

**SCHOOL BOARDS ENGAGEMENT IN RESOLVING  
CONFLICTS IN PUBLIC SECONDARY SCHOOLS:  
THE CASE OF NGARA DISTRICT COUNCIL**

**By**

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Teaching Management in partial Fulfillment of the Requirement for the Degree  
of Master of Arts in Education (MAED) at Mzumbe University**

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## CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation titled: “**The School Boards Engagement in Resolving Conflicts in Public Secondary Schools: The Case of Ngara District Council**” in fulfillment of the degree of master in education of Mzumbe University.

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## **DEDICATION**

This work is dedicated to my beloved children Alieth, Adabert, Amans, Amando and their young brother Francisco. Also is dedicated to their mother Generose.

## **ABBREVIATIONS**

AEO	-	Assistant Education Officer
BOM	-	Board of Management
DSEO	-	District Secondary Education Officer
EFA	-	Education for All
ESEA	-	The Elementary and Secondary Education Act
NCLB	-	No Child Left Behind Act of 2001, Pennsylvania - USA
PTA	-	Parent Teacher Association
RAS	-	Regional Administrative Secretary
URT	-	The united Republic of Tanzania

## ABSTRACT

Various strategies of resolving students' conflicts in public secondary schools are growing in Africa. However, little is known on the effectiveness of the mechanisms that are used in conflict resolutions by the school boards in public secondary schools using Ngara district council as a case study. The study adopted a case study design, in which the quantitative research approach dominated over the qualitative ones, thus giving rise to quant-qual research design. The study utilized a sample of 103 study participants which comprised of 48 teaching staff and 48 school boards who were surveyed using structured questionnaires; 6 heads of school who were interviewed using interview schedules; as well as a District Secondary Education Officer who was interviewed using interview schedules. The primary data were collected through the use of questionnaires, interviews, and observation. Descriptive type of data analysis was performed to measure the relationship between the type of strategies for resolving conflicts and the effectiveness of the mechanisms in reducing students' conflicts in public secondary schools by using (SPSS) version 20.

The study revealed that the mechanisms used to resolve students' conflict by the school boards members in public secondary schools were effective. However, to a lesser extent this was not accepted by a relative small group of teachers who were of the view that on some incidences the school boards side with students. The most conflicts that rise in schools include: Students with teachers; students with the school management; as well as students among themselves. It was also reported that the sources of conflicts in schools includes lack of enough teachers, poor learning environment, students' bad behavior and lack of enough funds. Several types of conflict resolution mechanisms were used by school boards. Among others include: Use of formal meetings with students; school closure; as well as use of coercion from police forces. Also, the study revealed that a relative high proportion of the school board members were knowledgeable on matters related to conflict resolution mechanisms at secondary school level. As such, they were able to competently engage in resolving conflicts within the school setting. The study ends up by recommending that, indeed, there is a need for having an association of school boards' members for all secondary schools at a national and regional level in order to share lessons or experiences from various groups. Equally important, designing a journal for school boards can offer necessary remedies towards addressing students' atrocities.

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## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.1 Introduction**

In recent years there has been an increasing trend of the students' upheavals in public secondary schools. This has had dire administrative consequences for running of the public secondary schools. Based on those observations, the research explores and analyses the conflict resolution mechanisms applied by school board members in curbing those atrocities in selected public secondary schools of Ngara district council. This chapter is organized into general introduction, background to the problem, statement of the problem, objectives and research question, significance of the study and scope or delimitations of the study.

#### **1.2 Background to the problem**

Academics, parents, technocrats and teaching staff are still debating on better ways to manage conflicts in educational systems. Conflict refers to an increase in the magnitude of disagreement, and hostilities or violence (Shale, 2006). In secondary schools, conflict is viewed as a 'disagreement, or perceived incompatibility of interests, Mayer (2010), which are simultaneously connected to intra-personal processes, Rahim (2002:207), created by different parts of the psyche, the value system and the behaviour (Folger, Scott, Poole, and Stutman 2001:45). Conflict begins when an individual or a group perceives differences between themselves and the other about interests, beliefs, needs and/or values (De Dreu, Harinck and Van Vianen 1999). Conflicts are shaped by individuals (Augsburger 1992; Avruch 1998; Lederach 2000), and are again constructed by 'perceptions, interpretations, expressions and intentions' (Lederach 1996:9). Many conflicts theorists find that conflict are likely to escalate depending on the way the parties involved react in response to others. Where parties or institutions fail to manage conflicts well conflicts can escalate (Fattah, 2009).

Conflict can be analyzed from an individual level, group, and organization such as a public secondary school, society, national and international level. This study, however, focuses on conflicts that arise in educational systems such as schools between: Students with teachers; students with the school management; as well as students among themselves due to several unknown reasons. Within the school level, however, conflict comes when respective management capacities are absent and the parties in conflict choose to use force in securing their goals (Huma, 2011). Theoretically, a conflict has its own cycle; just like something organic. It has the initial stage, reaches an emotional and even violent climax, then it tappers off, disappears and reappears (Galtung, 2000). In broad-spectrum various conflicts require various conflict resolution mechanisms.

According to Rahim (2001), styles of handling conflicts are determined by the source of conflict. He agrees with the contingency approach as applied in management which argues that there is no one best approaches to making decisions, leading, and motivating others. The contingency approach also called the situational approach contends that each of the conflict management style is appropriate depending on the situation. Its main premise is that proper diagnosis of a conflict is the basis for its intervention. Based on those literatures, the research explores and analyses the conflict resolution mechanisms applied by school board members in curbing those atrocities in selected public secondary schools of Ngara district.

In an interview with the DSEO for Ngara district council in September 6, 2016, it was revealed that; there were various conflicts of different nature in a number of public secondary schools. It was further reported that in the year 2016, about five schools had reported to have had conflicts caused by several factors. Conflicts which were reported included those between students from various competing groups, students versus school administration, as well as students with teachers. Those conflicts were associated with dire administrative consequences such as damage of school properties and injuries.

The Tanzania's education policy of 1995 (URT, 1995) asserts that, to a large extent conflicts in schools are related with governance issues which rests in the hands of heads of schools. That observation raises an issue for investigation. Bearing the functions of the school board as stipulated in Kiongozi cha Mkuu wa Shule (URT, 1997), includes managing and supervising school development plans, to make sure that there is discipline among teachers and students as well as administering school funds. School boards are very important organs in school management and administration.

They act as a link between the school and the society whereby the success and failure of the school depends upon their participation.

