

**PERSISTANCE OF CONFLICTS IN SECONDARY SCHOOLS IN
TANZANIA:
A CASE STUDY OF MVOMERO DISTRICT COUNCIL**

**PERSISTANCE OF CONFLICTS IN SECONDARY SCHOOLS IN
TANZANIA:
A CASE STUDY OF MVOMERO DISTRICT COUNCIL**

By

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**A Dissertation Submitted to school of Public Administration and management in
Partial Fulfillment of the Requirement for the Degree of Master of Public
Administration (MPA) of Mzumbe University**

2014

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled: **Persistence of Conflicts in Secondary Schools in Tanzania: a Case Study of Mvomero District Council** in partial fulfillment of the degree of master in public administration and management of Mzumbe University.

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DECLARATION

I, the undersigned Edwin Matenga, hereby declare that this thesis, is my own original work and that it has not been previously submitted and should not be submitted to any other university or any other higher learning institutions for similar degree award.

Signature.....

Date.....

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DEDICATION

This work is dedicated to the sincere and everlasting love of my parents, Mr. Hyasinty M. Matenga and Benedicta H. Kumburu who laid the foundation of my education and valued it much; to my Wife Eunice J. Nyigo in her devotion in assisting me to pursue the study; and to my daughters Glory E. Matenga and Esther E. Matenga for their tolerance when they missed my physical presence due to preparation of this work.

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Work of this nature could hardly be accomplished without the contribution of others; hence such contributors deserve recognition and compliments. The list is too long to name, but I wish to single out a few for their special contributions.

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LIST OF ABBREVIATIONS

CRSs	-	Conflict Resolution Strategies
DSEO	-	District Secondary Education Officer
GCE	-	General Certificate of Education
JSS	-	Junior Secondary School
MOE	-	Ministry of Education
ODM	-	Orange Democratic Movement
PNU	-	Party of National Unity
PTC	-	Principal Teachers Conflict
SSS	-	Senior Secondary School
TSC	-	Teachers-Students Conflict
TTC	-	Teachers-Teachers Conflict
WEOs	-	Ward Education Officer

ABSTRACT

This study aimed to investigate the factors that generate the persistent conflicts between secondary school administration and students in Tanzania using Mvomero district council as a case study. Specific objectives of the study were to: find out sources of conflicts in selected secondary schools; explore the major causes of conflicts; examine the impacts of conflicts between students and management; and examine challenges facing secondary schools in conflict resolution.

The study adopted a case study design. The sample used consisted of 125 respondents of which, 48 represented teaching and non-teaching, 60 represented students, 6 represented School board members and 11 different officials including DEOs, WEOs and school inspectors. The sample was attained through purposive and accidental sampling techniques. Data collection was done through questionnaires, interviews, documentary reviews and observation. The analysis was performed using Software Package for Social Science (SPSS) and Microsoft excel computer programme. The study showed that 77.4% of the respondent agreed to have experienced conflicts at their institutions. At least 29.6% and 20.7% of the respondents attributed the persistence of conflicts to bad leadership style and poor communication respectively. Other reasons for conflict persistence include food problems, lack of enough teachers, poor learning environment, students' bad behavior and lack of enough funds. Through this study it has been noted that there is a gap between school administration and teachers as some workers remained uninformed of important issues such as sources of revenue and expenditure. This scenario has consequently precipitated alliance between teachers and students against the administration/management. At the end, it is recommended that, there should be mutual cooperation between the three parties in managing students if the efforts to reduce conflicts in secondary schools are to be a success.

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CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

This chapter presents information on the background of the study. It is divided into sections namely background to the problem, statement of the problem, objectives, research questions, significance of the study, scope of the study, limitations and delimitations of the study.

1.1 Background to the problem

Different literature has shown the existence of conflicts in different institutions including secondary schools worldwide. Conflicts in schools exist in developed and developing countries. In the developed countries like America conflicts in school manifest in different scenarios. For example, Wollenberg (1978) pointed out existence of several conflicts in schools in California Tracing the history of the conflicts, he found that racial segregation, and discrimination and prejudice in California schools were the main sources of the problem. His study concentrated on the interrelationship between schools and the courts, relying on the court cases to discuss the social reality on minority of education in California as it has affected blacks, Mexico's, Asians and Indians.

Researches show that there are several scenarios of conflict which have happened in some countries in Africa. Some of them have been documented by different studies. For example, Ramani and Zhimin (2010) revealed that there were conflicts in Kenyan public secondary schools. They argue that these conflicts arose when the school administrations failed to sufficiently provide the necessary resources for effective learning such as food and learning aids. Okotoni and Okotoni (2003) conducted the study on conflicts in secondary schools in Osun state of Nigeria. The study revealed that administration of secondary schools in the state was hampered by high rate of conflicts.

Furthermore, Oboegbulem *et al* (2013) conducted the study on conflict resolution strategies in Non- government schools in Benue state Nigeria. In this study they suggested some strategies for resolving conflicts including agreeing on the procedure taken for conflict resolution, encouraging parties to work together, taking staff and students' comments and suggestions and involvement of school disciplinary committee and public complaint commission among others.

Tanzania is not exempted from conflicts in its schools. A good number of conflicts have been documented in Tanzanian secondary schools. In 2013 a conflict occurred at Ilboru secondary school between students and administration, where the students beseeched the government to intervene and amicably solve the persisted conflict at the school. In this conflict, the impacts included the closure of the school and dismissal of some students (The Guardian, 2013).

Also, conflict between the students and the administration occurred at Morogoro Lutheran Junior Seminary in 2013. T

he impact of the conflict included the closure of the school and the existence of hatred between teachers and students. To its extreme, the students were demanding that some of the teachers be expelled from the school. Consequently, the head of the school resigned from his position and some of the students were suspended from studies due to their roles in inciting others to strike (Mwananchi, 2013). Similarly, conflict between students and the administration happened at Bondwa Secondary school in 2013 which also led to dismissal of some students and some were transferred to others secondary schools. Another conflict between the students and the administration was reported at Masukila secondary school in Kyela, Mbeya region in 2012 that led to transfers of the headmaster and other teachers to other schools. The conflict also left a chaotic atmosphere and the closure of school before its right time (The Guardian, 2013).

Secondary schools in Mvomero District Council are not exempted from this problem. Similar conflict happened at Mzumbe secondary school in 2013. The conflict was between the students and the administration.

The impacts of the conflict as reported by Nipashe (2013) include the closure of the school by the government, suspension and dismissal of students who were seen to be the source of the conflict. Considering the magnitude and effects of conflicts in schools there is a need to assess the persistence on the problem (conflicts) in secondary schools in Tanzania using experience of Secondary schools in Mvomero District.

1.2 Statement of the Problem

Ezeir (2011) revealed that many Secondary Schools in Tanzania encountered problems of boycotts which led to several problems to teachers, students and the government. According to The Guardian (2012), a conflict between the administration and students at Ilboru Secondary school in 2012 led to the suspension of the headmaster, closure of the school and transferring of the students who were seen as the source of the conflict to other secondary schools such as Mzumbe and Kibaha Secondary school. Mtanzania (2012) also revealed a serious conflict between the staff and students at Kibiti Secondary School. The 2013 conflict at Mzumbe Secondary school also led to the closure of the school and the government spending a lot of money to settle the matter (Guardian, 2013; Mwananchi, 2013). Despite the occurrence of all these documented conflicts, the sources of such conflicts have not been thoroughly investigated. However the researcher had hardly found Studies done in the context of Tanzania to investigate the sources of conflicts in secondary schools are still inadequate, which suggests a gap regarding the trend of the conflict in schools. Therefore, this study was prompted by such knowledge gap. Thus, this study intended to assess the persistence of conflicts between the school management and students in secondary schools in Tanzania using the experience of Mvomero District Council.

1.3 The main objective

The main objective of the study was to assess the persistence of conflicts in secondary schools in Tanzania.

1.3.1 Specific Objectives of the Study

This study sought to achieve the following specific objectives:

- (i) To find out types of conflicts in secondary schools in Mvomero District Council;
- (ii) To explore causes of conflicts in secondary schools in Mvomero District Council;
- (iii) To find out effects of conflicts in secondary schools in Mvomero District Council;
- (iv) To examine challenges facing secondary schools in conflicts resolutions in Mvomero District Council;
- (v) To find out ways of minimizing conflicts.

1.4 Main Research Question

The main research question of this study was, “Why is there persistence of conflicts in secondary schools in Tanzania?”

1.4.1 Specific Research Questions

This study was guided by the following research questions:

- (i) What are the types of conflicts existing in secondary school in Mvomero District Council?
- (ii) What are the causes of conflicts in secondary schools in Mvomero District Council?
- (iii) What are the effects of conflicts in secondary schools in Mvomero District Council?

- (iv) What are the challenges encountered during conflicts resolutions in Secondary Schools in Mvomero District Council?
- (v) What should be done in order to reduce conflicts in secondary schools in Mvomero District Council?

1.5 Significance of the Study

This study is very valuable to the management of both private and public secondary schools as it provides vital information about sources of conflict in secondary schools in Tanzania, specifically Mvomero District Council. This may help the school management to determine suitable ways in dealing with conflict in educational sector. The study is also important to the management of organizations and government ministries especially the Ministry of Education, Science and Technology in their bid to deal with conflicts in secondary schools and improve the education standards in the country. It may assist the Ministry of Education and Vocational Training and specifically the Tanzania Institute of Education in developing a curriculum that can be used to enhance the capacity of the administrators, the teachers, and the students in handling conflicts in schools. Moreover, this study is worthy as it addresses the causes of institutional conflict and be able not only to propose solution to improve stability in the educational institutions but also in other public organizations/sectors in Tanzania prone to all sorts of conflicts. It is hoped that it will supply the basic data for further in-depth studies which may also help practitioners to know the techniques of avoiding undesirable conflicts and exploit benefits of the desirable ones. Lastly, the study will fulfill academic requirement for the award of a Masters of public administration of Mzumbe University.

1.6 Scope of the study

This study assessed the persistence of conflicts in secondary schools in Mvomero District Council it was specifically confined to the identification of types, effects, challenges and ways of resolving conflicts. It involves both public and private secondary schools in the district

1.7 Limitation of the Study

Being a Case Study type, it is not sufficient for making meaningful generalization because different populations differ in the nature of their members' backgrounds (teachers, WEOs, DEOs students and school board members' backgrounds). The nature of ownership for different schools is also different across countries in the world. The difference exist because secondary school members comprising of workers and students are two different groups having different interest, ideas and outlook with regard to the sources of conflict in their respective schools. School ownership also were different, some schools were run by non-government agencies, religious agencies and some by citizens with little funds from government. Consequently, the sources of conflicts were different and it was not easy to generalize hence requiring each school to be treated differently. Leadership style from one school to the other; while other schools use dictatorship with great care and show successes, other schools used the same method and proved failure. This therefore gave out different perspective to the objectives of the study. Some respondents felt not free to provide information specifically related to their schools and the understanding differed from one group to the other; for instance parents' views on the sources of conflicts differed from that of DEOs, WEOs and school workers. This had to be overcome by making sure that the questionnaires were not too long and not so confusing to bore the respondents and where necessary elaboration was made.

1.8 Organisation of the Study

This study consists of five chapters, chapter one describes back ground to the problem, chapter two presents literature review, chapter three presents research methodology, chapter four describes presentation , analysis and discussion and chapter five provides summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This part provides a review of literature relating to the study. The review covers theoretical and empirical literature. A theoretical piece is an extended discussion or development of an explanation for why a certain social phenomenon is occurring. It entails to see how various literatures have been discussing on the same issue of conflict while empirical literature review based on verifiable by observation or experience rather than theory or pure logic. It concerns much to see how other researchers dealt with the same problem or nearly similar.

2.1 Definition of Key Terms

2.1.1 Conflict

The concept of conflict has been defined differently by different scholars. This is a disagreement between two or more organizational members or group arising from the fact that they must share scarce resources or work activities and/ or from the fact that they have different status, goals, values or perceptions (Plankett/ Attner, 1989). Terry (1983:83) defines conflict as the existence of opposition or dispute between persons, groups or organizations. He further points out that '...with all the developments taking place in management, it is rational to expect differences of opinions, beliefs and ideas to exist'.

According to Fadipe (2000) conflict is a form of disagreement in an establishment between two individuals or groups who have cause to interact formally or informally. Gardiner and Simmons (1992) defined conflict as any divergence of interests, objectives or priorities between individuals, groups, or organizations or nonconformity to requirements of a task , activity or process. On the same light Plankett (1989) regarded conflict as a disagreement between two or more organizational members or group arising from the fact that they must share scarce

resources or work activities due to different status, goals, values or perceptions. Similarly, Miller and King (2005) viewed conflict as a disagreement between two or more individuals or groups over compatible goals. Best (2006) defined conflict as the pursuit of incompatible interests and goals by different groups. Being the case, researcher's view on conflict specifically in secondary school setting is a struggle over values or claims to status, power, and scarce resources in which the aims of the conflicting parties are not only to gain the desired values, but also to neutralize, injure, or eliminate the rival. But not all conflicts come in these forms especially in the school system. Usually conflicts in secondary school tends to manifest in terms of desires to be satisfied, needs to be met, disagreements to be settled and ideas to be shared that eventually lead to change of perceptions, attitudes and feelings of involved parties (Ramani and Zhimin, (2010). In this study conflict means the axistance of miss understanding between two groups, of students and that of the administration.

2.1.2 Persistence

This is the act of persisting or persevering; continuing or repeating behavior, something that lasts for a very long time (Oxford advanced learners dictionary). Persistence can also mean the act of something to remain stationery despite various measures taken to put that thing to an end.

In Nigeria secondary school, is six years duration which has been divided into two parts; which are Junior Secondary School (JSS) and Senior Secondary School (SSS). At the end of the first three years, they take Junior Secondary School exam (JSS3 exam) which is a qualifying exam for Senior Secondary School. By Senior Secondary School Class 2 (SS2), students are taking the general certificate of education (GCE) O'Levels exam, which is not mandatory, but most students take it to prepare for the Senior Secondary School Exam. The Senior Secondary School Exam is taken in the last year of high school (Amaghihonyeodiwe and Osinubi, 2006).

In kenya secondary school, is four years duration after which the qualified candidates join with universities (Education information centre, 2006).

2.2 Theories of Conflicts

2.2.1 Conflict theory

The theory guiding this study is that of Karl Max, which posits that the key source of conflict in the society is strictly economic. The theory further argued that in all stratified societies there are two major social groups: a ruling class and a subject class. The ruling class exploits and oppresses the subject class. As a result there is a basic conflict of interest between the two classes. Basing on this perspective students are being regarded as the ruled class while the management is viewed as a ruling class. Being the case conflict will be inevitable as these two groups are of different interest. Conflict theory emphasizes the role of coercion and power in producing social order.

According to conflict theory, inequality exists because those in control of a disproportionate share of society's resources actively defend their advantages. Those with the most resources exercise power over others. Conflict theorists note that unequal groups usually have conflicting values and agendas, causing them to compete against one another. This constant competition between groups forms the basis for the ever-changing nature of society. Critics of the conflict perspective point to its overly negative view of society. The theory ultimately attributes humanitarian efforts, altruism, democracy, civil rights, and other positive aspects of society to capitalistic designs to control the masses, not to inherent interests in preserving society and social order.

Among the classical philosophers, Plato, and Aristotle stated the following about conflict. They said "order makes the good life and disorder the opposite; conflict is a threat to the success of the state and should be kept off an absolute minimum and removed altogether if possible" (Rahim, 1986:2).

In regard with the above perspective the classical organizational theorists such as Taylor and Weber (Rahim, 1986) did not seem to appreciate different impacts that conflict can have in an organization, so as to solve or minimize the problem they prescribed organizational structures, rules and procedures, hierarchy, channel of command, etc. to be effective among the organizational members. While the recent researchers have discovered that organizational conflict is considered as legitimate, inevitable, and even a positive indicator of effective management.

