HEAD TEACHER'S LEADERSHIP STYLE AND CONFLICT RESOLUTION IN SECONDARY SCHOOLS IN JINJA DISTRICT, UGANDA.

MAWANDA EDWIN

13/U/14623/GMED/PE

A DISERTATION SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF EDUCATION IN POLICY, PLANNING AND MANAGEMENT OF KYAMBOGO UNIVERSITY

NOVEMBER, 2016

Declaration

This is to declare that this Dissertation entitled "**Head Teacher's Leadership Style and Conflict Resolution in Secondary Schools in Jinja District, Uganda.**" is my original work and to the best of my knowledge has never been submitted to any university or institution of higher learning for any award or presented anywhere for publication.

Signature.....

Mawanda Edwin

Date: 6th Dec 2016

Approval

This is to certify that this research Dissertation with the title "**Head Teacher's Leadership Style and Conflict Resolution in Secondary Schools in Jinja District, Uganda.**" is now ready for submission to the Graduate School for examination and is therefore submitted with our approval as the supervisors.

.....Naluwemba..... **Date**.....7/12/2016.....

Dr. Naluwemba Frances

Lecturer, Faulty of Education

..... **Date**.....7/12/2016.....

Dr. Okello Benson

Lecturer, Faculty of Education

Dedication

This research report is dedicated to my family especially my two wives Mariam Nakimbugwe and Fatuma Nankabirwa, to my father Mawanda Stephine James for their love, moral support, and patience throughout the process of completing of this work.

Acknowledgments

I wish to express my gratitude to God for the help and favour I received in conducting the research work and the data analysis that resulted in this report.

In preparing this project, I am greatly indebted to my supervisors Dr. Naluwemba Frances and Dr. Okello Benson who found time to assess my work and provide necessary guidance and staff of Kyambogo University Department of Educational Planning, for nurturing my vision in this project and in many cases putting their valuable time and other resources at my disposal. Sincere appreciation goes to Mr. Owino, Dr Kasule, and my lecturers who gave me courage and guidance in technical to complete the course.

Special thanks go to my friend Lyada Philip who sacrificed his time, money and other material support towards my research project. In addition, I also wish to extend my appreciation to all my classmates particularly Tamale Julius who shall always be remembered for his team spirit and assistance in research during the course of the study.

Lastly, I would like to record my sincere appreciation to my father Stephen James Mawanda and my mother Jane Babirye, my beloved wives Mariam Nalimbugwe and Fatuma Nankabirwa, my children Tumwenabze Pouline, Ibanda Jonathan, Mukoose Pius, Kisaakye Precious and Mawanda James Noah for their understanding and perseverance during the research.

God Bless You All

TABLE OF CONTENTS

Declaration ii

Approval iii

Dedication iv

Acknowledgments v

List of Tables x

List of Figures xi

List of Acronyms xii

Abstract xiii

CHAPTER ONE 1

INTRODUCTION 1

1.1 Historical Background 1

1.2 Conceptual Background 1

1.3 Theoretical Background 2

1.4 Contextual Background 3

1.5 Statement of the Problem 6

1.6 Purpose of the Study 6

1.7 Objectives of the Study 6

1.8 Research Hypotheses 7

1.9 Significance of the Study 7

1.10 Scope of the Study 8

1.10.1 Geographical Scope 8

1.10.2 Content Scope 8

1.10.3 Time Scope 8

1.11 Conceptual Framework 8

1.12 Definitions of Operational of Terms 10

CHAPTER TWO 11

LITERATURE REVIEW 11

2.1 Theoretical Review 11

2.2 Head Teacher's Leadership Style and Conflict Resolution in Secondary Schools 13

2.2.1 Autocratic Leadership Style and Conflict Resolution in Secondary Schools 13

2.2.2 Laissez-faire Style and Conflict Resolution in Secondary Schools 15

2.2.3 Democratic Leadership Style and Conflict Resolution in Secondary Schools 17

2.3 Summary 19

CHAPTER THREE 21

METHODOLOGY 21

3.1 Research Design 21

3.2 Target Population 21

3.3 Study Sample and Sampling Techniques 22

3.4 Research Instruments 23

3.4.1 Questionnaires 23

3.4.2 Interview Guides 23

3.4.3 Document Analysis 23

3.5 Data Quality Control 23

3.5.1 Validity 23

3.5.2 Reliability 24

3.6 Data Collection Procedures 24

3.7 Methods of Data Analysis 25

3.8 Ethical Consideration 25

3.9 Limitations and Delimitations 26

CHAPTER FOUR 27

DATA PRESENTATION, ANALYSIS AND INTERPRETATION 27

4.1 Section One: Background Information 27

4.2 Findings on Conflict Resolution in School 31

4.3 Research Hypotheses 34

4.3.0 Introduction 34

4.3.1 Research Hypothesis One 35

4.3.2 Research Hypothesis Two 39

4.3.3 Research Hypothesis Three 44

4.4 Findings from Interviews 49

4.5 Findings to support the Alternative Hypotheses 50

CHAPTER FIVE 51

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS 51

5.1 Discussion of Hypothesis 1 Findings. H_1: There is a relationship between autocratic leadership and Conflict Resolution in Secondary Schools in Jinja District. 51

5.2 Discussion of Hypothesis 2 Findings. H_1: Laissez faire Leadership is related to Conflict Resolution in Secondary Schools in Jinja District 52

5.3 Discussion of Hypothesis 3 Findings. H_1: Democratic leadership is related to Conflict Resolution in Secondary Schools in Jinja District 52

5.4 Conclusions 53

5.5 Recommendations 54

5.6 Areas for Further Research 55

Appendix A1: Head Teacher's Questionnaire 64

Appendix A2: Teacher's Questionnaire 68

Appendix A3: Student's Questionnaire 72

Appendix B: Head Teacher's Interview Guide 76

Appendix C: Content Validity Index 78

Appendix D: Letters Of Research Authorization 79

List of Tables

Table 4.1: Distribution of students by educational level 29

Table 4.2: Distribution of schools by category of school 30

Table 4.3: Teachers' years in school 31

Table 4.4: Distribution of scores for Head Teacher's Leadership response to students' conflicts.... 33

Table 4.5: Students' view on autocratic leadership in school 35

Table 4.6: Teachers' views of autocratic leadership in school 36

Table 4.7: Pearson correlation coefficients for autocratic leadership and Conflict Resolution 38

Table 4.8: Students' view on laissez faire leadership and Conflict Resolution in Secondary Schools 40

Table 4.9: Pearson correlation coefficients for laissez faire leadership and Conflict Resolution 43

Table 4.10: Students' view on democratic leadership in school 45

Table 4.11: Pearson correlation coefficients for democratic leadership and Conflict Resolution 48

List of Figures

Figure 1. Conceptual framework adopted from Dubrin (2011) 8

Figure 4.1: Students' gender distribution 27

Figure 4.2: Age distribution of students 28

Figure 4.3: Distribution of students by years in school 30

Figure 4.4: Students' findings on effectiveness of the Conflict Resolution methods 32

Figure 4.5: Findings on whether the methods of resolving conflicts depend on the Head Teacher's Leadership 50

List of Acronyms

CAO	Chief Administrative Officer
DEO	District Education Officer
MOES	Ministry of Education, Science, Technology and Sports
PTA	Parents' Teachers Association
RDC	Residential District Commissioner
SS	Secondary School

Abstract

The study sought to find the relationship between Head Teacher's Leadership Style and Conflict Resolution in Secondary Schools in Jinja District in Uganda. Specifically, the study aimed at establishing the relationship between each Leadership Style; autocratic leadership, laissez faire leadership, democratic Leadership Styles and Conflict Resolution strategies since the study problem was mainly tied on the Dual concern model. A descriptive survey design supported by the qualitative and quantitative approaches was used. Data from 141 students, 8 teachers and 4 Head Teachers from four Secondary Schools; Jinja College, Busoga College, MM College Wairaka and Jinja senior Secondary Schools was collected using questionnaires and interviews. The schools and Head Teachers were selected by purposive sampling, students were selected by stratified random sampling while teachers were selected by snowball sampling technique. The quantitative data was analyzed using quantitative techniques; simple statistics and Pearson moment product correlation. Additionally, qualitative data was analysed according to magnitude and new emerging responses. The researcher discovered that when Head Teachers exercise Democratic Leadership Style, they employ problem solving strategies like negotiation, mediation, dialogue, voting on an issue among others in resolving students' conflicts while accommodation is also inbuilt. The Head Teachers who exercise Laissez faire Leadership Style frequently use avoidance mechanism in Conflict Resolution such as delegation of authority and giving liberty to the subordinates and will also employ accommodative strategies for the sake of keeping peace in school. Autocratic Leadership Style used by Head Teachers normally centralizes authority in making decisions regarding Conflict Resolution in school. Therefore, Conflict Resolution in Secondary Schools is related to Head Teacher's Leadership Style. The researcher recommended that Head Teachers and teachers need to identify strategies and practices that can be used to reduce the various forms of students related conflicts, protecting students' rights, regular sensitization of students in all schools.

CHAPTER ONE

INTRODUCTION

This chapter consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, scope of the study, operational definition of terms, theoretical framework and conceptual framework

1.1 Historical Background

Conflicts in Secondary Schools are not a new problem. It occurs between two or more individuals as interpersonal conflicts, or it involves identifiable groups in the society and erupts as intergroup conflicts between two or more different religions or ethnic groups. For centuries, school conflicts have been a common place feature of school life with its causes embedded in the social, cultural, historical and economic contexts of its time (Leach, 2003). Since the middle of the 20th century, violent conflicts in form of student's strike have hit many Secondary Schools mostly in the western, central and eastern Uganda (Rukundo, 2009).

In most traditional schools such as Jinja SS, Jinja College, Manjas and Tororo College strikes have been used by the students to express their dissatisfaction with the school administration (Nassozi, 2010). The traditional schools that were once household names at national level in academics are no more and the best out of them are the strikes that have in most cases left many injured and property destroyed, Institutions closed and students sent home (Kiirya, 2013) and the recent strikes at Kiira College Butiki, Bubaare SS in Kabale, Ntare School in Mbarara have been within the schools for decades and if the school managers do not address issues of communication and bridge the gaps in information flow, violent conflicts will always happen (Miyingo, 2013).

1.2 Conceptual Background

Leadership Style is a mixture of leader's attributes, skills and behaviors used to communicate to his followers (Katz et al, 2007) and is based on four factors: values, trusting subordinates, leadership orientation, and a sense of security shaped in important situations (Kumar, 2011).

CHAPTER ONE

INTRODUCTION

This chapter consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, scope of the study, operational definition of terms, theoretical framework and conceptual framework

1.1 Historical Background

Conflicts in Secondary Schools are not a new problem. It occurs between two or more individuals as interpersonal conflicts, or it involves identifiable groups in the society and erupts as intergroup conflicts between two or more different religions or ethnic groups. For centuries, school conflicts have been a common place feature of school life with its causes embedded in the social, cultural, historical and economic contexts of its time (Leach, 2003). Since the middle of the 20th century, violent conflicts in form of student's strike have hit many Secondary Schools mostly in the western, central and eastern Uganda (Rukundo, 2009).

In most traditional schools such as Jinja SS, Jinja College, Manjas and Tororo College strikes have been used by the students to express their dissatisfaction with the school administration (Nassozi, 2010). The traditional schools that were once household names at national level in academics are no more and the best out of them are the strikes that have in most cases left many injured and property destroyed, Institutions closed and students sent home (Kiirya, 2013) and the recent strikes at Kiira College Butiki, Bubaare SS in Kabale, Ntare School in Mbarara have been within the schools for decades and if the school managers do not address issues of communication and bridge the gaps in information flow, violent conflicts will always happen (Miyingo, 2013).

1.2 Conceptual Background

Leadership Style is a mixture of leader's attributes, skills and behaviors used to communicate to his followers (Katz et al, 2007) and is based on four factors: values, trusting subordinates, leadership orientation, and a sense of security shaped in important situations (Kumar, 2011).

Each principal performs their main tasks behaving in a way that might have differences with other principals. These consistent types of behaviour that principals apply with others at work are called Leadership Styles (Katz et al, 2007). The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her Leadership Style (Oyetunyi, 2006). Aditionally, Oyetunyi observed that leadership style is therefore the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job.

Roth (2008) defined conflict as a process by which people or groups perceive that others have taken some action that has a negative effect on their interest. Paluku (2013) regarded as the presence of discord that occurs when the goals, interests or values of different individuals are incompatible and frustrate each other's attempting to achieve their objectives.

Certo (2013) defined Conflict Resolution 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". Problems exist in resolving conflicts when the context is competitive/individualistic or when the context and the Conflict Resolution procedures are incompatible. The effectiveness of a Conflict Resolution strategy may be limited when the classroom and school context is competitive.

Trautman (2007) identified five strategies for Conflict Resolution as: Avoidance, Accommodation, Compromise, Competition and Collaboration or Problem solving. Depending on the nature of the conflict it's recommendable that the management applies more than one strategy to resolve it (McGee, 2006). On the basis of her understanding of these strategies, people can choose the most appropriate strategies for the circumstances available (Certo, 2013).

1.3 Theoretical Background

The study was anchored on Dual Concern Model by Blake & Mouton (1964) who identified cooperativeness and assertiveness as the two dimensions in addressing conflicts. From these two dimensions, five techniques were identified as; avoidance, competition, collaborating,

accommodating, and compromising (Lagat, 2013). The study also examined several theories and models such as the Management grid, normative decision theory, contingency theory, and transformational theories to explain leadership.

Physiologically, people respond to conflict in one of the two ways; to "get away from the conflict" or to "take on anyone who comes our way" and whether the physiological response is good or bad, it's personal response (Deutsh, 2009). According to dual concern model, this individual response is influenced by his/her concern for others or concern for self (Blake & Mouton, 1964). A leader's choice of a conflict management/resolution strategy hinges on whether he or she wishes to engage in assertive or co-operative behaviour (Sayeed, 2001). The model suggests there are five modes which individuals choose when responding to conflict. These include; avoidance, competition, compromise, accommodation and collaboration/problem solving (The foundation coalition, 2008).

1.4 Contextual Background

Over the last fourteen years (2001 to 2015), schools in Uganda have witnessed an increasing frequency in students' strikes against school administration and some of the strikes have resulted in destruction of property and injuries to school administrators (Kanyambu et al, 2015). The strikes have been attributed to undisciplined students, academically weak students, poor feeding and poor management by Head Teachers. Parents felt that poor administration and lack of accountability was responsible for increasing strikes in schools. The Ministry of Education concluded that although strikes were not the solution, they were an eye opener that there is a problem with school management. Some Head Teachers attributed the rising number of strikes to the ban on corporal punishment, while others have argued that disgruntled teachers incite students to strike.

