

**FEASIBLE METHODS OF MANAGING CONFLICT IN
SECONDARY SCHOOLS IN RUKUNGIRI DISTRICT.**


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FEBRUARY 2008

DECLARATION

I, KIIZA RUKOOKO CHRIS, do solemnly declare that this is my original work and it has never been submitted in any other university for academic award.



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APPROVAL

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DEDICATION

I dedicate this book to my lovely daughters Christine Tereza Ahabyoona and Franklin Nabimanya and all my family members who like and support educational progress.

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LIST OF ABBREVIATIONS

BOG	Board of Governors
UNSA	Uganda National Students Association
DEO	District Education Officer
DIS	District Inspector of Schools
MOES	Ministry of Education & Sports
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
'O' Level	Ordinary Level
'A' Level	Advanced Level
LCs	Local Council
PTA	Parents Teacher's Association

ABSTRACT

The study aimed at examining feasible methods of managing conflict/students' strikes in schools in Rukungiri District before and after its occurrence as well as other methods to create harmonious school environment. The respondents of the study included; students, teachers, headteachers, BOG, PTA, Foundation Body, DEO, security, local councils and opinion leaders. Both open- ended and close- ended questionnaires were used as well as face to face interviews in order to capture the data. The study findings showed that there is no significant difference in the perception of school stakeholders about practical methods of managing conflict before occurrence. PTA and BOG strongly believe that conciliation is an effective method of managing conflict after it has occurred.

Most students thought that all methods were not at all effective. There is no statistical significant difference in stakeholders' perception of these methods of managing conflict except between PTA, BOG and Foundation Body members. A summary of the findings clearly showed that most of the teachers rated conciliation to be most effective before occurrence of the conflict and for other methods to create harmonious school environment, the respondents cited methods like listening to students problems, providing balanced diet to students, keeping students busy, and flexible rules and regulations among others.

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND OF THE PROBLEM

This study focused on feasible methods of managing conflict in secondary schools in Rukungiri District, located in the South Western Side of Uganda as shown on the map in appendix vi. Schools in Rukungiri District have various types of conflicts in form of strikes, riots, disagreements, among others. Records from the District Coordinator in charge of students' affairs showed that not a year has ever elapsed without uprisings in at least 40% of the schools. For instance, in term three 2007, strikes occurred in two girl schools in the district and called for police intervention, within first term of 2008, a non chaotic strike occurred in the major boys school and called for the intervention of the foundation body. These conflicts lead to stress, strain, and unfavorable study environment within the affected schools.

The Ministry of Education and Sports (MOES) District Profile of 2003 indicated that Rukungiri District has a total of 31 schools. Of these 31 schools not a single school has been spared of strikes in the last 7years. The situation normalizes after an uprising but no permanent solution was put across to manage conflict wholesomely across all the schools in the district. For example, as a result of these riots, many headteachers and teachers from

outside the district are scared of teaching in Rukungiri, a situation that denies the schools chances of getting well experienced professionals.

Schools like any other organizations involve people who conflict. This calls for strategies to manage conflict situations before and after occurrence before negative effects destroy the image of the school in the eyes of the public. Conflict can be defined as a state that occurs when two or more parties believe they have incompatible objectives (Kriesberg, 1982). Kreitner (1995) views conflict as opposition, anger, and aggression. Tjosvold (1993) defined it as involving incompatible behaviors, one person interfering, disrupting, or in some other ways making another's actions less effective.

As far as this study was concerned, conflict referred to any form of indiscipline, misconduct, disagreements, and strikes, riots within a school environment, which occurs and negatively affects both students and management performance. In the same vein, conflict management referred to ways of resolving such behaviors in schools before and after occurring. There are several methods of managing conflict whether before or after it has occurred. Such methods for the purposes of this study can be categorized into four groups namely: Mediation in which methods are mainly proposed

by authorities, Negotiation in which there is dialogue between the parties involved in the conflict, Arbitration when the third party participates to solve the conflict, and Conciliation when the grievances are voluntarily referred to a neutral party. Feasible methods in this context referred to practical methods that can be adopted in order to create harmonious school environment.

1.2 Statement of the problem

Conflicts in schools in Rukungiri have been on the rise even though the Ministry of Education and Sports is strongly against them. These conflicts negatively affect the running of the schools and therefore create a challenge to manage them.

Over the years there has been an increase in the occurrence of strikes (conflicts) in schools in Uganda. Some of these strikes have been turbulent resulting into massive destruction of lives and school property (Kako Secondary 2005). Before and after the occurrence of these conflicts, measures have to be applied by various levels of authority to resolve them and establish positive climate in the school. No systematic study has documented the strategies perceived by different stakeholders to be feasible. It is was therefore necessary a study be undertaken to address the management strategies for control of strikes.

1.3 Purpose of the Study

The purpose of this study was to identify and document feasible methods of managing conflict/student's strikes in secondary schools in Rukungiri District in order to improve performance and development. This in turn leads to appealing study environment.

1.4 Objectives of the Study

The objectives of the study were;

- i) To find out what practical methods could be used to manage conflict before it occurs in secondary schools in Rukungiri District.
- ii) To find out what practical methods could be used to manage conflict after it has occurred in secondary schools in Rukungiri District.
- iii) To find out what other methods management use to create harmonious school environment.
- iv) To compare different school stakeholders perceptions about feasible methods of managing conflict in secondary schools in Rukungiri district.

1.5 Research Questions

This study utilized three questions to gather relevant data in order to achieve the stated objectives as follows.

1. What practical methods could be used to manage conflict before it occurs in secondary schools in Rukungiri District for better performance?
2. What feasible methods could be employed to manage conflict after it has happened in secondary schools for healthy academic environment?
3. What other methods could management employ to create harmonious school environment?
4. Compare different stakeholders perceptions about feasible methods of managing conflict in secondary schools in Rukungiri District.

1.6 Significance of the Study

The Uganda National Students Association (UNSA), Ministry of Education and Sports (MOES), District Education Officers (DEO's), Board of Governors (BOG's), District Inspectors of Schools (DIS's) are always engaged in solving conflict in schools after occurrence. The study proposed better methods of managing conflict before and after occurrence so that harmony can exist in school's environment. The findings of the study could add on the already existing mechanisms of conflict management in secondary schools. The findings of the study could act as a guideline for further research so as to prevent conflict from bleeding disastrous effects.

The findings of the study could be used by Education Planners and Managers for proper management of their schools.

The findings of the study could be important to school Administrators because if harmony prevails, management and students performance will improve. The findings are to be disseminated to school administrators by availing the MOES with a copy of the report, putting the copy in the library and through seminars.

1.7 Scope of the Study

The study was basically concerned with exploring feasible methods of managing conflict in secondary schools in Rukungiri district. It especially focused on student riots/strikes in schools before and after they have occurred.

Out of 31 fully registered secondary schools in the District, the study only covered 15 schools especially those which register frequent strikes.