2.3 Types of Conflicts

Generally conflict is bound to occur within an individual, between individuals or groups and even across organizations. However, different scholars have divided the types of conflict differently according to their views. For instance, Luthan (1981) identified two types of conflict. These are: Intrapersonal conflict and Interpersonal conflict. More than that Rue and Byars (1989) divided conflict into two types: internal (within the individual) and external (outside to the individual). Gordon (1987) also identified three levels of conflict which are: intrapersonal and interpersonal, intra-group and intergroup, and intra organizational and inter organizational. Nevertheless, researchers such as Fikru (1993) and Gonie (1998) have discovered that school conflicts could be stratified on the basis of individual, group, and the organization at which they occur. In regard to my study, school conflicts may be leveled out, as intrapersonal, interpersonal, intra-group, and intergroup conflicts (Rahim, 1986).

2.3.1 Intrapersonal Conflict

This type of conflict tends to happen within an individual, it emerges as result of conflicting role taken by the individual. Intrapersonal conflict is caused by poor time management, poor person- environment fit, underestimation or over estimation of skills, and assigned tasks that do not bring much interest, goals, values or abilities, lack of confidence, and feeling of powerlessness (Hanson, 1996). Kinard (1988) suggested the primary sources of intrapersonal conflict to be; conflicting needs role

ambiguity, personal values and incompatibility of organizational. At the individual level, behavioral scientists have asserted personality as " The dynamic organization within the individual of those needs dispositions that govern his/her unique reactions to the environment (Getzels in Campbell *et.al.*, 1983). In other words, individuals with the same formal responsibility in a school organization may perceive these differently because of differences in their personalities. Such conflicts can cause a person frustrations, tension and anxiety (Rashid and Archer, 1983).

2.3.2 Interpersonal Conflict

Interpersonal conflict involves conflict between two or more individuals and is probably the most common and most recognized conflict. According to Kinard (1988), confrontations between individuals are often occurring where they have to compete for limited resources. Interpersonal conflicts can also be expressed by disagreements over goals and objectives of the organization. Furthermore, Hunt (1979) asserted that conflict occurs between two or more persons when attitudes, motives, values, expectations, or activities are incompatible and if the individuals perceive themselves to be in disagreement. Interpersonal conflict, as stated by Hellriegel and Slocum (1982) is caused by: 1) disagreement over policies, practices, plans and; 2) emotional issues involving negative feeling, such as anger, distrust, fear, rejection, and resentment. Deer (1972) also pointed out that interpersonal conflict is common to any organization. According to him, this type of conflict arises because of different orientations, power struggles, role competition and other events that involve two or more persons.

2.3.3 Intergroup Conflict

Intergroup conflict refers to differences and clashes between groups, departments, or divisions within an organization (Hellriegel and Slocum, 1982). The most important type of intergroup conflict that takes place within most business and educational organizations is between the management group and the non-management group. In this respect, the conflict between management and students in school organizations which is the focus of my study is a good example of intergroup conflicts.

Both groups have well defined objectives, roles, and tactics. Such a conflict is intensified not only by internal environmental factors in the organization (excessive overtime, unfair treatment etc), but also by factors in the external environment (Rashid and Archer 1983).

In a similar manner, the management and students in schools, have different time horizons, goals, interpersonal orientations, and approaches to problems. These differences enable line and staff members to accomplish their respective tasks effectively; likewise these differences also increase the potential for conflict between them. Generally, it is obvious for intergroup conflict to occur between groups or units in organizations and the managing bodies who head them. Miner (1985) pointed out some of the conditions or causes that raise intergroup conflicts listed as follows:

- i. The presence of individuals who particularly prone to the expression of aggression or who because of their non-conformity, creativity, and the like tend to elicit aggression in others.
- ii. The presence of individuals who are experiencing major dissatisfactions with aspect of their roles in the organization.
- iii. Interdependence between the work of individuals and groups requiring that decisions be made jointly.
- iv. Sharp competition between groups having differing objectives and goals
- v. Individuals and groups possessing differing perceptions regarding aspects of the work situation especially if these perceptions are rooted in strongly held values
- vi. Considerable loose-lying power with the result that authority allocations are not well established and their considerable ambiguity regarding roles. At last, but not least, Kinard (1988) summarized that there are four primary sources of intergroup conflict. These are: 1) Limited resources; 2) communication problems; 3) conflicting interests; and 4) over lapping tasks.

2.4 Causes of Conflict

There are many sources of conflicts in various institutions. This section entails to lists the general causes of conflicts which tend to happen in institutions. It is important to note that the major cause of conflict is people's association. Terry (1983) argues that whenever people are closely associated and particularly in pursuit of common goals, it is reasonable to assume that given sufficient time, differences will occur among them. The following causes of conflict can be identified (Terry, 1983).

2.4.1 Communication barriers

Some scholars argue that both too much open communication and Insufficient communication processes can lead to conflicts. Robbins,(1983)proves this by saying, Inadequate communication also has the potential to worsen conflict situations when either too little or too much communication takes place communication contributes to the development of pseudo conflict by preventing agreement between two parties whose positions are essentially compatible. Walton (1976) found that conflict between departments in an institution was greater when the departments processed substantial knowledge about each other's activities than when they did not. Conflict is often caused by problems in communication.

2.4.2 Task interdependence

When two individuals or two groups are in some way dependent upon each other for successful performance of their tasks, conflict is likely to occur if the two parties have different goals or priorities (Wexley, 1988). Taken an example, in secondary school so as the cleanliness to be done effectively, prefects are to assign their fellow students to perform cleanliness activities. But it might happen the teacher demands the same students to perform certain activities, automatically the assigned students for cleanliness will opt to the task given to him/her by the teacher rather than his fellow students. In such circumstance conflict between teachers and prefects are bound to occur.

2.4.3 Status problems

Most of the people in institution are there so as to maintain their status quo. If new changes are imposed in an institution care has to be taken because this may be perceived as a threat to some members within the institution because this may result to the change of their positions. Individual status in an institution results in conflict. Furthermore in an institution where there are perceived inequities in working conditions, rewards, status symbols, and job assignments, status conflict may also occur. The price of the service rendered should be fair and satisfactory to both employees and employer (Galabawa, 2000).

2.4.4 Competition for resources

The scarcer the supply of resources relative to the amount needed by rival parties and the fact that those resources are very important to them, the greater the chance of a conflict to occur. Normally conflicts occur due to financial problems. The fact that financial resources themselves are limited makes competition for them inevitable (Babyegeya, 2002)

2.4.5 Individual traits

Another source which contributes conflict to occur in an institution is personality traits of an individual. According to Gupta, (1990) and Galabawa (2000) conflict behavior is more likely when the parties are high in dogmatism and authoritarianism and low in self-esteem. Values and needs also promotes to the conflict development. For example, employees with a strong need for independence are likely to have a conflict with their boss if he/she is very authoritarian and supervises closely allowing little time for autonomy.

2.5 Views and Effects of Conflicts

2.5.1 View Points on Conflict

The way in which people handle conflict depends on how they view it. Some people consider conflict as uncivilized, problematic or destructive. Others view it as an inevitable and natural result of differences within the organization. Furthermore others argue that it can have many benefits, which will be lost if it is avoided or suppressed. To verify this, Billisbery (1999) says, disagreement and conflict over plans and goals can expose their weakness and lead to their eventual improvement, or conflict may lead to needed organizational change. Writers such as Hellriegel and Slocum (1982) state that the word "conflict", for many people, suggests negative situations such as war, destruction, aggression, violence, and competition. For others, the word has positive connotations -excitement, intrigue, adventure, and challenge. Other people respond to conflict with mixed feelings; this is probably the most realistic and useful point of view of conflict for a manager. According to Owens (1998), the existence of conflict is viewed as an evidence of failure in the organization. The failure may be on the part of managers to plan adequately and /or to exercise sufficient control mechanisms.

2.5.2 Traditional View of Conflict

Traditional view is the early approach to conflict and assumed that conflict was bad, harmful and must be avoided. In fact the term conflict was used synonymously with the term violence and destruction (Robbins, 1989). This writer further suggested that many of the important institutions like schools used to entertain this view of conflict. In school systems, conflict has been discouraged, and has been recognized as bad for the school. In effect, managers often were evaluated for the absence or presence of conflict. In strengthening this idea, Plankett (1989) stated the following:

“A manager may view conflict as unnecessary and harmful to an organization. If this is the philosophical foundation, the manager's reaction would be to fear its occurrence and to eliminate all evidence of conflict”

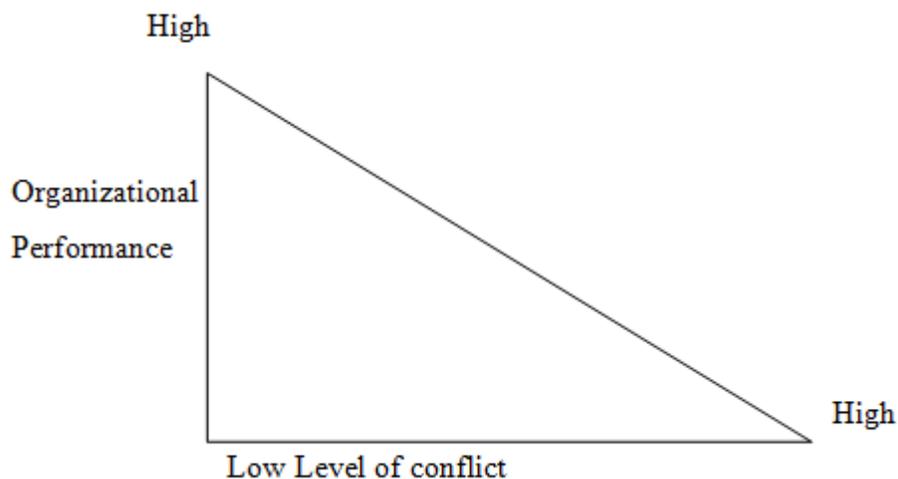
Luthan's (1981) traditional approach of organizational conflict was based on the following four assumptions:

- i. Conflict is by definition avoidable.
- ii. Conflict is caused by trouble makers, boat rockers and prima donas.
- iii. Legalistic forms of authority such as going through channels or "sticking to the book" are emphasized.
- iv. Scape goats are accepted as inevitable.

Ivancevich and Matteson (1990) also agree with the traditional perspective of conflict which asserts that all conflict is bad. They say since conflict is inherently bad, it must be eliminated in the form of suppression.

Gray and Starke (1984) also argued that in the view of traditionalists, organizational conflict was a proof that there was something "wrong" with the organization. In this case, the traditional view assumed that performance declined steadily as conflict increased. Gray and Starkes' idea of the traditional view of conflict can be summarized in figure 2.1.

Figure 2.1: The Traditional View of Conflict



In the traditional view point of conflict, it is observed that many educational managers attempt to eliminate all types of conflict, whether functional or dysfunctional. The reason for this according to Ivancevich and Matteson (1990) is:

- i. In school systems, conflict has been discouraged; teachers had all the answers, and both teachers and children were rewarded for orderly classrooms.
- ii. Managers are often evaluated and rewarded for the lack of conflict in their areas of responsibility.

2.5.3 The Contemporary View Point of Conflict

Currently, organizational conflict is viewed as neither bad nor good, but is inevitable. Being the case whether we like it or not, conflict will exist or will occur even if organizations have paid great sacrifice to prevent it (Gray and Strake, 1984). Ivancevich and Matteson (1990) describe the contemporary viewpoint of conflict in the following manner:

Too much conflict can have negative consequences because it requires time and other resources to deal with it and diverts energy that could more constructively be applied elsewhere. Too little conflict, on the other hand can also be negative in that such a state can lead to apathy and lethargy and provide little or no impetus for change and innovation.

That means, the changes in any organization cannot be done if everything is going smoothly or in a proper way. Conflicts enhance changes. Other writers such as Terry and Franklin (1991) argue that "conflict exists in all organizations despite the finest formal organizations and the most cohesive informal organization." According to them, it is reasonable to expect difference of opinions, beliefs and ideas among managers and workers, between departments and between other groups in the organization. Since conflict is the inevitable accompaniment of change in organisation, the challenge is not to prevent the conflict arising, but to identify the outcome of conflict and find the best ways to manage it (Brown et al., 1995).

This modern view of conflict encourages much conflict management rather than eliminating, this can help groups and individuals to perform better in various given task in respect to their organization. With this regard, Mowday (1985) argued that "the important task for the manager is to channel conflict so that its consequences are more likely to enhance rather than to impede effectiveness". Thus, from the contemporary view point of conflict, Luthan (1981) summarized that: Conflict is inevitable; determined by structural factors such as the physical shape of a building, the design of a career structure, or the nature of a class system; is integral to the nature of change; and a minimal level of conflict is optimal.

2.5.4 Negative Aspect of Conflict

The contingency model of conflict which was set by Hellriegel and Slocum (1982) treats conflict in a balanced manner. That is to say conflict has both positive and negative aspects and hence it has to be managed. According to Hellriegel and Slocum, proper management of conflict usually minimizes negative effects and maximizes positive effects. Negative outcomes of conflict are known as dysfunctional outcomes of conflict. Dysfunctional refers to confrontation or interaction between groups that harms the organization or hinders the achievement of organizational goals and are destructive one. Most of the people think that conflict situations tend to diverted much of their time, energy and money away from the organization's goals which is true if the management mechanism is not appropriate. To prove this Williams, (1978) says, it is entirely possible for such a situation to turn into continuous conflict and cause further harm to the organization. That is why Ivancevich and Matteson, (1990) argue that, Management members are always in a position to eliminate dysfunctional conflict. Likewise, Campbell, Carbally, and Nystrand (1983) indicate that most administrators are attuned to the dysfunctional rather than the functional outcomes of conflict and thus they view conflict as unpleasant and disruptive, and that it leads to disintegration of relationships and hinders the achievement of goals.

That is to say, if conflict lasts for a long time without being managed or if it becomes intense chances of having negative effect is greater. Other writers like Hellriegel and Slocum (1982) also agree with the above statements. They say, intense conflict often leads to biased perception and goal distortion. This can cause managers to make a decision that increases conflict rather than reduce or resolve it. They also see it from control stand point i.e. managers might dislike conflict because they believe that it interferes with productivity and efficiency.

2.5.5 Positive Aspect of Conflict

There are also positive outcomes of conflict. These are often called functional conflicts. Functional conflict is a confrontation between group that enhances and benefits the organization's performance. Functional conflict in organizations enhances the commitment to change, and reduces the possibility of groups to become stagnant in their organization. With such type of competition, Pareek (1982) said; better ideas are produced, people are forced to search for new approaches, long standing problems are dealt with people and are forced to clarify their ideas, and the tension stimulates interest and creativity. Hence, managers in any organization would like to encourage such kind of conflict (Ivancevich and Matteson, 1990).

In other words, Positive or functional conflicts take the form of healthy competition (interpersonal or intergroup competition) which in turn urge for excellence and creativity in an organisation. Despite this, evidence of the researches has shown that decision makers disliking conflicts may lead to the reduction of conflicts but under stress (Janis and Mann 1990). Conflict can also indicate the need for adjustments in managerial process (such as decision making systems, organizational structure, planning) or in behavioral process (such as communication, motivation, or leadership patterns). On top of that, (Hellriegel and Slowm, (1982) stated that “Conflict provides managers or administrators with information about their operations and show where corrective actions might be needed”

According to Davis and Newstrom (1989), one of the benefits of conflict is that people are stimulated to search for improved approaches that lead to better results. It energizes them to be more creative and to experiment with new ideas. Another benefit is that once hidden problems are brought to the surface, they may be confronted and solved. Thomas in Mathur and Sayeed (1983) also suggested about the benefits of conflict. He said that the confrontation of different views coming out from different parties to the surface, produce ideas of good quality. The divergent views which are based on differences in opinion, evidence, considerations, orientations and frames of reference are helpful for taking comprehensive view of things by synthesizing the elements of one's own and of others in a more fruitful way.