In Uganda, Rukundo (2009) conducted a study on relationship between management and strikes in two Secondary Schools of Ntungamo District and identified the causes of strikes as being indiscipline among the students, failure of the administration to involve stakeholders in decision

making, harsh punishments, misuse of school funds, and failure of administration to respond to the warnings from students. In Kenya, Mathiu (2008) noted that many Secondary Schools had suffered from strikes most of which placed Head Teachers in the spot light. According to (Tumutoreine, 2003; Nassozi, 2010), most un-rests in schools are due to poor- teachers-student relationships, which includes aspects of psychological defects

Over 40 Schools in Uganda were forced to temporarily close in 2013 by Ministry of Education and Sports, as students went on rampage destroying school properties as a way of registering their dissatisfaction with the school's mal-administration (Muyingo, 2013). In many situations, the police have always been called to pacify the uncontrollable situations and in this case it has used tear gas and detention of some students and immediate closure of schools.

In 2013, over 800 students of Jinja college went on rampage because the administration and teachers failed to attend to their needs and prevailing conditions such as poor feeding, reduced prep time, reduced entertainment, and teachers' absenteeism. This happened a few weeks after students of Busoga College, Mwiri and students of Nkuutu Memorial School Iganga, had gone on strike claiming that the administrators and teachers never took action to the problems presented to them, (Kiirya, 2013). St. Tereza Girl's Vocational secondary school Rushoroza in Kabale District was closed following a violent strike by students. The students smashed window panes in most of the classrooms, rejected breakfast and declined to dress in their school uniforms accusing the Head Teacher of turning a deaf ear to their concerns (Kushaba, 2014).

Locally in Uganda a few studies have been conducted on the subject of Leadership Styles in the various education institutions but not necessarily in Secondary Schools. For example, Ogwenge (2009) carried out a study to investigate the Leadership Styles that were practiced in the Ugandan college of commerce and to determine whether the democratic or autocratic Leadership Style had an impact on job satisfaction of staff in these colleges. It was established that there was a significant difference in the Leadership Styles practiced in the Uganda Colleges of Commerce.

Mumbe (2011) also conducted a study to investigate the Head Teacher's Leadership Style and job satisfaction of teachers in primary schools in Busia, sub-district of Uganda. In this study, the researcher concluded that the democratic style affected the teacher's job satisfaction positively and motivated teachers to work harder towards the achievement of school objectives. The autocratic Leadership Style on the other hand was found to have a negative impact on the teachers' job satisfaction. Conversely the laissez-faire Leadership Style did not affect the teachers' job satisfaction. In this study it was also concluded that teachers in Busia town were in favor of the democratic Leadership Style.

The background information shows that most previous studies focused on primary schools. Therefore, necessitated a study to focus Leadership Styles on Secondary Schools in relation to Conflict Resolution. Hence the need to design a study specifically to investigate the relationship between the Head Teachers Leadership Style and the Conflict Resolution in Secondary Schools.

Roth (2008) observed that there are benefits to conflict if managed and resolved appropriately. Having school leaders prepared to mentor, counsel, and offer career guidance or use most appropriate techniques is good because they always know what's going on in the school (Muyingo, 2014). Therefore, leadership is one of the key aspects of social interaction within groups and communities (Marko, 2009). Since the Head Teacher is a king pin in establishing the school environment (Ssekamwa, 1971), investigating his/her Leadership Style may explain leaders' response to conflict.

Despite the fact that causes to the conflicts such as weak leadership, family background and others are known, the techniques of resolving the conflicts are not well documented.

1.5 Statement of the Problem

Rampant students' conflicts in Secondary Schools in Uganda were attributed to Head Teacher's Leadership (Kiirya, 2013) and education authorities have always transferred the Head Teachers' as a measure to end such conflicts (Misoi, 2009). Several studies from (Nassozi, 2010; Abdul, 2005; Paluku, 2013) among others, have been done on the area of Conflict Resolution but the studies reviewed did not show the relationship between the Head Teachers Leadership Styles and Conflict Resolution. In addition, other studies from (Ogwenge, 2009; Mumbe, 2011) pointed out the Leadership Styles of institutional heads influence job satisfaction of employees but no study has been carried out to find the relationship the Head Teachers' Leadership Styles and Conflict Resolution in Secondary Schools. The gist of this study is the way Head Teachers' leadership is exhibited in resolving student's conflicts in Secondary Schools.

1.6 Purpose of the Study

The purpose of the study was to find the relationship between Head Teacher's Leadership Style and Conflict Resolution in Secondary Schools in Jinja District in Uganda.

1.7 Objectives of the Study

The study was guided by the following specific objectives

1) To establish whether Autocratic Leadership Style of the Head Teacher is related to Conflict Resolution in Secondary Schools in Jinja District, Uganda.
2) To determine the relationship between Laissez faire Leadership Style of the Head Teacher and Conflict Resolution in Secondary Schools in Jinja District, Uganda.
3) To investigate the relationship between Democratic Leadership Style of the Head Teacher and Conflict Resolution in Secondary Schools in Jinja District, Uganda.

1.8 Research Hypotheses

The study tested the following hypothesis

1) H_1: There is a relationship between Autocratic Leadership Style of the Head Teacher and Conflict Resolution in Secondary Schools in Jinja District.
2) H_1: Laissez faire Leadership Style of the Head Teacher is related to Conflict Resolution in Secondary Schools in Jinja District.
3) H_1: Democratic Leadership Style of the Head Teachers is related to Conflict Resolution in Secondary Schools in Jinja District.

1.9 Significance of the Study

This study results will be beneficial to teachers, Head Teachers, Government, District authorities, students and researchers in the following ways:

The teachers will use the study results to get more information about the appropriate strategies they use so that they can take informed decisions in ending strikes in schools.

The Head Teachers and School governing bodies will use this information to identify skill gaps necessary in resolving conflicts in schools and also support school programmes such as peer mediation, counseling that aim at creating a platform for resolving conflicts.

The Education authorities at the district and ministry of education and sports (MOES) may use the information to properly support, and inspect the school activities and the quality of teachers. The authorities will also use the study to prepare appropriate strategies and policies of managing and ending school conflicts. It is also hoped that Ministry of Education and Sports (MOES), district Chief Administrative Officers (CAO), Resident District Commissioners (RDC) and District Education Officers (DEO)/Municipal Education Officers (MEO) will benefit by getting to know the status of Jinja District Secondary Schools and devise means to effectively facilitate them for better performance.

Scholars and researchers may use the study results as a reference for related studies in future.

1.10 Scope of the Study

1.10.1 Geographical Scope

The study was carried out in Jinja District Secondary Schools; Jinja Senior Secondary School, Jinja College, Busoga College and Wairaka College. These schools were selected because they are traditional schools which have a long history of violent conflicts and this condition is still persistent.

1.10.2 Content Scope

The study sought to find the relationship between the independent variables; Democratic, Laissez faire, and Autocratic Leadership Styles and how they influence Conflict Resolution techniques (dependent variable). These included avoidance, compromise, competition, collaboration and accommodation in the selected Secondary Schools in Jinja District.

1.10.3 Time Scope

The study covered the period between 2013 and 2015 when the most recent violent conflicts hit schools in Jinja District and Uganda at large.

1.11 Conceptual Framework

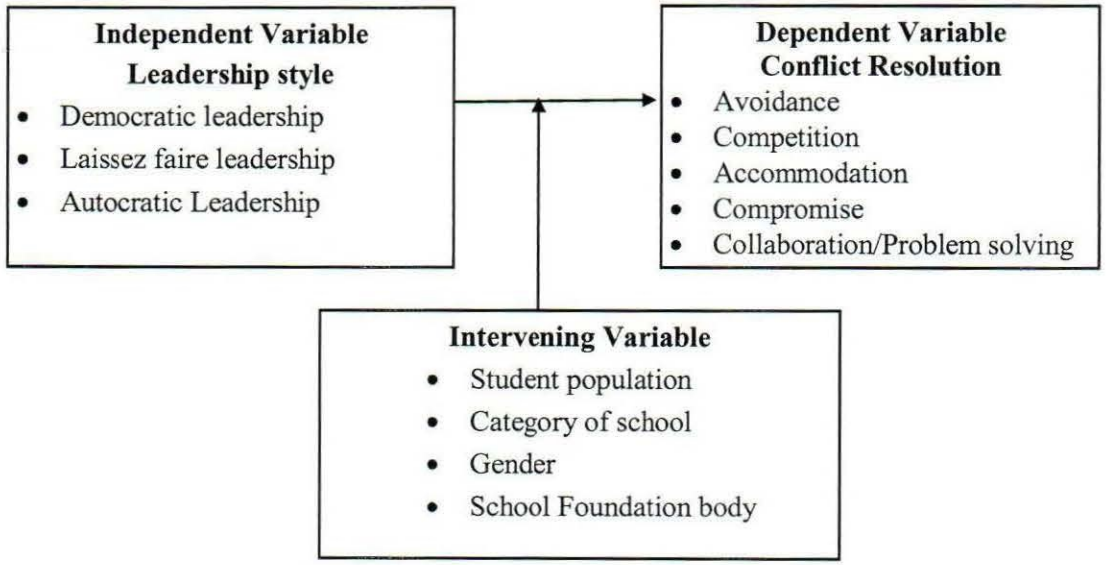


Figure 1: Adapted from Dubrin (2011)

The framework presupposes that the independent variable "Leadership Style", which includes democratic, laissez-faire, and autocratic leadership have a bearing on the choice of Conflict Resolution. The framework also shows that intervening variables which may influence the outcome are; the student population, category of school, gender, and foundation body. Holt (2005) noted that gender influences the style of Conflict Resolution in organizations.

1.12 Definitions of Operational of Terms

Leadership: This is the social influence that maximizes efforts of subordinates in achieving a common goal. For this study, subordinates are teachers & students.

Leadership Style: This is the mixture of leader's attributes, skills, behaviors and principles used to communicate to his/her subordinates, provide direction, implement organisation plans and motivate people in order to achieve a common goal.

Avoidance: A method of dealing with conflict, which attempts to neglect directly confronting the issue at hand. Methods of doing this can include changing the subject, putting off a discussion until later, not bringing up the subject of contention, delegating people to deal with the conflict and others.

Competition: These is also called controlling or win/lose, is a technique that maximizes reaching one's own goals or getting the problem solved at the cost of the other party's goals or feelings. The dominant party in conflict wins and other loses.

Compromise: This is the settlement of disputes by consent reached by mutual concessions.

Accommodation: This refers to giving the opposing side what it wants when one of the parties wishes to keep the peace or perceives the issue as minor.

CHAPTER TWO

LITERATURE REVIEW

This chapter consists of the review of literature related to the objectives of the study stated in the background of the study.

2.1 Theoretical Review

Several leadership theories such as the Dual Concern model, Normative Decision theory, contingency theories, transformational theories and transitional leadership theory have been applied to clarify Leadership Styles. However, the theory applied to support the study was the Dual Concerns Model.

The dual concern model of Conflict Resolution according to Blake & Mouton (1964) is a conceptual perspective that assumes that an individual's preferred method of dealing with conflict is based on two underlying dimensions; concern for self (assertiveness) or concern for others (empathy).The Individuals with high concerns for own outcome put high value on own interests and are not likely to yield easily in conflict situations. Individuals with high concern for others, either genuinely or tactically will extend effort to help the other party getting good results. The intersection of these two dimensions ultimately leads individuals towards exhibiting different strategies of Conflict Resolution. The dual model identifies five Conflict Resolution strategies that individuals may use depending on their dispositions toward pro-self or pro-social goals. These are; avoidance, accommodation, competition, compromise and collaboration or problem solving.

Normative Decision Theory by Witte (1972) focuses on the correct norms or standards of behavior for leaders to follow. Although it focuses on correct norms in decision-making, it is concerned with the extent to which leaders allow their subordinates to participate in decision-making. It proposes five styles of leader behavior ranging from the autocratic style in which decisions are made solely by the leader to complete participation by subordinates and during which decisions are reached through consensus. Under this theory, the most effective style of leadership depends on the importance of the decision, the degree to which subordinates accept it,

and the time required making the decision. Leaders must be flexible in selecting the decision making approach that yields maximum benefits in terms of quality, acceptance and time constraints (Nsubuga, 2008).

Contingency theories such as Fiedler's (1967) Contingency Model and House's (1971) path goal theory, propose that leadership effectiveness is determined by the interaction between the leader's personal characteristics and aspects of the situation. In other words, contingency theories assume that the relationship between Leadership Style and organizational outcomes is moderated by situational factors, and therefore the outcomes cannot be predicted by Leadership Style, unless the situational variables are known (Cheng & Chan, 2002). Control is contingent on three factors namely the relationship between the leader and followers, the degree of the task structure and the leaders' authority, position or power. From this approach, effective leadership requires adapting one's style of leadership to situational factors. There are diverse, complex situations in schools that demand diverse leadership skills and the Head Teacher with adequate skills will assess the situation and choose the appropriate Leadership Style that will be effective for a situation rather than try to manipulate situations to fit a particular Leadership Style (Oyetunyi, 2006).

Transformational theory suggests that effective leaders create and promote a desirable vision or image of the institution. Unlike goals, tasks, and agendas, which refer to concrete and instrumental ends to be achieved, a vision refers to altered perceptions, attitudes, and commitments (Omar, 2005). The transformational leader must encourage the college community to accept a vision created by his or her symbolic actions (Bensimon et al., 2000).

Blake and Mouton's (1964) Leadership Style theory/transitional leadership theory is a behavior theory which examines whether the leader is task oriented (initiating structure); people oriented (consideration), or both. Studies conducted at the University of Michigan and Ohio State University in 1945, established two major forms of leader behavior namely: employee-centered/consideration and production-centered/initiating structure (Hersey & Blanchard, 1988). Blake and Mouton (1964) categorised four Leadership Styles as democratic, laissez-faire, human

relations and autocratic leadership on a management grid according to emphasis the leader puts on people and their level of performance. These are the democratic, laissez-faire, human relations and autocratic leadership.The managerial model according to Blake & Mouton described the two basic dimensions of leadership as Concern for performance and concern for people. The term concern for, as used in the model, is a theoretical variable reflecting basic attitudes or styles of control. It does not reflect actual production or effectiveness. The horizontal axis of the management grid represents concern for production and the vertical axis represents concern for mature and healthy relations with people.