According to The National Education Act of 1978 (URT, 1978), the key functions of the school boards includes ensuring the welfare of the pupils and the teachers and to ensure the promotion and development of the school as the centre for the provision of national education to the community which it serves. This document goes on stating more functions of the school boards that are to consider and accept or reject applications for the admissions of pupils to the schools, to confirm or disallow the dismissal of pupils from the school and to advise the head of school on matters related to governance and the conduct of the school. Despite the contributions of school boards in running the school, conflicts in public secondary schools in Tanzania are still growing.

General observations show that for last ten years from 2007 to 2017 conflicts between students' and management of public secondary schools have dominated the public scenes. In various school board meetings as well as parents meeting this agenda has been so topical. Furthermore, the guideline known as Kiongozi cha Mkuu wa Shule, URT (1997), shows the list of cases that can lead into students' expulsion from school including violence in schools. This study focused on exploring better mechanisms employed by school boards in conflict resolutions between students, teachers and school administration.

### **1.3 Statement of the problem**

Various mechanisms of resolving students' conflicts in public secondary schools are growing in Africa, and have dominated the discussions of technocrats, politicians, bureaucrats, students and teachers. However, little is known on the effectiveness of those mechanisms in resolving student conflicts in public secondary schools. Available literature recognizes the role of school board members in resolving students' conflicts in public secondary schools.

The roles of the school boards, however, are in accordance to the National Education Act of 1978 (URT, 1978), which sets out the key functions of the school boards. Among others includes ensuring the welfare of the pupils and the teachers and to ensure the promotion and development of the school as the centre for the provision of national education to the community which it serves. The role that the school board has as URT (1978) shows is to strengthen the teachers and students welfare, to promote and develop the school as a centre for the provision of the national education as well as to minimize conflicts in schools and hence raise the schools' academic performance.

Despite the fact that each public secondary school has a school board, yet there has been an increasing trend of the students' upheavals in public secondary schools. This has had dire administrative consequences for running of the public secondary schools. Based on those observations, the research explores and analyses the effectiveness of conflict resolution mechanisms applied by school board members in curbing those atrocities in selected public secondary schools of Ngara district council. Specifically, the study identifies the conflict resolution mechanisms used by school boards towards addressing upheavals in public secondary schools; assesses the knowledge of the school board members in matters related to conflict resolution mechanisms at secondary school level; as well as the extent to which the school board members engage in resolving conflicts within the school setting.

## **1.4 Objectives of the study**

### **1.4.1 Main objective**

This study investigated the effectiveness of conflict resolution mechanisms applied by school board members in managing students' conflicts in selected public secondary schools of Ngara district council.

### **1.4.2 Specific objectives**

The specific objectives of this study were:

- i. To identify the conflict resolution mechanisms used by school boards towards addressing upheavals in public secondary schools.
- ii. To find out the knowledge of the school board members in matters related to conflict resolution mechanisms at secondary school level.
- iii. To assess the extent to which the school boards engage in resolving conflicts within the school setting.

## **1.5 Research questions**

### **1.5.1 Main research question**

The main question of this study was, "What are the conflict resolution mechanisms of the school boards towards addressing upheavals in Tanzania's secondary schools?"

### **1.5.2 Specific research questions**

This study was guided by the following research questions:

- i. What are the conflict resolution mechanisms used by school boards towards addressing upheavals in secondary schools?
- ii. To what extent are school board members knowledgeable on matters related to conflict resolution mechanisms at secondary school level?
- iii. To what extent do the school boards engage in resolving conflicts within the school setting?

### **1.6 Significance of the study**

This study aimed at helping the school owners in finding the importance of providing capacity building or training to the members of the boards prior to their appointment so as to be knowledgeable in resolving various conflicts at schools. It also aimed at raising the awareness among the school board members on the roles of the school boards to the actual management of schools. More specifically, the study was of much help to educational leaders on the importance of involving school board members in conflict resolving whenever they arise in schools. On top of that, the study aimed at raising the society's awareness on the relationship exists between school board activities with school academic achievement.

This work encouraged the government to strengthen the school boards so as to enhance proper school administration. It was also helpful to teachers for being aware on how school boards are the organs for solving various conflicts among members of the staff. Moreover, most important, the study helped teachers on raising their awareness on the importance of using school board meetings in resolving disciplinary issues. On the other hand, school owners knew the extent to which school boards contribute in running schools. The study helped educational stakeholders to know the mechanisms used by heads of schools and school boards in resolving different conflicts. From that case, the study was entitled to investigate the school boards engagement in conflict resolution in Tanzanian public secondary school.

### **1.7 Scope or delimitations of the study**

The study findings are limited to forty eight teachers from six secondary schools, including teachers who are representatives of the teaching staff in the school board meetings. Also six heads of schools, from six schools, forty eight members of the school boards and one District Secondary Education Officer responsible for Ngara District Council. The area of the study was Ngara district council and six schools were visited.

This study used quantitative sequential qualitative mixed design and it focused on the conflict resolution mechanisms used by school board members in public secondary schools in Ngara district council. This is because there are cases of conflicts in some schools. The sampling of the study was 103 respondents. The mostly asked question by parents and other stakeholder was that “Do the management of public schools in public secondary schools know the procedures for resolving conflicts in their organization?” Thus the findings was not applied to all secondary schools, all students, all teachers, all school boards, all heads of schools and all district education officers although it may be applied to all schools, all students, all teachers, all school boards, all heads of schools and all district education officers in similar situations namely the school boards’ engagement in resolving conflicts in public secondary schools in Tanzania.

### **1.8 Limitations of the study**

This study faced various limitations. The researcher visited Kabanga secondary school for data collection purposes. Before travelling to such school he contacted the head of school through mobile phone. At the date the researcher went at that particular school he found that the Head of school had travelled that morning and he did not inform the Second master about the researcher’s visit. The researcher had to go back, and he arranged to revisit the school after one week. In all schools when the researcher visited the school, he did not find all target respondents at a time. Therefore, the researcher had to revisit the school more than once so as to get more respondents. Moreover, there was reported a serious students’ violence in Bariadi secondary school in March 2017 during the time a researcher was collecting data. The use of case study design limited the researcher to collect data on such conflict since it was out of the researchers study area.

## **1.9 Chapter summary**

This chapter dealt with the general introduction of the whole work. It provided the background to the problem and statement of the problem. The study objectives and research questions have been clearly stated here. Then the significance of the study, scope or delimitations of the study and limitations are also stated.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews both theoretical and empirical literature of the study on how school boards contribute to the school management especially procedures for conflict resolutions. It begins with the definitions of key terms, then an overview of the approaches to address the problem. The theory that guided this study was presented in this chapter followed by the empirical literature and the research gap. Finally the summary of the chapter was made.