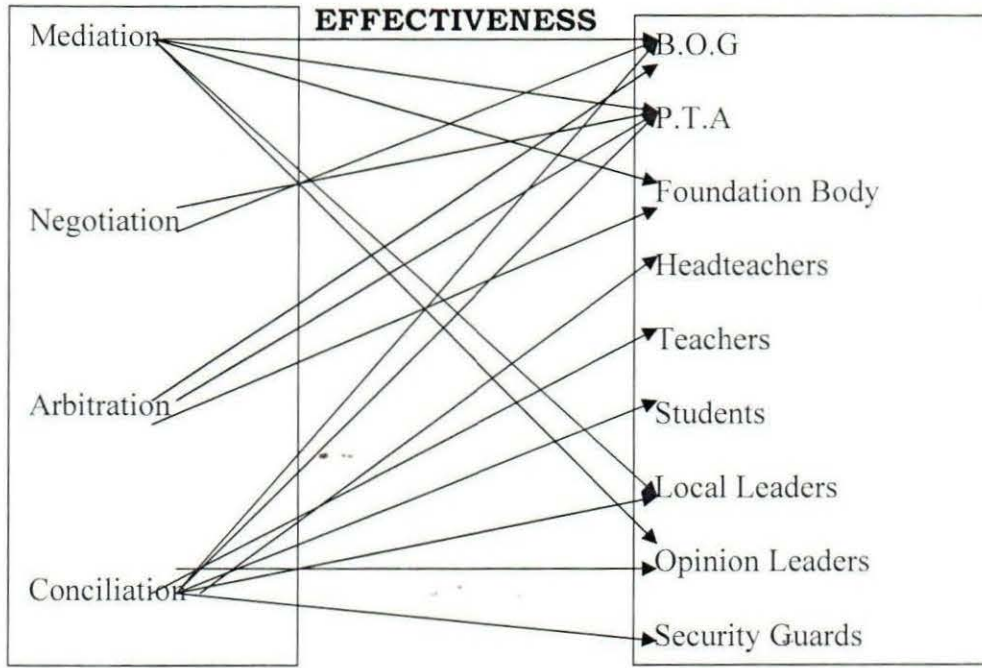
1.8 The Conceptual Framework

Independent Variable

Dependent Variable

Feasible Methods

Management/Stakeholders



Source: Researcher

When strikes occur in schools and different stakeholders are called upon to look for a solution and create a conducive learning atmosphere, they employ different methods for instance: B.O.G and P.T.A perceive all methods as effective in settling a conflict. Foundation body members prefer Arbitration, Mediation and conciliation. All other stakeholders prefer conciliation at the most effective method in managing conflict in secondary schools holding other factors constant.

CHAPTER TWO: LITERATURE REVIEW

This chapter discussed the literature related to feasible methods of managing conflict before and after occurrence. Some of the methods overlap; they can be used before a conflict and after occurrence of the conflict, for example community's role, guidance and counseling, managing conflict triggers among others. The review particularly focused on:

- i. Practical methods used to manage conflict.
- ii. Feasible methods management use to create harmonious school environment.

2.1 (a) Practical Methods of Managing Conflict Before It Occurs.

2.1.1 School rules and regulations

Lubanga (2005) suggested that in order for headteachers to perform their duties well they should keep documents containing rules and regulations easily within reach by students and staff at school. This makes the headteacher to concentrate on managerial roles of planning, organizing, coordinating, commanding and controlling. Musaaazi (1982) concurred with him and argues that whenever rules are set up to govern the behaviour of students, rewards and penalties are necessary to support the rules. Good behaviour can therefore be reinforced by social rewards or approval. Thus the schools authorities must at all times encourage

students to cultivate habits of self discipline than use of force in order to control behaviour.

The school head and teachers should set examples of self control and internal discipline in their classes and throughout the school. For example, if children are to be taught to be honest in everything they do, then teachers themselves must be honest. School rules and regulations must be made to guide students' conduct, (MOES 2001). Rules, however, should not be looked upon as negative controls (Musaazi 1982).

Musaazi (1982) further gave out a number of practices which create good behaviour patterns in schools which include:

- Recognition of school rules and regulations by both staff and students and of the purposes and value of the rules in force. The school rules and regulations should be clearly explained and made known to each member of the school community.
- School rules and regulations should put more emphasis on self discipline. Staff should always display courtesy, consideration, respect, professional manner, honesty, punctuality and good speech.
- Students must respect fair but certain reprimand or punishment for violation of the school rules. This should follow procedures laid down by either the Ministry of Education or School Board regarding the enforcement of discipline. Lubanga (2005) strongly emphasizes it.

- Staff and students should co-operate in establishing, maintaining and revising school rules. This is because students are more likely to conform to rules that they have participated in formulating.
- Effective communication among staff and students is essential for good discipline in school. Information that is important to students should be communicated to them through school councils, prefects and various committees. Since authorities can not be with students all the time their representatives-prefects can assist in controlling the students in such areas as keeping the schools' environment conducive. This concurs with the findings of the study undertaken in Somalia (Marion, Kimberly, Emma and Bridget 1999).

However every school has school rules and regulations and students even sign them before they are accepted into the school but indiscipline still continues so the study sought to suggest what can create long lasting harmony.

2.1.2 Explicit Definition of Standards

West-Burnham (1997) advocated for quality school and he concluded by giving out principles of highly reliable standard and quality assurance. He advocated for explicit definition of

standards, consistent application of best practice procedures, monitoring and measurement of those procedures, and use of corrective action when necessary. It's therefore, the duty of the school head/management to set the target and how to achieve the set target.

2.1.3 Flexibility of educational policies

UNESCO (1998) suggested that when changing educational policies, management should improve teaching methods, make schools flexible, make education materials available, improve quality of teachers' training, and enhance the skills and working conditions. This improves academic performance systematically.

2.1.4 Effective communication

In any situation, sustained conflict activities often engage in manipulation and confrontation activities in order to divide the opposition to overcome it as quickly as possible. This is because democratic processes are short-circuited by means of administrative directives and co-operative activities require much time and maximum participation among power equals (Chetkow-Yanoov, 1997). Therefore, effective communication is essential for achieving group cohesion and consensus. Warner (2001) argued in the same line that a project manager should try to smooth-over the conflict by playing down its importance and magnitude. This

therefore helps conflicting parties to cool down and regain a sense of perspective, and to avoid provocative statements leading to an escalation of conflict. But who effectively communicates necessitates this study.

2.1.5 Operational and effective disciplinary committees

For proper maintenance of staff and students' discipline in schools, the headteacher should set up a disciplinary system that is understood by all staff. Teachers should know what is expected of them and procedures for disciplining them if these expectations are not met (Lubanga, 2005). The MOES guidelines on safety and security on matters of stopping strikes in schools strongly advocated for operational and effective disciplinary committees (MOES, 2001). This concurred with the findings of the study undertaken in Somalia where disciplinary problems among students were suggested to be handled by the committee comprising of students, teachers, headteachers and parents (Save the Children 1999). The study therefore zero down to finding out what feasible methods can be used to manage conflict in the situation of secondary schools in Rukungiri District.

2.1.6 Monitoring, Training, and Creation of a sense of mission and common beliefs.

Handy and Aitken (1986) argued that for schools to manage conflict, they have to decide on the strategy and structure. Schools should find ways of monitoring what is going on around the school (the system). The right staff required should be recruited and they should be kept excited. In addition, they should be trained enough to handle the situation so that the sense of mission and common beliefs is what guides them. Mayer (1995) and Warner (2002) too, concur with the need for training and suggest appealing to super-ordinate goals whereby attention should be diverted from particular conflict towards longer-term and overreacting goals that the parties have in common. This aims at making current source of conflict less important to both parties to attainment of overall goal. However, this approach is temporary as the root cause of conflict has usually not been addressed and the study sought what is feasible in managing conflict in secondary schools.

2.1.7 Students at the centre of Education Reform

UNESCO (2001) in a study undertaken in South Africa concluded that students must be listened to; they know exactly where crimes are taking place. In Burkina Faso, research showed that critically taking into account every schooling environment, a child traditional and family education will help to establish a non violent

school education. Conference participants from Austria, Bangladesh, Canada, Guinea, Lebanon, Mexico, and Russian Federation, while discussing in general terms the resources and strategies needed to respond to the new objectives and functions of secondary education, too agreed with the same idea and concluded that for learners, their diversified needs should be taken into consideration. They should be considered as the main human resource for a nation's development (UNESCO-Education Sector (2001). The discussion with students in order to solve student strikes was further found out by research findings carried out by Hammed (1969) in 419 secondary schools in Uganda. He found out that students' views were important in the creation of harmonious study environment. But strikes continued re-occurrence necessitated for a wider solution.