2.6 Conflict Process

Pond (1967) developed a process model of conflict which is very useful in understanding how conflict starts and different stages it goes through. He delineates the five stages involved as: latent conflict, perceived conflict, felt conflict, manifest conflict, and conflict after math.

Latent conflict: factors or antecedents exist in the situation which can be potential force to induce conflict. These can be competition for scarce resources, communication barriers, divergence of subunit goals, and role ambiguities. For instance, if resources are limited in organization and there are demands for different kinds of resources, such as men, material and money from various sections in the organization, such situational factor are very much conflict inducing.

Perceived conflict: sometimes conflict may be perceived, when latent conditions are not in existence in the system. Such situation arises when one party perceives the other to be likely to thwart or frustrate his /her goals.

Felt conflicts: are due to emotional involvement in a conflict creating anxiety, tenseness, frustration, and hostility. It is that stage when the conflict is not only

perceived but actually felt and cognized. For example, when the chancellor fixed a meeting with students to discuss the increase of accommodations fees, both the students may literally feel the impact of the impending confrontation between them in the coming meeting and sentences between them.

Manifest conflict: This stage where conflict becomes visible. In this stage, the two confronting parties engage themselves in behaving different forms such as open aggression, apathy, sabotage, withdrawal, and perfect obedience to rules. In other words, the behaviour of the conflicting parties includes the statements, actions and reactions to each other.

Conflict aftermath: finally, the action- reaction- resolution, inter play between the confronting parties' results in certain consequences. Whether the consequence will be positive or say functional or negative, or say dysfunctional depends up on how the conflict is resolved. If the conflict is genuinely resolved to the satisfaction of all parties, it will result in positive consequences. On other hand, if the conflict is merely suppressed but not resolved, it still have residual tension left in the parties which will serve as basis for latent conflict for the next conflict episode.

2.7 Conflict Management

Thomas (1976) suggested several styles or methods of managing conflicts, these methods suggested by him are such as;

Avoiding is a deliberate decision to side step a conflict full issue, postpone addressing it till later or withdraw from a conflicting situation. In certain situations, is appropriate when parties are much angry and need time to cool down.

Accommodating, is a style in which one is concerned that other party's goals be met but relatively unconcerned with getting one's own way. One party is willing to self-sacrifice in the interest of other party. Competing, this type of style is characterized by high assertion and low cooperation. In this, one tries to meet one's goals at the other party's expense.

Compromising is an intermediate on both the assertive and cooperative dimensions. Each party tries to give up something to reach a solution to the conflict. A typical ‘give and take’ dominates the behaviour of the conflicting parties. Compromises are often made in the final hours of union-management negotiation. Compromising becomes effective style when efforts towards collaboration have failed (Thomas 1977).

Collaborating is a style marked by both high assertiveness and cooperativeness. It involves attempt to satisfy the needs of both the parties. Thus, it is based on ‘win-win’ style. In this style, a creative solution usually emerges because of joint efforts of both parties who are keen on both gaining from the situation without hurting the other.

Gustave (1997) pointed out themes related to governance as, civil society, youth, and human rights, role of state, decentralization and social cohesion. Good governance is participatory, transparent and responsible. Moreover, it guarantees that political and economic priorities are based on broad consensus that includes vulnerable groups and minorities. And, it has argued, ‘there no real sustainable human development without strong, effective, and participatory government’.

2.8 Empirical Literature Review

2.8.1 Some Selected Studies on Conflicts in Secondary Schools

This section highlights some studies which have been conducted on issues of conflicts in secondary schools.

There have been tremendous amount of researches directed towards the causes of conflict in secondary school system. Nevertheless, most of existing literature and research tend to focus on the effects of these causes on principals effectiveness and students’ performance, but little is known on the sources of those conflicts,

Oboegbulem *et al* (2013) conducted the study on conflict resolution strategies in Non- government schools in Benue state Nigeria. This study investigated perceived CRSs (conflict resolution strategies) for the resolution of conflicts in non-government secondary schools in the state.

Findings on strategies for resolving conflicts include: agreeing on the procedure taken for the resolution of conflicts, encouraging parties to work together, taking staff and students' comments and suggestions, and involvement of school disciplinary committee and public complaint commission, among others.

The study went further pointing out that; in most of the non-government secondary schools in the state, students were not allowed to participate in decision affecting them. In such schools, students did not know the importance of student representative council and they hardly know how to channel their grievances. Principals, teachers, proprietors, and students were of the opinion that poor accountability on the use of school finance by the school principal, imposition of illegal levies in cash or materials, issuance of orders by principals without due regard to the proprietor's instruction, poor communication network between principals and school proprietors and proprietors' poor attitude to staff welfare were sources of conflict in non-government secondary schools.

The respondents from all non-government secondary schools in the area of study agreed that constant misunderstanding between principals and teachers on financial matters, and lack of adequate consideration of areas of specialization in assignment of duties, in-subordination by the staff and favoritism in school organization also constitute sources of conflict. The issue of conflict resolution has reached the point where effective use of relevant strategies were explored and employed. The staff members, on the other hand, rarely explore the use of dialogue as a resolution strategy. Though Oboebgulem *et al* (2013) come close to my own study, it does not deal direct with conflict only but on conflict resolution specifically in non-government schools and his study ideas with Benue state may not be similar to Tanzania society.

Another study conducted by Ramani and Zhimin (2010) indicated that conflicts in public secondary schools arise when the school administration fails to sufficiently provide the necessary resources for effective learning e.g. food and learning aids. The students perceive this as ignorance on the part of the administration.

Conflicts also arise when the administration seeks to impose things to students instead of pursuing dialogue. In addition, there are times when the school administrators set rules and regulations which students find unrealistic to adhere to in the school environment. Some respondents were view that arbitrary increase of school fees charges puts the administration into a collision path with the students. Favoritism was also identified as a source of conflict. For example, this occurs when teachers/ the administration dismisses some students whilst favouring others.

Expulsions or suspension from schools are perceived by students to be unjustified since they are not given a chance to be heard. One of the student respondent said: “there are times we note dishonesty among school administrators. For example, they may favour some students because they come from wealthy background since they are likely to receive something small from them thereby, discriminating against students from poor backgrounds”. Lack of proper channel of communication between students and school administration was also cited as a source of conflicts between the two parties. Other causes of conflicts identified by the sample students included: application of harsh disciplinary measures; hostile punishment subjected to some students; administration being too strict to the students; laziness among students; general indiscipline where students fail to adhere to school rules and regulations; non-participatory decision making (governance) where students are not fully involved or represented; and failure by the administration to take note of students' opinions and also failure to promptly respond to their complaints.

This makes the students to revolt since they feel like they are being treated as a minority group instead of being treated as a key stakeholder. Ramani and Zhimin study focused on conflict resolution mechanism in public secondary schools Nairobi province in Kenya. Little discussion on sources of conflict is done but in public secondary schools only and geographical areas are again quite difference.

Okotoni and Okotoni (2003) conducted the study on conflict management in secondary schools in Osun state, Nigeria. Their paper shows that administration of secondary schools in the state was hampered by high rate of conflicts.

Several types of conflicts were identified in the schools among which were conflicts between management and staff, between staff and students, between the communities and schools, and inter-personal conflicts, to mention a few. The causes of conflicts in schools in the state included inadequate welfare package for workers, forceful and compulsory retirement/retrenchment of workers, administrative incompetence, personality clashes, role conflicts, the inability of teachers to cover the syllabus in a session, and non-involvement of students in school administration. The fact that most of the school administrators were not knowledgeable in conflict management, coupled with the absence of laid down procedures for conflict management in most schools contributed to the high rate of conflicts and industrial actions in the schools.

The paper concludes that the issue of conflict management in school administration has reached a point where effective use of relevant strategies can no longer be ignored. The data collected confirmed that in many schools the students had little or no say in the running of their schools even in student related matters. Only 26.8% of the respondents indicated that students were allowed to have input in the running of their schools. School administrators should allow students to make necessary input into school administration especially on matters that concern them. This is one of the modern management techniques participative management. Such opportunity will be useful in the prevention of conflicts in schools in the state.

However the study dealt much with conflict management and not specifically on the sources of conflict though to some point the study highlighted sources of conflict in Nigeria, again there is deference in society perspective.

Onsarigo (2004) found that most conflicts arising in higher education in Kenya are from public universities. The reasons behind these conflicts were identified as poor communication between the students and the administration, economic conditions, politics and poor students' leadership. For instance, investigation done in Kenyatta University revealed that, tribalism, politics and poor management as the major causes of strike in the institution.

According to the findings of the Parliamentary Committee of Education, research and technology report; the teaching staff of some schools and departments is from the ethnic groups and there for the use of vernacular languages in meetings is a commonplace. It also declared that, senior administrative officials as people perceived to be from the PNU party while student union leadership perceived to be from ODM aligned. A number of factors have been cited by other scholars as causing students in higher learning institution. Omary and Mihyo (1991) identified four causes. These are political process issues, welfare matters, academic issues, and management and allocation issues. Issues such as pattern of growth and rapid expansion have also been cited as causes of students' conflicts in many universities (Young, 1991).

2.8.2 Conflicts in Higher Educational Institutions in Tanzania

In the same line, conflicts at the University of Dar-Es-Salaam started in 1965, when students demonstrated against the unilateral declaration of independence by white minority group led by Ian Smith in Rhodes. From 1980s and 1990s, crises arose not only in the University of Dar-Es-Salaam but also country wide. This was in the era of structure adjustment programs characterized by reforms in economic policies as well as change in social service provision models, including education. Among other things the reforms put in place cost sharing in the provision of social services to the beneficiaries. The public did not receive them favorably. The students particularly challenged the introduction of cost sharing policy in the provision of education. This brought them into direct conflict with the government, with the resulting crises (Nditi, *et al*, 2000). According to Moshi (2010), a major student conflict was in 1990 which led to the closure of the University of Dar- Es- Salaam for 8 months following the students' boycott of classes between may 8th and 12th, 1990. In this crisis students were demanding among other things, an increase of the students allowance given by the government. The university council did not approve their demands, leading to the boycott. Again in 1992, we saw another crisis where students pressed for the abolition of the reversal of the cost sharing policy because it was considered a

double burden on their tax paying parents. Once again the students move was met by students being sent home by the government (Nditi *et al.*, 2000).

On the other hand, Moshi (2010) did a study on conflicts in Higher Education on the case of cost sharing. In this study, the objectives were firstly to investigate the causes of conflicts in higher education, secondly to explain the impact of conflict in higher education and lastly to establish the role of administration in conflict management and resolution. The findings indicated that the impact of conflict include, poor academic performance, closure of university, death and injury, increase of crime and immoral behavior, increase in running cost, destruction of properties, devalue the dignity and supremacy of the government and the university and brain drain. However, Moshi's study focused on conflicts in Higher Education on the case of cost sharing while this study focuses on sources of conflicts in secondary schools.

2.8.3 Education policy on conflicts

Tanzanian Education and Training policy of 1995 does not state directly on how to deal with conflicts directly specifically in secondary schools. It just provides key area of which if the stake holders will implement the chances of conflicts to exist will be reduced. For example in chapter eleven item 5.0 formal educations and training.

Section 5.14 states that owners and managers of all secondary school shall ensure that standard infrastructure; facilities, equipment and instructional materials necessary for effective and optimum for teaching and learning are of good quality, available in adequate quantities and are regularly.

On the same context section 5.17 of the policy state that every secondary school shall have library, adequate stocks of books and well trained and competent library personnel.

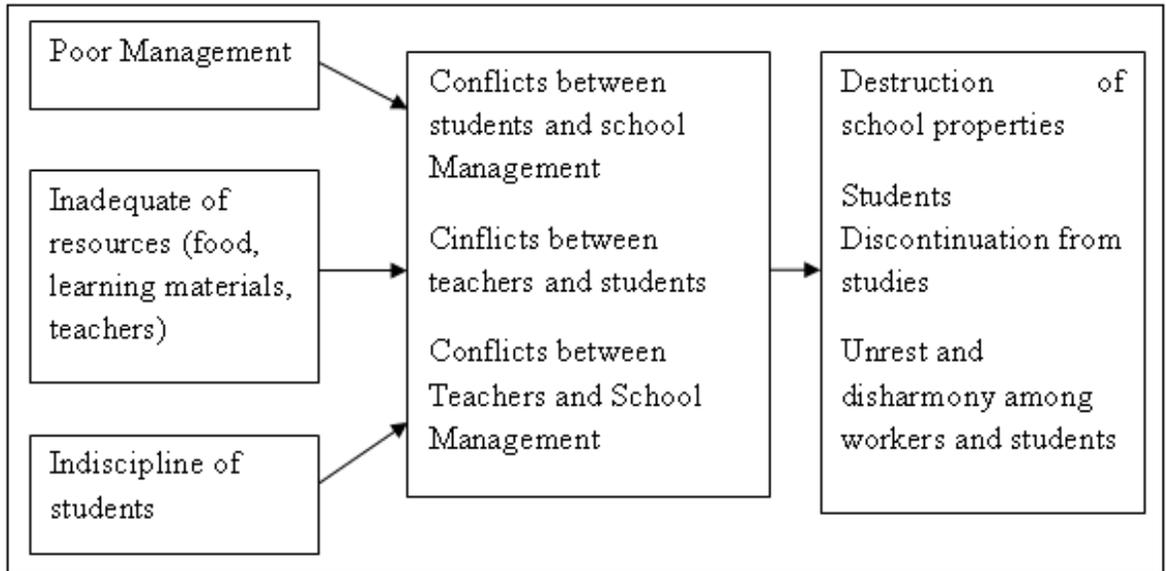
2.9 Justification of the study

At this point, it could be stated that most of the studies which have been conducted on this topic have focused on conflict management, sources of conflict in higher learning institution and conflict resolution. It is evident that there are hardly any studies done in the context of Tanzania to investigate the sources of conflicts in secondary schools. Therefore, this study was prompted by such knowledge gap.

2.10 Conceptual framework on the sources of conflicts in secondary school

This study sought to establish factors contributing to the sources of conflicts in secondary schools in Tanzania. Three major attributes that capture the objectives of the study are promulgated. The attributes were dynamic of conflicts in secondary schools; main types of conflict encountered due to the attributes promulgated and impact of conflicts in secondary education. In the dynamic of conflicts the main components as /pointed out by Oboegbulem *et al.* (2013), identified are poor management; for example, students were not allowed to participate in decision affecting them as a result of not knowing the importance of student representative council and they hardly know how to channel their grievances. Additionally, Ramani and Zhimin (2010) pointed out that conflict arise when there is inadequate resources such as food, learning materials, and teachers and indiscipline of students. These all together tend to bring three types of conflicts namely students and management conflict, teachers and students conflicts and conflict between teachers and school management. The impacts of conflict are destruction of school properties, student's discontinuation from studies, unrest and hence poor academic progress and unplanned cost to the government.

Figure 2.2: Conceptual Framework on studying Conflicts in Secondary School



Source: Researchers Construct (adapted from Mosha, 2010)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Research methodology is concerned with the reasons for using particular methods, the analysis of the principles, procedures, rules, and postulations employed by an education discipline (Mugenda, 2004). The aspects presented here are study area; research design which includes the population, sample size and sampling method; types of data, data collection methods and techniques; data processing and analysis and data quality control.