Unlike the United States of America, where school boards are elected by the school community, in Tanzania, school boards are appointed by the Regional Administrative Secretary (RAS). In America, so is the case in Tanzania, as Pearson (2014) states, school boards have rarely been the focus of empirical study regarding the effect of globalization and the era of accountability which the wave of globalization has generated. The argument is, in considering the dynamic age where there is accountability pressures for increased student's achievement mounting, one might argue the case for additional research into the effect and implication of school board members on school governance to lift up the student's academic performance. In this literature review, the researcher examined the existing researches concerning the pressures upon public schools for the last ten years. He reviewed researches on the expansion of public schools in this period, the roles of the school boards in running these schools and examining the ability of these boards in performing the vital roles they have assigned.

## **2.2 Definitions of terms**

### **2.2.1 School boards**

This refers to the board established under section 38 of The National Education Act, for the purpose of supervising and advising the management of a national school (URT, 1978; p.8). In this study, the school board refers to the board that is appointed by the Regional Administrative Secretary to serve as the management organ in secondary schools.

### **2.2.2 Conflict**

The term conflict as Rahim (2001), argues has no single clear meaning. Different scholars studying conflict in different discipline have brought much confusion. March and Simon (1958) cited in Rahim (2001), defines conflict as a breakdown in a standard mechanisms of decision making so that an individual or groups find it difficult to select alternatives. Pondy (1967) in Rahim (2001), considers organizational conflict as a dynamic process underlying organizational behavior. Tedesch (1973) quoted in Rahim (2001) argues that, conflict is an interactive state where behaviours or goals of one actor appear to be incompatible with the behavior of some other actor or actors. Shale (2006), defines conflict as an increase in the magnitude of disagreement, hostilities or violence. Galtung (2000) provides basic premises of conflict. The Hindu thought that conflicts are the destroyer and the creators. That is; they are the source of violence and on the other side the source of development. Another premise is that everything grows together in mutual causation. There is no beginning and no end for conflict. All actors are responsible, single actor neither carry all responsibility nor guilt. In this study, conflict refers to the misunderstanding between two or more social entities that arise from incompatibility among the actors.

### **2.2.3 Conflict resolution mechanisms**

Conflict resolution implies the reduction, elimination or termination of conflicts. Studies on negotiation, bargaining, mediation and arbitration fall into the category of conflict resolution. Although conflicts are functional for organizations, most

recommendations still fall under the realm of conflict resolutions, reduction or minimization. Traditionally conflict resolution tries to resolve or reduce conflicts between conflicting parties at the micro level within the existing system, (Rahim, 2001). In this study, conflict resolution mechanisms refer to the procedures used by the school management in resolving conflicts in public secondary schools.

#### **2.2.4 Public schools**

The Concise Oxford Dictionary (1995) defines public as something of or concerning the people as a whole, opens to or shared by all the people. Ben and Gaus in Henry (2006) provided better analysis of the component of the public as they elaborate that publicness... in society is comprised with three dimensions: agency, interest and access. Agency refer to the basic distinction between an agent acting privately that is on his own account, or publicly, that is, as an officer of the city. Interest is concerned with the status of the people who will be better or worse off for whatever is in question. Access refers to the degree of openness that distinguishes publicness from privateness. Public is to ordinary people in society in general. It refers to service provided by the government for the use of people in general. This means the connection between the government and the services it provides (Oxford Advanced Learners Dictionary, 2010).

A School, according to The National Education Act of 1978, refers to any assembly, institution, organization or any place which provides primary, secondary, higher and adult education (URT, 1978; p.7). Public school refers to any school maintained by the ministry or local authority (URT, 1978; p.7). In this study, public schools therefore, refers to all schools built by the government or communities or which were taken over by the government from non state agencies and are run by the government.

### **2.2.5 Secondary school**

This refers to the school which provides secondary education, whereby secondary education is a formal full time education which starts after primary education. The National Education Act no 25 of 1978 (URT, 1978). This study focused on public secondary schools.

## **2.3 An overview of the approaches to address the problem**

### **2.3.1 A survey of theoretical literature**

A new appointee school board member is lucky that the community has recognized his/her habit of working hard to reach this point. The community expects that a new school board member understands the values and concerns of the society and have the power to improve public education. (Blumsack & McCabe, 2016) argues that, however small and local the school board may be they represent the most important daily civic commitment which the citizens make to their communities, children and their future. New board members should bring sharp questions, innovative ideas and fresh energy. These researchers goes on arguing that, a new board member should look at established routines and policies with new eyes, will challenge old assumptions and will have the opportunity to share her/his perspectives with other members. Moreover, she/he will have to learn how to make positive differences in the work of the board and contribute most effectively to bring changes.

Dietrich (2010), introduces the political environment in education exerts pressure in school boards to make decisions that both placate and adequately serve the local citizens they represent and legislators who fund them. On the other hand, Murphy (1990) finds that, school boards are being isolated from the autonomy and powers that they had traditionally enjoyed. Dietrich (2010) points that, more recent federal legislation such as No Child Left Behind Act of 2001, has not addressed the role of the school boards. This whether intended or not, may represent a push towards centralized state education policy. School boards are seen as administrators of state policy at a local level. They are responsible in making decisions that need to be made

but they lack the capacity to make actual decisions because true authority over the schools has been centralized to the state and its agencies.

In America, the national school board association provides American school board journal to help new school board members do better. Blumsack & McCabe (2016) have provided seven practices of highly effective board. The question is; do Tanzanian school board members get training or journals to make them be equipped with knowledge on how to work in schools on behalf of the community? Moreover, there is no such school board association in Tanzania. Should there be such association, members would be sharing and exchanging views on how to better govern the schools.

Traditionally, local school boards believed their roles to include approving the budget, dealing with constituents, generating revenue, and keeping the public “at bay” around politically sensitive issues. While believing in these functions, improving students’ achievement is a chief role for local school boards (Delagardelle, 2006). The researcher goes on arguing that, a joint publication of the Iowa state board of education (1994), suggested a leadership model for school boards which are vision, structure, accountability and advocacy. Sell (2005), provided three most prominent duties of school boards which includes hiring and evaluating the superintendents, oversight of budgetary formation and making policy. In his reports on effective school governance, Resnick (1999) in Delagardelle (2006), extends these functions and identified ten fundamentals of good board operations. These include setting the vision, focusing on students’ achievement, providing structure for success, advocating for education, involving the community, and accounting for results, empowering the staff, setting policy, collaborating with other agencies, and committing to continuous improvement. These fundamental operations are consistent with other models that have described school board functions for effective board leadership (Danzberg *et al*, 1992; R.H. Goodman *et al* 1997b; Henderson *et al* 2001a; Horn, 1996; Land, 2002; Resnick, 1999; Smoley, 1999 cited in Delagardelle, 2006). However there are number of proposals for school board reforms based on the

roles and responsibilities of the school boards. Moreover the outcomes of the schooling (students achievement results) have not improved (Grissmer *et al*; (2000) cited in Delagardelle, 2006).

