table 4.5.

Table 4.5: Descriptive statistics on problem solving skills.

Indicators of problem solving	SD	D	NS	A	SA	Mean $\bar{x}$	Std.Dv
I have the ability to sense a problem	1 (0.9%)	2 (1.8%)	2 (1.8%)	57 (50.9%)	50 (44.6%)	4.366	0.697
I arrive at decisions after careful analysis	00 00	5 (4.5%)	3 (2.7%)	54 (48.2%)	50 (44.6%)	4.330	0.739
I first discuss problems with the individual concerned	00 00	5 (4.5%)	4 (3.6%)	55 (49.1%)	48 (42.9%)	4.3036	0.745
I forward the problem to board of governors especially when I fail to solve it individually	11 (9.8%)	31 (27.7%)	13 (11.6%)	33 (29.5%)	24 (21.4%)	3.250	1.332
I always warn the individual formally in writing	14 (12.5%)	28 (25%)	8 (7.1%)	47 (42%)	15 (13.4%)	3.187	1.298
I always prefer to follow hierarchical procedures when solving problems	00 00	5 (4.5%)	4 (3.6%)	48 (42.9%)	55 (49.1%)	4.366	0.759

Table 4.5 results indicates that majority of the study respondents 95.5% agreed that they had ability to sense a problem compared to 2.7% who disagreed while 1.8% were not sure. This suggests that respondents had the ability to sense a problem. The mean value 4.366 was close to code 4 referring to Agree suggesting agreement ability to sense a problem.

Study respondents 92.8% agreed that they arrive at decisions after careful analysis as opposed to 4.5% who disagreed while 2.7% were not sure. These percentages suggested that decisions are arrived at after careful analysis. The mean value 4.330 was almost equal to code 4 referring to agree on the scale that was used implying that respondents agreed that decisions are arrived at after careful analysis while the low standard deviation 0.739 implied that respondents' views from one respondent to another did not differ so much.

Most of the study respondents 92% agreed that they first discuss problems with the individual concerned as opposed to 4.5% who disagreed while 3.6% were not sure. These percentages also indicated that respondents had agreed that they discuss problems with individuals concerned. The mean value 4.303 was almost equal to code 4 referring to Agree suggesting that there are always first discussions of problems with individuals concerned. Meanwhile, the standard deviation 0.745 was low implying that respondents did not vary so much from one another.

Respondents 50.9% agreed that they forward the problem to Board of Governors especially when they fail to solve problems individually as opposed to 37.5% who disagreed while 11.6% were not sure. These findings meant that in cases where they failed to solve problems, they forward them to Board of Governors for more help. The mean value 3.250 was almost equal to code 3 referring to Not sure, which suggests a moderate and fair rating on forwarding issues to Boards of Governors. The standard deviation 1.332 suggested that respondents' opinions were almost the same from one respondent to another.

Most of the study respondents 55.4% agreed that they always warn the individuals formally in writing compared to 37.5% who disagreed while 7.1% were not sure. These percentages implied

that individuals in problems are formally warned. The mean value 3.187 was almost equal to code 3, which meant a fairly moderate rating on warning individuals formally. On the other hand majority of the study respondents 92% agreed that they always prefer to follow hierarchical procedures compared to 4.5% who disagreed while 3.6% were not sure. This meant that respondents always follow hierarchical procedures compared to 4.5% who disagreed while 3.6% were not sure. This meant that respondents always follow hierarchical procedures when solving problems. The mean value 3.366 was close to code 3 referring to Not sure meant respondents had agreed that they had agreed that they prefer to follow hierarchical procedures when solving problems.