2.1.8 Managing Conflict Triggers and Conflict Resolution

Techniques.

Kreitner (1995) suggested that there are two sets of tools available for managing conflict namely conflict triggers, which stimulate conflict, and the other involves conflict resolution techniques which are used when constructive conflict deteriorates into destructive conflict. He agreed with Warner (2001) that problem solving and skillfully negotiated compromises are the only

approaches that remove things in the long-run but this is too dangerous as this may create a bleeding ground for fresh conflict.

Chandan (1997) suggested that conflict existence reflects poor management and deliberate efforts of trouble makers, and that proper management techniques and attention to the causes of conflict may lead to organizational performance improvement. In a school setting, elimination of causes of conflict and proper management creates a conducive atmosphere for improved academic performance.

2.1.9 The Communities role in reducing violence

UNESCO (2001) carried out another study in South Africa and found out that safety teams involving parents, students, civic organizations and other local actors and building of better relationships with the local police is more feasible in reducing violence in schools. The study about feasible methods of managing conflict in secondary schools in Rukungiri District was exploring the extent to which it is applicable to the local conditions.

2.1(b) Practical methods of managing conflict after occurrence

2.1.10 Mediation

Mayer (1995) suggested mediation as an approach to conflict resolution in which a mutually acceptable impartial third party helps participants in a conflict to negotiate a consensual and informed settlement. Mediation reduces obstacles to communication and addresses needs of those who are involved.

Gallant (1982), Johnson, Johnson and Didley (1992), also accepted that disputes about appropriate special education services could often be handled through mediation and that it has been used to handle disputes between students particularly with the rise of violence in schools. Disputes about disciplinary actions could be handled by mediation; students could be trained to be mediators and be allowed to intervene in conflicts among students. This study further concurs with Warner (2001) who suggested the use of representatives to negotiate a solution, structure the interaction between groups by a respected third party like a religious leader provides a structure to the interaction of the negotiation.

The study therefore sought to analyze whether mediation can help to manage conflict in secondary schools in Rukungiri district before and after strikes.

2.1.11 Negotiation and Conciliation.

Mayer (1995) found out that a conflict can be solved by using unassisted procedures where parties in a conflict can handle their own disputes. In such a case, social workers in group settings should act as negotiators or coaches to others who will be conducting their own negotiation. However, in secondary education where there is power imbalance between students and teachers/administrators, how these unassisted procedures can be applied to solve a conflict necessitated the study about feasible methods of managing conflict in secondary schools in Rukungiri District.

2.1.12 Conflict containment strategy

This method refers to the use of representatives where the manager meets representatives of each of the groups that are conflicting and structures the interaction between conflicting groups. The emphasis is put on a number of issues that are discussed and manner in which they may be discussed (Mayer, 1995). This has the attractions of preventing escalation of the conflict, induces problem solving, discourages past hostilities being rankled and helps parties to concentrate on the present conflict. This allows an intermediary to clarify positions, transmit offers, messages and suggest reconciliation that may not be obvious to either of the parties in conflict. Bargaining which entails

exchanging of concessions until a compromise situation is reached is another conflict containment strategy (Warner, 2001). It continues until some kind of mutually satisfactory agreement is reached. But this is temporary because it proceeds without much openness on the part of the parties involved and so involves very little real problem solving whereas this study sought for a permanent solution to conflicts in secondary schools in Rukungiri District.

2.1.13 Guidance and Counseling to pupils, staff, and parents

UNESCO (1995) while addressing primary school heads in Zimbabwe suggested guidance and Counseling to pupils staff and parents. Guidance enables pupils to make plans; work out their problems and suggest solutions at home and school. Guidance and counseling help to detect difficulties or unfavorable conditions that interfere with achievement. Guidance again helps pupils to correct and cope with difficulties they encounter at school or home. Areas of guidance and counseling include discipline, morals, social relations, personal problems, and education matters. Circular P35 of UNESCO (1995), talks about discipline, suspension, expulsion and exclusion in primary and secondary schools. Ministry of Education and Culture should seriously think of offering law as part of general paper at primary school level and a fully fledged subject at secondary school level. The same suggestion was agreed

in Somalia (Save the Children 1999). Musaazi (1982) too advocated for guidance and counseling services in schools. He argues that in our efforts to provide quality education to all young people in schools, we must be aware of the many problems which have negative or positive effects on achievement of educational goals.

In Conclusion, students' riots and similar conflict situations in schools have had a wider attention in other areas as seen above. Clearly, conflict disrupted better academic performance and school development, leading to loss of property and time worth millions of shillings, all of which are in scarce supply in the Ugandan situation. Therefore, managing conflict before and after it occurs was a study worth undertaking to propose feasible methods that could be used to minimize frequent occurrence of strikes in schools in Rukungiri district.

CHAPTER THREE: METHODOLOGY

This chapter discussed the methodology that was used to find out and document feasible methods of managing conflict in secondary schools in Rukungiri District. Specifically, it showed:-

- How data was collected?
- Where data was collected?
- Who provided data?
- How data was analyzed?

3.1 Research Design

The study used mixed design employing both qualitative and quantitative approaches because the use of mixed approaches enriches the information, the environment is not changed, it portrays openness and it can be easily interpreted (Amin 2005).

3.2 Samples/Participants

The study utilized data collected from key informants as indicated in appendix vi. Of 31 fully established secondary schools in the district 15 schools were sampled. The total number of participants was 369 of which 316 were surveyed and 53 were interviewed. The participants included Headteachers, Teachers, students, BOG, PTA members, Security guards, Local councils, Opinion leaders and Foundation Body members.

Simple random sampling was used to select participants as well as a sample of 15 schools in order to avoid biased information. Purposive sampling was also used in order to get first hand information from participants who have ever experienced strikes in their schools and those who usually take part in conflict management. A checklist of schools with strikes background was got from Rukungiri District Coordinator for UNSA and D.E.O. sampling methods of each category of the respondents are also indicated in the same appendix.

3.3 Instrumentation

The researcher employed the following instruments in order to explore and document data about feasible methods of managing conflict in secondary schools in Rukungiri District for better performance.

Questionnaire

The researcher utilized one questionnaire to capture data about practical methods of managing strikes in secondary schools. One survey designed by the researcher was administered to headteachers, Teachers, students, Foundation Body, Opinion leaders, B.O.G's, PTA, LCs, and security body. Section C of the questionnaire was about demographic information where each respondent indicated his/her category/designation. Previous

efforts and current efforts undertaken in strikes management formed the focal point of the study. Both open ended and close ended questions were used side by side to get enriched information (Mbaaga 2000). In all cases, the five point likert scale was used in order to bring out stronger information (Musaazi 2006). The questionnaire was self administered and collected and this ensured a high return rate.

Interview Guide

An interview guide as shown in appendix iv was used to collect data especially from key informants. Key informants are people who are particularly knowledgeable and whose insight can be useful. These included: DEO, UNSA Officials, School B.O.Gs, Local Leaders and Foundation Body. The total number of 53 participants were purposively selected. An interview guide was unstructured and was administered to obtain information on feasible methods of managing conflict in secondary schools in Rukungiri District. In all cases, the issue of confidentiality was emphasized to the respondents. However, engaging in discussion with someone you have never met may sometimes yield biased information. This was overcome by first establishing a rapport with interviewees.