3.1 Research Design

Research design is an arrangement of condition for collection and analysis of data in such a way that aims to combine relevance with the research purpose with economy or is a plan for doing a research (Chamwali, 2007). It is a detailed plan of work to be done to achieve the research objectives. In other words research design is a science (and art) of planning procedures for conducting studies so as to get the most valid findings. The research design adopted in this study was the case design. According to Chamwali (2007) a case study is used to describe a unit in detail (when, how, and why questions are being imposed when the investigation has no control over events and when the focus is on a contemporary phenomenon within some real life context). This design was chosen due to its flexibility in terms of data collection and analysis tools, also due to its depth and breadths of the study variables. Moreover, the study seemed to be less expensive given the financial constraints which the researcher had. In addition, because of its holistic approach, this design was suitable for the sample chosen by the researcher and enabled him to deal with the data during the analysis process.

3.2 Research Area

This study was conducted in Mvomero District Council. This district is among the six councils in Morogoro region, the other districts are Morogoro, Kilosa, Ulanga, and Morogoro Municipal. The district is bounded as follows: to the North is Handeni district, to the East is Bagamoyo, to the South is Morogoro Municipal and Morogoro district and to the West there is Kilosa district. Mvomero district is located North East of Morogoro region between 8,000 and 10,000 latitudes South of Equator and Longitudes 37,000 and 28, 22 East. The size of this district is 7,325 square kilometers. Mvomero District was chosen for the study because of occurrence of conflicts among the educational administration, teachers, students and other educational stakeholders. The conflicts have been reported in some of the newspaper (The Guardian, 2012) and electronic media (www.sahihii.com.) The above situation provoked the researcher who is also a teacher to develop an interest in doing this research so as to address the problem in different aspects.

3.2.1 Population Distribution

Mvomero district council consists of 17 wards. According to the 2012 National Census Mvomero District Council has 312,109 people. It includes 154,143 males and 157,266 females. Table 3.1 below summarizes the distribution of population in the study areas by ward and sex.

Table 3.1: Population Distribution

S/N	Ward	Population by Sex		Total
		Male	Female	
1	Mvomero	18,689	18,632	37,321
2	Hembeti	10,311	10,746	21,057
3	Maskati	7,165	7,231	14,396
4	Kibati	11,289	11,339	22,628
5	Sungaji	7,131	7,377	14,508
6	Mhonda	10,073	10,281	20,354
7	Diongoya	10,309	10,708	21,017
8	Mtibwa	16,025	15,357	31,382
9	Kanga	10,782	10,236	21,018
10	Bunduki	3,467	3,669	7,136
11	Kikeo	6,987	7,531	14,518
12	Langali	4,169	4,441	8,610
13	Tchenzema	5,356	5,873	11,229
14	Mzumbe	9,264	9,792	19,056
15	Mlali	11,470	11,850	23,320
16	Doma	6,580	6,461	13,041
17	Melela	5,776	5,742	11,518
Total		154,843	157,266	312,109

Source; URT 2013

3.3 Population of the Study

The populations of this study include secondary school students, secondary school teaching and non-teaching staff, heads of secondary schools, secondary schools board members, ward education officers, school inspectors and district education officer. The unit of analysis was obtained from District level, secondary school level and community level/ward level. At district level the study included District Education Officer and school inspectors. At secondary school level school board members, teaching and non-teaching staff, students, and heads of secondary school were included. At community/ward level ward education officers were included. (Observe Table 3.1).

Table 3.2: Study population and unity of inquiry

S/N	Population	Unit of Analysis
1	<ul style="list-style-type: none">▪ District Education Officer (DSEO)▪ School inspectors	District level
2	<ul style="list-style-type: none">▪ Students▪ Teaching and non-teaching staff▪ Heads of Secondary Schools▪ School Board Members	Secondary school level
3	<ul style="list-style-type: none">▪ Ward Education Officers	Community/ward level

Source: Researcher 2014

3.4 Sampling Framework, Sample Size and Sampling Techniques

3.4.1 Sampling Framework

The study drew its respondents from two wards of Mzumbe and Mlali comprising of (6) six secondary schools; these are Mzumbe, Mongola, Askofu Adrian Mkoba, Kipera, Dr. Mezger, and Melela secondary schools. Furthermore, respondents were drawn from district level, secondary level and community level. The total number of students from the mentioned secondary schools was 3,282, while the number of teacher's was 187, school board members was 36 and that of non-teaching staff was 39. In the ward level, total number of Ward Education officers was 2 from two wards of Mzumbe and Mlali. Total number of respondents in the district level was 5, in which 4 (four) were school inspectors and 1 (one) was District Education Officer.

Table 3.3 Sampling Frame work

S/N	Category of respondent	Number of Respondent
1	District Education Officer	1
2	School Inspectors	4
3	Teachers	187
4	Non-teaching Staff	39
5	Head of Schools	6
6	Students	3,282
7	School Board Members	36
8	Ward Education Officers	2
Total		3,557

Source: Researcher 2014

3.4.2 Sample Size

This study had a total of 125(100%) respondents. The respondents were drawn from district level, school level and community level. From the district level it included 1(0.8%) DSEO (District Secondary Education Officer) and 2(1.6%) school inspectors. The district education officer was included because of the position held as a leader in all matters pertaining education in the district. School inspectors were involved in the study as they are in charge of inspecting school hence they have vital information on what is going in their schools. At secondary school level the study comprised of 36(28.8%) teachers, 12(9.6%) non-teaching staff, 6(4.8%) head of schools, 60(48%) students and 6(4.8%) school board members. These were included due to their role in their respective schools and different views and information on the matter at hand. At the community level 2(1.6%) ward education officers were included because of their knowledge about their community they live and their role of education officer in their respective wards.

Table 3.4: Sample Size

S/N	Category of Respondents	Number of respondents	Percentage (%)
1	District Education officer	1	0.8
2	School Inspectors	2	1.6
3	Teaching staff	36	28.8
4	Non- teaching staff	12	9.6
5	Heads of schools	6	4.8
6	Students	60	48
7	School Board Members	6	4.8
8	Ward Education Officers	2	1.6
Total		125	100

Source: Researcher 2014

3.4.3 Sampling Techniques

This study involves two types of sampling techniques purposive and accidental sampling. Purposive sampling was non probability sampling which focused on the collection of the information from the key informants (Kothari, 2004). Purposive sampling was used to pick district education officer, school inspectors, school board members, ward education officers and head of schools. Furthermore the study area was also purposively selected. The use of purposive sampling technique was for the need to create a sense of inclusiveness, that is, DSEO and his colleagues who were responsible in the administration process.

Convenience or accidental sampling is the process basing on using people who are captive audience, people the researcher meets haphazardly or those who are willingly to volunteer to make a sample. This is one of the non-probabilities sampling which used to involve students, heads of secondary schools, teaching and non-teaching staff. Under this technique a researcher went to a specific schools and asking members who were willing to fill the questionnaire. Table 3.4 summarizes the sampling techniques.

Table 3.5: Sampling Techniques

Techniques	Item to be sampled
Purposive Sampling	<ul style="list-style-type: none">▪ DSEO,▪ School Inspectors,▪ School Board Members,▪ Heads of schools,▪ Ward Education Officers
Accidental sampling	<ul style="list-style-type: none">▪ Students,▪ Teaching and Non- Teaching Staffs

Source: Researcher 2014

3.5 Method of Data Collection

For the sake of this research, different data collections methods were adopted, and the methods were divided into two categories as primary and secondary.

3.5.1 Primary Method for Data Collection

Primary data are those which are collected afresh and for the first time and thus happen to be original in character. The type of data collected is largely determined by nature of the problem (Gay, Mills and Peter, 2009). Primary data was collected by the researcher himself through interview, observation, and questionnaires

3.5.2 Observation

Krishnaswami (2002) defined observation as a systematic viewing of a specific phenomenon in its proper setting for the specific purpose of gathering data for a particular study. Observation is the most obvious method of data collection, an accurate record of what people do and say in real-life situations (White, 2002).The method is appropriate due to its advantages, it is cheap, you can do it on your own, and it does not need expensive complex technology.

White (2002) stated that this helps to experience a situation at the first hand and may provide a better insight when you interpret the data. The observer can understand the emotional reactions of the observed group, and get a deeper insight of their experiences, needs less active cooperation between researcher and respondent and it is suitable for respondents with no verbal ability (Krishnaswami, 2002). Observation in this study was used to see whether there were complaints among students and staff members or if there were any meetings to resolve conflicts. It happened by chance that the researcher also attended two school meetings at Melela and Mzumbe Secondary.

3.5.3 Interview

Interview is the method of collecting data in which selected participants are asked questions in order to find out what they do, think or feel (Anderson *et al*, 1994). Interviews make it easy to compare answers, and may be face to face, voice to voice or screen to screen, conducted with individual or group of individuals (Hussey and Hussey 1997). Interview according to Gay (2009) is a purposeful interaction in which one person obtains information from the other. In this research study, unstructured interview was used so that it could enable the researcher to understand the inner feelings of respondents about a concept during face to face conversations and could allow interviewees to expose more information. The interview guide was administered by the researcher to Education Officials, school inspectors and school board members. Interview Guide was used for this purpose (See Appendix III).

3.5.4 Questionnaires

Questionnaires are written documents designed to get information about the problem and use it to achieve the objectives intended to be fulfilled in the study. A valid questionnaire need to be attractive with good print, careful proofread before distribution, not too long with necessary questions, and the one allowing a room for personal comments or opinions. This is because questionnaires can easily be administered to big number of people; they remove biasness and permit freedom of

opinions (Gay, 2009). In this study, questionnaires were prepared in Kiswahili to suit pupils, teachers and non-teaching staff at secondary schools. The questionnaires were both closed and open ended. The researcher opted to give questionnaires to staff that seemed to be confident, knowledgeable, and conversant with school environments and can read and write properly.

3.5.5 Secondary Data Collection Methods

Secondary data according to Gay (2009) is the data that have been already collected by and readily available from other sources. Such data are cheaper and more quickly obtainable than the primary data and also may be available when primary data cannot be obtained at all. Few advantages of using secondary data includes, it is economical. It saves efforts and expenses, time saving, it helps to make primary data collection more specific since with the help of secondary data, we are able to make out what are the gaps and deficiencies and what additional information needs to be collected and provides a basis for comparison for the data that is collected by the researcher. Among the ways used by the researcher in capturing secondary data were:-

3.5.6 Documentary Review

The researcher collected secondary data from various types of records or documents including archival documents, journals, and meeting minutes and other decisions made. This consists of readily available compendia and already compiled statements and reports data of which can be used by researchers for their studies e.g. census reports, annual reports, report of Government Department and Annual report (Gay, 2009). This may consists of published reports and unpublished reports. Secondary data may be used for reference purposes, as a bench marks against which the finding of the research may be tested and may be used as a sole source of information for a research project Krishnaswami (2002, pp.199-200). Secondary data can be secured quickly and cheaply, can enable the researcher to verify the findings based on primary data Krishnaswami (ibid, p.).

During this study, the researcher was able to screen various document from six schools such as school meeting minutes, announcements, visitors’ books and management yearly plans.

Table 3.6: Data Collection Methods and Tools

s/n	Methods	Tools	Sources of data/respondents
1	Questionnaire	Questionnaire guide	<ul style="list-style-type: none"> ▪ Students, ▪ Teaching staff, ▪ Non-teaching staff
2	Interview	Interview guide	<ul style="list-style-type: none"> ▪ Heads of school ▪ School board members ▪ District education officer ▪ Ward education officer ▪ School inspectors
3	Documentary review	Check list	<ul style="list-style-type: none"> ▪ Minutes ▪ Report files ▪ Attendance register
4	Observation	Transect walk	<ul style="list-style-type: none"> ▪ Respective schools

Source: Researcher, 2014

3.6 Validity and Reliability of the Data

Reliability is the degree in which instruments produce stable and consistent results. Validity refers to the quality that a method or an instrument used in the research is accurate, correct, true, and meaningful and right (Kothari, 2004).

To ensure validity and reliability in this study first the researcher conducted a pilot study in which questionnaire and interview guide were used on order to eliminate uncertainty. The pilot study was carried out in Mzumbe and Mongola secondary schools where the teachers, students, and non-teaching staff responded to the questionnaires and interviews. The research used 35 respondents only.

The translation and back- translation were properly done to ensure validity of the instruments and at the same time some of the respondents were more likely to understand better in Kiswahili than in English and after the pilot study back translation was used. Secondly the researcher involved the use of more than one

method namely; interview, documentary review ad questionnaire to ensure validity and reliability of the instrument.

3.7 Data analysis

The responses were analysed using computer based Microsoft Office program called Excel Spread Sheet and Software Package for Social Science (SPSS). The researcher decided to use computer employed SPSS because it is the easiest way which can help the researcher to draw the data into logical order and organize them so that the useful information can be extracted from it as it is suggested.

3.8 Ethical considerations

Before conducting this study, the researcher considered and adhered to research ethical issues and procedures as required by the Mzumbe University (MU). In this study, after obtaining a research clearance letter from Mzumbe University, permission from the District Executive Director (DED), and District Secondary Education Officer (DSEO) for Mvomero District had to be obtained before embarking upon data collection. This permission was granted and data collection proceeded accordingly. Information was first provided to the respondents about the purpose of the study. Then they were asked if they were ready to participate in the study or not. It was when they accepted to participate that they were involved in the investigation. The researcher observed the principles of informed consent, confidentiality and the right to remain anonymous. Confidentiality was preserved by the researcher ensuring that the information that was presented to be sensitive was carefully kept and far from observation of unauthorized person. Furthermore, data were registered by numbers rather than names.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents demographic information, analysis and interpretation of the data as per the objectives which required to find out if there were conflicts in selected secondary schools; to examine major causes of conflict in secondary schools; examining impacts of conflicts between students and management in secondary schools and to examine challenges facing secondary schools in conflict resolution. However this part will comprise of two parts; that of findings only and the second one will be that of discussion of the findings which will be supplemented by the results from interviews, observation and other supplements from documentary review.

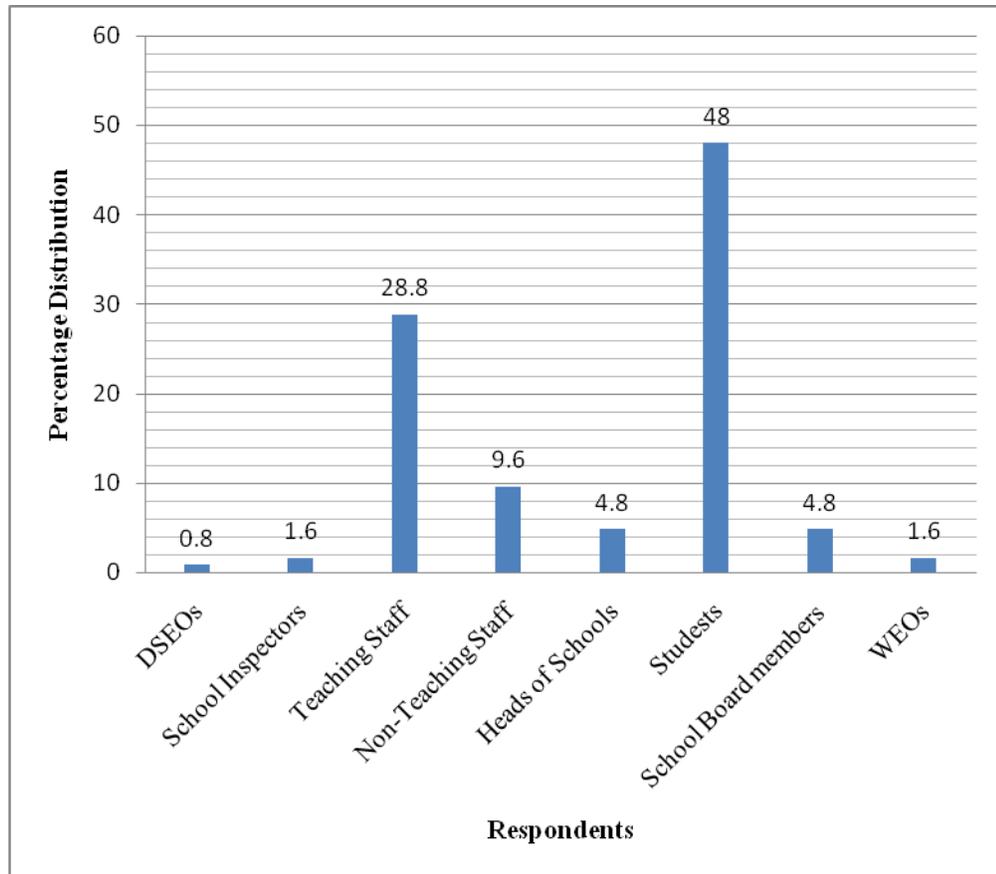
4.1 Demographic Information

This section intends to provide explanation about respondents' distribution, their availability for this research and the duration in which the respondents stayed in a respective secondary school.