The percentages in general suggested that respondents had agreed that problem solving was highly emphasized when solving problems in schools. While the mean values were almost close to code 4 = Agree, which almost suggested agreement with problem solving.
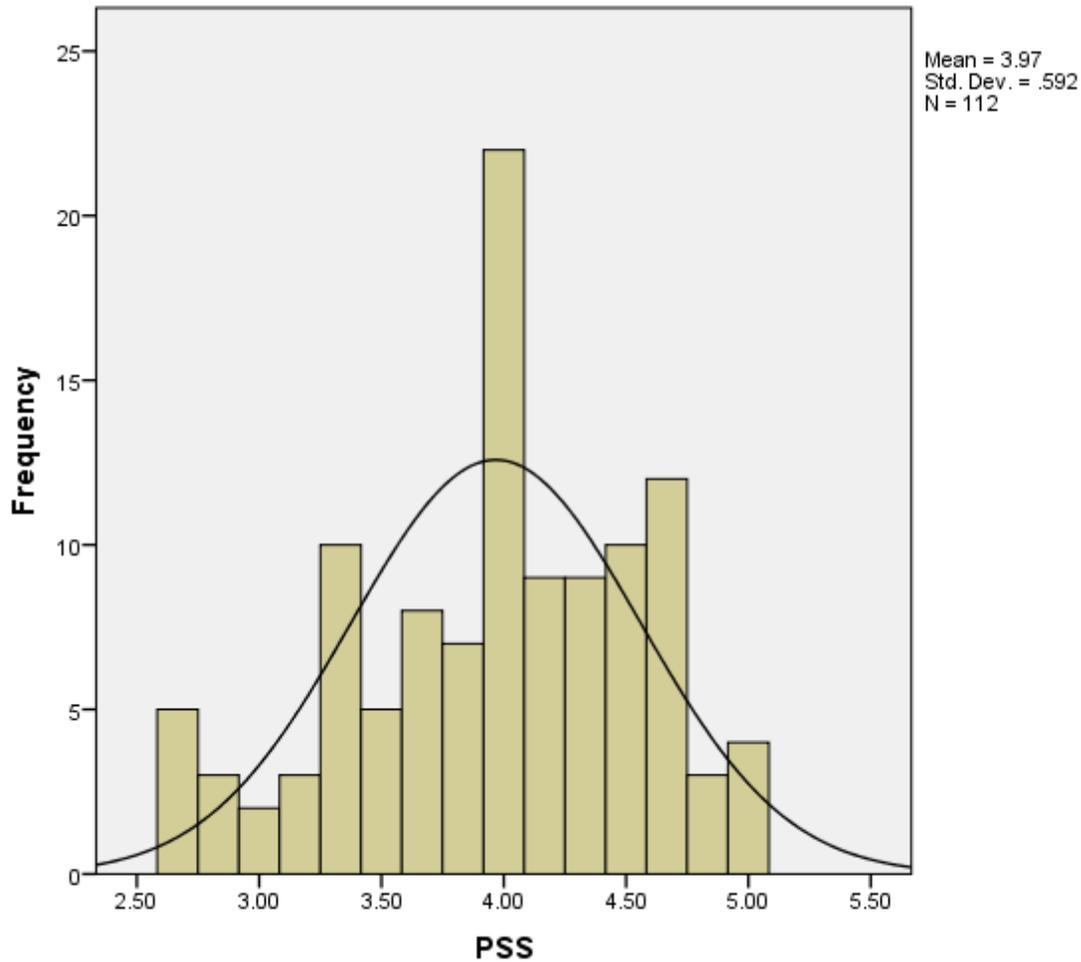
Figure 4.4: Histogram and curve on problem solving skills.

Qualitative finding from the interview guide with school administrators revealed that to some extent problem solving applied in secondary schools where the study was done. One of the interviewee headteacher from school H on, the question state the different problem solving skills you apply in the school said that

> *"In this school we usually use win-win, compromise take full responsibility and acceptable procedures when solving problems at school, At times administrative teams and committees come to help ion out the problem. This has encouraged teams to work together regardless of whether they agree or not" June, 2019.*

Another headteacher from school G stated that

"I normally share and talk with individuals concerned or in the problem. I emphasize listening and discussing issues at hand which has in one way or the other greatly helped to solve immediate problems at work" June, 2019.