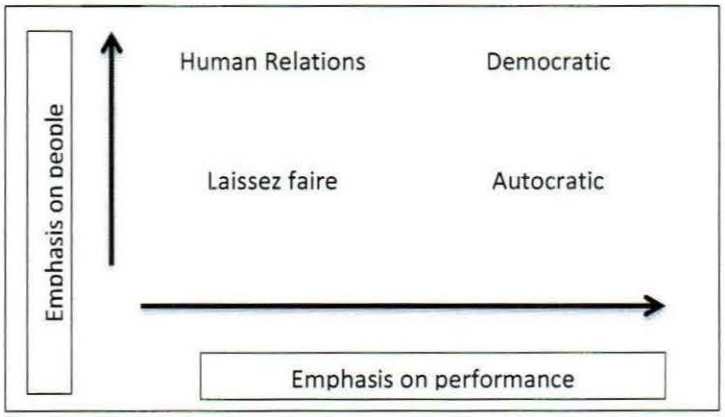


Figure 2: The managerial grid (Blake and Mouton, 1947

According to Blake and Mouton (1964), the theory is considered transitional because the two leadership dimensions are interdependent rather than independent and their dimensions describe basic attitudes rather than specific behaviors. This important difference makes it possible for a leader to exhibit a variety of behaviors while using the same style.

2.2 Head Teacher's Leadership Style and Conflict Resolution in Secondary Schools

This part of the literature review examined the relationship between the three Leadership Styles and resolution of school related conflicts in accordance to the objectives of the study.

2.2.1 Autocratic Leadership Style and Conflict Resolution in Secondary Schools

According to Nusbuga (2008), autocratic leader asserts absolute authority and control over subordinates and demands unquestionable obedience from subordinates. This style is also known as directive, paternalistic or authoritarian where decision making power on ending

conflicts is centralized under one leader and not opens for any initiatives from subordinates (Nsubuga, 2008). In addition, Certo (2013) emphasized that the effectiveness of autocratic leadership in this process requires a strong, motivated leader who decides quickly to resolve the problem especially in an emergency situation such as riots. However, trust in group members and participation of members is lost because it is connected to the un-debatable straight line that is chosen by the leader, which reduces the uncertainty (Cheng, et al. 2010).

This study by Odhiambo et al (2013) investigated the Leadership Styles and practices applied in conflict management within the Anglican Church of Kenya Diocese of Maseno North and according to the findings from the congregation members, authoritative Leadership Style was the most popular Leadership Style in addressing conflicts. This was attributed to the fact that as Christians, church members were obliged to strictly adhere to the expectations of the principles of Christianity as spelled out in the bible and not to decide what to do based on numbers which the basic principle of democracy and have the powers to do whatever they want as spelled out in the principals of empowerment.

Autocratic leaders are generally disliked, as there is no scope for initiative, and consideration on the part of followers about their burning issues (Hendel et al, 2005; Dubrin, 2011). Teachers and students, for example, whose school heads employ the autocratic Leadership Style, remain insecure and afraid of the leadership authority which eventually reduces their ability to explore their potential (Kasule, 2007). Some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power (Dubrin, 2011). However, Mullins (2005) argues that under certain conditions the autocratic Leadership Style is appropriate, especially when one has all the information to solve the problem, when one has little time, and when employees are well motivated.

The study by Omer (2008) examined Conflict Resolution strategies, leadership behaviour and Leadership Styles in a framework of reciprocal problem solving style and authoritative system supported style and it was found that competition conflict strategies had significant relationships with authoritarian leadership behaviour. Omar (2008) added that the Leadership Style with low

esteem for employees had a strong relationship with the application of force as a conflict management strategy, besides revealing some moderating influences of esteem for employees between leadership behaviour and Conflict Resolution strategies

In the case of Secondary Schools where autocratic leadership is practiced, its application is most likely to be characterized by arbitrary advances, arbitrary disciplinary measures, and termination of services (Ddungu, 2004). Balunywa (2008) argues that autocratic leaders in schools are more concerned with cruel nature of influence in order to solve problems and fulfill institutional goals rather than with the development and growth of subordinates. As far as they are concerned, the work and the accomplishment of the goals of academic success matter more than their concern for those being led (Kasule, 2007). Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2005). According to Mullins (2005) autocratic leaders supervise subordinates very closely to ensure compliance to the set rules and work on the issues in the designated time. Leadership is meant to be effective even where the situation seems harsh so as to drive organizational intentions towards goal achievement.

Research findings by Kasule (2007) on the effect of Leadership Styles on teacher productivity in private Secondary Schools in Wakiso district indicate that autocratic leaders usually emphasize 'authority' as a means of having the goals accomplished in time. Head Teachers generally emphasize it, since it reaps results very quickly, as subordinates work under pressure to meet deadlines. However, studies by Kouzens (2005) show that Head Teachers who use authority to get things done, are too strict in the formality by which things are done which hinders teacher creativity especially in instances where creativity and planning are imperative to anchor the academic program in schools.

2.2.2 Laissez-faire Style and Conflict Resolution in Secondary Schools

Blake and Mouton (1968) stated that Laissez-faire leadership is characterized by a style that is marked by a general failure to take responsibility for managing conflict in the organisation. The

leader does not lead the group, but leaves the group to itself and followers are given maximum freedom in making their own decisions concerning policies and methods (Oyetunyi, 2008). The mechanism of Laissez-faire is connected to avoidance and neglect (Desivilya and Yagil, 2005) and the leader therefore places low emphasis on both people and performance (Cheng, et al. 2004). Dublin (2011) argued that this style of leadership is effective with well-motivated and experienced followers who need their ideas to be respected (Dubrin, 2011), However Nsubuga (2008) stated that it could lead to failure when subordinates are deceptive, unreliable and untrustworthy. Laissez faire leaders detest the idea of conflict and will do almost anything to avoid it including hiding their true feelings about an issue, leaving the room when the subject arises, postponing discussion by missing meetings, or even quitting the group altogether (Paluku, 2013).

Laissez-faire leaders also recognize delegating Conflict Resolution to a third party and such a facilitator or mediator, can be effective in a situation where emotions remain high even after lengthy discussion (Kasule, 2007; CIPD Survey Report, 2008).

A cross sectional study of the impact of transformational leadership on integrative Conflict Resolution among 150 middle managers from private industrial organisations in Pakistan according to Saeed et al (2013) confirmed that managers who use laissez faire Leadership Style adopted avoidance strategies when addressing conflicts with subordinates.

In the study of to determine the effect of laissez faire leadership on the success of Conflict Resolution among retail managers according to Ettac and James (2011), the findings showed that successful retail managers exhibited transformational leadership and that those who exhibited laissez Leadership Style were unsuccessful and often adopted avoidance strategy to Conflict Resolution.

When investigating the relationship between Leadership Styles and Conflict Resolution of high school principals in Tehran-Iran, Karimi et al (2013) found out that a meaningful correlation

between laissez faire leadership with control and non-intervention style but no relationship existed between laissez faire Leadership Style and solution oriented strategy.

2.2.3 Democratic Leadership Style and Conflict Resolution in Secondary Schools

Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership (Nkata, 2007) while according to Oyetunyi (2006) points out that the major point of focus in democratic leadership is sharing; the manager shares decision-making with the subordinates. However, Ezenne (2009) wrote that even though the leader invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative) while Dublin (2011) added that the leader must coach subordinates and negotiate their demands. The leader may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus) and may allow the subordinates to take a vote on an issue before a decision is taken (Dubrin, 2011) however, Nsubuga (2008) criticized this Leadership Style for the endless meetings, where consensus remains elusive and people can end up feeling confused and leaderless.

The CIPD (2008) survey report showed that democratic leadership fosters an environment of cooperation and collaboration that typically enables subordinates to function effectively as a team. An effective democratic leader quickly diagnoses team issues, takes prompt corrective action to resolve disagreements and helps the team members to develop the skills necessary to resolve conflicts on their own, without management intervention. Conger et al, (2000) found that a democratic leader involves people in resolving a conflict through open confrontation which is often been associated with increased subordinate satisfaction. Conger et al, (2000) added that even though there might be disagreement between the teacher and the learner, the learner feels respected for his/her opinion and this is expected to reduce the tension.

According to Muhammad et al (2015), in their research study carried out to examine the Leadership Styles of managers in banks and which Leadership Style is common among managers, the findings after data analysis revealed that most of the managers belong to

democratic leader category and most of the managers used the accommodating and collaborating conflict modes to handle any conflict in the organization.

(Fisher (2000) discovered that democratic leader has the capacity to help the antagonistic groups work together towards their shared goals and also provides encouragement and support, releases tensions, harmonizes misunderstanding and deals with disruptive or aggressive behaviour. Findings of a research by Sullivan et al. (2003) revealed that experienced and new head nurses, in describing their developmental needs, focused on Conflict Resolution with multiple personalities, disciplines and cultures.

Nsubuga (2008) stated that the leader in the school uses the democratic Leadership Style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. Students in schools need to be involved in the school's administration and in the implementation of decisions because these affect them directly. On an ongoing basis, however, to prevent conflict from festering in the organization, democratic leaders take the time to gather input from subordinates and refrain from behaving as if decisions represent a win or loss for subordinates (Certo, 2013). The findings of Paluku (2013) showed that democratic leaders encourage team members to accept concessions when necessary and to overcome interpersonal conflicts and promote acceptance of other cultures and experiences in the workplace.

Good as it is, the concern expressed by Dubrin (2011) is that the democratic style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunyi, 2006).

Nevertheless, unlike other Leadership Styles, the leader adopting this style maintains the final decision making authority (Balunywa, 2008) while Ddungu, (2004) and Pieters, 2008) noted that using this style is not a sign of weakness; rather it is a sign of strength that one respects the subordinate's ways of doing things and decisions. Using this style is of mutual benefit as it

allows subordinates to become part of the team and allows one to make better decisions (Pieters, 2008).

According to Pieters (2008), the principles of democratic leadership are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the decision-making process because the decisions affect their goals. Stakeholders need to feel that they are able to have an influence over what should happen and not happen at the school rather than to be subjected to the decisions of those placed in positions of hierarchical power (David, 2007). David (2007) and Kyeyune (2008) argue that the effectiveness of democratic Leadership Style requires the leader to affect trust in the stakeholders which may not be possible. In their study of Head Teacher's Leadership and school academic performance, Kouznes and Posner (2005), pointed out that school heads know that no one does his/her best when feeling alienated; they know that those who are expected to produce the results must feel a sense of ownership. In the study to investigate the Leadership Styles that were practiced in the Ugandan colleges of commerce, Ogwenge (2009) found that the democratic leadership was associated with leaders showing confidence and trust in subordinate staff. The staff was free to talk to their leaders, while leaders were willing to listen to ideas from staff, and did not use fear to make staff implement policy. Where the democratic Leadership Style was used, staff did not use negative behavior or ways of making their dissatisfaction or frustration felt and vice versa whilst the autocratic style was associated with the negative behavior and such behavior included writing or using verbal attacks on their leaders and colleagues, coming late to work and absenteeism.

2.3 Summary

The review was an analysis of theories and literature related to the objectives of the study. This illustrated the empowering, enabling, informing, inspiring and sharing of vision between the Head Teacher, students and teachers and how this influences the resolution of school related conflicts. The study therefore focuses on the three Leadership Styles: autocratic, democratic and laissez-fair leadership although there are many ways of examining Leadership Styles while

Conflict Resolution strategies have been pinned on the Dual concern model. It is also imperative to note that the theories of leadership were built up around themselves a series of assumptions and biases. Most of the literature reviewed show that the Leadership Style may influence the choice of decisions made in resolving conflicts.

CHAPTER THREE

METHODOLOGY

This chapter presents the research design, target population, study sample and sampling design, sample size, research instruments, data quality control, data collection procedures, methods of data analysis and limitations.

3.1 Research Design

This study employed a descriptive survey design as the researcher was interested in gathering information on both existing and past conflict management and resolution methods. A descriptive survey attempts to describe characteristics of subjects or phenomena, opinions, attitudes, preferences and perception of persons of interest to the researcher. Moreover a descriptive survey aims at obtaining information from a representative of the population and from that sample; the researcher is able to present the findings as being representative of the population (Lagat, 2009). The research therefore used descriptive design because it presents an opportunity to use both qualitative and quantitative data.

The survey of the problem consisted of assessments of the past and present Conflict Resolution techniques. Questionnaire and interview schedule were employed as tools for collecting data. It is on the basis of the foregoing reasons that the design was found suitable for the study.

3.2 Target Population

A population is a complete set of objects that share at least one property in common that is a subject of statistical analysis. The target population for the study included Head Teachers, teachers and students in Jinja Senior Secondary School, Jinja College, MM College and Busoga College in Jinja District. These are traditional Secondary Schools that have a long history of violent conflicts. The study covered boarding schools, day schools and both boarding and day schools as well as single sex and mixed Secondary Schools. The study also targeted responses from 4 Head Teachers because they are responsible for Conflict Resolution and covering losses

3.4 Research Instruments

3.4.1 Questionnaires

A questionnaire is a pre-formulated written set of questions to which a respondent records his/her answers, usually within rather closely defined alternatives. In this study, semi-structured questionnaires in a five-point Likert-scale (ranging from strongly disagree to strongly agree). The questionnaires were pre-tested after thorough judgement from three experts and some modifications were made.

3.4.2 Interview Guides

Interviews are personal sessions of asking questions and getting answers from participants of the study. Personal interviews were conducted with two Head Teacher then relevant data was recorded following the interview guides. The interview guides were prepared basing on the identified gaps in literature and according to the objectives of the study. The guides included open ended questions to give freedom to the respondents in expressing their opinions and thereafter, relevant information was considered. This was aimed to collect qualitative data in order to generate an inference on the findings.

3.4.3 Document Analysis

Documentary research has been the most widely used throughout the history of sociology and other social sciences. The researcher also used documents to collect both qualitative and quantitative data in order to support the argument of the research problem and included government publications, newspapers. This is because some reliable data could only be collected from the documents.

3.5 Data Quality Control

3.5.1 Validity

Validity refers to the degree to which a test measures what it is meant to measure and consequently permit appropriate interpretation of scores. A test is valid or not valid for a

particular purpose and for a particular group; valid for what and for whom. In order to sharpen constructs, the researcher sought expert knowledge from an experienced researcher in the field under investigation and necessary modifications were done. Thereafter, instruments were given to three experienced researchers to judge and the common items agreed were noted and content validity index (ratio of the number of common agreed items to total number of items in the instrument) calculated leading to 0.82, a high validity index.

3.5.2 Reliability

Reliability refers to the degree to which a test consistently measures whatever it's supposed to measure. An instrument is said to be reliable if it gives the same results every time it is administered to the same group of individuals. Pretesting of instruments was done on five respondents from Mother Kevin Secondary School, Jinja which provided useful feedback regarding the clarity of the questions and overall presentation of the instruments. Afterwards, reliability coefficient of 0.8 was calculated using Cronbach Alpha correlation coefficient. A coefficient of 0.7 or greater renders the instrument strongly acceptable.