There are studies on the relationship between the superintendent and the school board focusing on who controls whom. (Kerr, 1964; Smith1974) shows that, boards differed to the judgments and values of the school professionals hence were controlled by them. Other studies looked at the relationship between the board and the superintendent to shed light on the functions and effectiveness of the school boards. Glass, Bjork & Brunner (2000) in Delagardelle (2006) indicates that, an overwhelming majority of school board evaluation of their superintendent (<90) rated their performance as excellent or good.

On the other hand, superintendents gave a board members a much lower grade related to their performance showing that board turn over and community pressure are significant stressors in their job. The role confusion between the board and superintendent are cited as most damaging to their ability to work together. The study provided information about what boards should not do than what should make board effective (Grand & Bryant, 1991). It is from these facts then, the role of the school boards are ambiguous hence the need for training arises. Ford (2013) argues that, there is the absence of the widespread agreement on the proper role of school board for there is confusion between tasks executed by school boards and roles that school boards have. The role of school boards must be universally understood as maximizing students' achievement levels.

In school administration, school boards seem to be left behind by the government and respective schools. Dietrich (2010) shows that, from the literature regarding the governance of schools, school boards have become forgotten or ignored piece of the structure of education. The argument by the researcher is, the bulk of literature that directly covers the functions of the school boards tend to focus on the administrative issues facing school boards as a whole in a form of "how-to" primers for board

members or administrators. UNESCO (2013; p.33), further shows that education sector governance is about ensuring that policy and plans are implemented efficiently and effectively. Improving all aspects of education sector governance is vital to achieving sector development goals. Therefore, there should be capacity to lead and manage the education sector. Insufficient governance capacity may be a major bottleneck in policy implementation. Capacity resides within the individual and organization (institutions) as well as within the enabling environment. It should be noted that, different levels of education governance capacity needs to be considered at each level.

In many ways, school boards are responsible for management, development planning, discipline and finance of institutions under their jurisdictions (URT, 1995, p.28). Despite their keystone placement at the heart of all national schools, very little work have been done to clearly define their roles, to train them so as to perform their duties clearly, to examine their roles in solving disciplinary issues, studying the relationship exists between the school board governance and academic achievement, the role of school board in developing school infrastructure and examining the power of the school board in rising the school funds.

### **2.3.2 The Critical Analysis of Empirical Literature**

For the school to achieve better academic performance there should be collective efforts from various stakeholders. A school board, being the most important organ in running the school, should have the contribution in raising the school's academic performance. Eliot (1959) pinpointed the roles of the school boards to include hiring and support competent professionals as superintendent, defend the schools against public criticism and to persuade people to open their pocket books. In the United States of America, as Ford (2013) argues, in 1959 there were no popular alternative structures to perform basic tasks of school boards and hence this was adequate description. After this period, two occurrences in mid 1960s altered the way in which local education was delivered. These were The Elementary and Secondary Education

Act (ESEA) of 1965 and the rising of two National Teachers Unions. These changed the nature of the school boards.

Literature on school boards for the most parts continues to define the role of the school boards as the series of tasks. Land (2002) concludes that, the popularly understood functions of the school board is to make policies, whereby Ford (2013) argues that, this may be what boards do, but possess a question as to whether this is their key function. All of these explanations as Ford (2013) shows provides some ideas of why school boards exist but fails to get at defining their core roles. Accountability for academic performance for example is the core function of the state. Maximizing state aid also appears to be a logical role for school boards.

From the beginning as Delagardelle (2006) argues, the essential value of the public schools in a democracy was to ensure an educated citizenry capable of participating in discussions, debates and decisions to bring the wellness of the whole community and protect the individual's right to life, liberty and pursuit of happiness. An educated citizenry and democracy are sisters and lack of one would affect the other (Glickman (1993) cited in Delagardelle, 2006).

Education according to Barber (2001) quoted in Delargadelle (2006), is the enabler of a democracy. School boards therefore, are the organs in school governance responsible for ensuring democracy within the school hence rising up academic performance.

Despite the long standing presence of school boards in public education in the United States of America, Delargadelle, (2006) finds that, there are very few data driven studies on the effectiveness of school boards that can inform the discussion of what role they should have in schools' improvement for improved students' learning. Instead, the existing literature is dominated by opinions on the role of the school boards in relation to students' achievement and at best, they prescribe general categories of board behavior for effective school board rather than giving specific criteria for judging the effectiveness of school board governance.

### **2.3.3 The role of the school board in resolving conflicts**

When one is appointed a new board member, obviously he/she has got issues that are his/her priorities and will also get a lot of individual attentions from friends, school employees and community members who want him to tackle particular problems... as a school board member, you do not have individual legal authority to fix problem or decide issues (Blumsack & McCabe, 2016). They further argue that; the wisest thing one can do is to make people understand that, he can only get their work done as part of the team... in fact, the more one communicate and share with his/her fellow board members, the more likely he/she will be able to gain support for his priorities or ideas. The idea here is, in order to better solve various disciplinary issues and conflicts, school board members should work collaboratively. They should work as a team so as to reach a common goal. Bloomsack & McCabe (2016) contends that, in a school board long term, an individual's success as a board member is inextricably tied to the success of his/her board. The judgment is by what it accomplishes, not by what an individual tried to accomplish. A board member is appointed as an individual but should work as a part of a team. Then the best way for success is to practice collaboration and respect. It is the researcher's opinion that, boards whose members treats one another with respect, tends to be the most effective.

It should be noted that, collaboration and respect does not mean consensus. They normally vote and majority rule. But, it may happen that, this year's minority could be next year's majority.

In the United States of America as Pearson (2014) noted, despite the fact that the school board of education has other prescribed duties like real estate purchasing, tax levying, contract negotiating and approval but experts agree that the boards greatest responsibility is to choose an effective superintendent to act as the great of the district.

Danzberg *et al* (1992) cited in Pearson (2014), argued for the examined locally elected boards and defined range of roles and finds that it would even change the title

to local policy boards and delegate much of its current roles to the superintendent. More observation finds school board members perceptions of their own strengths regarding their roles that are critical to begin an effective board in an accountability environment; they will have great difficulty in rising to the challenge of school reforms. It is further argued that, the locally elected board brings benefits such as giving voice to local citizens on the education of their children, giving the interest of local taxpayers more control and influence with the elected lay person being the watch dog and they are accessible to parents and citizens while they are also accountable at the ballot box (Sell, 2005).