These findings on the whole suggested that problem solving is highly and effectively adopted when solving problems in schools.

Study participants on this question showed that problem solving is applied in a number of ways. For instance one of the study participant from school D said;

"We have created mechanisms for resolving conflicts in this school. On the side of students, we have a students' disciplinary committee where the students' body will look into students' indisciplinary cases and decide accordingly using powers granted to them by the school. However, when the disciplinary committee finds it hard to handle the problem, it is forwarded to us to handle" June, 2019.

This means that there are internal mechanisms put by schools to handle students' grievances. Meanwhile, another headteacher from school F said;

"We normally sit as a committee, invite students with serious problems and defend themselves. If they fail or we find that one of them is guilty, we may decide to give small punishments like carrying out cleaning of the compound, dometry, mopping, washing plates, among others. But on serious problems like jumping out of the school gate, cutting the fence wires, such a student is asked to pay for the damages caused, forced to write an apology and a warning may be offered" June, 2019.

These measures show that once genuinely offered, students will learn and not be forced to engage in the same vice.

Another headteacher from school C said;

> *"Students doing serious offences for the first time may be offered a warning letter. If it continues, they are suspended from school. But there are some offences like stealing, fighting, injuring fellow students, drug abuse, among others which may not be tolerated and such students are indefinitely suspended from school. To give others a lesson not to continue doing the same" June, 2019.*

These findings show that even coercive means are used to resolve conflicts in the school. Attention now turns on testing the three study hypotheses.

4.4 Testing of the study hypotheses

This section deals with testing of the three study hypotheses. For instance, finding out whether communication skills, collaborative skills and problem solving skills have a positive relationship on conflict resolution in secondary schools in Kampala District.

4.4.1 Finding on Hypothesis one

The first hypothesis of the study was meant to establish whether headteachers' communication skills had a positive relationship with conflict resolution in secondary schools in Kampala District. To test this hypothesis, Pearson's correlation coefficient index was applied. Results on the same are presented in Table 4.6.

Table 4.6: Pearson's correlation coefficient index on the relationship between conflict resolution and leadership skills

		Conflict resolution	Communication skills
Conflict resolution	Pearson's correlation	1	0.265**
	Sig. (2-tailed)		.005
	N	112	112
Communication skills	Pearson's correlation	0.265**	1
	Sig. (2-tailed)	.005	
	N	112	112

**Correlation is significant at the 0.01 level (2-tailed)

Table 4.6 shows that there is a statistically positive and significant relationship between headteachers' communication skills and conflict resolution (r = .265, p = .005). This implied that, a positive change in verbal communication, holding meetings over critical issues resulted into resolving conflicts amicably. Therefore, hypothesis one is retained.

4.4.2 Findings on Hypothesis two

The second hypothesis of the study was that headteachers' collaborative skills have a positive relationship with conflict resolution in secondary schools in Kampala District. This hypothesis was also tested using Pearson's correlation coefficient technique and results are provided in Table 4.7

Table 4.7: Pearson's correlation coefficient index on the relationship between collaboration skills and conflict resolution

		Conflict resolution	Collaborative skills
Conflict resolution	Pearson's correlation	1	0.088
	Sig. (2-tailed)		0.358
	N	112	112

Collaborative skills	Pearson's correlation	0.088	1
	Sig. (2-tailed)	0.358	
	N	112	112

Table 4.7 shows that there is a statistically positive but insignificant relationship between headteachers' collaborative skills and conflict resolution (r = 0.088, p > .01). Whereas the headteacher may work with others as a team, or may consult others over sensitive issues, conflict resolution requires more than this. Therefore, hypothesis two is rejected.