4.1.1 Respondents Distribution

The selected sample in this study comprised of 125 individuals. Figure 4.1 summarizes the percentage of individuals involved in this study. As it is seen in the pie chart, 48% of the respondents were students, that is, due to the fact that they are the ones to whom the effects of conflicts tend to reveal much, and were many in number compared to other respondents, 38.4% were workers including both teaching and non-teaching staff members within the respective schools, 1.6% were school inspectors, 4.8 head of secondary schools, 2.4% were education officers including WEOs and DEOs and 4.8% school board member so also gave their views on the matter at hand,

Figure 4.1: Respondents' Distribution



Source: Researcher's Analysis

4.1.2 Duration of which Respondents had Stayed at Schools

Before examining whether the conflicts existed in selected secondary schools, the researcher was interested to know the duration of the stay of students in the respective schools. This aspect was very important as it assisted a researcher to get reliable information from the respondents with regard to the existence of conflicts in a respective secondary school. The duration of stay enabled the researcher to have experienced respondents who stayed in a respective school for a quite long period of time to provide right responses. Results regarding the duration of the respondents stay in the school show that, 23.15% of the students had stayed at schools for 1-2 years, 17.7% had stayed for 3-4 years while only 9.15% were at schools for above 5 years were.

As the data indicates those who stayed above 5 years were few compared with the rest because the area of study comprises of few secondary schools with advanced level.

On the other side the table also shows the findings regarding workers stay at the specific working station. This includes both teaching staff and non-teaching staff members. The results shows that workers who had been working for 1-2 years were 28.65%, 3-4 years 16.5% and those above 5 years were 4.8%. From this deference on the experience of teachers as per working station, it was possible for the researcher to get useful data as per the objectives.

Table 4.1: Duration of which respondents had stayed at schools

N = 114

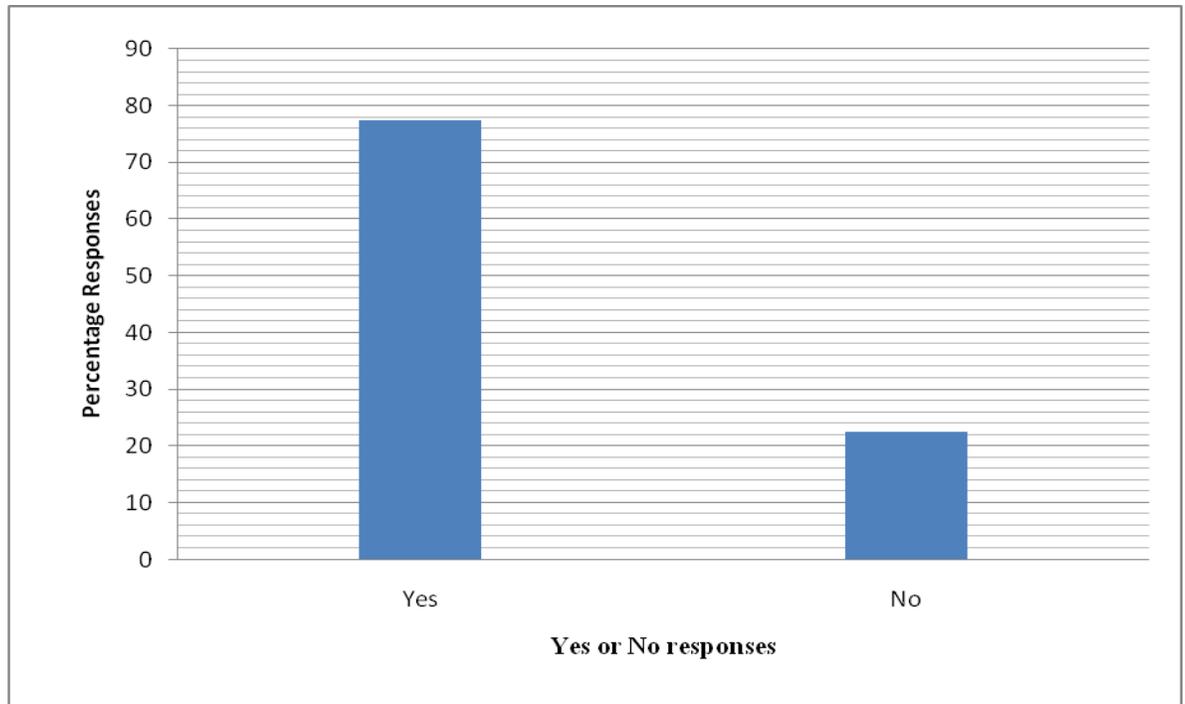
Respondents	Years of stay at schools						Total	
	1 – 2		3 – 4		5 and Above		Total	
	N	%	N	%	N	%	N	%
Students	26	23.15	20	17.7	10	9.15	56	50
Workers	33	28.65	19	16.5	6	4.85	58	50
Total	59	51.8	38	34.2	16	14	114	100

Source: Researcher's Analysis 2014

4.2 Existence of Conflicts in Selected Secondary Schools

In this objective the researcher sought to find out if conflict existed in selected secondary schools under the research, and to know what type of conflict existed.

Figure 4.2: Existence of conflicts in selected secondary schools



Source: Field Data (2014)

According to the field data obtained, a good number of workers and students agreed to have witnessed the existence of conflict in their respective schools. Figure 4.2, reveals that 77.4% agreed to have witnessed the existence of conflicts between students and school administration in their respective secondary schools, while only 22.6% of the respondents said that they had never witnessed the existence of such kind of conflicts. According to the research, those who claimed of not having witnessed any conflict are those who had stayed at the respective schools for just short periods, especially one to two years.

However, interviews in the other course to WEOs, DEOs, school board members and Inspectors, showed that only 45% responded to have come across conflicts in their respective schools. Interviews revealed that the most prominent type of conflict that existed in these schools was inter group i.e. student - administration conflict. It was said that, in some schools the conflicts reached higher points to the extent of causing demonstrations and strikes.

Nevertheless, in solving those conflicts some consequences were observed, such as closing the schools, some students were discontinued from studies, others were suspended and to some schools changes in school administrative systems were noted, including transfer of heads of schools and teachers. Furthermore, it was observed that some heads of schools were not willing or ready to speak much over conflicts in their schools. Analytically responses from questionnaires were far differing from how management perceived the existence of conflicts in their schools.

Through observation, it was noted that in some schools there were some gaps that existed within different groups such as between students and teachers, teachers and school administrations. These were signs of presence of some conflicts between students and teachers, teachers and school administrations. In addition, in some schools some individuals were observed discussing previous issues associated with conflicts, giving cautions and warnings to each other of being careful on some decisions which were to be made referring to what had happened, this also gave some clues of conflict existence in such schools.

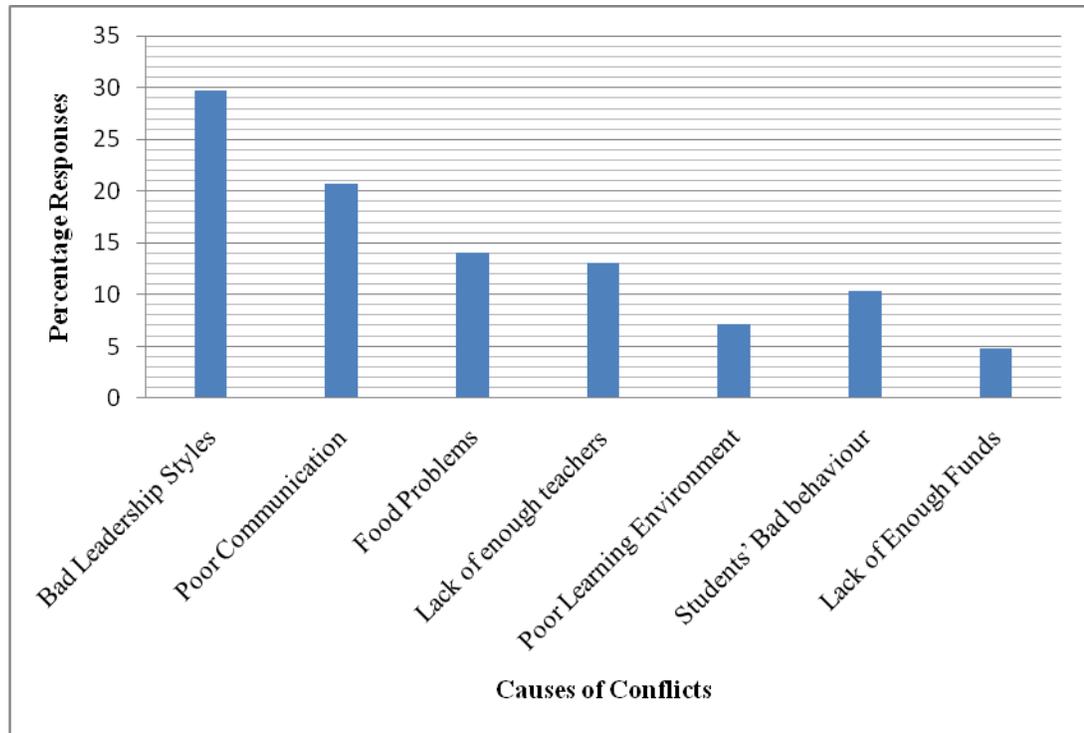
More than that, documentary reports on conflict resolutions to some schools were also revealed the existence of conflicts and the proposed ways forward.

4.3 Causes of Conflicts Persistence in Secondary Schools

This part as per objective entails to find out the main reasons for conflicts between students and administration. In responding as to what are the main reasons for conflict persistence in schools, 33% said bad leadership, 22% mentioned poor communication, 14% said inadequate food and 15% mentioned pupils bad behavior, see figure 4.3.

When the same question was asked to heads of school, most of them mentioned on unethical and bad manner of pupils in schools, inadequate budgets and lack of teaching materials. These answers were supported by DEO, WEO and School Board members to a great extent.

Figure 4.3: Causes of Conflicts in Secondary Schools



Source: Field Data (2014)

According to the questionnaire responses, bad leadership style was seen to be the major cause as it carried the highest percentage of respondents (29.7%), followed by poor communication which carried 20.7%, while the least cause was lack of enough funds which carried 4.8%. Other causes included food problems (14.1%), shortage of teachers (13.1%), poor learning environment (7.2%), students' bad behavior (10.4%) and shortage of funds (4.8%).

4.3.1 Bad leadership

Through interviews to education officials and school board members, it was noted that some of the heads of schools were not flexible, pretended to know everything and took control of most of the duties by themselves without delegating to their subordinates, these, in some instances caused their subordinates to stay apart and act as watchdogs to what was going on. It was explained that in some cases some unfaithful staff members could collude with students to demonstrate.

Furthermore, it was said that heads of some of the schools practiced too much dictatorial kind of leadership, though to some schools, visited especially private schools, this form of administration was used with great care and it provided good results in their respective schools.

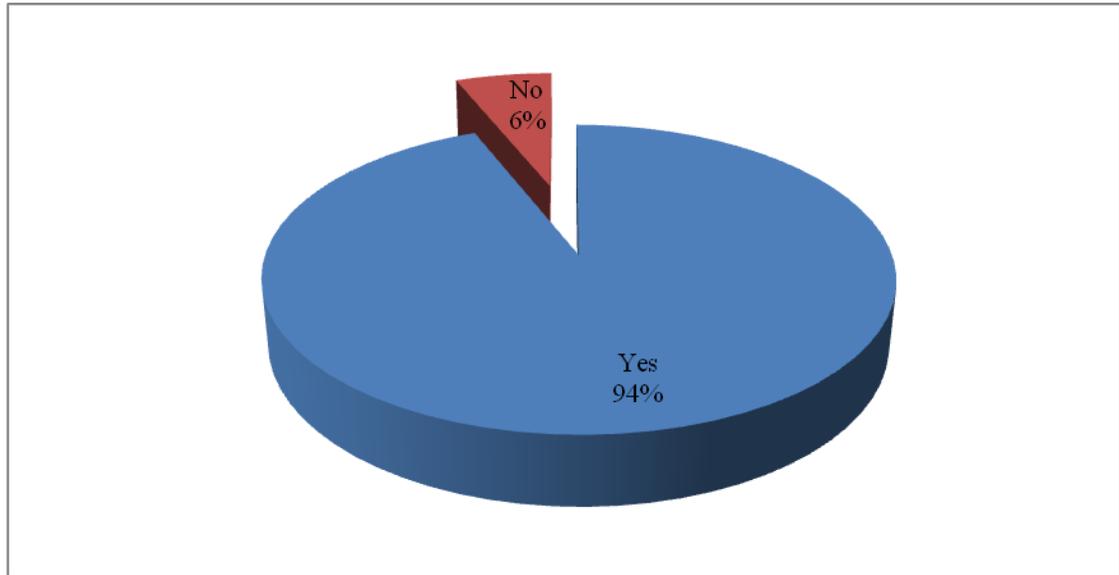
4.3.2 Poor communication

It was noted through interviews that to some extent there were poor communication systems in some schools. It was explained that there was poor communication in which members were not able to share their ideas and grievances to the administrations. This could be another source of conflicts among staffs which if care was not taken it could transcend to students. In examining the aspect of poor communication the researcher went further to see some aspects which could act as indicators for good communication in various schools. These included the existence of meetings, information dissemination about the presence of meetings, freedom to ask questions, and answers to asked questions.

4.3.2.1 The existence of meeting

The section entails to understand as to whether there was good communication between students and administration through various school meetings conducted. The data analyzed showed that 93.9% respondents who were students responded positively that meetings between students and school administration were conducted as per school schedule and the rest 6.1% responded negatively. Figure 4.4 shows these results of questionnaire responses as to whether meetings were conducted or not.