3.6 Data Collection Procedures

The researcher obtained an introductory letter from the head of department of Education Planning, Faculty of Education-Kyambogo University seeking permission from the school authorities to carry out the study in their schools. Then the researcher visited the selected schools to collect data after being granted permission by the school authorities. Teachers and students were identified with guidance from the director of studies of the respective schools after briefing them on researcher's intentions.

Typed questionnaires were hand delivered by the researcher with the help of research assistants to the respondents who completed them while responses from the teachers were collected by research assistants since some were irregular. Interviews were conducted with two Head Teachers from Jinja College and Busoga College using face to face sessions to reflect more

information that is relevant to the study. The data was then encoded for analysis and generation of report.

3.7 Methods of Data Analysis

Quantitative techniques such as, descriptive statistics, inferential statistics and Pearson moment correlation coefficients were used to analyze most data. In this study descriptive statistics measures in form of percentages, frequency counts and averages recorded and illustrated by charts and tables. The categorical data was quantified by assigning values according to the five point likert scale (Strongly Agree=5, Agree=4, Not Sure=3, strongly Disagree=2 and Disagree=1) for the dependent variable while frequency counts were used for independent variable and its constructs. The statistics tools were used because they are simple to understand, compute, easily check variables for normality of the distribution and also increase the researcher's confidence level. The Pearson product moment correlation coefficient was calculated to determine the relationship between independent and dependent variables. Data from each questionnaire was encoded with letters and numbers such as Q36 to identify the respondent, instrument and the items in instrument, which helped in tabulating and computing the results.

The qualitative data from open ended items in questionnaires, interviews and documents was analyzed according to their magnitude and new emerging responses.

3.8 Ethical Consideration

The study was pivoted on fairness, honesty, openness of intent, disclosure of methods, confidentiality, voluntary and informed consent (Silverman, 2010). The need to obtain valid and reliable data obliged the researcher to seek and access information from the respondents basing on such ethics. For purposes of uniformity and safeguard those that preferred anonymity, names or initials of respondents were not required.

3.9 Limitations and Delimitations

The study was limited to the traditional public Secondary Schools implying that the findings may not be generalized to newer schools, private schools, primary schools and other educational institutions. The population size may not help to generalize the findings in all schools in the country.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter focused on data presentation, analysis and interpretation of the study findings. The presentation is divided into two sections. The first section looks at the background characteristics of the respondents while section two looks at the findings on the perceptions regarding Head Teacher's Leadership and school Conflict Resolution as indicated in the research questions.

4.1 Section One: Background Information

The background information of the respondents is important because it can influence the opinion of the respondent on the influence of Head Teacher's Leadership on the Conflict Resolution in Secondary Schools. The data gathered was mainly on the social background of the respondents in relation to the schools they attend, teach or head respectively.

A total of 141 student questionnaires were returned at an acceptable return rate of 88% when 19 questionnaires were not received. While all the eight teachers and four Head Teachers responded and their responses captured and returned.

Gender Information

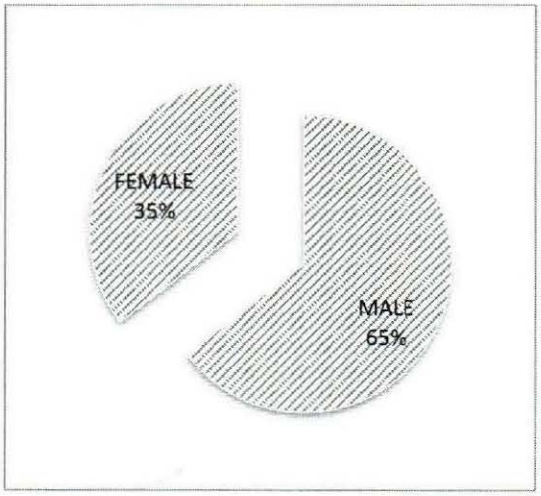


Figure 4.1: Students' gender distribution (Source: Primary data, 2016)

Figure 4.1 shows that there were more males (65%) in the sample but responses from the females (35%) were also representative because the targeted schools have more boys while others are single boys' schools. During face to face interviews with the Head Teacher of School A said that

> *"Gender biasness among students is insignificant to influence the Conflict Resolution in the Secondary".*

There was gender balance amongst teachers since each sex was represented by 4 respondents. The researchers targeted eight teachers and all responded at least 2 teachers from each school. In addition 4 Head Teachers included three male Head Teachers and 1 female Head Teacher who provided their responses. Of these, two Head Teachers were interviewed while the other two completed the questionnaires.

Age Information

Students' responses in questionnaires about their ages were recorded and presented as a chart as shown in figure 4.2

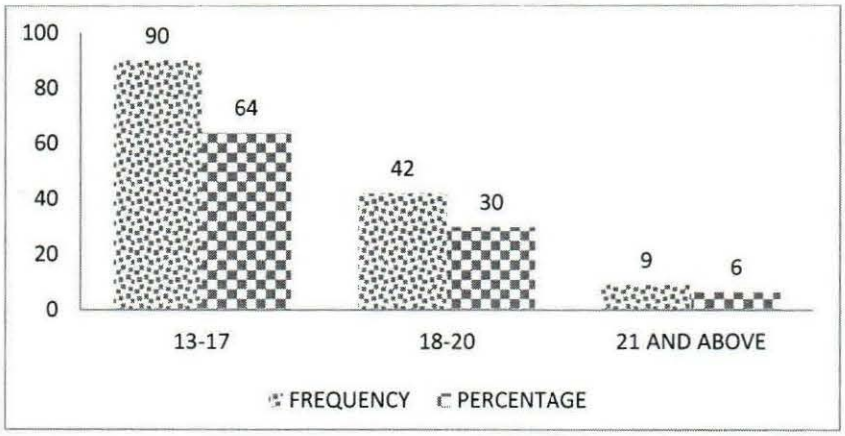


Figure 4.2: Age distribution of students (*Source: Primary data, 2016)*

Figure 4.2 shows that the majority of the students 90 (64%) were between the ages of 13 and 17 years old, followed by 64 (30%) students within the age range of 18-20 years old and 9 (6%) students in the age range of 20 years old and above. This implies that they were able to give well thought information regarding their Head Teacher's Leadership Conflict Resolution.

The teachers' responses show that 4 teachers were between the age of 41 years to 50 years followed by 2 teachers between 22-30 years while 1 teacher between 31-40 years and another above 50 years were also found. All the four Head Teachers who responded were above 50 years.

Educational Level

The questionnaire responses of the students' choices about their educational level were shown in table 4.1 with frequencies and percentages.

Table 4.1: Distribution of students by educational level

Education	Frequency	Percentage
O-Level	105	74%
A-Level	36	26%
Total	141	100%

Source: Primary data, 2016

The table 4.1 shows that most respondents (74%) were students of ordinary level than those in advanced level (26%) of education. This showed a fair representation of students in both levels.

While all teachers held a bachelors' degree and Head Teachers each had masters' degree.

Category of School

The schools were categorized as boarding, day school and mixed as presented in the table 4.2.

Table 4.2: Distribution of schools by category of school

Type of school	Number
Boarding school	3
Day school	0
Day and boarding school	1

Source: Primary data, 2016

Table 4.2 shows 3 schools Jinja College, Busoga college-Mwiri and MM College-Wairaka had only a boarding status while 1 school; Jinja senior secondary school had both day and boarding status.

Years in School

The choices of students in questionnaires about their years of stay in school were presented as shown in figure 4.3.

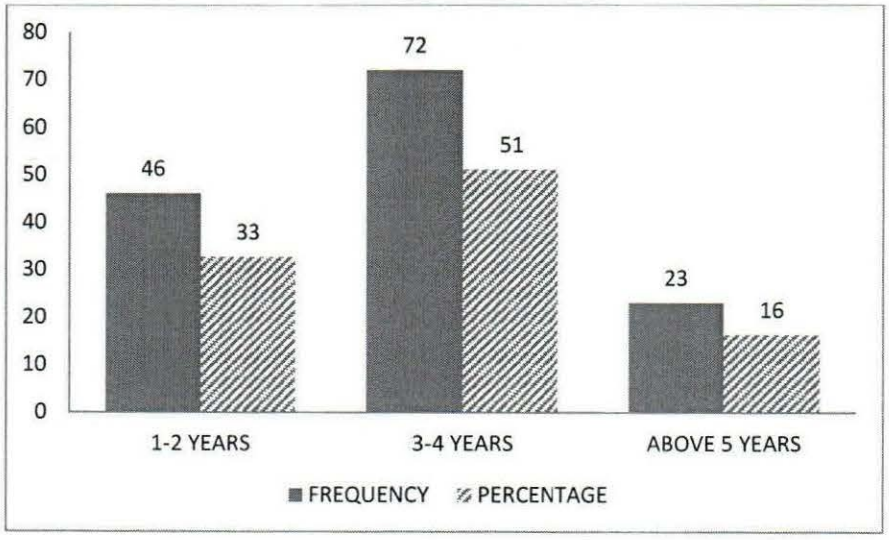


Figure 4.3: Distribution of students by years in school (*Source: Primary data 2016)*

Figure 4.3 shows that 33% of the students who were involved in the study had been in school for 1-2 years and those who had been in school for 3–4 years formed 51% which was the highest. Those that had been in school for more than 5 years were represented as well (16%).

Also, the teachers' responses in the questionnaires and interviews about their years in school were gathered and presented as shown in table 4.3.

Table 4.3: Teachers' years in school

Years in school	Frequency	Percentage
1-5	2	25%
6-10	2	25%
Above 10 years	4	50%

Source: Primary data, 2016

The researcher found that 2 (25%) teachers had spent 1-5 years in service, 2 (25%) teachers for 6-10 years while 4 (50%) teachers had spent more than ten years in school as shown in table 4.3.

Four Head Teachers were selected for the study and their number of years in school varied greatly with some having spent less than 5 years and others more than 10 years. This suggests that the researcher was in position to capture information about school related conflicts in the past and present days and relate Head Teacher's Leadership with Conflict Resolution. Three schools were boarding while one school had both day and boarding.

4.2 Findings on Conflict Resolution in School

This section shows the data collected for the Conflict Resolution in school methods and effectiveness in Secondary Schools. For the first part, the categorical data was transformed into quantitative form for instance strongly agree=5, Agree=4, not sure=3, disagree=2 & strongly disagree=1) and the total scores tabulated. But the data on effectiveness was kept in frequency counts and percentages as shown below.

Students were asked to give their opinions on the effectiveness of Conflict Resolution in schools and their responses were presented on a bar graph shown in figure 4.4.

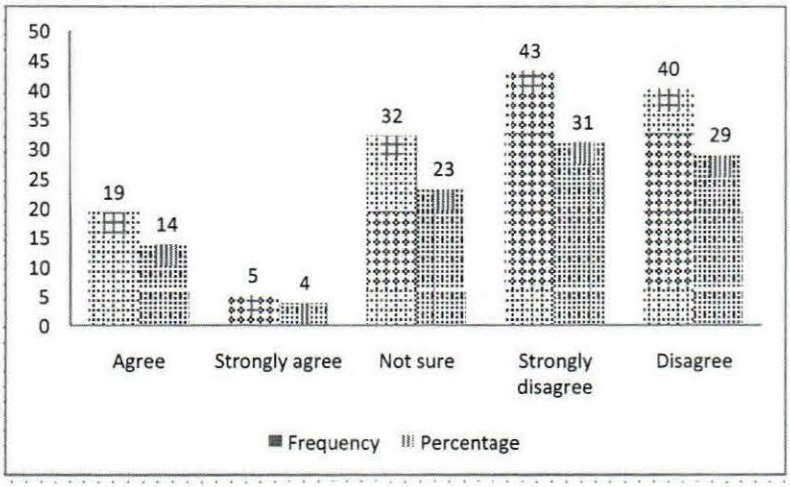


Figure 4.4: Students' findings on effectiveness of the Conflict Resolution methods (*Source: Primary data, 2016)*

Figure 4.4 show that majority 31% disagreed while 29% strongly disagreed that the methods of resolving students' conflict are very effective. This was followed by 23% who were undecided while a total of 18% agreed. Teachers' findings show that 4 teachers were also undecided while 2 teachers agreed and 1 disagreed. The interviews from the Head Teacher show that every method is effective in a given situation.

The students were asked to give their opinions on how Head Teacher's Leadership responds to the conflicts when they arise and they answered five questionnaire items on this theme. The scores of the five point likert scale were computed and tabulated as shown in table 4.4.

Table 4.4: Distribution of scores for Head Teacher's Leadership response to students' conflicts

	A	SA	NS	SD	D	n	μ
Avoidance: Postponing discussions, or delegating other staff member to discuss the matter	164	70	99	33	56	138	3.1
Competition: Adopting school rules and giving directives for students to follow	136	280	42	20	32	140	3.6
Compromise: Ensuring that both the school leaders and students give up some of their concerns, in order to achieve an amicable solution.	96	135	90	34	40	135	2.9
Accommodation: Leaving matters to students to decide on what they want	84	70	84	49	56	140	2.5
Problem solving: Cooperating with teachers and students through negotiation, dialogue or mediation.	180	265	45	7	40	140	3.8

(Key: A=Agree, SA=Strongly Agree, NS=Not sure, SD=Strongly Disagree, D=Disagree, n = number of respondents & μ = mean score) *Source: Primary data, 2016*

From table 4.4, the responses from 138 students show $\mu = 3.1$, implying that there was almost equal agreement and disagreement on Head Teachers' use of avoidance mechanism whenever a students' conflict arises. While 5 teachers agreed and 3 teachers disagreed. One Head Teacher interviewed strongly said that delegation is a common technique especially when they have other administrative issues to handle.

The findings in table 4.4 also show an average score $\mu = 3.6$ from 140 students for the use of competition technique. This suggests that the students agreed that Head Teacher's Leadership uses dominance by giving directives whenever students face conflict. This was agreed upon by 5

teachers while 2 disagreed but the Head Teacher said that some situations require strong measures.

Concerning the use of compromise as shown in table 4.4, an average score of $\mu = 2.9$ was computed for 135 student responses implying that students were not sure whether the Head Teacher's Leadership uses it during conflict situations but they slightly disagree ($\mu = 2.5, n = 140$) that Head Teacher's Leadership uses accommodation methods during times of conflict as seen in the table 4.4. But all the 8 teachers were not sure of the compromising situation or accommodating situation while one Head Teacher said that this depends on that circumstance in school.

The data collected as shown in table 8 also shows that the students agreed ($\mu = 3.8,\ n = 140$) that school leaders use problem solving techniques to handle their conflicts. 5 teachers agreed while 2 disagreed and 1 strongly disagreed. According to the Head Teacher, problem solving methods is becoming a popular technique among school leaders.