4.4.3 findings on Hypothesis three

The third hypothesis of the study was that headteachers' problem solving skills positively relate with conflict resolution in secondary schools in Kampala District. This hypothesis was also tested using Pearson's correlation coefficient index and the results are provided in Table 4.8

Table 4.8: Pearson's correlation coefficient index on the relationship between collaboration skills and conflict resolution

		Conflict resolution	Problem solving skills
Conflict resolution	Pearson's correlation	1	0.105
	Sig. (2-tailed)		0.269
	N	112	112
Problem solving skills	Pearson's correlation	0.105	1
	Sig. (2-tailed)	0.269	
	N	112	112

Table 4.8 shows that there is a statistically positive but insignificant relationship between headteachers' problem solving skills and conflict resolution ($\mathbf{r} = 0.105$, $\boldsymbol{p} > .01$). Headteachers' problem solving skills of ability to sense a problem; following hierarchical procedures when solving problems; and arriving at decisions after careful analysis may not influence or relate significantly with conflict resolution. Therefore, hypothesis three is rejected.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the discussion of findings obtained in the study, the study conclusions, recommendations and areas for further research are provided. These are presented in the subsequent sections below.

5.1 Summary

The summary of the study findings revealed that, headteachers' communication skills had a statistically positive and significant relationship with conflict resolution in the selected secondary schools ($r = 0.265$, $p = .005$) while headteachers' collaborative skills ($r = 0.088$, $p > .01$) and headteachers' problem solving skills ($r = 0.105$, $p > .01$) had a statistically positive but insignificant relationship with conflict resolution. The conclusions of the study were that communication skills significantly related with conflict resolution while collaborative and problem solving skills insignificantly related with conflict resolution.

5.2 Discussion

In this section, the discussion of the study findings is presented. The findings discussed were obtained mainly from the self-administered questionnaire and interview guide. The discussion of these findings was systematically presented objective by objective stated in the background of the study.

5.2.1 Discussion of Study Objective One

The first objective of the study was to establish the relationship between communication skills and conflict resolution in selected secondary schools in Kampala District. Findings on this objective showed a highly positive significant relationship between secondary schools in Kampala District. This meant that communication skills may have a primary role in enhancing conflict resolution. When both verbal and non-verbal communications are enforced, applied in schools there are greater possibilities that conflicts are resolved either in form of negotiations, agreements and through other means. These findings resonate those of earlier researchers like Kapusuzoglu (2010) who asserts that the use of effective communication skills while discussing students' problems would help to mediate and intervene into students' issues hence resolving conflicts. In the same direction with the study findings, Hudson (2005) argued that communication and negotiation are considered as competencies required for conflict management. Communication skills such as listening, summarizing and allowing a two-way exchange of information allows negotiations and integration of both parties' ideas for the good of the institution.

The study findings were in consonance with Karim (2015) who asserted that to resolve conflict, skills such as effective communication and negotiation are needed. This shows that communication is a vital asset when it gets to conflict resolution in schools. The study finding concurred with Nwogbaga, Mwankwo and Doris (2015) who established that formal communication and control measures when applied properly, enables one to resolve conflicts effectively. Furthermore, the study indicated that once management identifies communication channels and applies them as recommended, the possibility of avoiding conflicts in high. The

finding that communication skills are significantly related with conflict resolution in schools resonates that of Sabanci, Sahin and Ozdemi (2018) who showed positive and significant correlations between interpersonal communication skills and conflict resolution strategies and compromising.

The study findings are further in agreement with Brenton, (2011) who stressed that through communication, a leader is able to keep everyone informed on issues that require their attention hence ensuring that they fulfill their mandate effectively. Like in the study findings, the headteacher must successfully communicate his or her vision to others to establish whether these make any difference. Successful communication is not achieved by simply telling others what you want them to know, but it also involves a wide range of activities and tools for getting the vision into the consciousness of numerous followers. Therefore, through communication a leader can direct the attention of followers to what is significant, define the higher meaning of actions as well as attitudes, and be aware of the symbolic messages conveyed by his or her own behaviour, appearance, and personal expression of the vision.