3.4 Reliability and validity of the instruments

Reliability and validity were determined during the pre-test. Items which were not clear were refined or discarded. Content validity of the questionnaire was determined by expert judgment of two raters who confirmed that the instrument contained adequate content. Reliability of the instrument used Cronbach Alpha and found it be satisfactory. ($r = 0.62$)

3.5 Data collection procedures

This study followed the following procedures:

First of all was getting introductory letter from the faculty of Education explaining the purpose of the study to the respondents and assurance of confidentiality. This was followed by rapport building and familiarization tours of the study area and respondents. Later was administering of questionnaires which was self administered in order to ensure high return rate. This was followed by conduction of interviews, which was a face to face and recording of responses by writing notes and lastly data analysis and presentation of findings.

3.6 Data presentation and analysis

The SPSS data analysis package was used to analyze the survey data. During the analysis, Responses were converted to percentages and computed. A Chi-Square test of significance was

used to check if observed frequencies were different from expected frequencies. Content Analysis was used to analyze the qualitative data where collected data was edited by the researcher to remove errors, coded to summarize and tabulated to using frequency tables and percentages.

3.7 Limitations

The study did not achieve all its targets as was planned, for instance; the researcher had planned a focus group discussion with the headteachers but could not have it because the meeting was re-scheduled to another date which was beyond her data collection schedule and hence missed that brainstormed information.

Some respondents were suspicious of the purpose of the study and so could not be interviewed and this further led to delayed return of the questionnaires and others never returned them at all.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This study sought to determine what different people thought about the methods of managing conflicts in schools. The study focused on the different stakeholders in schools who included students, teachers, head teachers, PTA, BOG, Foundation bodies, local leaders, opinion leaders and security guards. The findings are presented using tables and raw data was changed into percentages and a Chi Square test of significance was used to determine if the observed frequencies were different from expected frequencies and the conclusion was made accordingly. The findings were objectively presented by grouping the stakeholders into three categories; (a) students, teachers, and head teachers (b) PTA, BOG and Foundation bodies, and (c) Local leaders, opinion leaders and security guards.

The methods of managing conflicts have been classified as mediation (M), negotiation (N), arbitration (A) and conciliation(C). Mediation methods are those considered to be voluntary, informal and non binding process by external party to solve the conflict. Negotiation methods are those which involve communication between the representatives of the parties involved in the conflict. Arbitration methods are those methods in which the disputants identify the grievances and demands and willingly submit their

decision of outcome to the conflict. Conciliation methods are those which involve voluntary referral of the conflict to neutral external party. The five point likert scale was used ranging from Not at all effective (NE), Somehow effective (SE), Effective (E), More effective (ME) and Most effective (M1E)

The first objective sought to determine and compare perceptions of students, teachers and head teachers about practical methods of managing conflicts before they have occurred. The research question was “what practical methods could be used to manage conflict before it occurs in secondary schools in Rukungiri district for better performance?” The findings are summarized in tables 1a, b, and c below.

Table 1a presents responses of students on their rating of the feasible methods of managing conflict before it occurs.

Table 1a: Students’ Perception about Practical Methods of Managing Conflict before it has occurred.

	NE	SE	E	ME	M ₁ E
M	25.9%	22.0%	18.5%	13.7%	19.9%
N	24.2%	19.9%	19.9%	15.1%	20.9%
A	26.3%	20.3%	16.1%	15%	21.5%
C	24.2%	18.2%	21.1%	11.2%	25.2%
Av	26.2⁰%	20.1⁰%	18.9⁰%	13.8⁰%	21.8⁰%

N = 149

Av=Average percentage.

The findings for students in Table 1a show that generally, more students tend to believe that mediation (25.9%), Negotiation

(24.2%), conciliation (24.2), and arbitration (26.3%) are not at all feasible methods. The lowest percentage of students tend to believe that all the four methods are more effective with 13.7% for mediation, 15.1% for negotiation, 15.4% for arbitration and 11.1% for conciliation. The greater percentage of students (25.2%) thought that of the four methods, conciliation was the most effective. Generally, however, the largest percentage of students thought that all the four methods were not at all effective (26.2%) while the smallest percentage thought that all the methods were more effective (13.8%).

Table 1b presents responses of teachers on their rating of feasible methods of managing conflict before it occurs.

Table 1(b) Percentages of Teachers' Responses about practical methods of managing conflict before it has occurred.

	NE	SE	E	ME	M ₁ E
M	12.5%	25.7%	19.6%	15.1%	13.5%
N	11.1%	21.2%	27.9%	18.9%	20.9%
A	18.0%	26.9%	18.6%	18.3%	18.3%
C	23.4%	21.1%	19.7%	16.0%	19.9%
Av	16.3%	27.3%	21.5%	17.1%	18.2%

N= 60

For teachers, the findings are scattered; more teachers thought that mediation (25.7%) was somehow effective, while only 12.5% thought that it was not at all effective, 27.9% thought that negotiation was effective with only 11.1% thinking that it is not at

all effective. A greater percentage of 26.9% thought that arbitration was somehow effective, while 23.4% thought that conciliation is not at all effective, with a smaller percentage thinking that it is more effective (16.0%). Generally, the largest percentage of teachers thought that all the methods were somehow effective (27.3%) and the smallest percentage 16.3% thought that they were not at all effective.

Table 1c represents responses of Headteachers on their rating of the feasible methods of managing conflict before it occurs.

Table 1 (c) Percentages of Headteachers' Responses about practical methods of managing conflict before it has occurred.

	NE	SE	E	ME	M ₁ E
M	13.8%	42.6%	17.0%	20.2%	6.4%
N	21.6%	23.5%	21.6%	13.7%	19.6%
A	25.0%	33.9%	14.3%	14.3%	12.5%
C	26.6%	26.6%	8.5%	33.0%	5.3%
Av	21.8%	31.7%	15.4%	20.3%	11.0%

N = 10

Most head teachers thought that all the methods were somehow , with mediation (42.6%) ranking first, followed by arbitration (33.9%), then conciliation(26.6%), and lastly negotiation with 23.5%. The smallest percentage (5.3%) thought that conciliation was most effective. Generally, the greatest percentage of

headteachers rated all the methods as somehow effective 31.7% and the smallest percentage rated all the methods as most effective 11.0%.

Comparison among students, teachers and head teachers by a Chi Square test shows that there is no significant difference in their perception of practical methods of managing conflicts before it has occurred ($X^2_{obs} = 1.11$, $X^2_{crit} = 21.03$, $df = 12$, $p = 0.05$).

The Second category of stakeholders in this study was the PTA, BOG and Foundation Body members. Their responses are summarised in Tables 2(a, b, c) below.

Table 2a presents responses of PTA members on their rating of the feasible methods of managing conflict before it occurs.

Table 2a: Percentages of PTA responses

	NE	SE	E	ME	M ₁ E
M	12.0%	26.5%	27.4%	17.9%	16.2%
N	11.8%	17.6%	27.9%	17.6%	25.0%
A	15.0%	21.3%	23.8%	20.0%	25.0%
C	14.4%	19.5%	21.2%	14.4%	30.5%
Av	13.3%	21.2%	25.0%	17.4%	24.0%

N = 25

The findings show that a greater percentage of PTA members thought that all methods were effective with a bigger number supporting negotiation (27.9%) and mediation 27.4% as effective

methods. A good proportion of PTA members also thought that negotiation (25.0%), arbitration (25.0%) and conciliation (30.5%) were the most effective. The lowest proportion (13.3%) thought that the methods were not at all effective. Generally, the largest percentage of PTA respondents thought that all the methods were effective (E=25%, M₁E=24%).

Table 2b represents responses of BOG on their rating of the feasible methods of managing conflict before it occurs.