4.3 Research Hypotheses

4.3.0 Introduction

This section handles the research hypotheses basing on feedback from the respondents. This is important because it can influence the opinion of the respondents. The data gathered was first presented using frequencies and percentages followed by verification of hypotheses. To test each hypothesis, Pearson product moment correlation coefficients were computed by the formula $r_{xy} = \frac{CovarXY}{\sqrt{VarX}\sqrt{VarY}} = \frac{n\sum xy - (\sum x)(\sum y)}{\left(\sqrt{n\sum x^2 - (\sum x)^2}\right)\left(\sqrt{n\sum x^2 - (\sum x)^2}\right)}$ were variables x and y represented the frequency counts and scores assigned for the independent and dependent variables respectively. This analysis entailed the verification of null hypotheses (H_o) at 0.05 level of significance.

4.3.1 Research Hypothesis One

H_o: There is no relationship between autocratic leadership and Conflict Resolution in Secondary Schools in Jinja District. H_1: There is a relationship between autocratic leadership and Conflict Resolution in Secondary Schools in Jinja District. Data was collected from the respondents and the results are presented below.

The students' responses to five items in the questionnaires that required to give their opinions on autocratic leadership in school were presented as shown in table 4.5.

Table 4.5: Students' views on Autocratic Leadership in school

	A		SA		NS		SD		D		
	f	%	f	%	f	%	f	%	f	%	n
Decisions regarding school programs are solely made by the top Head Teacher's Leadership and the governing body	43	32	60	44	22	16	9	7	2	1	136
All the decisions are made from Top to down	36	26	62	45	14	10	11	8	15	11	138
What is important to Head Teacher's Leadership is achievement of work and not addressing students' problems.	27	19	18	13	21	15	41	29	33	24	140
Students rely on the Head Teachers ideas in settling their concerns in this school.	50	36	45	33	16	12	14	10	13	9	138
All students have no powers to make decisions in this school	29	21	45	32	20	14	31	22	15	11	140

Source: Primary data, 2016

The teachers' opinions on autocratic leadership in school were also recorded and presented as in table 4.6.

Table 4.6: Teachers' views of autocratic leadership in school

	A	SA	NS	SD	D	
	f	*f*	*f*	*f*	*f*	*n*
Decisions regarding school programs are solely made by the top Head Teacher's Leadership and the governing body	4	0	0	2	2	08
All the decisions are made from Top to down	4	0	1	0	3	08
What is important to Head Teacher's Leadership is achievement of work and not addressing students' needs.	0	3	0	4	0	07
Teachers rely on the Head Teachers ideas and suggestions regarding students' concerns in this school.	0	0	0	1	7	08
All teachers have no powers to make decisions in this school	4	4	0	0	0	08

Source: Primary data, 2016

Table 4.5 shows that 60 (44%) of the student respondents strongly agreed that decisions regarding school programs are solely made by the top Head Teacher's Leadership and the governing body and were the majority followed by 43 (32%) who agreed, 22 (16%) were not sure while 9 (7%) strongly disagreed and 2 (1%) disagreed. This implies that the Head Teacher's Leadership which includes the administration and board of governors are the decision maker regarding school programmes in school and teachers and students are implementers. The teachers' responses in table 4.6 shows that 4 teachers disagreed that decision regarding school

programs are solely made by the top Head Teacher's Leadership and the governing body while 4 disagreed. This implies that teachers to some extent participate in decision making. But the four Head Teachers responded that every level of the school structure make decisions and the school administration retains most because it is accountable to many stakeholders.

The data in table 4.5 supports that all the decisions are made from Top to down when majority of students 62 (45%) strongly agreed, 36 (26%) agreed, 14 students (10%) were not sure, 11(8%) disagreed while the minority 8 students strongly disagreed. To ascertain whether all the decisions are made from top to down, all the 3 teachers strongly disagreed while 4 agreed and 1 was not sure, implying that some decisions are made at departmental level as shown in table 4.5. One Head Teachers noted that it is one of their main task is to make decisions for the peaceful environment in school. This implies that most decisions are made by top Head Teacher's Leadership and the teachers unlike students.

Table 4.5 shows that the findings of the students' responses on what is important to Head Teacher's Leadership between achievement of work and addressing students problems, majority of students 41 (29%) strongly disagreed, followed by 33 (24%) who disagreed, 27 (19%) of students agreed, 18 (13%) strongly agreed while 21 students (15%) were not sure. This implies that the school leaders also attend to students' issues alongside others academic tasks. The teachers' findings whether Head Teacher's Leadership emphasizes work rather than addressing students' needs, table 4.6 shows that 4 teachers strongly disagreed, 3 agreed while 1 teacher did not respond. This suggests that Head Teacher's Leadership is also concerned by students needs when they arise.

The findings on whether students rely on the Head Teachers ideas in settling their concerns in the school show that majority 50 (36%) of the students agreed followed by 45 students (33%) who strongly agreed while 16 students (12%) were not sure and the rest disagreed and strongly disagreed as shown in table 4.5. This means that the task of settling students concerns is done by the Head Teacher's Leadership and students will always implement the Head Teachers' ideas. Table 4.6 shows that 7 teachers also disagreed that they rely on Head Teachers ideas and

suggestions regarding students' concerns in the schools while 1 teacher strongly disagreed. This implies that teachers also implement their ideas regarding students concerns.

The findings in table 4.6 show that majority of the students 45 (32%) strongly agree that all students have no powers to make decisions in schools and the least number of 15 students (11%) disagreed while 20 students (14%) were not sure. However, table 4.6 shows that all the 8 teachers agreed that all teachers have no powers to make decisions in the schools. The 4 Head Teachers noted that they cannot give all powers to teachers or students because they are not accountable to the outside. This implies that some teachers cannot exercise their authority to make decisions as shown in table 4.6.

The correlation of the autocratic leadership and Conflict Resolution for teachers and students were presented in the table 4.7 as shown

Table 4.7: Pearson correlation coefficients for autocratic leadership and Conflict Resolution

Constructs	Significance	$p - value$	n	Autocratic leadership
Avoidance	$\alpha = 0.05$		136	$r = 0.33$
Competition	$\alpha = 0.05$		130	$r = 0.88$
Compromise	$\alpha = 0.05$		136	$r = 0.36$
Accommodation	$\alpha = 0.05$		136	$r = -0.22$
Problem solving	$\alpha = 0.05$		136	$r = -0.54$
Conflict Resolution	$\alpha = 0.05$	0.000	130	$r = 0.52$

Source primary data 2016

Table 4.7 a shows the correlation between the autocratic leadership and the Conflict Resolution strategies calculated using product moment correlation coefficient (r) at $\alpha = 0.05$ level of significance.

The table 4.7 shows that there is a strong relationship between autocratic leadership and competition strategy (r =0.88) and a weak relationship with avoidance (r =0.33) and compromise (r =0.36). The findings also show that there is a negative correlation with accommodation (r = - 0.22) and with collaboration (r = - 0.54). When the dependent variable constructs were combined, the results of the analysis show that there is a positive moderate relationship ($r = 0.52$) between autocratic leadership and Conflict Resolution in schools. The p-value (0.000) being less than the level of significance implies that the results were statistically significant hence the null hypothesis "there is no relationship between autocratic leadership and Conflict Resolution" was rejected and the alternative hypothesis upheld meaning that "there is a relationship between autocratic leadership and Conflict Resolution in Secondary Schools in Jinja District.

4.3.2 Research Hypothesis Two

H_0: Laissez faire leadership is not related to Conflict Resolution in Secondary Schools in Jinja District. H_1: Laissez faire leadership is related to Conflict Resolution in Secondary Schools in Jinja District. This section presents data on the students, teachers and Head Teachers opinions on laissez faire leadership in schools and verification of the hypothesis. The students' views about laissez faire leadership were presented on table 4.8.

Table 4.8: Students' view on laissez faire leadership and Conflict Resolution in Secondary Schools

	A		SD		NS		SD		D		
	f	%	f	%	f	%	f	%	f	%	*n*
Students are given freedom to settle their conflicts without intervention	19	14	5	4	32	23	43	31	40	29	139
Students have freedom to do as they think best in the interest of promoting peaceful environment in this school	43	30	32	23	24	17	24	17	18	13	141
Students are not interfered with when making decisions that promote students' security, welfare and health.	41	29	25	18	27	19	20	14	26	19	139
You prefer making decisions by every member of this school	32	23	37	26	24	17	29	21	18	13	140
Students decisions are considered by top Head Teacher's Leadership	37	26	36	26	37	26	18	13	12	9	140
There is free delegation of responsibilities in this school	26	18	29	21	50	35	19	13	17	12	141
The head of school allows teachers to make decision on school programs without intervention.	32	23	28	20	46	33	22	16	12	9	140

Source: Primary data, 2016

In addition, table 4.8 still shows that most students disagreed that they are given freedom to settle their conflict without intervention by 31% who strongly disagreed, 29% disagreed while only 14% agreed, 4% strongly disagreed and the rest were unsure. Similar findings from teachers show that 6 teachers strongly agree that they are given full mandate to settle students' conflicts without intervention from top Head Teacher's Leadership while the rest agreed. This

was also supported by the 4 Head Teachers by empowering the disciplinary committees, senior man teachers and other school structures in place. This implies that school leaders will normally delegate duties to teachers whenever they feel they cannot perform or when they are very busy.

Table 4.8 shows that most students 53% agreed and strongly agreed that they have freedom to do as they think best in the interest of promoting peaceful environment in the school while 30% disagreed and strongly disagreed and the rest were not sure. Similar findings from teachers show agreement of all the eight teachers that teachers have freedom to do as they think best in the interest of promoting peaceful environment in the schools. The Head Teachers also were in line with the teachers views. This implies that school leaders allow the teachers and students to think for themselves in promoting a peaceful environment.

The findings in table 4.8 shows that about half of the students (47%) agreed and strongly agreed while 33% disagreed and strongly disagreed while 19% were not sure. The teachers' responses show that 7 teachers all strongly agreed while only 1 teacher agreed that teachers are not interfered with when making decisions that promote students' security, welfare and health. All the Head Teachers agreed with the teachers observations thus implying that, the Head Teachers do not intervene whenever teachers make decisions that promote students security.

The data from table 4.8 shows that about half of the students totaling 49% agreed and strongly agreed that students prefer making decisions by every member of the school while 34% disagreed and strongly disagreed and 17% were not sure. The findings from the 8 teachers who completed the questionnaires show that they all strongly agreed that they prefer collective decision making in school. The 4 Head Teachers noted that there are avenues for collective decision making since teachers have their representatives on board of governors. This means that every member of the school community wants collective decision making on all matters including students' conflicts.

Table 4.8 shows that 52% of the students agreed and strongly agreed that students' decisions are considered by top Head Teacher's Leadership while 22% disagreed and 26% were not sure. The

teachers findings show that 5 teachers agreed that decisions are made from down and they later come to the top. While the four Head Teachers also agreed that they are able to lead by implementing to the views of people below them that benefit the school. This implies that some decisions of students and teachers are considered and enforced for the peaceful environment of the school.

The study found that most students 35% were not sure that there is free delegation of responsibilities in school but those who agreed and strongly agreed (39%) were more than 25% who disagreed and strongly disagreed as shown in table 4.8. The teachers' responses show that most teachers (4) agreed followed by 2 who were unsure and two disagreed. The four Head Teachers responded that there is free delegation of responsibilities to teachers but 1 Head Teacher interviewed noted that some teachers don't want to take on the duties while some students require guidance and training.

The students' responses shown in table 4.8 indicate that a total of 43% agreed and strongly agreed while 25% disagreed and strongly disagreed while the rest were not sure that the Head Teachers allow teachers to make decision on school programs without intervention. However 7 teachers agreed that the Head Teacher does not intervene when the teachers make decision on school programmes while 1 teacher did not respond. The four Head Teachers delegate the responsibilities to teachers who are committed and will not intervene when results are seen. This implies that teachers have freedom to run school programmes.

The correlation of the laissez faire leadership and Conflict Resolution for teachers and students were presented in the table 4.9 as shown.

Table 4.9: Pearson correlation coefficients for Laissez faire leadership and Conflict Resolution

Constructs	Significance	$p-value$	n	Laissez faire leadership
Avoidance	$\alpha = 0.05$		136	$r = 0.73$
Competition	$\alpha = 0.05$		136	$r = -0.15$
Compromise	$\alpha = 0.05$		136	$r = 0.27$
Accommodation	$\alpha = 0.05$		136	$r = 0.66$
Problem solving	$\alpha = 0.05$		136	$r = 0.18$
Conflict Resolution	$\alpha = 0.05$	0.000	136	$r = 0.58$

Table 4.9 shows the correlation between the laissez faire leadership and the Conflict Resolution strategies calculated using Pearson product moment correlation coefficient (r) at $\alpha = 0.05$ level of significance. Further still, table 4.9 shows that laissez faire leadership is strongly and positively correlated to avoidance strategy (r =0.73) and accommodation (r =0.66) while a weak relationship exist with compromise (r =0.27) and collaboration (r =0.18). However, the study found a weak negative relationship (r= -0.15) between laissez faire leadership and competition strategy. The results of this analysis show a fairly strong positive correlation ($r = 0.58, n = 136, p = 0.000, \alpha = 0.005$) between laissez faire leadership and Conflict Resolution. The school Head Teacher Wamala Lule of Busoga College Mwiri could not be reached and was reportedly out of the school when the students went on rampage but the teachers he left settled the students' matters (New Vision, 2013). Hence the null hypothesis that "Laissez faire leadership is not related to Conflict Resolution in Secondary Schools was rejected

and alternative hypothesis that "Laissez faire leadership is related to Conflict Resolution in Secondary Schools in Jinja District" upheld.

4.3.3 Research Hypothesis Three

H_o: Democratic leadership is not related to Conflict Resolution in Secondary Schools in Jinja District. H_1: Democratic leadership is related to Conflict Resolution in Secondary Schools in Jinja District.

This section presents responses democratic leadership and Conflict Resolution in Secondary Schools in Jinja District. It also shows the verification of the third hypothesis. Data was collected from the students, teachers, and Head Teachers about the level of participation in decision making, making school rules, resolving conflicts, collective participation, designing school programmes, respect of students' opinions and level of consultation.

.