The study findings were in tandem with Cyndi (2010), it is imperative that school leaders find motivation and resources to create long-range, comprehensive communication plans for their schools. In the same view with the study findings, Oostvogels (2009) asserts that communicating through listening is one of the modern management techniques of participative management. Such strategies are also useful in the prevention of conflicts in schools.

The study finding were more less similar with Kehinde and Obibango (2014) who asserted that effective communication is vital in reducing organizational conflicts and that the communication skill of the communicator is crucial in managing the organization. The study findings also agreed with those of Robins (2011) who stated that communication serves four major functions namely; control, motivation, emotional expression and information. Effective communication can help minimize conflicts that are likely to occur. Consistent with the study findings Kamande (2016) studied the effectiveness of communication in conflict resolution between administration and teaching staff in public secondary schools in Gatanga sub-county Muranga Kenya and established that silence was highly used as a means to control conflicts.

In conclusion, communication skills have a highly positive significant relationship on conflict resolution in secondary schools in Kampala District.

5.2.2 Discussion of Study Objective Two

The second objective of the study was to establish the relationship between collaborative skills and conflict resolution in schools. Findings revealed an insignificant relationship between collaborative leadership skills and conflict resolution. Even if teamwork and collegial skills of leadership are applied, conflict resolution is not impacted at all.

The findings however differed from Grover (2010), who stated that an effective leader must be able to read his team and make split decisions based on the dynamics of the group. Every group has its strengths and weaknesses. A leader who knows how to identify those strengths and weaknesses in groups is better positioned to solve and manage their grievances. The study findings opposed Borga, Kembrob, Pedersen & Notandera (2011) and Meador (2014), who

asserted that students who possess true problem solving abilities are guys that teachers should have meetings with to resolve conflicts.

The study findings differed from O'leary, Bingham and Choi (2009) who established that collaborative leadership enables the resolution of conflicts among members. However, network workers are opposed to school members like the ones this study is targeting. In disagreement with the study findings Ghaziani, Moadi and Sareshkeh (2013) studied comparison of conflict resolution strategies of physical education office managers based on some demographic characteristics and established that co-operation is significantly the first preference when solving conflicts. This implies that secondary school administrators must adopt the same approach to resolve conflicts. The insignificant correlation may also be attributed to other factors that may not have been captured in the current study. This may be true in the way that some teachers in the schools where the study was carried out have limited time for group interactions and collaborations. On this account collaboration as a leadership skill may not have a relationship with conflict resolution in the schools were the study was conducted.

The study findings disagreed with Dogan (2017) who observed that a constructive and co-operative comprehension makes the school environment safer and more proper. The chances for conflicts are thus likely to be minimum with co-operation of the concerned parties. This earlier assertion was not an empirical field finding as this study intended to do. In conclusion, collaborative leadership skills insignificantly relate with conflict resolution in secondary schools in Kampala District.

5.2.3 Discussion of Study Objective Three

The third objective of the study stated that problem solving skills significantly relate with conflict resolution in secondary schools in Kampala District. The study findings on this objective revealed an insignificant relationship between problem solving skills and conflict resolution in secondary schools in Kampala District. This finding was in congruence with Manktelow (2014) who clarifies that conflict arises from differences between people. Like in the school environment, there are differences between teachers, students and support staff. Without such individual differences, effectiveness and adjustments can never be realized even in other societies. Similarly, when people with varying view points and opinions come together, one group may want to do things their way.

The study findings differed from Sabanci et al. (2018) who revealed that problem solving skills possessed by a leader enables conflicts to be resolved effectively. This suggests that problem solving skills possessed by a leader are equally important in conflict management. The study findings also opposed those of O'leary, Bingham and Choi (2013) who identified that interest based negotiation, allows for using collaborative problem solving and creativity to uncover ways to meet many of the collective needs of the negotiating parties. Problem solving methods allows identification of the best alternative to a negotiated agreement.