Table 2(b) Percentages of Responses by BOG

	NE	SE	E	ME	M ₁ E
M	10.5%	28.4%	33.7%	20.0%	7.4%
N	13.7%	27.5%	15.7%	29.4%	13.7%
A	11.7%	23.3%	28.3%	21.7%	15.0%
C	15.9%	26.1%	29.5%	19.3%	9.1%
Av	13.0%	26.3%	26.8%	22.6%	11.3%

N = 25

BOG members shared a similar pattern of thought with the PTA's. Most of them thought that mediation (33.7%) arbitration (28.3%) and conciliation (29.5%) were effective methods while 29.4% thought that negotiation was a more effective method. Generally, the largest percentage of BOG thought that all the methods were effective 26.8%, while the smallest percentage thought all the methods were most effective (11.3%).

Table 2c represents responses of Foundation Body members on their rating of the feasible methods of managing conflict before it occurs.

Table 2(c) Percentages of Foundation Body Members.

	NE	SE	E	ME	M ₁ E
M	9.7%	25.0%	26.4%	19.4%	19.4%
N	12.2%	26.8%	14.6%	22.0%	24.4%
A	15.0%	38.1%	25.0%	9.1%	11.4%
C	15.9%	38.1%	12.7%	19.0%	14.3%
Av	13.2%	32.0%	19.7%	17.4%	17.4%

N = 12

Foundation body members thought that mediation (26.4%) and arbitration (25.0%) were effective. Similarly, a greater percentage also thought that arbitration (38.1%), conciliation (38.1%), negotiation (26.8%), and mediation (25.0%) were somehow effective methods. Generally, the largest percentage of the Foundation Body members thought that all the methods were somehow effective with the smallest percentage (13.2%) thinking that all methods were not at all effective.

A comparison of the three indicates that the greatest percentage of PTA members thought that all the methods were effective while a greater percentage of BOG thought that all the methods were

effective (26.8%), and Foundation Body members thought that all methods were somehow effective (32.0%).

The Chi-Square test also shows that there is no significant difference in the perception of PTA, BOG and Foundation body members about practical methods of managing conflict before it has occurred ($X^2_{obs}=0.6$, $X^2_{crit}= 21.03$, $df=12$, $P= 0.05$).

The last category of stakeholders comprises of opinion leaders, local leaders and security guards. Their responses are summarized in Table 3a, b and c below.

Table 3a presents responses of Opinion leaders on their rating of the feasible methods of managing conflict before it occurs.

Table 3a: Percentages of Opinion Leaders

	NE	SE	E	ME	M ₁ E
M	20.4%	26.2%	26.2%	6.8%	20.4%
N	21.8%	23.6%	21.8%	10.9%	21.8%
A	28.1%	26.6%	15.6%	10.9%	18.8%
C	26.5%	19.6%	20.6%	5.9%	27.5%
AV	24.2%	19.5%	21.0%	18.6%	22.1%

N = 10

Findings in Table 3(a) show that more of the opinion leaders thought that mediation was effective with 26.2%. Others thought that negotiation was most effective with 21.8%, while 23.6% thought that it was somehow effective. On the other hand, the greatest percentage thought that arbitration (28.1%) was not at all effective and conciliation (27.5%) was most effective.

Generally, a greater percentage of opinion leaders thought that all the methods were not at all effective (24.2%) while 22.1% thought that all methods were most effective. However, by comparison of the two percentages, there seem to be no significant difference.

Table 3b presents responses of local leaders on their rating of the feasible methods of managing conflict before it occurs.

Table 3(b) Percentage of Responses by Local leaders

	NE	SE	E	ME	M ₁ E
M	24.6%	23.0%	27.9%	13.1%	11.5%
N	27.9%	14.0%	18.6%	18.6%	20.9%
A	26.2%	14.3%	19.0%	19.0%	21.4%
C	23.3%	15.0%	28.3%	13.3%	20.0%
AV	25.5%	16.6%	23.5%	16.0%	18.5%

N = 10

With local leaders, a greater percentage thought that conciliation (28.3%) mediation 27.9% were effective while 27.9% thought that negotiation and arbitration (26.2%) were not at all effective.

Generally, a greatest percentage of the local leaders thought that all the methods were not at all effective (25.5%).

Table 3c presents the responses of security guards on their rating of feasible methods of managing conflict before it occurs.

Table 3(c) Responses of Security guards.

	NE	SE	E	ME	M ₁ E
M	19.2%	20.5%	17.9%	19.2%	23.1%
N	28.1%	15.6%	21.9%	15.6%	18.8%
A	11.7%	23.5%	19.6%	13.7%	31.4%
C	7.4%	28.4%	17.3%	19.8%	27.2%
AV	16.6%	22.0%	19.2%	17.1%	25.1%

N = 15

For Security guards, a greater percentage thought that mediation (20.5%), arbitration (23.5%) and conciliation (28.4%) were some how effective while a good proportion thought that conciliation (27.2%) was the most effective method. Generally, the greatest percentage of security guards rated all methods most effective (25.1%).

A comparison of the three groups shows that a greater percentage of members rated all the methods as some how effective.

A chi-square test shows that there is no statistically significant difference in the perception of local leaders, opinion leaders and security guards about practical methods of managing conflict before it has occurred ($X^2_{obs}=7.6$, $X^2_{crit}= 21.03$, $df=12$, $P= 0.05$).

Objective Two

The Second objective that guided the study was “to establish the stakeholders’ perception about methods of managing conflict after it has occurred”. The research question was “what feasible methods could be employed to manage conflict after it has happened in secondary schools for a healthy academic environment”. The findings in percentages are presented in tables 4a, b, c, 5a-c and 6a-c below.

Table 4a presents the responses of students on their rating of the feasible methods of managing conflict after it has occurred.

Table 4a: Responses of Students’ Perceptions about practical methods of managing conflict after it has occurred.

	NE	SE	E	ME	M ₁ E
M	25.9%	22%	18.5%	13.1%	11.5%
N	24.2%	19.9%	19.9%	18.6%	20.9%
A	26.3%	20.5%	19.0%	19.0%	21.4%
C	24.2%	18.2%	28.3%	13.3%	20.0%
AV	25.2%	20.1%	21.5%	16.0%	18.5%

Findings in table 4a show that most students tend to believe that all the methods are not at all effective for managing conflicts after it has occurred (25.2%). The lowest percentage (16%) also believes that all the methods are more effective. Generally, a greater percentage of students rated all methods not at all effective with the least percentage (16.0%) rating them more effective.

Table 4b presents responses of teachers on their rating of the feasible methods of managing conflict after it has occurred.

Table 4 b: Responses of Teachers' Perceptions

	NE	SE	E	ME	M ₁ E
M	16%	22.7%	24.9%	23.5%	13%
N	12.3%	16.6%	25.6%	25.3%	20.2%
A	18.6%	26.6%	18.4%	18.4%	18.1%
C	23.4%	21.1%	19.7%	16%	19.9%
AV	17.5%	17.6%	22.1%	20.8%	17.8%

Among teachers, a greater percentage of them thought that mediation (24.9% and 23.5%) and negotiation (25.6% and 25.3%) was effective and more effective methods respectively. On the other hand, a greatest percentage of teachers thought that arbitration was somehow effective (26.6%) while conciliation was not at all effective (23.4%).

Generally, a greater percentage of teachers thought that all the methods were effective (22.1%).

Table 4c presents responses of the Headteachers on their rating of feasible methods of managing conflict after it has occurred.