Figure 4.4: Whether meeting were Conducted between Students and School Administrations



Source: Field data 2014

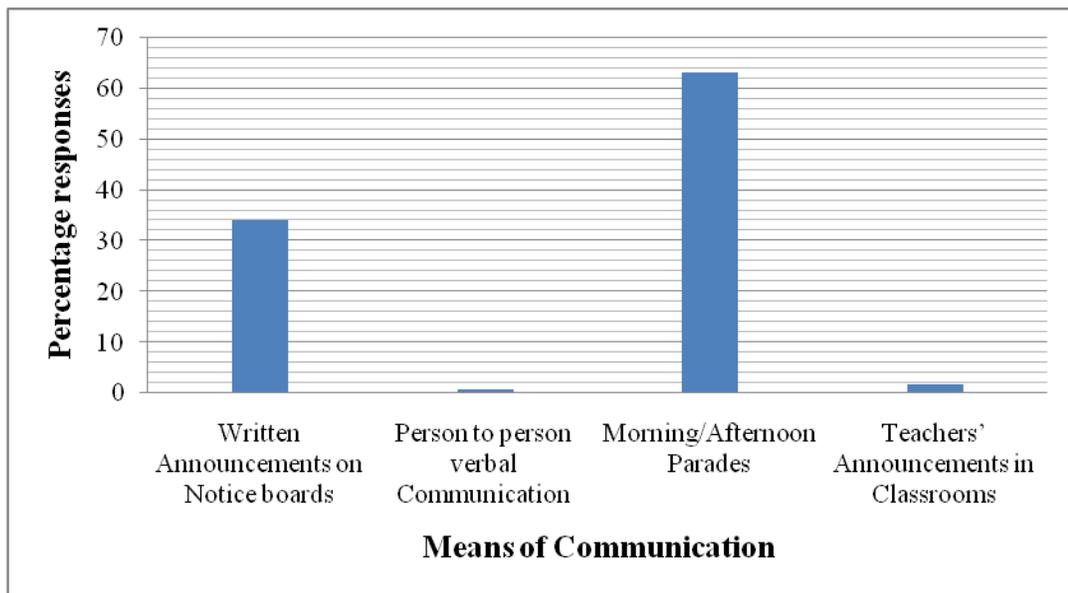
These results indicate that meetings in most of the schools were conducted hence there was no problem with meetings being one among the ways of communication. Though there were official ways of conducting meeting yet there were some members who were not satisfied with those meetings hence they were conducting informal meetings which contributed to some chaos in schools. However, interview revealed that individuals who acted informally were the one who were not fulfilling their duties effectively and were trying to make the administration process difficult.

4.3.2.2 Ways through which Students and Workers Get Information about Presence of meetings

Meeting is very essential in alleviating the occurrence of conflicts. Through meeting is where some of the problems are being handled down. For the meetings to be effectively conducted, members are supposed to be officially informed to prepare themselves and attend for effective participation in the discussion. Failure to inform the respective members on when and at what time the meeting is to be held officially may lead to emergence of conflicts.

Figure 4.5 illustrates the mechanism by which teachers and students got information about the meetings to be conducted in schools as a way of reducing the existence of conflicts.

Figure 4.5: Ways through which Students and Teachers Get Information about Presence of Meetings



Source: Field Data (2014)

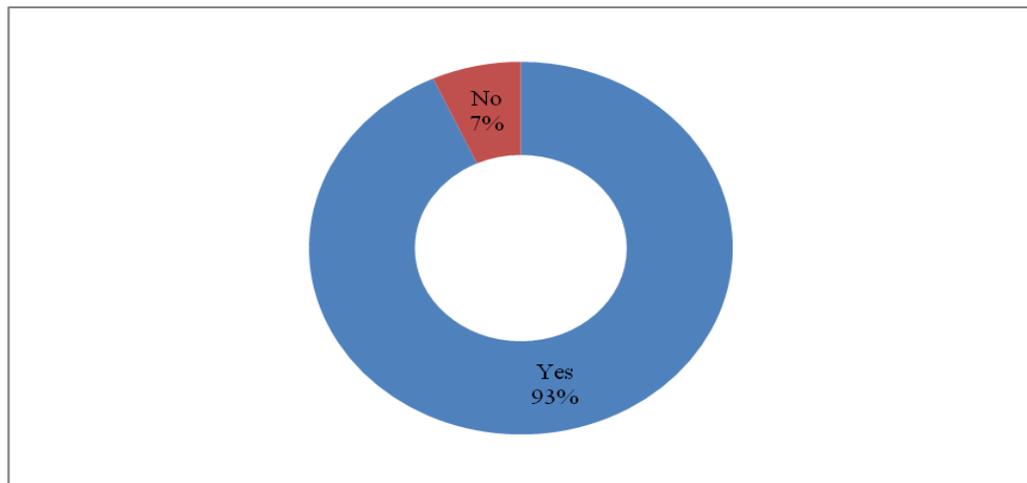
Analysis indicates that 63.3% said information was through morning/afternoon parades or gathering, that is to say the administration tended to announce the presence of meetings during those gatherings. Alternatively, 34.2% said they received information about the meetings through written announcement on notice board and small number of them 0.7% respondents got to be aware of the meeting through person to person verbal communication, while only 1.8% respondents acknowledged getting the information through teachers' announcements in classrooms very late just before the commencement of meetings. This gives the clue that most of the schools did not have school almanac through which all meetings were to be scheduled.

This local ways of information cause other members who were not at the working station not to be aware. This led to only few members attending the meetings hence their grievances not being upheld. To a large extent, this was observed to offer a room for conflicts to happen.

4.3.2.3 Opportunities for Teachers and Students to Ask Questions During Meetings

The researcher's interest was also to know if workers and students had opportunity to ask questions. Results as shown in figure 4.6 indicate that 93% of the respondents saw that there were opportunities to ask questions by both workers and students. Only 7% responded that there were no chances by workers and students to ask questions to the administration.

Figure 4.6: Opportunities for Teachers and Students to ask questions during meetings



Source: Researcher's Analysis 2014

Generally, as per analysis in figure 4.6, it is evident that there was a great room for workers and students to ask questions to the administration and therefore this aspect may have not been a great source for conflicts to happen. However, the 7% of respondents who claimed that there were no chances for asking questions cannot be

neglected. To the lesser extent, a small group of individuals with a negative attitude about freedom of speech may have an impact on institutional relationship, and thus may have a contribution to conflicts.

4.3.2.4 Answers' Satisfaction to Questions needs

Section 4.3.2.2 indicates that respondents in their meetings were given a good room for asking questions. Asking questions only is not enough, in this part therefore, the researcher wanted to know whether questions asked got reasonable answers or not. This is due to the fact that if answers are relevant then members will be satisfied and hence the occurrence of conflict between the parties may be minimal. Results according to figure 4.7 show that 12.6% of the informants responded that, administrators' answers to workers and students' questions were very good, 21.6% said that they were good, while 36.7% saw that they were satisfactory and 29.1% responded that they were unsatisfactory.

Figure 4.7: Answers' Satisfaction to Questions needs



Source: Researcher's Analysis

According to this analysis, the majority of the respondents i.e. 70.9% indicated that there was satisfaction with the answers provided by the administrators, while only 29.1% indicated no satisfaction. Regardless of the majority responding that they were satisfied with the administrators' answers, conflicts in most schools existed.

This leads to a conclusion that this was not only the major reason for conflicts. However, a few who were not satisfied may have a contribution to the existence of conflicts.

4.3.3 Food problems

According to analysis as shown in figure 4.3, about 14.1% of the total respondents associated the conflicts in their schools with food problems. This problem, according to interview with some officials was much associated with either bad or shortage of food. Some of these contracted food suppliers refused to supply the schools with food because their outstanding dues had not been paid by the government. To justify the aforementioned, one respondent lamented that, “it came a time when the government owed about Tsh. 180,000,000 to one supplier for food only”. It was added that since schools did not have enough funds, food suppliers were always contracted to supply food in a debit basis. When the government failed to settle the bills, in some cases suppliers joined hands together to refuse supplying food to government secondary schools. When this happened, schools failed to feed their students, as a result the later had to enter into strikes. It was also reported that in some schools, students claimed that cooks were not cooking well and that some were stealing portion of students’ food, creating shortage of students’ shares, which also caused some conflicts.

One of the interviewee said that in the case of the cooks stealing some food in schools, it was confirmed by one head of school saying, “the reason behind this behavior is the government which had not employed cooks as a result they were working as cheap labor and are paid only 60,000Tsh per month from little sources of school revenue.

4.3.4 Shortage of teachers

Lack of enough teachers was another reason which carried high percentage after the first two main reasons as shown in table 4.3. About 13.1% respondents acknowledged a shortage of teachers. In some schools, the number of students

enrolled was not proportional to the number of teachers present. Teachers were having heavy teaching loads per week that led to lack of effectiveness. The situation was worse in science subjects, such as physics, mathematics and chemistry which seemed to have very few teachers and in some schools had only one teacher. The problem was so severe in government owned schools especially in the rural schools. The problem in private schools was not so severe because of business orientation of the particular schools. This shortage of teachers led to students to become idle most of their time hence discussing issues out of lessons which facilitates conflicts with the administration thinking that, administrators are the sources of the problem. For example the table below shows the shortage of teachers in physics and chemistry teachers in three mentioned schools.

Table 4.2 Shortage of teachers

school	subject	demands	present	deficit
Mzumbe	Physics	7	3	4
	chemistry	7	4	3
Kipera	Physics	5	2	4
	chemistry	8	3	5
Mongola	Physics	6	2	5
	chemistry	6	3	3

4.3.5 Poor Learning Environment

Poor learning environment was another attribute of conflict between students and management where, as shown in figure 4.3, about seven percent (7.2%) of the responses supported this to be one of the reasons. Observation revealed that some of the schools were not having enough classrooms in which more than 50 students were seen to occupy a single and small room. Due to shortage of buildings some of the classes were used as teacher's offices and some teachers were not having places to seat. Chairs and tables were not enough to some of the school, where some students were observed standing when teaching was on progress. Laboratories and their equipment also was a problem noted in most of the school. Some schools used normal classes as laboratories and some were having a single room for laboratory where by all practical subjects (chemistry, physics and biology) were conducted.

More than that, some schools were having a few toilets. This also facilitates conflicts because the environment do not offer smooth environment for learning activities.

4.3.6 Students Behaviour

Student's bad behavior was another reason which was explained to be a source of conflicts in secondary schools. About 10.4% of the responses according to figure 4.3 indicated this. It was said that, some of students were misbehaving in a sense that some of them were suspected of taking drugs, others' attendance in classes were not promising, sexuality was another problem especially co-education secondary school, this problem was much contributed by lack of hostels to some schools where students had to lend the house in the village where they lacked enough monitoring. Once the discipline action were taken to them some of them rejected resulting to misunderstandings between the two parties, hence the conflict arose.

4.3.7 Shortage of funds

On other hand respondents of about 4.8% associated conflicts with lack of enough funds. Through interviewed with some educational officials it was shown that shortage of fund to some schools led to poor provision of some social services to students and buying book. This led to some conflicts between students and school managements. They said if the school owners could support their schools with enough funds some problems could easily be solved. They kept on complaining that; despite the while the amount of money allocated to the schools is too little to suffice the demands, yet the money do not come on time as a result we face very obvious difficulties to effectively run the school.

4.4 Impacts of Conflicts between Students and Management in Secondary Schools

Any conflict situation is bound to inhibit the smooth running of the school and by extension its overall performance. Whether we like or not, conflict will exist or will occur even if the organization had paid the great sacrifice to prevent it. Though in contemporary view, conflict is seen to be good as it brings positive changes, but that

has not been always the case. The following were the noted impacts of conflicts to some schools which were under research (Table 4.2).

Table 4.3: The Impact of Conflicts

Impacts	Respondents No	Percentage (%)
Hostility among school community	13	12.4
Teachers' drop out	4	3.8
Negative impact on academic performance	30	27.5
Damage of school properties	6	5.2
School closure before time	22	20.3
Distortion of school image	8	7.6
Fulfilment on some demands	25	23.1
Total	108	100.00

Source: Field data (2014)

4.4.1 Hostility among school community

Among the serious effects of conflicts noted in most of the secondary schools visited by the researcher was acknowledged by 12.4% of the respondents, who complained of the existence of hostile condition among individuals and between groups. That is to say the hostility existed between teachers, non-teaching staff and students. Teachers no longer trusted each other because some were said to be the instigators of conflicts as they sided with students to raise the conflicts. On the side of the student a great hatred existed between school leadership and other students who were not leaders. This was because some students were forced to make demonstration out of their willing and complained of their leaders to put them at a great risk.

More over a good relationship which previously existed between students and workers declined. Students specifically those who engineered the conflict were no longer free to communicate with their teachers as it used to be.

4.4.2 Teachers Drop Out

3.8% responses attributed an observation that, in some schools hard working employees have left the organization and in some schools, specifically government owned schools, teachers were transferred to other schools as a way of reducing conflicts, leading a gap in their previous schools. Otherwise the same happened to

the students, as some were transferred to other schools and some did not return to their former school because of fear. Interview data from the DEOs respondents revealed that a number of students and teachers escaped the escalating violence. For instance it was said by one among the respondents: *“We lost a good number of staff during the recent conflicts”*. Many sought transfers and some were given warnings following the instigation of strikes and riots of students. As a result, the district schools were left with fewer qualified teachers. This mishap necessitated the need hiring new teachers some of whom were not experienced, in order to fill the gap. In such a situation, the teaching methods used by inexperienced teachers may not be as effective as the experienced ones; hence little meaningful learning may be realized. These factors have undoubtedly tended to affect any school’s internal efficiency.

4.4.3 Negative Impact on Academic Performance

On the other hand, 27.5% responses associated the impact of conflict with negative academic performance in those schools experiencing conflict. Teachers always have the unique opportunity to support students’ academic and social development at all levels of schooling. Positive teacher-student relationships enabled students to feel safe and secured in their learning environments and provide scaffolding for important social and academic skills.

Teachers who support students in the learning environment can positively impact their social and academic outcomes. One among the school board member was noted through interview;

“in reality after the school opened our children were no longer free to their teachers as it has been used to be before, they were afraid of the teachers and some of them kept a distance from them resulting from the negative academic performance of the school”.

Furthermore, that following the eruption of conflicts, teachers and administrators devoted much of their time dealing with issues of chaos rather than concentrating on academic issues contributing to performance of some of the school to be poor. In addition, the transfer of most of the experienced teachers to other school also

contributed a lot to the decline of the academic performance. In some schools situation was such worse to lead to the closure of the school for four or more months which also affected academic performance.

4.4.4 Damage of School Properties

The findings also indicate that, 5.2% respondents were able to prove that, conflicts had led to destruction of properties such as furniture. This destruction led a loss to the respective schools due to reconstruction done. For instance, one DESO was quoted saying: *“Our school was destroyed and we had no option but to close for two months so as to give us more time to reconstruct the damaged facilities”*. Following this destruction, parents were also argued to make some contributions to compensate for the damages of the properties. In doing this it also created the enmity between parents and respective school administration as some parents were not ready for the payments.

4.4.5 School Closure before Time

Responses from 20.3% of the respondents attributed the impact of conflicts with the school closure. Some schools were closed for almost three months out of normal school calendar. One among the head of the school reported saying *“we had no choice, other than closing the school. The regional administrative secretary ordered us to do so because the situation was not conducive for learning processes”*. This unplanned closure of the school had great impact on academic progress because many teachers were, at the end, not able to cover the syllabus in an appropriate time as per the scope of the examinations.

4.4.6 Distortion of School Image

Another impact of the conflict is the distortion of school image in the eyes of stake holders, as pointed put by 7.6% of respondents. The prolonged conflicts are observed to lead to some parents and students to hate the schools. In the face of some schools, specifically private owned, students flow as sources of income

become affected since the students did not like to join the school. It was observed that some who fled never came back. Some got married; others sought menial work as house helps and farm workers, and more girls than boys dropped out school. Many parents withdrew their children from school and particularly the girls because they were at greater risks during the violent conflict.

4.4.7 Fulfillment on Some Demands

In the midst of negative impacts, there were also some few positive ones. According to 23.1% including parents and other school officials respondents met by the researcher said that, some of the students demands were solved following the conflict. Following this a researcher observed, for example reconstruction of infrastructures such classes, renovation of libraries and employment of librarian to some schools, dispensaries were also built and health care servants were sent to those schools. Furthermore, there were also changes in school administration, some heads of school were transferred in and others out. These were some of impact of conflicts seen in some schools which were covered by the study.