The study findings differed from those of Olcum and Titrek (2015) who studied the effect of school administration decision making styles on teacher's job satisfaction and showed that headteachers and school administrators mostly use rational decision making style and yet they rarely use avoidant decision making style. Consequently, job satisfaction levels were predicted by decision making styles.

The study findings disagreed from those of Adeyemi and Ademilue (2012) who emphasized that problem solving, appeal to superior organizational goals and avoidance expression opportunities and resources use of authority and command, changing the structure of the organization and compromise as management/ leadership that leaders of institutions should adopt in resolving conflicts in organizations.

In conclusion, headteachers' problem solving skills insignificantly relate with conflict resolution in secondary schools in Kampala District.

5.3 Conclusions

In this section, conclusions of the study are presented basing on the study findings and discussions of objective by objective.

5.3.1 Communication skills and conflict resolution

It was concluded on this objective that communication skills have a high positive significant relationship on conflict resolution in secondary schools in Kampala District. Through effective communication skills application in form of verbal and non-verbal communication, conflict resolution is possible. On the other hand, it is concluded that once effective communication is not done, there are high possibilities that conflict resolution in schools stands still interfering with their operations.

5.3.2 Collaborative skills and conflict resolution

On this objective, it was concluded that collaborative skills insignificantly relate with conflict resolution in secondary schools in Kampala District. Collegial, teamwork and consensus decision making skills do not at all influence on conflict resolution in secondary schools in Kampala

District. Hence even if they are applied or not, the level of conflict resolution in schools remains intact or constant.

5.3.3 Problem solving skills and conflict resolution

On this objective, it was concluded that having problem solving skills insignificantly related with conflict resolution in secondary schools in Kampala District. Hence, problem solving skills do not significantly relate with conflict resolution in secondary schools in Kampala District. In it is concluded that the dimensions of problem solving that is ability to identify a problem, giving warnings and reprimanding are not impactful at all on conflict resolution in secondary schools in Kampala District.

5.4 Recommendations

From the above findings and conclusions, it was recommended that if conflict resolution is to be effective in secondary schools in Kampala District, headteachers, Ministry of Education and Sports through the District Education Department, together with secondary school Board of Governors and headteachers should;

i)   Emphasize application of effective communication strategies like those which are verbal such as meetings and assemblies. These must be regularly applied as a strategy to do away with conflicts. Together, effective application of non-verbal communication like use of symbols, gestures, dressing code, facial expressions must be emphasized in schools.

ii) Should not at all encourage the use of collaborative skills as strategies to enhance conflict resolution in secondary schools.

iii) Should not at all emphasize the use of problem solving skills as strategies to enhance conflict resolution in secondary schools.

5.5 Areas for further research

Due to a multiplicity of study variables, this completed study was carried out on leadership skills communication, collaborative and problem solving skills and how these impact on conflict resolution in secondary schools. However, there are other variables which may call for the attention of future researchers like school location, students' discipline, students' upbringing, the role of the media, school funding mechanisms, school policies among others which may have an influence on conflict resolution in schools. These may call for attention of future researchers to establish whether they have an impact on conflict resolution in secondary schools in Kampala District.

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APPENDICES

APPENDIX I

A SELF ADMINISTERED QUESTIONNAIRE FOR TEACHERS AND SCHOOL ADMINISTRATOR

Kyambogo University,

P.O Box 1, Kyambogo

Kampala, Uganda

11/06/2019

Dear Respondents

You have been randomly selected to participate in this survey as one of the study respondents. Your cooperation in administering this study will lead to the award of a Master of Education in Policy, Planning and Management, Kyambogo University. Remember also that the responses given will be used for academic purposes only and that they will be treated with utmost confidentiality. Please follow instructions given at the beginning of each section to rate yourself on items that follow.

You are also requested to fill this instrument within one week and return it completed to the administrative secretary of your school.