#### **2.3.4 The effects of conflicts in schools**

In the study done in public schools around Nandi south district in Kenya, Biutha (2013), investigated the effects of the immerging conflicts between religious sponsors and heads of schools, education officials, parents and school board governors in the whole process of public schools governance. Shidende (1996) in Biutha (2013) finds that, the local community were against the way they were excluded from Pentecostal church affairs though the church introduced education to the area especially Nyang'ori secondary school. From this conflict, the community built their local community secondary school; they also petitioned the provincial education office regarding the issue of having more representation in Nyang'ori secondary school board. Moreover, the church lost more converts as the community also lost more social development ventures from the church.

Findings by Okotoni & Okotoni (2003) cited in Biutha (2013) pointed out that, most of school conflicts of the time resulted into disruption of academic programmes. Inadequate staffing resulted to unplanned transfer of teachers and teacher's withdrawal from active participation in school activities, were effects that resulted from conflicts. Biutha (2013) further finds that, low discipline among students, high turnover of head of schools, were head of schools' responses on the effects of conflicts in schools. On the other hand, teachers' responses indicated that, poor performance in examinations; low enrolment and low students' discipline are the

effects of conflicts in public secondary schools. The assistant education officers (AEOs) further added that there are strikes in schools due to indiscipline students. The findings concluded that, whenever there are management conflicts in schools, students discipline tends to go down and when there is high rate of teachers' turnover, schools appear to be unstable. To better solve these conflicts, it is recommended that public secondary schools, church sponsors and stakeholders be sensitized with regard to correct interpretation of the education act as a tool in school governance.

### **2.3.5 The role of the school boards in expansion of schools**

School boards have the role of expanding the school in terms of infrastructure and students enrolment. Ford (2013) shows that, maximizing state aid is a logical role of the school boards. In most American states, aids by the state to school districts are mostly determined by the number of students enrolled and some type of formula that determines how much state aid is needed. Districts can seek to maximize enrollment but that is hardly a core governance function. The conclusion is that, school boards exist to serve the essential function of running schools.

Some studies shows that school boards are less important and some states in America do not even prefer having them. Literature by Ford (2013) revealed that, in some American states the proliferation of education vouchers for private schools, schools with independent charter that operates outside the tradition school districts, the emergence of special purpose governments to run schools in states such as Louisiana, Michigan, and Tennessee and also the elimination of school boards in several large American cities shows that school boards are not needed in education provision.

Howell (2005) cited in Ford (2013) extends the idea that the emergence of public education options outside school board authority, though still the exception and not the rule, gives the urgent need to define the proper role of the school board.

The School board as a governance organ is responsible in improving quality of education provided by improving infrastructure. UNESCO (2013), referring on the

global monitoring report of 2005 shows five factors that affects quality. These are context, learners' characteristics, inputs, teaching and learning, and outcomes.

With input we look at learners, teachers, infrastructures, teaching and learning materials. To better provide quality education therefore, there is a need for managers and administrators to focus at improving school infrastructure, solving learners and teachers conflicts and having enough teaching and learning materials.

## **2.4 Theoretical Framework**

The connection between government and organizational performance is not considered as a common sense connection. School boards have the degree of engagement in the organization they are charged with overseeing. Ford (2013) points that, the connection between school board's management and school outcomes is arguably even less given limitations on school board actions and lack of clear set of specific tasks. The question is, can and do school boards impact student outcomes? Ford (2013) clearly elaborates that, school board members do not directly educate students, but they govern the process and do influence the result of this process (p.47).

Delargalle (2006) argues that, the absence of an established theory about functions of the school board and school board governance has resulted in lack of clear direction to guide research and organize knowledge in this area.

Literatures on school boards are categorized in four major areas.

- (a) The evolution of school boards as an institution.
- (b) The school boards and its authority relationships with other units of government, administrative and teaching staff.
- (c) The school board in relation to community structure.
- (d) The school boards in relation to community demands and support (Cistone (1975) in Dellargadelle, 2006).

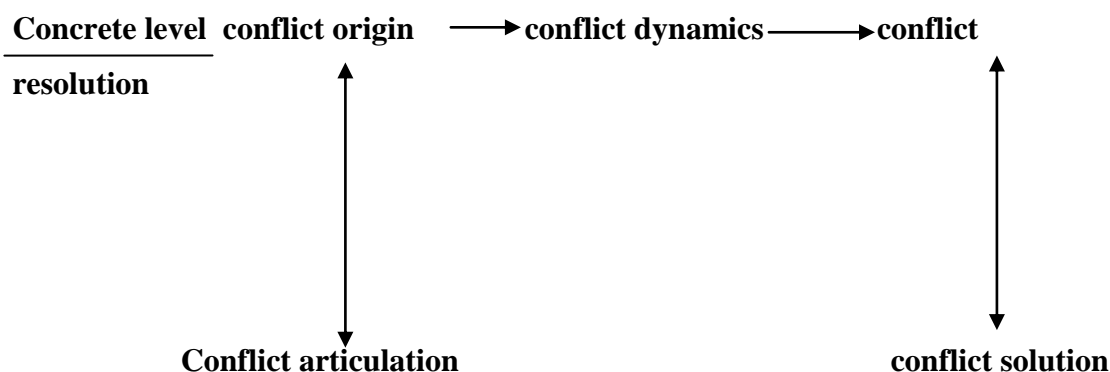
Those categories remained unchanged though there were few additional studies to investigate the link between the governance of schools and students' achievement in those schools (Alsbury, 2002; Coleman & LaRocque, 1990, cited in Dellargadelle, 2006).

Furthermore, Rada (1998) argues that, while studying school governance, the commonly used theories (decision output theory, dissatisfaction theory, and continuous competition theory) are inadequate for they focus on political interactions and power from a macro Perspective, tested quantitatively with large samples of board member's and do not focus on individual board member's motivations. This author proposes public choice theory to be used in studying school governance. Board members like most people, make rational decisions while driven by a desire to have the most information possible to make those decisions. Information in public choice theory is a key to understanding decision making though always sought based on a simple cost benefit analysis. Therefore, the public choice theory applied to individual school board candidate would allow researchers to study their motives for service that could be applied in guiding future research in this area (Pearson, 2014). In the context of this dissertation where the research was conducted in Tanzania, the conflict theory was applied to study the school boards engagement in resolving conflicts in public secondary schools: The case of Ngara District Council.