4.5 Challenges Encountered in Handling Conflicts in Secondary Schools

This objective aimed at examining challenges facing administration in handling various conflicts emerging in their secondary schools specifically between students and administration. In dealing with this a researcher focused on knowing the ability of the head of schools in solving normal problems before the conflict arise, then their ability in solving the erupted conflicts and the authority which in most cases helped in solving conflicts once reached the highest stage. The results were as follows;

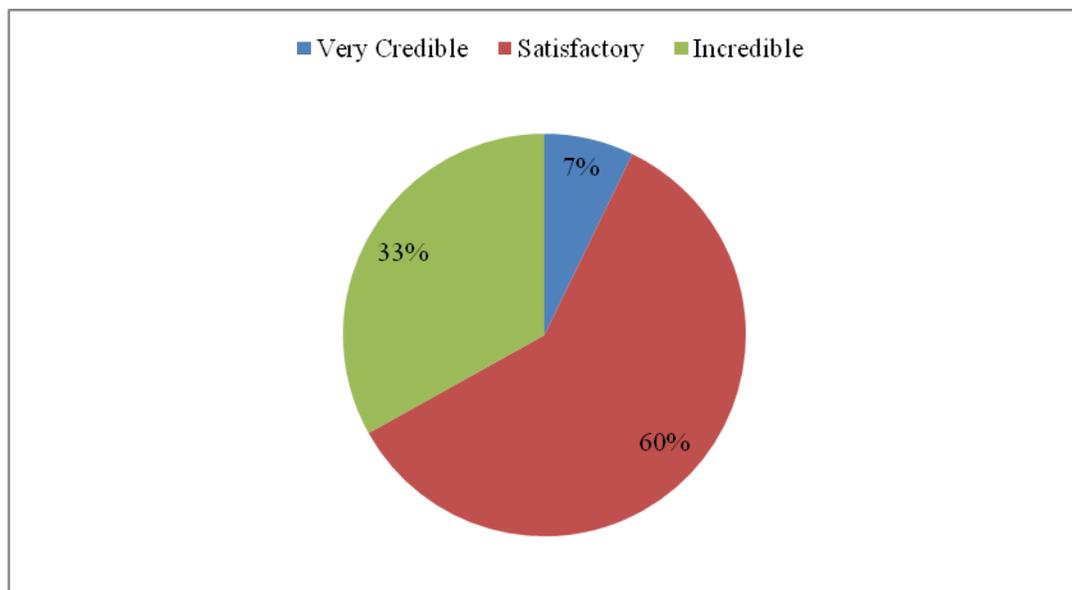
4.5.1 Leaders' Capability to solve Problems in Schools

The section entails assessment of the capability of the school administrators to solve various problems before the conflicts occurrences. This is because before the conflicts happen usually it starts with miss-understanding, failure of managing normal chaos and hence the conflict. Some of miss-understanding aired out which usually happen are associated with food, miss-understanding between workers,

between students themselves and between workers and students. The findings showed that 7% of the respondents indicated that heads of schools were capable of dealing with those disputes; Responses from 60% of respondents indicated that the ability of the leaders to solve disputes were satisfactory and 33% indicated that leaders were incredible to solve normal problems arises in their institutions. As a result despite good credits given to the leaders on their capability to prevent/settle disputes, still conflicts were inevitable in their school. As it has been noted, this is contributed by some leaders, for example to under rate demands of their students thinking that they are children and they do not know their rights.

Moreover, some have been accused of not being ready to take advices given to them by their co-workers and some uses harsh language as a defensive mechanism. The figure below shows the results;

Figure 4.8: Leaders' Credibility



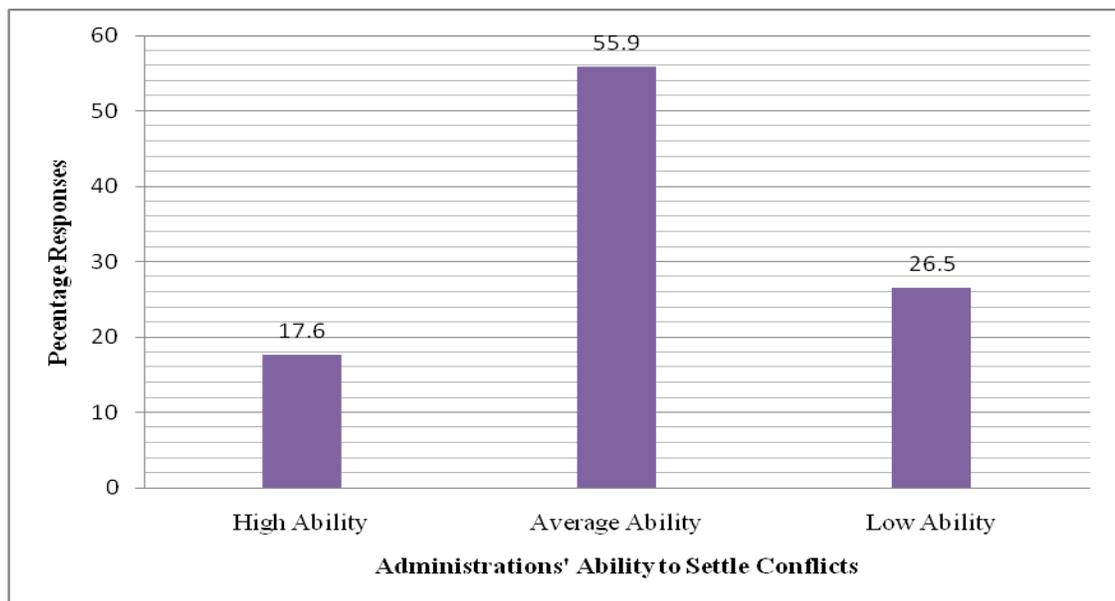
Source: Field data 2014

4.5.2 School Administrators capability to settle conflicts at school

This section analyses the capability of school administration to settle prevailing conflict. As it has been discussed above, the data showed the ability of the leaders to

solve disputes before the emergence of conflict is seen to be not so much promising despite their effort. This has been attributed by lack of trust by the students and other members at work. These failures of solving the disputes lead to the failures in handling the conflicts completely. In reaction to this 17.6% respondents admitted high ability of school administration to settle conflicts, 55.9% said their ability is in average and 26.5% advocated the low ability in settling conflicts once they arise. Due to this analysis other organs interference in solving conflicts such as district leaders and regional leaders is inevitable because the school level is not trusted as a result of difficulties in solving conflicts once they emerge. The findings are summarized in the figure below;

Figure 4.9: School Administrations' capability to settle conflicts at schools



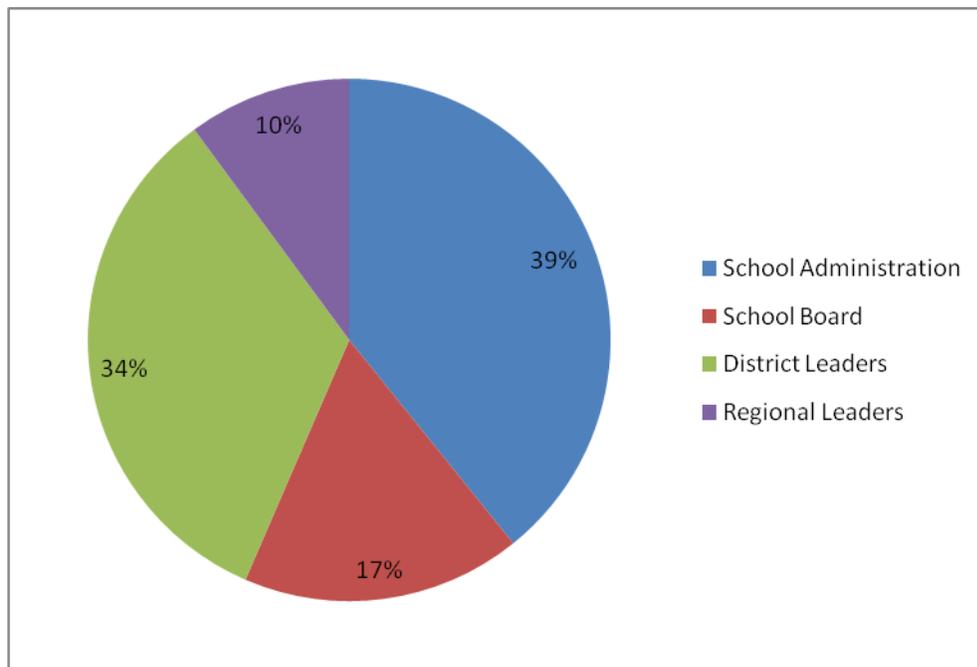
Source: Field data 2014

4.5.3 The authorities which assist in settling conflicts as they arise in schools

This part intended to explore other authorities which tend to assist the school administration in solving conflicts as they arise in their respective institution. It was perceived important to explore the role of other authorities due to the observation that, school administration is not a trusted authority at the extreme cases of the conflicts.

The findings came out as follows; 39.2% responses indicated that the school administration was able to settle the conflicts; 17.3% indicated that school boards were responsible in solving those problems; 33.4% admitted that District leaders were settling conflicts and 10.1% respondents said Regional leaders were responsible to handle conflicts as they occur. Being the case school administration seemed to take great role in solving conflicts once they arise with assistance of other bodies as depicted by the data. The results are summarized in the table and figure as shown below:

Figure 4.10: The authorities which assist to settle conflicts in schools



Source: Field data 2014

4.6 Recommendations to Minimize Conflicts in Secondary Schools

This part presents possible solutions of reducing occurrence of conflict as reported by respondents following the effects of conflicts in their respective institutions. Seven comments were generated by the respondents on mechanism to be employed to minimize conflicts in secondary schools. These comments are as follows;

4.6.1 Early detection and solution to sources of conflicts

Responses from 9.5% participants suggested early detection of sources of problems and solving them before the eruption of the conflicts. Some leaders applied delaying tactics as their means of solving those problems. In some cases, despite some observed signs of conflict occurrence, the school administration poised to take any measure before actual conflicts occurred, with the intention to act after a problem. For instance some schools visited, student complained of not having “School Baraza” meeting for the past year. Some conflicts emerged as a result of the reluctance of the administration to call for “School Baraza” as per students’ demands. There were also informal meeting in one of the school being done by students indicating preparation of boycotts. When the head of the school was informed and advised to settle the problem did not react early, which resulted to students’ demonstration. If they could do so early the eruption of conflict could be minimized. While there were complaints from the students that some cooks were stealing student’s food, some guards were also accused of stealing student’s properties such as clothes. The administration’s failure to quickly act on these complaints was observed to precipitate conflicts between students and the administration.

4.6.2 Strengthening communication

Responses from 22.9% respondents recommended on strengthening communication throughout the institution. Respondents argued that there should be proper means of communication, to share on issues at school. In several secondary schools visited by the researcher it was observed that, students were not allowed to participate in decision making regarding issues affecting them. In such schools, students did not know the importance of student representative council and they hardly know how to channel their grievances. Some leaders were using harsh language seemed to both workers and students. Respondents were not happy with this habit as a result some workers joined with students to raise up the conflict because they seemed not to be respected.

Within this part members insisted on conducting as many meeting as possible so as to make them aware on what is taking place in their society, heads of school were advised to be ready to provide necessary explanation where needed.

4.6.3 Strengthening student's discipline

22.9% commented on strengthening discipline of students and workers. Some workers specifically teachers were not behaving properly as some of them were engaging in love affairs with their students, and some were not attending classes effectively. On other hand workers were complaining on the bad behavior of students such as taking alcohols, smoking marijuana and some of them were noted to live as the married couple in their hostels because some of the schools were not having dormitories. The solution suggested to this is to tighten rules specifically to students. Favoritism in discipline issues was also identified as a source of conflict. For example, this occurs when teachers/ the administration dismisses some students whilst favoring others. Expulsions or suspension from schools are perceived by students to be unjustified since they are not given a chance to be heard. One of the student respondent said: "there are times we note dishonesty among school administrators. For example, they may favour some students because they come from wealthy background since they are likely to receive something small from them thereby, discriminating against students from poor backgrounds". These also happen to be the source of conflicts between administration and students.

4.6.4 Transparency by school leadership

Another strongly recommended is enhancing transparence by school leadership which took 25.2% of the respondents. Transparency advocated here is much concern with school revenue and expenditure. Workers and students were of the opinion that poor accountability on the use of school finance by the heads of the school, imposition of illegal levies in cash or materials specifically in private owned schools, issuance of orders by heads of the schools without due regard to the proprietor's instruction, contributed to the source of the conflicts. Non administrators were complaining on their leaders to use school funds for their own benefits.

More badly they were not open in the meeting on the sources of revenue mentioning only few hiding other sources for their own benefit.

In other school heads were not having mandatory self and reliance committee. Teachers who were put in charge of that committee were complaining of heads of school interference on those the committee for their own interest.

4.6.5 Strengthening school infrastructure

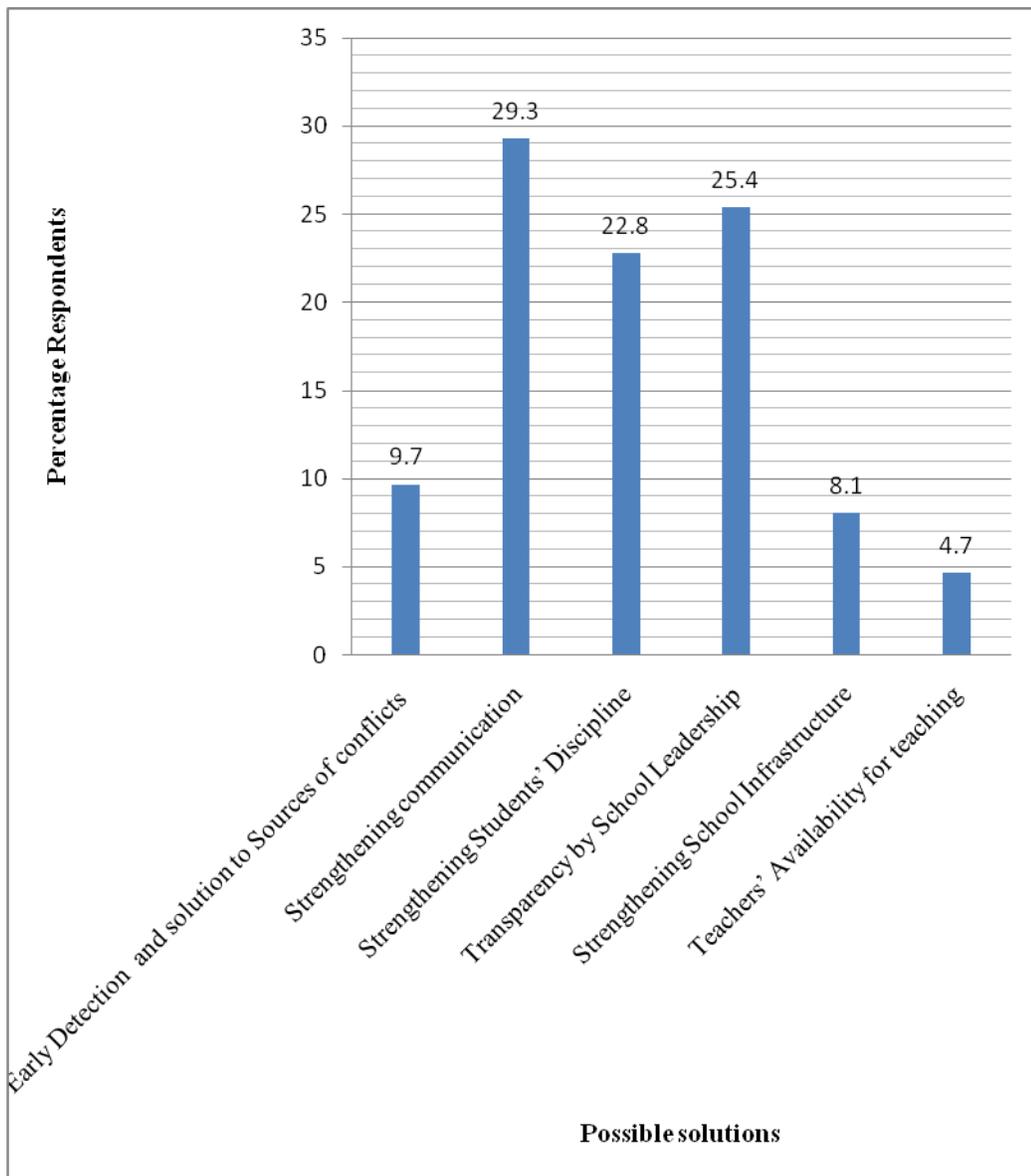
School infrastructure was another area suggested by respondents that the administration or school owners should take care of. It was suggested by 8.1% of the respondents, because some of the school did not have enough buildings for classrooms, offices, laboratories and even toilets were not enough. School furniture was also the problems in which to some extent student were seen standing while the teacher was teaching. It was suggested that enrollment of student could be direct proportional to the facilities present in the school. Some private schools enroll large number of students because of business oriented; to them the good number of students enrolled the more money they make. For them infrastructure availability it is not an issue at all.