The student's views on democratic leadership from the questionnaires were presented in table 4.10

Table 4.10: Students' view on democratic leadership and Conflict Resolution in school

	A		SD		NS		SD		D		
	f	%	f	%	f	%	f	%	f	%	*n*
Students participate in decision making	48	34	25	18	19	13	23	16	26	18	141
Students consult fellow students before making decisions in settling conflicts.	50	35	32	23	17	12	24	17	18	13	141
Students leaders are involved in making school rules and regulations	20	14	49	35	17	12	39	28	16	11	141
Often you engage in addressing students' issues and problems	50	36	25	18	29	21	17	12	19	14	140
Solving students' conflicts is possible if teachers and students' are involved	35	25	84	60	10	7	8	6	4	3	141
Students are involved in designing school programs in school	19	13	13	9	30	21	60	43	19	13	141
Students' welfare and disciplinary leadership roles are shared by teachers and students' leaders in this school	50	35	36	26	20	14	20	14	15	11	141
School leaders normally assign some of their duties to prefects	73	52	48	34	10	7	6	4	4	3	141
In this school, there is respect of students' opinions in addressing their problems.	53	38	46	33	8	6	26	19	6	4	139
Students are consulted on where and how school resources are used.	34	24	33	24	18	13	33	24	22	16	140

The data collected as shown in table 4.10 indicates that majority of the students 48 (34%) agree that they participate in decision making while 25 (18%) strongly agreed, 19 (13%) were unsure and the rest disagreed. This was supported by 6 teachers and all Head Teachers who agreed that students participate in decision making. The interview responses from some teachers and Head Teachers show that students elect their own leaders with assistance from the patron assigned.

Table 4.10 still indicates that 50 students (35%) agreed and 32 (23%) strongly agreed that students consult their fellow students before making decisions in settling conflicts while 24 students (17%) strongly disagreed, 18 students disagreed and 17 students (12%) were unsure. The findings from teachers show that 6 teachers agreed while 2 teachers disagreed but all Head Teachers agreed that there are channel through which students who have issues consult their representatives such as prefects.

Table 4.10 shows that 35% of the students strongly agree and 14% agree that students leaders are involved in making school rules and regulations but 28% of the students strongly disagreed while 11% disagreed and the numbers are too significant. The responses from the 8 teachers show 50% agreement and 50% disagreement but the Head Teachers when asked in the interviews indicated that the leaders contribute in providing feedback and recommendation on the existing rules and regulation.

In ascertaining whether students often engage in addressing students' issues and problems, the data shown in table 4.10 shows that majority of the students 50 (36%) agreed and 25 (18%) strongly agreed as compared to those 12% who strongly disagreed, 14% disagreed and the 21% who were unsure. The findings from teachers show that 4 teachers agreed while 32 strongly agreed and 1 did not respond. The two Head Teachers who completed the questionnaires also agreed while the interviews show that students are invited in meetings to find solutions to their concerns.

Table 4.10 shows that majority (60%) of the students strongly agree and25% agreed that solving students' conflicts is possible if teachers and students' are involved while the remaining

responses were insignificant. This was in agreement with all the 8 teachers who strongly agreed. Two Head Teachers also agreed with this while the interview responses indicate that it is possible when everyone is playing his responsibilities and knows his boundary.

Table 4.10 shows that majority of the students (43%) strongly disagreed that students are involved in designing school programs followed by 21% who were not sure, 13% disagreed while the minority agreed. Responses from 5 teachers indicate that they strongly disagreed while 1 disagreed and 2 agreed with students' involvement in designing school programs. The Head Teachers indicate that they are involved especially in sports, entertainment and related activities. This implies that most school progammes are designed by top Head Teacher's Leadership.

Table 4.10 shows that a total of 61% agreed that students' welfare and disciplinary leadership roles are shared by teachers and students' leaders while 25% disagreed and 14% were unsure. All 8 teachers agreed with the sharing of such roles and Head Teachers indicated that the roles are shared between teachers and prefects. This implies that both teachers and students representatives work together to perform those welfare and disciplinary roles.

The table 4.10 indicates responses collected from 141 students which show that 52% agreed that school leaders normally assign some of their duties to prefects followed by 34% who strongly agreed, 7% being unsure and the rest minority totaling 7% disagreed and strongly disagreed. This was also shown from teachers' responses where 3 teachers agreed, 4 strongly agreed while 1 strongly disagreed. The findings from Head Teachers show that some duties like addressing the school assembly are assigned to the head prefects and students representatives. This implies that school leaders delegate their duties to the concerned student representatives.

The responses of students shown in table 4.10 indicate that majority totaling 71% agreed and strongly agreed that there is respect of students' opinions in addressing their problems followed by 19% who strongly disagreed, 6% unsure while 4% disagreed. The teachers responses show that 4 teachers strongly agreed, 2 being unsure while 1 agreed and 1 did not answer. Therefore majority of teachers agree that there is respect of students' opinions in addressing students'

problems. While Head Teachers indicate that they respect the students' opinions regarding their concerns.

The findings on whether students are consulted on where and how school resources are in table 4.10 indicate that a total of 48% responses that they agree while a total of 40% disagreed while 13% were not sure. But most teachers (5) disagreed that they are consulted on resource allocation while 2 were unsure and only 1 agreed. The Head Teachers indicated that staff meetings and departmental meetings are used as avenues to consult the concerned members on resource allocation. This implies that there is minimal consultation from teachers and from students in allocation of resources.

Table 4.11: Pearson Correlation Coefficients for Democratic Leadership and Conflict Resolution

Constructs	Significance	$p - value$	n	Democratic leadership (DV)
Avoidance	$\alpha = 0.05$		136	$r = 0.32$
Competition	$\alpha = 0.05$		136	$r = -0.62$
Compromise	$\alpha = 0.05$		136	$r = 0.39$
Accommodation	$\alpha = 0.05$		136	$r = 0.64$
Problem solving	$\alpha = 0.05$		136	$r = 0.81$
Conflict Resolution (IV)	$\alpha = 0.05$	0.000	136	$r = 0.76$

Source: Primary data, 2016

Table 4.11 shows the correlation between the democratic leadership and the Conflict Resolution strategies calculated using Pearson product moment correlation coefficient (r) at $\alpha = 0.05$ level of significance. This indicates that there was a very strong relationship between democratic leadership and collaboration strategy (r=0.81) and with accommodation (r=0.64) but there is weak positive relationship with compromise (r= 0.39) and a weak correlation with avoidance (r=0.32). The data in the table 4.11 also shows that the independent variable (IV), the

democratic leadership had a negative relationship with competition strategy. The results show that independent variable (IV), the democratic leadership has a strong positive correlation ($r = 0.76, n = 136, p = 0.000, \alpha = 0.005$) with the dependent variable (DV); Conflict Resolution. Even the then Resident District Commissioner of Jinja District (RDC), Mr. Gulume instituted mediation meetings at Jinja College and at Busoga College that looked into the issues raised by students. (New Vision, Posted Thursday, June 27 2013). Hence the null hypothesis that "Democratic leadership is not related to Conflict Resolution in Secondary Schools in Jinja District" was rejected and the alternative hypothesis upheld. There implies that Democratic leadership is related to Conflict Resolution in Secondary Schools in Jinja District.

4.4 Findings from Interviews

When the two Head Teachers were asked about the style of leadership used in school, the findings show that they lead the school according to the situation that existed in school at a given time. This implies that they employed different styles of leadership.

When asked about the style of leadership employed to resolve conflict, one Head Teacher responded that meetings involving concerned parties is arranged matters settled amicably. One Head Teacher added that in case emotions of the students are high, coercion is used by calling the police.

When asked whether the Heat Teacher's Leadership Style influences the methods of resolving students' conflict, the Head Teacher of School B responded that,

> *"The students are involved in resolving conflict through their leaders like prefects, class captains and student judges. Sometimes all students are informed of issues going on in school and suggestion boxes put in place to allow them to communicate their issues and possible solutions to the problems"*

Therefore, this supported the findings that Head Teachers' Leadership Style influences the method of resolving students' conflicts.

The respondents also explained that teachers are much involved in decision making especially concerning student affairs which is done through staff meetings, departmental meetings and also class teachers empowered to settle class issues.

When asked whether collective involvement of staff and students play a significant role in resolving conflict, the two respondents agreed but one added that sometimes when it takes long, dominance measures are employed.\.when asked about the delegating authority to teachers in order to settle conflict, the two respondents opinions were similar showing that they cannot work solely in addressing conflicts and due to their off school duties, they find themselves delegating authority to those they trust or capable staff.

4.5 Findings to support the Alternative Hypotheses

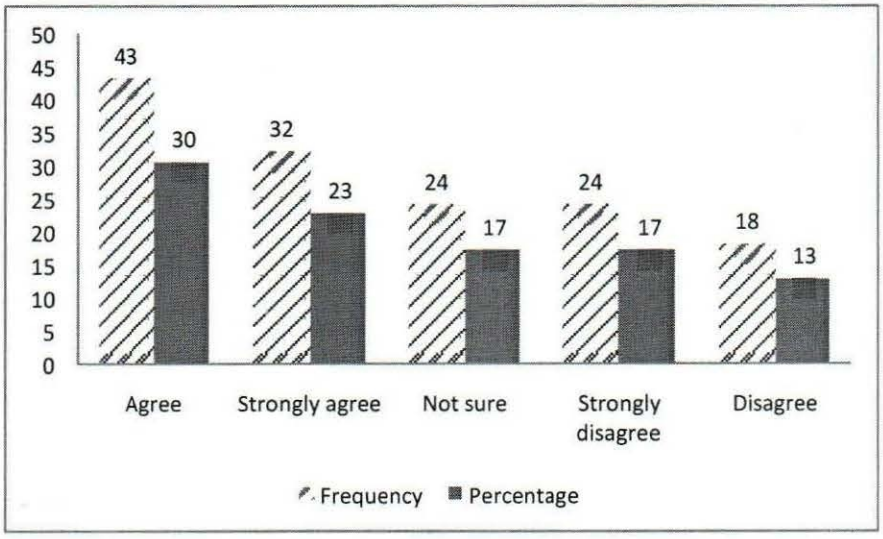


Figure 4.5: Findings on whether the methods of resolving conflicts depend on the Head Teacher's Leadership (*Source: Primary data, 2016)*

In support of the three hypotheses, figure 4.5 shows the opinions from 141 students which indicate that majority (53%) agree and strongly agree that the methods of resolving conflicts are highly related to the Head Teachers' Leadership Style used in school while only 30% disagreed. The 8 teachers and the 4 Head Teachers strongly agreed that Head Teacher's Leadership influences the methods of resolving conflicts in school..

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter therefore is concerned with the consequent discussion, conclusions and recommendations of the three research of the study. This chapter is presented in sections that include discussions, conclusions and recommendations. The discussion section is sub divided into three sub-sections that originate from the three research hypotheses. The researcher discussed the findings of the study in guidance with the research hypotheses of the study.

5.1 Discussion of Hypothesis 1 Findings. H_1: There is a relationship between autocratic leadership and Conflict Resolution in Secondary Schools in Jinja District.

In relation to the summary of the findings of the study, the common techniques of resolving conflict identified in Secondary Schools were centralizing powers of decision making to the top, implementing Head Teachers ideas and giving directives. When the Head Teachers pointed out that decisions are made at every level of the organizational structure, the decisions from the bottom still require approval from the top which is not always the case. This is in agreement with Trautman (2007) who asserted that autocratic leaders use such controlling strategies when the conflicting parties fail to agree amicably and the leader wants to realize his goals quickly (Trautman, 2007). Certo (2013) and Dubrin (2011) supported that autocratic leaders retain most authority for themselves and make decisions with a view to ensuring that the subordinates implement it. This is indicated in table 4.5 where most students responded that decisions regarding school programmes and Conflict Resolution are made from the top Head Teacher's Leadership represented by their Head Teacher and the students normally implement Head Teachers ideas in resolving conflicts. The table 4.7 shows that there is a strong positive correlation between autocratic leadership and competition strategy ($r = 0.88$) meaning the more the school leader is inclined on autocratic principles such as unquestionable obedience, the more that leader will employ total control in ending conflicts. Finally, the analysis of the results from table 4.7 imply that Conflict Resolution is related to Head Teacher's Leadership where $r=0.52$. This allowed to achieve the first objective of the study.

5.2 Discussion of Hypothesis 2 Findings. H_1: Laissez faire Leadership is related to Conflict Resolution in Secondary Schools in Jinja District

The researcher used the results obtained from the students and the teachers, including the interviews with the Head Teachers.

According to the study, it was realized that avoidance and accommodation is the commonly used strategy by laissez faire leaders which was indicated by delegation of authority, freedom in making decisions without intervention and accepting concerns from students. Table 4.8 shows that more than a half of the students were in agreement that they are given freedom to do as they think best in the interest of promoting peaceful environment in the school just as Henkin et al (2001) suggested leaders normally employ the avoiding strategy when the issue is trivial and further still, when others can resolve the conflict more effectively. Table 4.8 indicates that students' concerns are considered by top Head Teacher's Leadership and this is in agreement with Abdul (2005) who noted that this strategy is used by leaders who wants to satisfy others and maintain co-operation.

As indicated in table 4.9, laissez faire leadership is strongly and positively correlated to avoidance strategy (r =0.73) and is also fairly correlated to accommodation strategy (r =0.66), since Oyetunyi, (2008), Kasule, (2007) and Dubrin, (2011) stated that laissez faire leaders give followers maximum freedom in making their own decisions concerning policies and methods. This study also found that there exist a positive correlation ($r = 0.58$) between Conflict Resolution and Head Teacher's Leadership, thereby achieving the second study objective.

5.3 Discussion of Hypothesis 3 Findings. H_1: Democratic leadership is related to Conflict Resolution in Secondary Schools in Jinja District.

According to the findings, it was discovered that collective participation of students in decision making and accommodative strategies were the preferred strategies used by democratic leadership in Secondary Schools. This is supported by majority 52% when they agreed that Head Teacher's Leadership sets up mechanism such as encouraging students to elect their own

representative as indicated by majority in table 4.10. The results also imply that school leaders normally consult students and teachers before taking a decision in resolving student conflicts. This was in agreement with Dublin (2011) who noted that a democratic leader seeks discussion and agreement with followers over an issue before a decision is taken and may allow the subordinates to take a vote on an issue before a decision is taken.

The study results also imply that when the students and teachers are involved through mediations and negotiations in resolving conflicts as indicated in table 4.10. This increases their satisfaction as noted by Conger et al (2008) that a democratic leadership involves people in resolving a conflict through open confrontation (Conger et al, 2008; Trautman, 2007; Certo, 2013).

Table 4.11 results analysis indicate a very strong positive relationship between democratic Leadership Style and collaboration strategy ($r=0.76$). The study results also imply that democratic leadership is highly positively related to Conflict Resolution. Therefore the third objective of the study was met.

5.4 Conclusions

The study concludes that Head Teachers employ different techniques of resolving conflict since their leadership is situational.

The Head Teacher's Leadership that exercises laissez faire leadership principles frequently uses avoidance mechanism in Conflict Resolution such as delegation of authority and giving liberty to the subordinates and will also employ accommodative strategies for the sake of keeping peace in school.

Autocratic Leadership Style used by Head Teachers normally centralizes authority in making decisions regarding Conflict Resolution in school.