## **2.5 The conflict theory**

Galtung (2009) clarifies the conflict theory as follows: Always conflict originates at a certain point and becomes articulated. It develops until a resolution phase emerges and the conflict dissolves as the system finally reaches the solution where there is no longer any conflict. The resolution phase is part of the dynamics and the solution part of the resolution is part of the dynamics. The phases of the conflicts are illustrated in the following diagram:

**Figure 2.1: Phases of conflict**



**Source:** Galtung, (2009)

The diagram is fruitful as a paradigm since the conflicts life history seems to be that they evolve, then there is the process of destructive behaviour, and or attitude until regulatory forces are called into operation from inside or outside to start the phase of resolution which finally reach to a kind of solution. Knowledge on the nature of conflict at all levels is indispensable since conflicts change and generally aggravate by an admixture from the escalation in the dynamic phase. The more detailed knowledge on factors for a conflict, the more can be said about conflict dynamics and possible resolutions. According to this theory, two regions of compatibility and incompatibility usually come out as contiguous region. Then, the compatibility sets can have any structure and distinction in terms of correlation can be equally made for the conflict theory paradigm. Basing on this perspective, school board members in the process of resolving conflicts should understand the nature of such conflict at all levels. Always conflict theory put emphasis in a position of goal dimension.

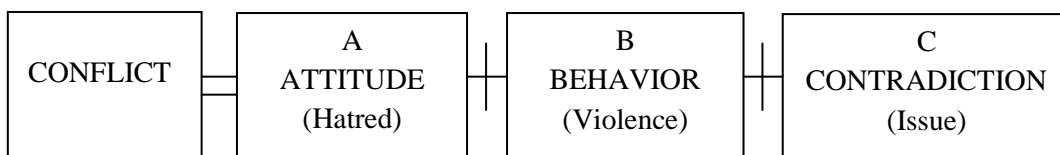
### **2.5.1 Elements of conflicts**

The science of conflict, **conflictology**, needs elements of analysis to reach the hypothesis that can be tested and help to establish theories. Conceptualization of conflicts includes:

1. The actors: These are for good or bad, relevant to each other to form a system of actors.



Conflict appears, reaches emotional and violent climax, then tappers off, disappears and even reappears. All actors have goals like incompatible; exclude each other such as two states wanting the same land. That means, when goals are incompatible, a contradiction, and an issue emerges. Any actor with unrealized goals feel frustrated and frustration may lead to aggression turning inward as attitudes of hatred or physical violence. The spiral of hatred and violence results into meta-conflict over the goal of preserving and destroying. In this way, conflict always gets eternal life by disappearing and reappearing. There are many actors, many goals, and many issues in a normal conflict. The life cycle of a conflict is in three phases as illustrated below:



## 2.6 Empirical literature

This section reviewed different literatures with regard to the empirical findings from such studies. The focus was on the sources of conflicts and the mechanisms used by school administration in resolving conflicts. In schools, conflicts arise due to different factors. The idea in common from different findings shows that whenever conflict arises, there should be management vacuum.

In America, the studies by Delargadelle (2006) titled “Roles and Responsibilities of Local School Boards Members in Relation to Students’ Achievement”, assessed the school board members’ perceptions about their roles and responsibilities for improving students’ learning and examined contextual factors and characteristics that may influence such beliefs. The methodology used is both qualitative and quantitative. Data were collected through an online state wide survey from 718 local and regional board members and top administrators. The findings indicates that

board members expressed lower expectations for their roles, put less importance on specific responsibilities, having very limited understanding of what is needed for systematic change of students' learning and they participated less in training. This study however did not investigate the role of school boards in resolving conflicts in schools. My study examined the school boards engagement in resolving conflicts in school setting.

Ford (2013), in the research titled "The impact of school board governance on academic achievement in diverse states", assessed the connections between school board members background, adherence to a set of best practices created by the association of national school boards', small groups dynamics and district completion and dropout rates. The methodology used is survey where six strategically chosen states were surveyed. The findings show that the way in which school boards govern affects district level performance. School boards that engage in strategic planning view teachers as their collaborator and mitigate conflicts, perform better on academic outcome indicators. Furthermore, the study presents limited data on non profit charter school boards and it proposes a theoretical model of school boards' governance and calls prior research on school boards' performance.

The study cements that traditional school boards can influence academic outcomes, which means improving school boards' governance appears to be a legitimate approach to improving academic achievement. However, this study did not investigate the knowledge of the school board members on matters related to conflict resolution mechanisms. In this study, the researcher examined the knowledge of the school board members in solving conflicts.

Other studies by some Psychologists have reported that sometimes conflicts among students may arise due to the lack of the sense of community. The study by Osterman (2000) titled "Students Needs for Belonging in The School Community: Review of Educational Research Fall". The findings show that, the experience of belonging is a good factor in studying students' behaviour and performance. Relatedness is one of

the important three basic psychological needs, essential to human growth and development. With relatedness, one feels securely connected with others. When students' needs are not satisfied in educational settings as Deci (1991) et al in Osterman (2000) predicts, brings diminished motivation, impaired development, alienation and poor performance. Therefore, conflicts may arise when students feels that teachers are not closely related to them. This journal does not show how different groups can join hand with the school administration in resolving conflicts. Since the school is an open system which allows outside input to better develop the organization, my study assessed the inputs of the school boards in dealing with conflicts in schools

Another study by Dietrich (2010) titled "The Effects of NCLB on State Boards and Local School Boards' Relations: A Pennsylvania Example", investigated whether school board members are losing autonomy and how this occurs. The methodology used was qualitative with critical case study design. The study was guided by principle agent theory. The findings show that local school boards are maintaining a high degree of local control since the implementation of state policy has been left to the local boards. Board members feel that state standards and the prescribed annual yearly progress goals have been a positive influence in this state. Authority over education in this state is broadly distributed among the state government than expected. This study however, did not view the role of local school boards in relation to conflict resolution.

The study by Okendu (2012) titled "The Role of School Boards, School Heads and Parents Teacher Association in The Effective Management of Public Schools" examined whether school boards, heads of school and PTA have any significant relationship in the effective management of public secondary schools in Khana local government area, Rivers State, Nigeria. The sample size was 251 secondary school teachers found in Khana local government area. The study employed quantitative methodology. The findings revealed that the controlling functions of the heads of schools and PTA have significant relationship with the management operations of

public secondary schools. On the other side, this study revealed that, school board has no significant relationship with the school management system. This study did not examine the knowledge of school board members and their roles on solving conflicts in school setting. My study investigated how school boards deals with conflict resolutions in secondary schools.