Table 4c: Percentage of Headteachers' Perceptions

	NE	SE	E	ME	M ₁ E
M	21.2%	37.6%	32.9%	7.1%	12.9%
N	16.7%	24.1%	27.8%	13%	18.5%
A	33.9%	29%	21%	3.2%	12.9%
C	40.8%	12.2%	18.4%	10.2%	18.2%
AV	28.2%	25.7%	25.0%	8.4%	15.6%

More of the headteachers thought that mediation (37.6% and 32.9%) was somehow effective and effective respectively, while negotiation (27.8% and 24.1% were effective and somehow effective respectively. In contrast, most of them thought that arbitration (33.9%) and conciliation (40.8%) were not at all effective. Generally, a greater percentage of Headteachers thought that all the methods were not at all effective.

A Chi- Square test also shows no significant difference in the perception of students, teachers and headteachers about practical methods of managing conflicts after it has occurred ($\chi^2=7.01$, $\chi^2_{crit}=21.03$, $df=12$, $P= 0.05$).

Findings for the category of PTA, BOG and foundation body are summarised in Table 5 a – c below.

Table 5a presents responses of PTA members on their rating of the feasible methods of managing conflict after it has occurred.

Table 5a: Percentage of responses by PTA

	NE	SE	E	ME	M ₁ E
M	10.9%	25.5%	25.2%	20.0%	18.2%
N	13.8%	30.8%	13.%	18.5%	23.1%
A	18.2%	18.2%	24.7%	15.6%	23.4%
C	17.3%	17.%	27.3%	12.7%	25.5%
AV	15.1%	22.9%	22.6%	16.6%	22.6%

Findings in Table 5a show that 25.5% and 25.2% of PTA members rated mediation as somehow effective and effective (25.2%) respectively. The least percentage of PTA members rated all methods not at all effective (15.1%) with conciliation as the most effective method. Generally, a greater percentage of PTA members thought that all the methods are effective (26.6%).

Table 5b presents responses of BOG members on their rating of the feasible methods of managing conflict after it has occurred.

Table 5(b) Percentages of Responses by BOG

	NE	SE	E	ME	M ₁ E
M	16.8%	25.9%	22.2%	18.5%	18.5%
N	8.2%	36.7%	24.5%	10.2%	20.4%
A	17.6%	29.4%	13.7%	21.6%	17.6%
C	17.6%	22.4%	18.8%	20.0%	21.2%
AV	15.1%	28.6%	19.8%	17.6%	19.4%

For BOG, a greater percentage (28.6%) rated all methods somehow effective with mediation (25.9%), negotiation (36.7%), arbitration

(29.4%) and conciliation (22.4%). 19.8% rated all methods effective. Generally, a greater percentage of them thought that all methods were somehow effective (28.6%)

Table 5c presents responses of Foundation Body members on their rating of the feasible methods of managing conflict after it has occurred.

Table 5(c) Percentage of Responses of Foundation Body Members

	NE	SE	E	ME	M ₁ E
M	13.3%	30.7%	21.3%	9.3%	25.3%
N	9.8%	24.4%	14.6%	9.8%	41.5%
A	24.4%	31.1%	11.1%	8.9%	24.4%
C	19.7%	23.7%	13.2%	6.6%	36.8%
AV	16.8%	35.2%	15.1%	8.7%	32.0%

On an interesting note, Foundation body members tend to rate mediation (30.7%) and arbitration (31.1%) as some how effective while negotiation (41.5%) and conciliation (36.8%) are the most effective.

Generally, a greater percentage of them thought all the methods were somehow effective (35.2%) and yet a sizeable percentage (32%) rated all as most effective.

A Chi-Square test shows that there is significant difference in the perception of PTA, BOG and Foundation body about practical methods of managing conflict after it has occurred ($\chi^2 = 43.3$, $\chi^2_{\text{crit}} = 21.03$, $df = 12$, $P = 0.05$). In particular, the PTA and BOG

strongly believe that conciliation is an effective method of managing conflict after it has occurred.

Finally, the last category compares opinion leaders, local leaders and security guards and their responses are summarised in Table 6a-c below.

Table 6a presents responses of opinion leaders on their rating of feasible methods of managing conflict after it has occurred.

Table 6a: Responses by Opinion Leaders

	NE	SE	E	ME	M ₁ E
M	30.8%	12.0%	10.3%	6.8%	21.4%
N	23.1%	19.0%	21.2%	1.9%	22.3%
A	20.6%	25.4%	6.3%	14.3%	16.1%
C	29.6%	13.3%	13.3%	8.2%	24.3%
AV	26.0%	12.7%	10.2%	7.8%	21%

Findings summarised in Table 6a show that a greater percentage of opinion leaders rated mediation (30.8%), negotiation (23.1%) and conciliation (29.6%) as not at all effective with mediation as the most ineffective method, while others rated arbitration (25.4%) as somehow effective. Generally, there is almost a split of opinion with 26% saying not at all effective and 21% saying most effective and conciliation (24.3%) as the most effective method.

Table 6b below shows responses of Local Leaders on their rating of feasible methods of managing conflict after it has occurred.

Table 6(b) Responses by local leaders

	NE	SE	E	ME	M ₁ E
M	21.1%	12.3%	19.3%	12.3%	35.1%
N	17.9%	14.3%	25.0%	21.4%	21.4%
A	15.0%	17.5%	30.0%	20.0%	17.5%
C	5.5%	20.0%	32.7%	18.2%	23.6%
AV	14.9%	16.0%	26.8%	18.0%	24.4%

Local leaders rated mediation (35.1%) as the most effective while others rated negotiation (25.0%), arbitration (30.0%), and conciliation (32.7%) as effective, the smallest percentage rated conciliation (5.5%) as not at all effective. On the whole, most local leaders thought that all methods were effective (26.8%).

Table 6c below present's responses of security guards on feasible methods of managing conflict after it has occurred;

Table 6(c) Responses by Security guards

	NE	SE	E	ME	M ₁ E
M	6.8%	29.7%	21.6%	14.9%	27.0%
N	13.6%	27.3%	27.3%	11.4%	20.5%
A	10.7%	19.6%	28.3%	13.0%	28.3%
C	13.3%	21.3%	18.7%	18.7%	28.0%
AV	16.2%	22.0%	24.0%	14.5%	26.0%

Security guards rated mediation (29.7%) and negotiation (27.3%) as somehow effective. They, however, rated mediation (27.0%), negotiation (20.5%), arbitration (28.3%), and conciliation (28.0%) as most effective methods. Generally, a greater percentage thought that all methods were most effective (26.0%)

A Chi - Square test shows no significant difference in the perception of opinion leaders, Local leaders and security guards in their perception of practical methods of managing conflict after it has occurred ($X^2_{obs}=7.57$, $X^2_{Crit}=21.03$, $df=12$, $P=0.05$).

Objective Three:

The third objective which guided the study sought to examine “what other methods management use to create harmonious school environment”. The research question was “what other methods management use to create harmonious school environment?” While all respondents participated and provided responses, their responses were alike and their percentages are presented in table 7a below

Table 7a responses of all school stakeholders about methods of student's discipline

Method	Percentage
Listen to grievances	50.3%
Suspension/ expulsion	41.1%
Teachers-student relationship	37.2%
Regular meeting	32.4%
Sensitisation	31.6%
Balanced diet	30.6%
Busy	30.1%
Effective Communication	25.4%
Punishment	24.1%
entertainment	22.7%
Resource persons	12.9%
Staff motivation	7.7%
Use school time / events	7.5%
Workshop/seminars	5.2%
Screening	0.7%
Security guards	0.7%

Findings in Table 7a provide a summary of what methods school stakeholders use to improve students discipline in a bid to create harmonious school environment. The higher the percentage represents the most effectiveness and the least the percentage represents the least in importance. A good number of stakeholders emphasised listening to students grievances, problems and solving their needs (50.3%), the provision of a good quality, well balanced diet (30.6%), the need for sensitisation (guidance and counselling (31.6%) and a strong and positive teachers - student relationship