Yours faithfully,

Wabwire Simon Peter

Section A: Respondents Bio data

A1. Gender: (1) Male   (2) Female

A2. Age in years: (1) 20 – 29   (2) 30 – 39   (3) 40 – 49   (4) 50+

A3. Experience at school: (1) 0 – 4 years   (2) 5 – 9 years   (3) 10+ years

A4. Qualification: (1) Certificate   (2) Diploma   (3) Degree   (4) Others (specify)

A5. Marital status: (1) Married   (2) Single   (3) Others (specify)

Section B: Dependent variable; Conflict Resolution

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

		1	2	3	4	5
B1	Compromising is highly utilized in problem solving					
B2	Compromises are agreed on by all members to settle conflicts					
B3	I utilize integration approach in solving conflicts					
B4	Accommodation of one's weakness is utilized in conflict resolution					
B5	Members of this school negotiate on issues at hand to solve problems					
B6	Negotiations for problems arising are mutually agreed on.					
B7	Domination in problem solving at this school is the order of the day.					
B8	I always emphasize avoidance as a way to solve some problems					

Section C: Leadership Skills

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

C1 Communication Skills

		1	2	3	4	5
C1	Verbal communication is frequently applied in this school					
C2	I advise members to listen to each other alternatively when communicating.					
C3	I encourage meeting over critical issues in this school.					
C4	I frequently use charts while communicating.					
C5	I write in magazines over critical issues.					
C6	I encourage use of circulars in this school.					
C7	I frequently use memos in this school					
C8	I encourage use of symbols and gestures					

| C9 | I highly use art facts in my communications | | | | | |

D1 Collaborative skills

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

		1	2	3	4	5
D1	I work with others as a team.					
D2	Collegial approaches are used in this school.					
D3	I consult others over sensitive issues.					
D4	I involve others in core activities of the school.					

E1 Problem Solving skills

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

		1	2	3	4	5
E1	I have ability to sense a problem.					
E2	I arrive at decisions after careful analysis.					
E3	I first discuss problems with the individual concerned.					
E4	I forward the problem to Board of Governors especially when I fail to solve it individually.					
E5	I always warn the individual formally in writing.					
E6	I always prefer to follow hierarchical procedures when solving problems.					

F. Headteachers' Leadership roles

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

		1	2	3	4	5
F1	The headteacher communicates properly.					
F2	The headteacher organizes meetings.					
F3	The headteacher of my school is transparent.					
F4	The headteacher makes accountabilities in time.					
F5	The headteacher shapes school culture.					
F6	The headteacher is a good team builder.					

Thanks for the positive response.

APPENDIX II

INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS

Section A: Relationship between communication skills and conflict resolution.

1. State the different communication skills you apply in this school.
2. How do these communication skills influence on how you settle conflicts in the school?

Section B: Collaborative skills and conflict resolution.

3. State the various ways in which you exercise collaborative skills in this school.
4. How do these collaborative skills influence the way you resolve conflicts?

Section C: Problem Solving skills and conflict resolution in schools.

5. State the different problem solving skills you apply in this school.
6. How do these problem solving skills influence the way you resolve conflicts in the school?

Good luck

APPENDIX III

MORGAN TABLE

R.V. KREJCIE AND D. W. MORGAN (1970) SAMPLE SIZE ESTIMATION TABLE

$N*$	$S^\dagger$	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

*N is the population

†S is the sample size

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FACULTY OF EDUCATION
Department of Educational Planning and Management

Date: 14th June 2019

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

RE: WABWIRE SIMON PETER- 11/U/65/GMED/PE

This is to certify that Wabwire Simon Peter is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on the topic titled:

"Headteachers' leadership skills and conflict management: A study of selected secondary schools in Kampala District"

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.
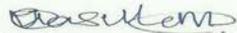
Dr. George Wilson Kasule

HEAD OF DEPARTMENT, EDUCATIONAL PLANNING & MANAGEMENT