Looking at the study by Ngare (2014) titled “Roles of Parents Teacher Association in Enhancing Discipline in Public Secondary Schools in Ongata Longai Zone, Kajiado County” assessed the role of Parents Teachers Association (PTA) in enhancing discipline in Public Secondary Schools. The methodology used was both qualitative and quantitative with cross sectional survey and phenomenological design. The study population included 4 public schools whereby the sample size were 4 principals, 4 discipline masters, 36 class teachers 36 PTA members and 160 students. The study tools used were questionnaire, interviews and documentary analysis. The findings shows that very little are done by PTA on students’ discipline management. Majority of the parents about 76.9% claims that school principals rarely involve PTA in students discipline issues. In serious cases only the concerned parents are invited. The findings further show that there are growing percentages of students who are taking hard drugs. On the other side, PTA ignore certain important activities like visiting schools occasionally so as to monitor students’ progress and providing guidance and counseling to students and teachers.

It was revealed also that PTA face challenges like facing conflicts with board of management (BOM). On the area of setting school behavioral rules, with clear consequence structure, 61.5% of the parents said it rarely happen. Furthermore, 80.8% stated that PTA is not effective on setting strategies to minimize students’ truancy. The findings further show that 69.2% of parents are not effectively visiting the school occasionally to monitor their children’s progress. This study did not investigate and show how indiscipline behaviours can cause conflicts in schools. It also dealt with PTA leaving aside the school boards in resolving conflicts in schools. My study examined how school boards help school leadership in resolving conflicts.

The study by Biutha (2013) titled “Effects of Conflicts on School Management in The Third World: The Case of Kenya” assessed the effect of emerging conflicts between religious sponsors and head teachers, education officers, parents and school boards and boards of governors in management of public secondary schools in Nandi south district.

The methodology was purely qualitative which employed survey research design. The population included 38 religious sponsored public schools, 38 boards of governors, 38 parents, 38 head teachers, 342 teachers, 6 education secretaries of the schools’ religious sponsors and 5 assistant education officers. The findings revealed that conflicts have many effects. Low discipline among students was one of the effects reported. This resulted into high rate of teachers turn over. Furthermore, poor academic performance in national exams is also a result of conflicts in public secondary schools. Another effect that was reported was the low enrollment of schools since students tend to leave and transfer to other schools whereas some schools were closed down due to low students’ enrollment. Moreover, schools that had no continuity in school headship had a lot of students’ strikes because of low discipline amongst the students and teachers’ low morale to instill order. As a result, there was a general drop in education standard in such schools. Generally, it is evidenced in this finding that students tend to perform poorly in national exams and schools drop in academics when there are management conflicts. However, this study did not explore the conflicts among students with teachers and conflict among teachers with school administration. My research investigated the conflicts that exist among students with teachers, students with school administration and students among themselves.

Iravo (2011) studied this phenomenon in a study titled “Effects of Conflict Management in Performance of Public Secondary Schools in Machakos County”. The study examined the effect of conflict management in performance of organizations with a view to resolving conflicts which were experienced in public secondary schools and hence make them more effective, efficient and conducive for

the development of human resource. The aim was to assess the effect of conflicts in public secondary schools' performance, to determine whether management are aware of conflicts in the organization and help towards resolution and hence evaluate the role of environment in conflict resolution. The study mixed both qualitative and quantitative methodology. The research design were descriptive survey, tools used were semi structured questionnaire. The population comprised 1455 respondents. The findings indicate that there are direct relationship between conflict management and performance in education institution. Also there is strong relationship between conflict resolution and performance in education institution. When management is knowledgeable in conflict management there shall be less conflict in an organization. This study however did not employ case study design. My study used case study research design.

From the study by Ignace (2014) titled "Assessment of Heads of Schools' Strategies in Managing Conflicts in Secondary Schools. A case of Kinondoni Municipality", the researcher assessed the heads of schools' strategies in managing conflicts in secondary schools. The aim was to examine the knowledge and skills of heads of schools in managing conflicts in schools. Also assessed the effectiveness of such strategies and challenges they face while managing the conflicts. The study employed both qualitative and quantitative approaches. The findings indicated that heads of schools have little knowledge and skills on resolving conflicts. Also heads of schools employ different conflict management strategies in resolving conflicts and all heads of school had made efforts to manage conflicts by using different strategies. This study dealt with heads of schools only leaving aside the contribution that can be made by other stakeholders such as school boards in resolving conflicts in schools. My study examined the contribution of the school boards in helping school administration to resolve conflicts in school setting.

The study by Matenga (2014) titled "Persistence of Conflicts in Secondary Schools in Tanzania: A Case of Mvomero District Council", investigated the factors that generated the persistence of conflicts between secondary school administration and

students. The study assessed the sources of conflicts by exploring major causes of conflicts, examined the impacts of conflicts and assessed challenges facing secondary schools in solving conflicts. The research design was case study. The sample size was 125 respondents. The study tools were questionnaire, interviews, documentary review, and observation. Findings revealed that 77% respondents have experienced conflicts in their institutions, 29.6% respondents attributed conflicts to bad leadership style and poor communication. Other sources of conflicts include food problem, scarcity of teachers, poor learning environment, students' behavior and lack of funds. This study however, studied the conflict between students with school administration only. My study went further by examining conflicts between student with teachers, student with school administration, and conflicts among students themselves.