(37.2%), using student leaders through free election, freedom of expression and getting involved in decision making (47.5%) and keeping students busy through games, practical learning and other academic programmes 30.1%). Good teacher-student relationship (37.2%) and the importance of effective communication (25.4%), the need for regular meetings with students, staff and PTA and use of resource persons (32.4%) such as guest speakers, old students, religious leaders, and use of security guards. Generally, most stakeholders emphasized listening to students grievances and working upon them immediately. Armed security guards were seen as non instrumental with the least percentage (0.7%)

Table 7b below show other methods used by school stakeholders to stop strikes from occurring;

Table 7b: Other methods used to stop strikes from occurring

Method	Percentages
Balanced diet	50.6%
Effective Communication	40.8%
Expulsion	30.3%
Busy	27.4%
Team work	25%
Workshops /seminars	20.8%
Investigate cause	15%
Screening	12.2%
Use school time /events	11.8%
Rules & Regulation	9.8%
Sensitisation	9.3%
Punishment	7.7%
Religious culture	7.1%
Disciplinary Committee	6.0%
Temporary closure	5.4%
Security personnel	1.8%

Table 7b summarises views about methods that were used to stop strikes from occurring in schools. The Stakeholders thought that this could be achieved through having sustained and well balanced diet (50.6%), effective communication (40.8%), expulsion (30.3%) so that wrong elements are eliminated. Generally, sustaining a balanced diet is paramount as food was seen as the cause of eruptions.

Table 7c show other methods used by stakeholders to manage conflict after occurrence.

Table 7c: Other methods used after conflict occurrence.

Method	Percentage
Dialogue	71%
Listen	68.4%
Disciplinary	66.7%
Address cause	60%
Busy	30%
Pay for damages	25%
Close school	20%
Team work	16.7%
Prosecute	16%
Expulsion	15.5%
Monitoring	15%
Sensitisation	11%
Black book	7%
Screening	7%
No strike	5%
Security guard	4%

With regard to other methods after the strike has occurred, findings are summarised in Table 7c. Stakeholders emphasized the importance of dialogue (71.0%), which includes forgiveness, listening to students' grievances, problems and needs (68.4%), and disciplinary action among others. Generally, it's a combination of various issues to see to it that harmony is restored.

RESULTS OF INTERVIEWS

Interviews conducted with the various stakeholders about how to stop strikes from occurring have elicited similar strategies like those of improving students discipline which include the need to avoid political influence, employing competent teachers who can be role models, effective and regular communication about policy changes and practices, involving students in decision making, sensitisation of students by prominent people such as Bishops, pastors and government leaders, and keeping students engaged in productive activities. Most of them emphasize the need for dialogue among stakeholders, forming and using students committees and punishing offenders.

Interviews conducted with various stakeholders with regards to the methods to manage strikes after occurrence and their responses were categorised as mediation, negotiation, arbitration and conciliation. The summary is presented in table 8 below;

Table 8: Interview responses of stakeholders about methods of managing strikes after occurrence

Methods	Percentage
Negotiation	70%
Conciliation	55%
Arbitration	50%
Mediation	25%

Findings in table 8 above show that after occurrence of the conflict, negotiation should precede all other methods of conflict resolution. Arbitration, mediation and conciliation methods were also

suggested. Therefore it's a combination of methods to see to it that harmony prevails after conflict occurrence.

Summary of findings

The following are the methods which some respondents found effective. A summary of the findings as reflected in chapter 4 shows that;

- Most students thought that all methods were not at all effective. They valued conciliation as the most effective with a higher percentage.
- Most teachers thought that conciliation was the most effective in managing conflict before it has occurred.
- Most headteachers thought that those methods were somehow effective.
- PTA and BOG members thought that all methods were effective.
- Foundation body members thought mediation and arbitration were effective.
- Most opinion leaders thought mediation was effective.
- Most local leaders perceived conciliation and mediation as being effective.
- Most security personnel thought conciliation was the most effective.
- There is no statistical significant difference in their perception of these methods except between PTA, BOG and foundation members.

- For the creation of harmonious school environment, most members cited such methods as listening to students problems, providing balanced diet to students, sensitization through guidance and counselling, keeping students busy, strict use of school rules and regulations, good teacher- student relationship, and effective communication.

CHAPTER FIVE:
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The purpose of this study was to identify the methods perceived by different stakeholders as feasible in managing conflict in secondary schools. The study was guided by three questions;

1. What practical methods could be used to manage conflict before it occurs in secondary schools in Rukungiri district for better performance?
2. What feasible methods could be employed to manage conflict after it has happened in secondary schools for healthy academic environment?
3. What other methods management uses to create harmonious school environment?

5.2 Discussion

Findings of this study have established methods perceived as feasible in solving conflict in schools by students, teachers, head teachers, PTA, BOG, Foundation body members, Opinion leaders, Local leaders and Security personnel. For the first question of managing conflict before it has occurred, some of the feasible methods identified include strict use of school rules and regulations, cooperation among staff, students and parents, teachers being role models and effective

communication. These methods were categorised as mediation, negotiation, arbitration and conciliation.

The findings clearly demonstrated that students tend to perceive that none of the methods were effective. These findings greatly contradict Lubanga (2005) who suggested that in order for headteachers to perform their duties well they should keep documents of rules and regulations easily within reach. The findings, however, concur with Musaazi (1982) who supports the use of rewards and punishment. However school rules and regulations should be made flexible so as to fit in the changing environment. For teachers and headteachers, the findings show their preference for these methods ranging from somehow effective to most effective. The findings are in agreement with Save the Children (1999), which advocates for effective communication among staff and students. Similarly, PTA, BOG and foundation body members, tend to believe that these methods range from somehow to most effective. These findings also support Save the Children Uganda (1999).

With respect to other methods of creating harmonious school environment, the study identified several methods by stakeholders which included listening to students problems and attending to them promptly, students taking part in decision making among others. The findings do not support Handy and Aitken (1986) who urged that schools must decide on strategy and structure and ways of monitoring

school activities and training for the sense of mission and common beliefs. The study noted the need for students being involved in decision making and their views listened to. This finding strengthens UNESCO (2001) and Hammed (1969) who advocated for students involvement because they know where trouble is. The revelation by teachers about the importance of addressing the cause of the conflict demonstrates an outright support for Kreitner (1995) who argues for two important tools namely, conflict triggers and conflict resolution and that if not skilfully done can create bleeding ground for a flesh conflict.

The Second question was about managing conflict after it has occurred. Findings from students, teachers and headteachers tended to show that most of the methods were largely not effective and they were not statistically significant. The findings for teachers and headteachers show that mediation and negotiation are effective. This finding, therefore, is in agreement with Mayer (1995) who supports the use of mediation and negotiation. The finding also agrees with Gallant (1982) and Johnson et al (1992) who support the use of mediation. The sensitisation of students as an element of guidance is in line with Warner (2001) and UNESCO (1998).

The third question was about other methods management use to create harmonious school environment. The stakeholders suggested a

no strike culture and guidance and counselling by sensitizing students about dangers of strikes. The findings are in agreement with UNESCO (1995) which suggested guidance and counselling to pupils, staff and parents and helps to detect difficulties or unfavourable conditions that interfere with achievement and to cope with difficulties they encounter at school or home.

Punishment by imprisonment, payment of damages by culprits as suggested by stakeholders is in agreement with UNESCO (2001) which advocated for collaboration with the local police in reducing violence in schools.

5.3 CONCLUSION

The study has found that several methods can be used to manage conflict before and after it has occurred. The study has shown that:

- Most stakeholders thought that conciliation is the most effective method of managing conflict before occurrence.
- Students perceived all methods of managing conflict to be not effective at all compared to other stakeholders.
- Most Headteachers thought that those methods were somehow effective
- PTA and BOG members thought that all methods were effective.