A Conflict Resolution method in Secondary Schools is effective when it ends the conflict in the shortest possible time, uses less resources, does not cause a new conflict, the incompatible goals

are clear and will satisfy concerned parties particularly students, teachers, parents and Head Teacher's Leadership.

When Head Teachers exercise democratic principles, they will be more likely to employ collaborative strategies in resolving students' conflicts which would involve problem solving mechanism like negotiation, mediation, voting on an issue among others while accommodation will also be inbuilt.

Therefore the methods and effectiveness of resolving students' conflicts are highly related to the style of leadership in school.

5.5 Recommendations

Basing on the study findings and the conclusions, the researcher derived the following recommendations:-

1. Sample needs to be increased to represent more population of Head Teachers. The gender and other demographic variables can be used for further analysis. Further research need to check the relationship between servant leadership and Conflict Resolution modes. If the future researchers include other business sectors for study then result can be generalized to all population of leaders/managers and it will give true picture about the topic.
2. Head Teachers and other school leaders should be given continuous leadership training and Conflict Resolution techniques. This will enable them acquire skills and be updated with contemporary approaches to resolving school conflicts.
3. To reduce the various forms of students related conflicts, Head Teachers and teachers need to identify strategies and practices that can be used to improve safety, support, academic challenge, and social-emotional learning to monitor the effectiveness of interventions; and in so doing, to improve discipline of their students
4. Strict measures must be put in place by the District Educational Officer and MOES, which can prohibit the Head Teacher's Leadership from violating the rights of students and teachers.

5. Head Teachers, board of governors and PTA should clearly state and explain to students about the nature of Head Teacher's Leadership by clearly stating the responsibility of every member in school community.

6. Regular sensitization meetings and community non-formal education classes should be organized within Jinja District to inform students, parents and others about their rights where to report the Head Teachers or bad leaders in school.

5.6 Areas for Further Research

For future research, there is need to research about the quality of teachers and Conflict Resolution; monitoring and supervision of learners and Conflict Resolution; the role of board of governors in Conflict Resolution in Secondary Schools, and the extent to which school rules and regulations contribute to resolving of student conflicts in schools.

There is also a need to extend this study problem to higher education institutions, private schools, primary schools and newer schools of 21st century.

REFERENCES

Adeyemi, T.O. (2011). Principals' Leadership Styles and Teachers' Job Performance in Senior Secondary Schools in Ondo, Nigeria. Current Research Journal of Economic Theory, 3(3), 84

Amin, M.E. (2005). Social science research: Conception. Methodology and analysis. Uganda, Kampala, Makerere university.

Balunywa, W.S. (2008). A hand book of business management. Kampala: Makerere University School.

Bensimon, E.M., Neumann, A. & Birnbaum, R. (2010). Higher education and leadership theory. (5th edition). (pp.241-231). Boston: Pearson Custom Publishing

Blake R.R and Mouton J.S. (1964). The Managerial Grid. Houston: Gulf Publishing, Colorado, USA.

Certo, S. C. (2013). Managing Conflict and Change. Retrievedon 6th Feb, 2015. from http:change//answers.mheducation.com/business/management/supervision/managing-conflict-

Chartered Institute of Personnel and Development (CIPD) Survey Report. (2008). Leadership and the Management of Conflict at work, Retrieve from http://www.cipd.co.uk

Cheng, B. S., Chou, L. J., & Wu, T. J., et al. (2004). Paternalistic leadership and subordinate responses. Asian Journal of Social Sciences, 84-97.

Conger, J. A., Kanungo, R. N., & Menon, S. T., (2009). Charismatic leadership and follower effects, Journal of organizational behavior. 21, 747 – 767.

Corvette BAB (2007). Conflict Management: A Practical Guide to Developing Negotiation Strategies. New Jersey: Prentice Hall.

David T. G. (2007).Building trust among educational stakeholders through participatory school administration, leadership and management. Management in Education, Vol. 21, No. 1, 15-22

Ddungu, L (2004). *Patterns of Leadership and performance of Secondary Schools in Uganda.* Unpublished PHD Thesis .Makerere University: Kampala

Desivilya, H., &Yagil, D. (2005). The role of emotions in conflict management: The case of work teams. *International Journal of Conflict management, 16, 55-69.*

Deutsch, M. (2005), The essentials of teamwork: International perspective. Maryland: Wiley, *Cooperation and Conflict..*

Dubrin, A. J. (2011). *Leadership: Research, findings, practice and skills*. 4th edition. Boston Houghton Mifflin Company.

Duggan, T. *(2013).* Leadership Vs. Conflict Resolution, Retrieved from http://smallbusiness.chron.com/leadership-vs-conflict-resolution-10581.html

Ettac Gray and James Arthur (2011). Retail managers laissez faire leadership is synonymous with unsuccessful conflict management styles. International Journal of Social Science Vol 15(4)

Ezenne L (2009), Conflict Management Strategies of Principals in Site-Based managed schools, *Journal of Educational Administration 38, 2.*

Fisher R.J. (2006) Intergroup conflict. In The Handbook of Conflict Resolution (M. Deutsch & P.T. Coleman eds), pp. 166–185. Jossey-Bass Publishers, San-Francisco,

California.

Hendel T., Fish M & Galon V. (2005). Leadership Style and choice of strategy in conflict management among Israeli nurse managers in hospitals. Journal of Nursing Management, v 13, 137

Hersey, P. & Blanchard. K. H. (1988). Management of organizational behaviour: Utilizing Human Resources. 3rd edition. New York: Prentice Hall Inc

Holt, J. L., & DeVore, C. J. (2005). Culture, gender, organizational role, and styles of Conflict Resolution: A meta-analysis. International Journal of Intercultural Relations, 29, 165-196.

Jehn, K. A., &Bendersky, C. (2003), Intragroup conflict in organizations: a contingency perspective on the conflict-outcome relationship. *Research in Organizational Behaviour, 25,* 187-242

Jerusalem Post (2015). High school students declare three day strike over cancellation of annual school trips. http://www.jpost.com/Israel-News/High-school-students-declare-three-day-strike-

Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: a meta-analytic test of their relative validity. Journal of applied psychology, 89 (5), 755 – 768.

Kanyambu, R., Bifubyeka, E., and Magara, D., 2001, More Schools Strikes Hit West, The New Vision, October 11, 2001, Kampala

Karimi F and Shashpari L (2013). The relationship between Leadership Styles and conflict management strategies of high school principals. Journal of Modern Thoughts in Education.Volume 2(30) page 79-91).

Kasule,R (2007).Effects of Leadership Styles on teacher productivity in private Secondary Schools in Wakiso District.Unpublished Masters Dissertation.Kampala: Makerere University.

Khalkhali, A., Khalatbary, J., &Azany, M. (2011). The relationship between educational philosophy and Leadership Style of school principals. Journal of Educational Administration, a new approach , Vol(2), 40-33.

Kiirya D2015 fromhttp://www.redpepper.co.ug/busogacollegemwiristrikesonald, (2013). Uganda Education school strikes. Who is to blame? Retrieved on 6th February

Knoema, (2013). Student to teacher ratio in secondary school.Retrieved in 13th, February 2015.http://knoema.com/atlas/Uganda/maps/Student-to-teacher-ratio-in-secondary-School

Kouznes, J.M. and Posner, B.Z. (2005). Bringing leadership lessons from the past into the future, In: Bennis, W; Spreitzer, G.M & Cummings, T.G. (Eds). San Francisco, Jossey-Bass

Kumar, S. (2012). Practice and Problems of Principals' Leadership Style and Teachers' Job Performance in Secondary Schools of Ethiopia. *International Journal of Research Studies in Education, 2*(1), 41-54.

Kushaba Anthony (2014). Kabale School closed Over Violent Student Strike.Retrieved on 01/03/15http://ugandaradionetwork.com/a/story.php?s=65109#ixzz3SuQ412Dp

Kyeyune, R. (2008), Strategy for Head Teacher's Leadership development in Africa; Learning from collaborative experience and research. A paper presented at the 5th ACP Conference, Kampala, Uganda

LagatBenardKipyego (2013). Conflict management methods used by Secondary Schools Head Teachers: A case of Nandi central district, Nandi county, Kenya. Peabody journal of education, vol.67, pp 10 –12

Marko Siitonen (2009). Conflict management and leadership communication in multiplayer communities. Journal of Digital Games Research Vol 2.

Mathiu M. (2008). *No party is innocent in school fires tragedy*. Daily Nation of July 26, 2008.

McGee, L. A. (2006). Managing Organizational Conflict-No Pain, No Gain, Retrieved from http://www.osiyo.biz/pdfs/McGee_Mar06.pdf

Moran Tschannen (2001). The effects of a state-wide conflict management initiative in schools. American Secondary Education, 29, (2001)

MsilaVuyisile (2012). Conflict Management and Head Teacher's Leadership. Journal of Communication, 3(1): 25-34.

Mumbe, O. G (2011). Leadership and teacher job satisfaction of primary schools in Busia sub district of Uganda: Unpublished Masters Dissertation. Kampala: Makerere University.

Muhammad Latif Khan, Naseebullah Langove, Farhan Ali Shah and Muhammad Umair Javid (2015). The Modes of Conflicts and Managerial Leadership Styles of Managers. Global Business and Management Research: An International Journal Vol. 7, No. 2

Mullins, J. L (2005). Essentials of organization behaviour. London: Pearson

Muyingo (2013). The headteachers' leadership forum.Retrieved on 6th February 2015 fromhttp://www.independent.co.ug/news/news/9241-mentorship-programmes-will-end- strikes-in-ugandas-schools muyingo

Nassozi Immaculate (2010). The effect of teachers' leadership role on students' discipline in Secondary Schools in Wakiso district. Unpublished

Nkata, J.L (2007). Parent participation in school management in primary schools in Mpigi district, unpublished PhD thesis, Makerere University, Kampala

Nkata, J.L. 2006. A road map to participation in management of schools, Kampala Masah Publishers Ltd.

Nsubuga, Y.K.K.(2003), Development and examination of secondary in Uganda: Experience and challenges Kampala; Uganda.

O'Leary, P.F., & Quinlan, T.J.(2007). Learner-instructor Telephone interaction: effects on satisfaction and achievement of online students. The American of distance education. 21(3), 133-143

Odhiambo et al. (2013). The Paradigm Shift from Theocratic to Autocratic Leadership. Journal of Global Peace and Conflict Volume 1(1) pp. 14-27

Ohsako, T. (2007). Studies in comparative Education Violence at school: Global issues and Interventions. UNESCO. Lausanne: Switzerland by Presses Centrales.

Ogwenge, J. J (2009). Leadership Styles and Job satisfaction. Unpublished Masters Thesis Makerere University: Kampala

Omar. (2005). Leadership Styles and styles adaptability of deans and department chairs at three research universities. Unpublished PhD Thesis. Washignton State University

Omer Bin Sayeed (2008). Conflict Management Styles: Relationship with Leadership Styles and Moderating Effect of Esteem for Coworker. Indian Journal of Industrial Relations Vol. 26, No. 1, pp. 28-52

Oyetunyi.C.O. 2006. *The relationship between Leadership Style and school climate:* Botswana Secondary Schools. Unpublished PhD Thesis. University of South Africa

Paluku Kazimoto (2013). Analysis of conflict management and leadership for organizational change. International Journal of Research In Social Sciences Vol. 3, No. 1

Pieters, H. H. 2008. Policies and practice in developing and improving Head Teacher's Leadership. A paper presented at the 5th ACP Conference, Kampala, Uganda

Plunkett, W.R.and Raymond, F. Attner (1989). Introduction to Management, Boston: PWs-Kent Publishing.

Roth Gregor (2008). Managing conflict. 3rd Edition. Englewood Cliffs NJ: Prentice Hall Inc.

Rukundo, B.M. (2009). Relationship between management and strikes in the Secondary Schools of Uganda: a case study of Ntungamo District. Unpublished master's degree. Makerere University Kampala.

Saeed Tahir, Almas Shazia and Arris Haq (2014). Leadership Styles; relationship with conflict management. International Journal of conflict management. 25 (3).

Sayeed, O. B. (2001) Organisational Conflict and Commitment: studies in healthy organisational processes, Dehli: Sage Publications.

Snodgrass L, Blunt R 2009. The value of play for conflict management: A case study. South African Journal of Education, 29(1): 53-67

Ssekamwa J.C. (1971), School Riots, unpublished paper, Makerere University School of Education Library.

Sterman, L. (2010). The psychologist as a consultant in a nursing home: Effect on staff morale and turnover. Professional Psychology: Research and Practice, Volume 14.

Sullivan J., Bretschneider J. &McCausland M.P. (2003). Designing a leadership development program for nurse managers. Journal of Nursing Administration 33 (10), 544–549.

The foundation coalition (2008). Understanding Conflict and Conflict Management http://www.foundationcoalition.org/teams

Tina Kim-Jo (2008) Culture and Interpersonal Conflict Resolution Styles: Role of Acculturation University of California Library, California.

Trautman Karla (2007). *Leadership for Today Managing Conflict Within Groups.* Leadership For Today Series #3. Published by SDSU-South Dakota, US.

Tumutoreine, N. (2003). Causes of Unrest in Government aided Secondary Schools in Ntungamo district. *Unpublished,* Uganda, Kampala, Makerere University.

Yasin M, Muhammed E, Amna C, Sobia N, and Noor I, (2012). Rethinking Leadership Style: How different approaches and leadership power manage organisation stress. *Far East Journal of Psychology and Business, Vol.9, No.3, Page 10.*

Appendix A1: Head Teacher's Questionnaire

Dear Respondent,

This questionnaire is designed to collect data from Head Teachers that will help in a research about, **"Head Teacher's Leadership and Conflict Resolution in Secondary Schools in Jinja District, Uganda"**. You are therefore chosen to be part of this research. Your responses will be kept confidential and used for academic purposes only. Therefore, be honest in giving your responses. Thank you in advance for accepting to be cooperative.