4.6.6 Teachers availability for teaching

Availability of enough and qualified teachers in the school was another comment given by respondents, as it has been indicated in the figure it took about 4.7% of the respondent. As it was noted some school enrolled large number of students which were un-proportional to the number of teachers. This led to some teachers having more loads per week which were not able to fulfill them. More than that some subject in some schools were not taught because specialized teachers for those subject were not there and if were taught it was done by unspecialized teachers. It has also been observed that some teachers were busy concentrating on their own business such as teaching tuitions and agricultural activities during work hours. Due to this their attendance at the school was not promising, students complained on this to be another source of conflict.

The Figure 4.11 below summarizes the discussion.

Figure 4.11: Comments on what can be done to minimize Conflicts in Secondary Schools



Source: Field Data

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the major findings of the study which have been generated and analyzed that synthesize the issues emerging from the research in a way to help providing answers to the research questions. It also gives the conclusion and recommendations on how to minimize the sources of conflicts in secondary schools in Tanzania and Mvomero district in particular.

5.1 Summary of the major findings

The main aim of the study was to examine the factors that cause conflict between secondary school administration and the students in Tanzania. In addition, it was aimed at looking at the effects of those conflicts in the respective secondary schools. This was done due to various strike and boycott experienced in various secondary schools as presented in chapter one. In order to achieve the objectives, efforts were made to seek possible answers of the questions as set by the researcher. A case study of six secondary schools within two wards of Mlali and Mzumbe at Mvomero District in Morogoro Region were taken. Sample of 125 respondents out of 3,557 population was used, different respondents such as WEOs, DEOs, school inspectors, School Board members, teachers and non-teaching staff were used to get the data whereby the result as per specific objectives indicated that, many of the respondents (77.4%) had agreed to have witnessed conflicts in their respective secondary schools, this proves that the problem exists.

Among the reasons given out to be the sources of conflicts include bad leadership which carried about 29.7% of the respondents, and poor communication, which attracted 20.7% of the respondents, Other reasons given included food problems, lack of enough teachers, poor learning environment associated with classes and learning facilities, student's bad behavior and lack of funds.

Respondents also suggested remedies which can reduce the presence of the conflicts including, tight rules to students; early detection and solution to signs of conflicts; strengthening communication process and enhancing transparency by school leaders; strengthening school infrastructure and teachers to be available at the school to facilitate teaching process during teaching.

5.2 Conclusions

There is a view that conflicts are inevitable. Society itself is conflict-inherent, the school is no exemption. Since conflict is inevitable and the school administration is aware of it, its management is highly dependent on their context characteristics. Conflict, by its nature, changes over time, whenever a group cannot accomplish the set goals or complete a task, the group members' get into frustrations. Conflict is a dynamic process. In any organization, a modest amount of conflict can be useful in increasing organizational effectiveness. Leadership effectiveness is a function of the personality or style of the leader, the behavior of the leader, the maturity and expectation of the subordinates and other elements internal and external to the situation. Therefore, conflict can be managed based on the administrator's personal characteristics in secondary school. The administrator should understand the cause of conflict in the school system and use appropriate strategies to ameliorate the situation based on personal characteristics. The administrator should identify strategies he/she is more effective and employ such strategies to resolve conflict in the school system.

4.3 Recommendations

On the basis of the findings and conclusions made, the following recommendations were forwarded. Effective communication is the responsibility of all persons in the organization, specifically from administration and to the students. Before making announcements administrators must clarify in their minds what they want to communicate so as to avoid miss- understanding between two parts. While planning communication other teachers should also be consulted and encouraged to participate in the process.

Communication is complete only when the message is understood by the receiver. The sender must get feedback from the receiver if at all the message is communicated effectively.

In some school it has been noted that conflicts also arise because, students were not allowed to participate in decision affecting them. In such schools, students did not know the importance of student representative council and they hardly know how to channel their grievances. Administration always seeks to impose things to students instead of pursuing dialogue. This is because some administrators think that students are children and they happen to know nothing, this also leads to the conflicts unnecessary. Some of the imposed rules and things have been found unrealistic by the students to adhere to the school environment, it is recommended for the leaders to take note on this.

School administrators should ensure that their secondary schools should not only have effective disciplinary committee, but also the decisions by the committee that are respected by the head of the school. It has been noted that some heads of school have their own interest to some students. This leads to forgive indiscipline students without consulting the committee which made the decisions. This will enhance effective dispensation of justice for the interest of the school and the community at large

Some of the school administration displayed poor accountability on the use of school finance. There was arbitrary increase of school fees charges which puts the administration into a collision path with the students and the parents. It is recommended that transparency and accountability in revenue and expenditure must be checked in order to minimize the occurrence of conflicts in secondary schools.

The government is also called upon to play its roles to create conducive learning environments. These may include, but not limited to supplying enough teachers, strengthening infrastructures, providing relevant learning and teaching facilities etc. In addition, they should also have a regular visit of schools to help administrators

identify problematic areas and intervene them on time before the eruption of conflicts. Some disciplinary measures must be strengthened, to minimize the possibilities for conflicts among students.

The study observed a gap between administration and the teachers as a result of administrative failures to unite them. This gap not only makes it is easy for the teachers to side with student, but also intensifies possibility for serious conflicts against the administration. This study recommends the administrators to communicate and collaborate with teachers in overseeing issues necessary to students' learning.

At last, the research recommends that, in the future, a detailed study could be conducted to investigate more about conflict generating factors, effects of various types of conflicts on teachers' performance and design appropriate strategies for managing such conflicts in schools.

4.4 Area for further research

The following areas have been identified as critical for further investigation; conflict management mechanism and the types of administration related trainings to equip administrators on institutional administrative skills. Finally, further studies are called upon to test the theoretical framework established by the current study.

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APPENDICES

APPENDIX I

DODODOSO KWA WANAFUNZI NA WAFANYAKAZI KATIKA NGAZI YA SHULE YA SEKONDARI

Utambulisho

Jina naitwa Ndugu Edwin Matenga, mwanafunzi wa Shahada ya Uzamili katika fani ya Uongozi wa Umma (Masters of Public Administration) Chuo Kikuu Mzumbe. Ninafanya utafiti juu ya “**Visababishi na athari za migogoro inayojitokeza kati ya uongozi wa shule na wanafunzi katika shule za sekondari nchini Tanzania**”. Utafiti huu umechukua sampuli katika wilaya ya Mvomero hususani kata za **Mzumbe na Mlali kuwakilisha shule nyingine nchini**. Tafadhali nakuomba ushiriki katika utafiti huu muhimu utakao wezesha kupata picha ya vikwazo na namna ya kutatua migogoro hiyo kwa manufaa ya wananchi wote. Hata hivyo, ushiriki huu ni wa hiari. Aidha, maelezo utakayotoa hapa ni ya siri na yatatumika kwa masomo tu, siyo vinginevyo. Nitafurahi endapo utakuwa tayari kushiriki katika utafiti huu kwa kijibu maswali machache yafuatayo.

1. Kata.....
2. Shule :.....
3. Kazi/Shughuli yako:
(i) Mwanafunzi (ii) Mfanyakazi
4. Umri wako
(i) Miaka 10 mpaka 20
(ii) 21 mpaka 30
(iii) 31 mpaka 40
(iv) 41 mpaka 50
(v) 51 na zaidi
5. Jinsia yako
(i) Me
(ii) Ke

6. Kiwango cha elimu yako
- (i) Chini ya darasa la saba
 - (ii) Darasa la saba
 - (iii) Sekondari
 - (iv) Cheti ngazi ya chuo
 - (v) Diploma
 - (vi) Shahada ya kwanza
 - (vii) Shahada ya pili na zaidi
7. Umekuwa hapa shuleni kwa muda gani?
- (i) Mwaka mmoja hadi miwili
 - (ii) Miaka miwili hadi mitatu
 - (iii) Miaka mitatu hadi mine
 - (iv) Zaidi ya miaka mine
8. Umewahi kushuhudia migogoro hapa shuleni?
- (i) Ndiyo
 - (ii) Hapana
 - (iii) Sikumbuki
9. Unafikiri ni nini chanzo cha migogoro hiyo?
- (i) Uongozi mbaya
 - (ii) Ubinafsi wa walimu
 - (iii) chakula
 - (iv) mawasliano hafifu
 - (v) upungufu wa walimu
10. Mnayo nafasi ya kukutana na uongozi wa shule kwa njia ya mikutano?
- (i) Ndiyo
 - (ii) Hapana
 - (iii) Sijui

11. Kama jibu hapo juu ni ndiyo, je, kwa kipindi cha mwaka 2012 mpaka 2013, mmefanya mikutano mara ngapi?

- (i) mara moja
- (ii) si zaidi ya mara tatu
- (iii) si zaidi ya mara tano
- (iv) si zaidi ya mara sita
- (v) sikumbuki

12. Mnapataje taarifa za kuwepo kwa mkutano na uongozi wa shule?

- (i) Kupitia mbao za matangazo
- (ii) Kupitia viongozi wa madarasa
- (iii) Tunaambiana kwa mdomo
- (iv) Kupitia mkusanyiko wa asubuhi
- (v) Mwalimu anatangaza darasani

13. Katika mikutano kati ya uongozi na wanafunzi/wafanyakazi, mnapata nafasi ya kuuliza maswali?

- (i) Ndiyo
- (ii) Hapana
- (iii) Tunauliza maswali tu
- (iv) Tunapata majibu ya juu juu tu

14. Kwa kiwango gani maswali yanajibika kwa ufasaha

- (i) Kwa kiwango kikubwa
- (ii) Kwa kiwango cha kati
- (iii) Kwa kiwango kidogo
- (iv) Hakuna ufasaha kabisa

15. Kwa kiwango gani unawaamini viongozi wa shule hii katika utekelezaji wa mipango yake?

- (i) Nawaamini sana
- (ii) Nawaamini kidogo
- (iii) Siwaamini kabisa

16. Je, ni mamlaka gani ambazo mara nyingi ndizo zilizohusika katika kutatua migogoro iliyojitokeza shuleni?

- (i) Uongozo wa shule
- (ii) Bodi ya shule
- (iii) Uongozi wa wilaya
- (iv) Uongozi wa mkoa

17. Kwa maoni yako, unafikiri uongozi wa shule unauwezo gani katika kutatua matatizo yanayojitokeza hapa shuleni?

- (i) Uwezo mkubwa
- (ii) Uwezo wa wastani
- (iii) Uwezo mdogo

18. Ni madhara gani ambayo mliyapata kufuatana na mgogoro uliojitokeza

.....
.....
.....
.....
.....

19. Kwa maoni yako nini kifanyike ili kupunguza migogoro kati ya wanafunzi na uongozi wa shule?

.....
.....
.....
.....

ASANTE KWA KUSHIRIKI KATIKA UTAFITI HUU

APPENDIX II

OBSERVATION GUIDE

The following is a checklist to find out the presence of infrastructures, behavior and actual meetings available in the selected school under the study.

Name of School.....

Meetings and infrastructure availability						
	Status	Excellent	Very Good	Good	Average	Poor
A	Actual Meetings					
	School council meeting					
	School Baraza					
	School Management meeting					
	School workers council meeting					
B	Infrastructures					
	Headmasters/mistress office					
	Second master/mistress office					
	Academic master/mistress office					
	Discipline office					
	Notice boards					
	Suggestion boxes					
	Students' Guidance Office					
C	Behaviors					
	Assertiveness					
	Passiveness					
	Arrogance					
	Discipline in meetings					
	Adherence to the meeting calendars					
	Time management					

APPENDIX III

DOCUMENTARY REVIEW GUIDE FOR SECONDARY SCHOOLS

The following table shows the degree of availability of resources for facilitating decision making processes in the select secondary schools.

Name of the school:.....

	Item	Adequate	Inadequate	Not Available
1	School Baraza Minutes availability			
2	School Council Minutes availability			
3	Report files			
4	School Management team meeting minutes			
5	Teachers Council meeting minutes			
6	Academic committee meeting minutes			
7	Class meeting minutes			
8	school calendars			
9	Departmental meeting minutes			
10	Attendance register			
11	Visitors Book			
12	Standing orders			
13	Announcements boards			
14	Non teaching staff meetings minutes (Where applicable)			
15	Self reliance meetings minutes			

APPENDIX IV

INTERVIEW GUIDING QUESTIONS FOR DEO, WEO, HEAD OF SCHOOLS AND INSPECTORS

- 1) Generally, have you ever faced conflicts in your schools?
- 2) What types of conflicts which commonly happen in your schools?
- 3) What are the main causes of conflicts between pupils and the school managements?
- 4) What authorities have mainly been involved in solving such conflicts?
- 5) What mechanism is employed to settle conflicts?
- 6) What challenges have been encountered during conflicts resolutions?
- 7) What should be done to minimize the occurrences of conflicts?

Swahili Translated Interview Guide Questions for DEO, WEO, Heads of Schools and Inspectors

1. Kujumla umeshawahi kukutana na tatizo la migogoro katika shule zako?
2. Je ni aina gani ya migogoro uliyowahi kuishuhudia ikitokea katika shule hizo?
3. Ni nini chanzo cha migogoro kati ya wanafunzi na uongozi wa shule?
4. Ni mamlaka zipi zilihusika na utatuzi wa migogoro hiyo?
5. Je ni mbinu zipi zilitumika katika kutatua migogoro hiyo?
6. Ni changamoto zipi ulikutana nazo katika kufikia muafaka wa kutatua migogoro hiyo?
7. Nini kifanyike ili kupunguza uwepo wa migogoro hiyo?

APPENDIX V

INTERVIEW GUIDING QUESTIONS FOR SCHOOL BOARD MEMBERS

1. Have you ever heard about any conflicts within this school?
2. If yes, what was the source of the conflict?
3. What parties were involved in the conflict?
4. Who were involved in solving the conflict?
5. What were the impacts of the conflicts?
6. Are you involved in school decisions?
7. What suggestions do you give to minimize conflicts in the school?

Swahili Translated Interview Guide Questions for school board members

1. Je umeshawahi kushuhudia au kusikia taarifa za migogoro katika shule hii
2. Kama ndiyo ni nini chanzo cha mgogoro huo?
3. Mgogoro huo ulikuwa baina au kati ya nani?
4. Nani au mamlaka ipi alihusika katika kutatua mgogoro huo?
5. Nini yalikuwa madhara ya mgogoro huo
6. Ninyi kama wazazi mnahusishwa na katika maamuzi yeyote ya shule?
7. Je una mapendekezo gani au ushauri gani kuhusu kupunguza tatizo la migomo