- Foundation body members perceived mediation and arbitration as being effective.
- Most opinion leaders perceived mediation as effective.
- A no strike culture should be the hinge joint of all school communities
- Employment of armed security guards threatens academic concentration of students.
- For the creation of harmonious school environment, the student's grievances should be handled promptly, balanced diet should be provided to students, effective communication, flexibility of school rules and regulations and good student-teacher relationship are instrumental.

5.4 RECOMMENDATIONS

This study reinforces earlier researches. Although there is only one significant difference, the study notes that most findings by students indicate that the methods of managing conflict are not effective at all compared to other stakeholders. From these findings, the following recommendations can be suggested which include:

School management should ensure that students' problems are attended to promptly.

Timely and effective communication, balanced diet maintenance; good teacher-student relationship, equipping student's full time and flexible school rules and regulations are paramount in creation of harmonious school environment.

Headteachers and Teachers should be equipped with negotiation skills so as to prevent conflict outbreak.

Those who are directly taking part in school management should have skills of all methods of conflict management to handle conflict situations.

Expulsion of culprits creates harmony in a school after occurrence of the conflict.

Sensitisation of students about dangers of strikes by use of prominent people as role models through guidance and counselling is effective in managing conflict before it occurs.

Fresh students should be screened basing on behavioural background so that wrong characters are not admitted to contaminate others.

Politicians should not exert their influence in academic institutions as they are seen to influence school strikes.

All schools should have timely counselling sessions and if possible an independent counsellor should be part of the school staff.

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**APPENDIX I
RESEARCH PLAN**

Activity	Time/Month	Date
Development of a proposal	Nov. 2007- March.2008	1/11/2007-31/03/2008
Development & Piloting Instruments	April	1/4/2008 – 15/4/2008
Data Collection	May-June	20/5/2008 – 20/6/2008
Organization, analysis & Interpretation	July -September	1/7/2008 -30/09/2008
Typing, Editing, Writing, & Presentation of findings	October-November	1/10/2008 – 30/11/2008

APPENDIX II
RESEARCH BUDGET

ITEM	DETAILS	QUANTITY	UNIT COST	AMOUNT
Development of proposal	Stationary	2 reams	9,000/=	18,000/=
	library		100,000/=	100,000/=
	Internet		50,000/=	50,000/=
	Secretarial		160,000/=	160,000/=
	Transport		50,000/=	50,000/=
Development & Piloting Instruments	Secretarial	2	20,000/=	20,000/=
	Transport		10,000/=	10,000/=
	Assistants		20,000/=	40,000/=
Data collection	Transport	50 days	10,000/=	50,000/=
	Meals		1,500/=	45,000/=
	Assistants	20days	5,000/=	50,000/=
	Airtime		5,000/=	100,000/=
Accommodation				
Organization, Analysis & Interpretation of data	Expert fee		700,000/=	700,000/=
Typing, editing, writing & presentation of findings	Secretarial	2reams	300,000/=	300,000/=
	Stationary		9,000/=	27,000/=
	transport		40,000/=	40,000/=
	miscellaneous		100,000/=	100,000/=
TOTAL				1,860.000/=

APPENDIX III

QUESTIONNAIRE TO KEY SCHOOL STAKEHOLDERS

The purpose of this questionnaire is to collect information that will be used for the dissertation about feasible methods of managing conflict/students' strikes in secondary schools in Rukungiri District. Kindly give honest answers in the spaces provided. No individual names are required since the information you give is strictly confidential. Indicate your chosen alternative or choice by ticking the appropriate box provided. For the purposes of this study, mediation is when methods are proposed by authorities; Conflict triggers will refer to what sparks off the conflict or strike, conflict containment will refer to where the representatives of each group that is conflicting meet the manager and settle the conflict. I would like to thank you for your co-operation.

SECTION A

PRACTICAL METHODS OF MANAGING CONFLICT (STUDENTS STRIKES) IN SECONDARY SCHOOLS BEFORE THEY OCCUR

1(a) Assess the effectiveness of the following methods in managing conflict before it occurs.

Method	Rating				
	Not at all effective	Somehow effective	Effective	More effective	Most effective
Mediation					
Effective communication					
Operational disciplinary committee					
School rules and regulations					
Students role					
Monitoring					
Training					
Sense of mission					
Guidance and counseling					
Negotiation					
Conciliation					
Communities role					
Managing conflict triggers					
Conflict containment					
A highly developed spy network					
Sustained balanced diet					
Well stocked laboratories					

SECTION B
PRACTICAL METHODS OF MANAGING CONFLICT AFTER IT HAS OCCURRED

2(a) Assess the effectiveness of the following methods in managing conflict after it has occurred.

Method	Rating				
	Not at all effective	Somehow effective	Effective	More effective	Most effective
Mediation					
Effective communication					
Operational disciplinary committee					
School rules and regulations					
Students role					
Monitoring					
Training					
sense of mission					
Guidance and counseling					
Negotiation					
Conciliation					
Communities role					
Managing conflict triggers					
Conflict containment					
A highly developed spy network					
Sustained balanced diet					
Well stocked laboratories					
Transferring long serving staff					
Employing trained and armed security guards					
Frequent social events					
Well stocked libraries					
A sustained effective involvement of the foundation bodies					
Teachers and staff as role models to students					
Minimal absenteeism of headteachers					
Staff appointing student leaders					
Keeping students busy on academics					
Sufficient funding of the school					
A strong religious culture					
Sustaining a motivated workforce					

2(b) What other methods have you used and found to be most effective in managing strikes after they have occurred?

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SECTION C
DEMOGRAPHIC INFORMATION (Tick Where Appropriate)

- | | |
|-----------------|--------------------------|
| Foundation body | <input type="checkbox"/> |
| BOG | <input type="checkbox"/> |
| PTA | <input type="checkbox"/> |
| Security | <input type="checkbox"/> |
| LCs | <input type="checkbox"/> |
| Opinion Leader | <input type="checkbox"/> |
| DEO/DIS | <input type="checkbox"/> |
| Headteacher | <input type="checkbox"/> |
| Teacher | <input type="checkbox"/> |
| Student | <input type="checkbox"/> |

APPENDIX IV
INTERVIEW GUIDE

1. What methods can be emphasized to stop strikes from occurring?
2. What methods can be taken by schools to manage strikes after they have occurred?
3. What other methods management use to create harmonious school environment?

APPENDIX V

Number of Secondary Schools in Rukungiri District

FUNDING		SEX	
Community	7	Mixed	28
Government	19	Girls	2
Private	5	Boys	1
Total	31	Total	31

APPENDIX VI
NUMBER OF RESPONDENTS AND METHODS OF SAMPLING

CATEGORY	Number of Respondents		
	SURVEY	METHOD OF SAMPLING	INTERVIEW
Foundation body	12	Purposive	3
P.T.A	25	Purposive	5
B.O.Gs	25	Purposive	5
Security	15	Purposive	2
Local Councils	10	Simple random	5
Opinion Leaders	10	Simple random	5
M.O.E.S	-	Purposive	5
D.E.O /DIS	-	Purposive	2
Headteachers	10	Purposive	5
Teachers	60	Simple random	15
Students	149	Simple random	1
Total	316		53

APPENDIX VII

**MAP OF UGANDA SHOWING THE LOCATION OF RUKUNGIRI
DISTRICT**

APPENDIX VII

FORMULAR FOR CHI-SQUARE

$$\chi^2 = \frac{\sum (f_o - f_e)^2}{f_e}$$

f_o = Observed frequencies

f_e = Expected frequencies