Please tick the most appropriate answers

SECTION A: BACKGROUND INFORMATION

1. Sex Male ☐ Female ☐

2. Age bracket

30-39 ☐ 40-49 ☐ 50 and above ☐

3. Highest education level

Masters ☐ Bachelors ☐ Diploma ☐

4. Type of school where you are serving

Boarding school ☐ Day school ☐ Both day & boarding school ☐

5. How long have you been in this school?

1-5 years ☐ 6-10years Above 10 years ☐

6. Experience in Head Teacher's Leadership.

☐ ☐ ☐

1-10 years 10-20years Above 20 years

SECTION B: Democratic Leadership Style and Conflict Resolution

In this section, you need to choose from the items; Agree, Strongly Agree, Not Sure, Strongly Disagree, or Disagree

		Agree	Strongly	Not Sure	Strongly	Disagree
7	I encourage teachers and students' leaders participate in decision making and designing school programmes					
8	I do consult teachers and students before making decisions.					
9	Students' welfare and disciplinary roles are shared with teaching staff and students' leaders in this school					
10	In this school, there is respect of opinions of others in addressing students' needs.					
11	Teachers participate in determining resource allocation and utilization in this school					
12	Conflicts are resolved through consensus building					

SECTION C: Laissez faire Leadership Style and Conflict Resolution

		Agree	Strongly	Not Sure	Strongly	Disagree
13	I allow students and teachers to settle students' conflicts without my intervention					
14	Teachers have freedom to do as they think best in the interest of promoting peaceful environment in this school					
15	Teachers are not interfered with when making					

	decisions that promote students' security					
16	I respect decisions made by teachers and student leaders					
17	Delegation of powers to teachers in this school strongly exists					
18	Teachers make decisions on school programmes without my intervention.					

SECTION D: Autocratic Leadership Style and Conflict Resolution

		Agree	Strongly	Not Sure	Strongly	Disagree
19	What is most important to me is accomplishment of the task at hand.					
20	It is enjoyable having teachers count on me for ideas and suggestions regarding students' concerns and needs in this school					
21	Teachers have no powers to make decisions in this school					

SECTION F: Conflict Resolution in school

		Agree	Strongly	Not Sure	Strongly	Disagree
22	The methods of resolving student's conflicts in this school are very effective					
23	The methods of resolving conflicts depend on my Leadership Style					

My office addresses students' conflicts by:

		Agree	Strongly	Not Sure	Strongly	Disagree
24	Delegating teachers or other people to settle the matters					
25	Executing school rules and giving directives for students to follow					
26	Ensuring that both students' community and my leadership agree to give up some of the concerns, in order to achieve an amicable solution.					
27	Leaving matters to students to decide on what they want and giving up the concerns of my office					
28	Cooperating with teachers and students through negotiation or mediation					

Key

Agree	You have some knowledge to answer the question
Strongly Agree	You have sufficient knowledge to answer the question
Not Sure	You don't have any knowledge about the question
Strongly Disagree	You have sufficient knowledge to answer the item
Disagree	You have some knowledge to answer the question

THANK YOU VERY MUCH

Appendix A2: Teacher's Questionnaire

Dear Respondent,

This questionnaire is designed to collect data from teachers that will help in a research about, **"Head Teacher's Leadership and Conflict Resolution in Secondary Schools in Jinja District, Uganda"**. You are therefore chosen to be part of this research. Your responses will be kept confidential and used for academic purposes only. Therefore, be honest in giving your responses. Thank you in advance for accepting to be cooperative.

Please tick the most appropriate answers

SECTION A: BACKGROUND INFORMATION

1. Sex Male ☐ Female ☐

2. Age bracket

22-30 ☐ 31-40 ☐ 41-49 ☐ 50 and above ☐

3. Highest education level

Masters ☐ Bachelors ☐ Diploma ☐

4. Type of school where you are serving

Boarding school ☐ Day school ☐ Both day & boarding school ☐

5. How long have you been in this school?

1-5 years ☐ 6-10years ☐ Above 10years ☐

SECTION B: Democratic Leadership Style and Conflict Resolution

In this section, you need to choose from the items; Agree, Strongly Agree, Not Sure, Strongly Disagree, or Disagree

		Agree	Strongly	Not Sure	Strongly	Disagree
6	Teachers participate in decision making					
7	Teachers consult fellow teachers before making decisions in settling conflicts.					

8	Teachers are involved in making school rules and regulations					
9	Often you engage in addressing students' issues and problems					
10	Solving students' conflicts is possible if teachers and students' are involved					
11	Teachers are involved in designing school programs in this School					
12	Students' welfare and disciplinary leadership roles are shared by teachers and students' leaders in this school					
13	Delegation of powers to teachers in this school strongly exists					
14	In this school, there is respect of students' opinions in addressing their needs.					
15	Teachers participate in determining resource allocation and utilization in this school					

SECTION C: Lassez faire Leadership Style and Conflict Resolution

		Agree	Strongly	Not Sure	Strongly	Disagree
16	You are given full mandate to settle students' conflicts without intervention from the head of school					
17	Teachers have freedom to do as they think best in the interest of promoting peaceful					

	environment in this school					
18	Teachers are not interfered with when making decisions that promote students' security					
19	You prefer collective decision making in this school					
20	Decisions are made from down and they come later to the top					
21	There is free delegation of responsibilities and duties in this school					
22	The head of school leaves staff to make decision on school programs without prior intervention.					

SECTION D: Autocratic Leadership Style and Conflict Resolution

		Agree	Strongly	Not Sure	Strongly	Disagree
23	Decisions regarding school programs are solely made by the head of school and the governing body					
24	All the decisions are made from Top					
25	What is important in school management is accomplishment of the task at hand not addressing students' needs and performance.					
26	Teachers count on the Head Teachers for ideas and suggestions regarding students' concerns in this school					
27	All teachers have no powers to make decisions in this school					

SECTION F: Conflict Resolution

		Agree	Strongly	Not Sure	Strongly	Disagree
28	The methods of resolving student's conflicts in this school are very effective					
29	The methods of resolving conflicts depend on the Leadership Style used					

When students' conflicts arise, the Head Teacher's Leadership usually responds by:

		Agree	Strongly	Not Sure	Strongly	Disagree
30	Postponing discussions, or delegating other staff member to discuss the matter					
31	Adopting school rules and giving directives for students to follow					
32	Ensuring that both the school leaders and students give up some of their concerns, in order to achieve an amicable solution.					
33	Leaving matters to students to decide on what they want					
34	Cooperating with teachers and students through negotiation					

Key

Agree	You have some knowledge to answer the question
Strongly Agree	You have sufficient knowledge to answer the question
Not Sure	You don't have any knowledge about the question
Strongly Disagree	You have sufficient knowledge to answer the item
Disagree	You have some knowledge to answer the question

THANK YOU VERY MUCH

Appendix A3: Student's Questionnaire

Dear Respondent,

This questionnaire is designed to collect data from students that will help in a research about, **"Head Teacher's Leadership and Conflict Resolution in Secondary Schools in Jinja District, Uganda"**. You are therefore chosen to be part of this research. Your responses will be kept confidential and used for academic purposes only. Therefore, be honest in giving your responses. Thank you in advance for accepting to be cooperative.

Please tick the most appropriate answers

SECTION A: BACKGROUND INFORMATION

1. Sex Male ☐ Female ☐

2. Age bracket

13-17 ☐ 18-20 ☐ 21 and above ☐

3. Highest education level

O-level ☐ A-level ☐

4. Type of school where you are serving

Boarding school ☐ Day school ☐ Both day & boarding school ☐

5. How long have you been in this school?

1-2 years ☐ 3-4 years ☐ 5 years and above ☐

SECTION B: Democratic Leadership Style and Conflict Resolution in school

In this section, you need to choose from the items; Agree, Strongly Agree, Not Sure, Strongly Disagree, or Disagree

		Agree	Strongly	Not Sure	Strongly	Disagree
6	Students participate in decision making					
7	Students consult fellow students before making					

	decisions in settling conflicts.					
8	Students leaders are involved in making school rules and regulations					
9	Often you engage in addressing students' issues and problems					
10	Solving students' conflicts is possible if teachers and students' are involved					
11	Students are involved in designing school programs in this School					
12	Students' welfare and disciplinary leadership roles are shared by teachers and students' leaders in this school					
13	School leaders normally assign some of their duties to prefects					
14	In this school, there is respect of students' opinions in addressing their problems.					
15	Students are consulted on where and how school resources are used.					

SECTION C: Laissez faire Leadership Style and Conflict Resolution in school

		Agree	Strongly	Not Sure	Strongly	Disagree
16	Students are given freedom to settle their conflicts without intervention					
17	Students have freedom to do as they think best in the interest of promoting peaceful environment in this school					
18	Students are not interfered with when making					

	decisions that promote students' security, welfare and health.					
19	You prefer making decisions by every member of this school					
20	Students decisions are considered by top Head Teacher's Leadership					
21	There is free delegation of responsibilities in this school					
22	The head of school allows teachers to make decision on school programs without intervention.					

SECTION D: Autocratic Leadership Style and Conflict Resolution in school

		Agree	Strongly	Not Sure	Strongly	Disagree
23	Decisions regarding school programs are solely made by the top Head Teacher's Leadership and the governing body					
24	All the decisions are made from Top to down					
25	What is important to Head Teacher's Leadership is achievement of work and not addressing students' problems.					
26	Students rely on the Head Teachers ideas in settling their concerns in this school.					
27	All students have no powers to make decisions in this school					

SECTION E: Conflict Resolution in school

		Agree	Strongly	Not Sure	Strongly	Disagree
28	The methods of resolving student's conflicts in this school are very effective					
29	The methods of resolving conflicts depend on the Leadership Style used					

When students' conflicts arise, the Head Teacher's Leadership usually responds by:

		Agree	Strongly	Not Sure	Strongly	Disagree
30	Postponing discussions, or delegating other staff member to discuss the matter					
31	Adopting school rules and giving orders for students to follow					
32	Ensuring that both the Head Teacher's Leadership and students give up some of their concerns, in order to achieve good solution.					
33	Leaving matters to students to decide on what they want					
34	Cooperating with teachers and students through negotiation					

THANK YOU VERY MUCH

Appendix B: Head Teacher's Interview Guide

Dear Respondent,

This interview guide is designed to collect data from Head Teachers that will help in a research about, **"Head Teacher's Leadership and Conflict Resolution in Secondary Schools in Jinja District, Uganda"**. You are therefore chosen to be part of this research. Your responses will be kept confidential and used for academic purposes only. Therefore, be honest in giving your responses. Thank you in advance for accepting to be cooperative.

SECTION A: BACKGROUND INFORMATION

1. Sex Male ☐ Female ☐

2. Age bracket

30-39 ☐ 40-49 ☐ 50 and above ☐

3. What is your highest education level?

Masters ☐ Bachelors ☐ Diploma ☐

4. What type of school are you serving?

Boarding school ☐ Day school ☐ Both day & boarding school ☐

5. How long have you been in this school?

1-5 years ☐ 6-10years ☐ Above 10 years ☐

6. Experience in Head Teacher's Leadership.

1-10 years ☐ 10-20years ☐ Above 20 years ☐

SECTION B: Leadership Style and Conflict Resolution in school

7. With your experience and observation, what style of leadership do you use in this school?

.....

.....

8. In your opinion, do you think the type of Leadership Styles employed influence Conflict

Resolution in this school?.....

9. If so, how do these Leadership Styles influence the methods of resolving students' conflicts?

.....

.....

10. Does the Head Teacher's Leadership involve student leaders in resolving students' conflicts in this school? .....

11. If yes, how are they involved?

.....

.....

12. Do teachers participate in decision making in this school? .....

If yes, how do they participate?

.....

.....

13. Does collective involvement of students, staff and their heads in decision-making play a significant role in resolving conflicts in this school?

.....

14. Is authority on staff and students effective in addressing conflicts? Explain how?

.....

.....

15. Would you agree that the Head Teacher should delegate authority to his deputy or teachers in order to ensure effective settlement of conflicts?

.....

.....

THANK YOU VERY MUCH

Appendix C: Content Validity Index

	NUMBER OF ITEMS AGREED			
ITEM NO	JUDGE ONE	JUDGE TWO	JUDGE THREE	ALL
1	A	A	A	1
2	A	A	A	1
3	A	A	A	1
4	A	A	A	1
5	A	A	A	1
6	A	A	A	1
7	D	A	A	0
8	A	A	A	1
9	A	A	A	1
10	A	A	A	1
11	A	A	A	1
12	A	A	A	1
13	A	A	A	1
14	A	A	A	1
15	A	A	A	1
16	A	A	A	1
17	A	A	A	1
18	A	D	D	0
19	A	A	A	1
20	A	A	A	1
21	A	A	A	1
22	A	A	A	1
23	A	A	A	1
24	A	A	A	1
25	A	A	A	1
26	D	A	A	0
27	D	A	A	0
28	A	D	A	0
29	A	A	A	1
30	A	A	D	0
31	A	A	A	1
32	A	A	A	1
33	A	A	A	1
34	A	A	A	1
			Total	**28**

A=Agree D=Disagree

$$Content\ Validity\ Index = \frac{28}{34} = 0.82$$

Appendix D: Letters Of Research Authorization

KYAMBOGO UNIVERSITY

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA
Tel: 041 - 285211 Fax: 220464
www.kyambogo.ac.ug

Department of Educational Planning Management

Date: 30th March 2016

TO WHOM IT MAY CONCERN

Dear Sir

RE: MAWANDA EDWIN - 13/U/14623/GMED/PE

This is to certify that **Mawanda Edwin, Reg. No. 13/U/14623/GMED/PE** is a student in our department pursuing a Master's 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 this topic entitled:

School Leadership and conflict resolution in Secondary Schools in Jinja District, Uganda.

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.

Nalweriba Frances
for Komba Rwakijuma

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT

Kyambogo University
P.O.Box 1, Kyambogo
Cell: 0757958430/0704602251
Email: mawandaed@gmail.com
Date: 31st March, 2016

To

The Head Teacher,
Jinja College

Recommended and forwarded to the concerned Parties during
9/4/2016

HEAD TEACHER
JINJA COLLEGE

Dear Sir/Madam,

RE: ACADEMIC RESEARCH DATA COLLECTION

I humbly request your office to avail me with an opportunity of carrying out my academic research by collecting data from your school.

The research topic is entitled **"School leadership and conflict resolution in secondary schools in Jinja District, Uganda"** and this exercise will be pivoted on confidentiality, fairness and disclosure of my research techniques to the respondents who will be the Head teacher, teachers and students.

Questionnaires will be used to collect data from teachers and students while the head teacher will use questionnaires or interview session.

I am a graduate student of Kyambogo University pursuing a degree in **Master of Educational Policy, Planning and Management;** therefore, your kind response will be highly appreciated.

Yours Faithfully,

.....

Mawanda Edwin
MEDPPM, KyU

JINJA SENIOR SECONDARY SCHOOL

P.O Box 255 Jinja, Uganda, Tel:+256 434121313 Fax:+256434122562

OFFICE OF ACADEMICS

Our Ref..... *Date: 11th April, 2016*

To

Mawanda Edwin,

Kyambogo University.

Dear Sir,

RE: AUTHORISING TO CARRY RESEARCH

You have been granted permission to carry out research on "school leadership and conflict resolution in secondary schools in Jinja District, Uganda" in this school and therefore, you are required to cooperate with the time table master who will allocate you time for the activity.

Yours faithfully,

.....

Kasadha James

Ass. Head of Academics

cc: Head of departments