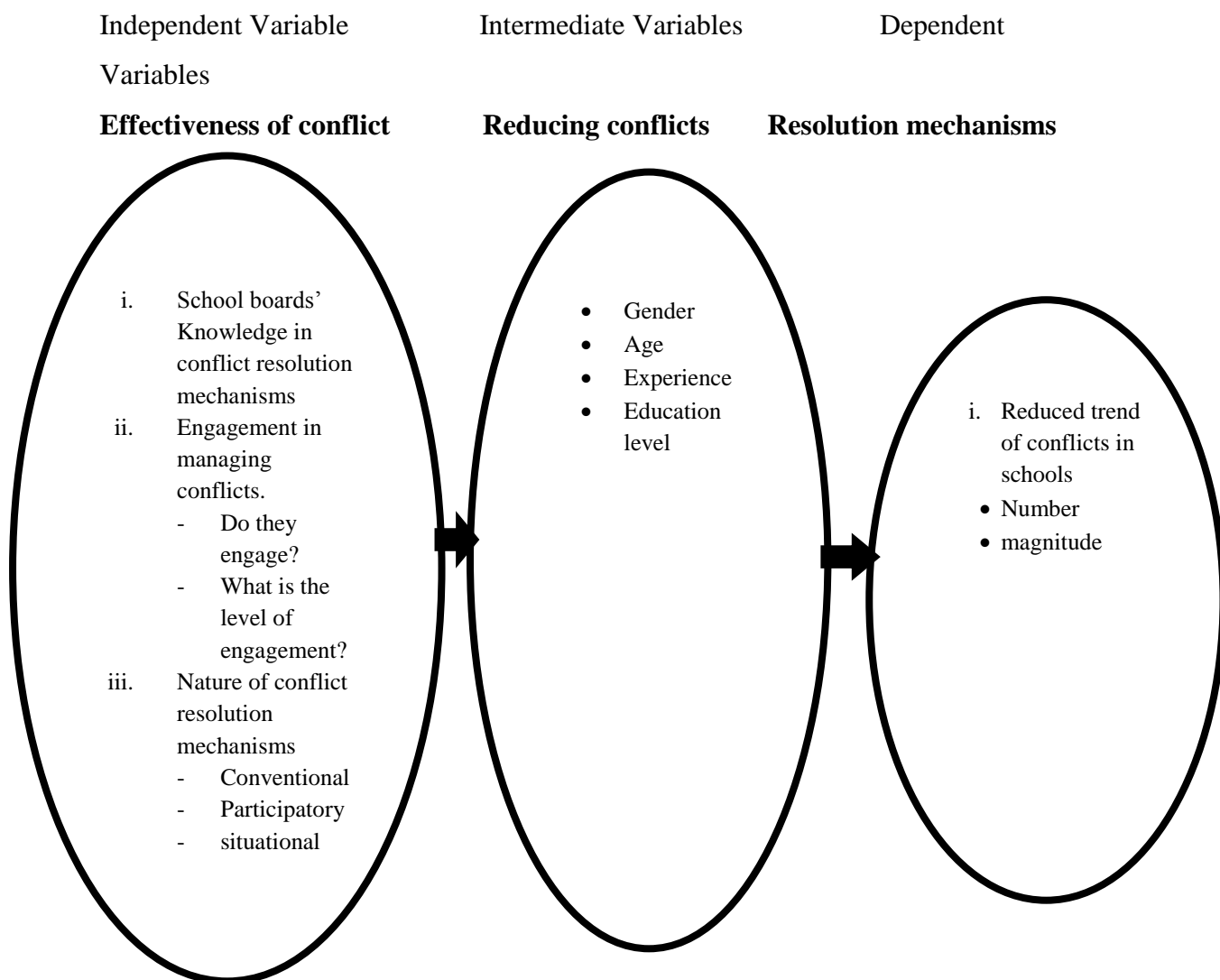
## **2.7 Research gap**

A critical analysis of various researches or empirical evidence linked with the objectives of the study has increased an understanding on the nature of conflicts and measures to analyze them. However the literature is silent on the conflict resolution mechanisms in the lens of the school boards in resolving conflicts in public secondary schools. Literatures which were read, shows that head of schools and District Education Officers have been resolving conflicts in schools. From this view, the researcher was motivated to conduct the same study so as to come up with the findings on school boards engagement in conflict resolutions in public secondary schools in Ngara district council

## 2.8 Conceptual framework

**Figure 2.3: Conceptual model**

### The conflict resolution mechanisms in public secondary schools



**Source:** Designed by the researcher (2016/2017)

From the above conceptual model, conflict management in schools depends much on the knowledge, ability and capability of the school boards to perform their governance roles.

## **2.9 Measurement of variables**

Two variables were measured in this study. These are dependent and independent variables.

### **2.9.1 Dependent variables**

Proper conflict resolution depends much on mechanisms used by school boards in resolving conflicts. This was measured by the means of questionnaire interview and observation to see how proper mechanisms of conflict resolving can affect conflict management. Schools board chair person, board members, teachers, and heads of school were visited to get more information.

### **2.9.2 Independent variables**

These were measured by interviewing teachers, school board members, Head of schools and DSEO to find how effective school boards are resolving conflicts in schools.

## **2.10 Chapter summary**

This chapter surveyed the literature by other researchers who researched about the school boards. The survey was on the overview of the approaches to address the problem. The theoretical literature viewed the attitude of the new appointee school board members. Critical analysis of the empirical literature was done to see how others say about the roles of school boards, the effects of conflicts in schools and more other school boards role apart from dealing with conflicts. In theoretical framework, the literature shows that there is absence of established theory about functions of school board which has resulted into lack of clear direction to guide researches and organize knowledge in this area. The theory used in this study is conflict theory. The chapter ends up by providing the empirical of literature, the gap and conceptual framework.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter the researcher describes the research methodology that was used to explore the role of school boards in managing conflicts in secondary schools. The research approach and design employed is also explained. Then research study area, sample and sample procedure followed by data collection methods and instrument which was used are described. Data analysis procedures are shown and finally elaborations on validity and reliability of the study and lastly ethical issues consideration are stated.

#### **3.2 Research design**

This refers to a plan or strategy for conducting a research which deals with matters like selecting participants, and preparing for data collection activities. The aims for research design are to provide answers to research questions and to control variance (Wiersma, 2005). Since the study employed both qualitative and quantitative research design, it thus used quantitative sequential qualitative mixed design. The quantitative research approach dominated over qualitative, thus making quant-qual research design. Quantitative research design as Krathwol (1993) in Wiersma (2005) elaborates is the research that describes phenomena in numbers and measures instead of words. Qualitative research design describes phenomena in words. The distinction is found in the way data is presented. Qualitative originates in descriptive analysis and essentially it is an inductive process, reasoning from the specific situation to general conclusion while quantitative is closely associated with deduction reasoning from general principles to specific situation (Wiersma, 2005). In mixed method research, the investigator collects and analyzes data, integrates the findings and draws inferences using both approaches in a single study or programme of inquiry (Mertens, 2010). The research was the function of the researchers' insight and impressions.

Results were generated in the forms which were subjected to rigorous quantitative and qualitative analysis (Kothari, 2004). This study also made use of exploratory design. According to Kothari (2004), exploratory studies are concerned with formulating a problem for more accurate investigation or for developing working hypothesis from an operational point of view. It intends to explain some phenomena (Msabila, 2013). Also, observation and case study was used. Yin (2003) states that, case study are useful in investigating events that occurs in real life context. Therefore, the use of case study methodology provided a concrete record of the ongoing interactions and events that became the basis for developing generalized conceptions and theories regarding the school boards engagement in resolving conflicts in public secondary schools. Observation method as Kothari (2004) states, the information is obtained sought by the way of investigator's own direct observation. Without consulting respondents in some cases the researcher made observations by visiting some school and talk to some teachers and board members.

To collect data, the researcher employed multiple methods such as interview, questionnaire, and observation. Participant observation was used. This method eliminated bias for they were independent of respondent willingness to respond. With interview more information in greater depth was obtained, there was greater flexibility, and the interviewer was able to collect supplementary information about respondent's personal characteristics.

The use of questionnaire was done by sending them to the concerned respondent to answer the questions. This is of the merit that it is free from the bias of the interviewer, respondent have adequate time to ear out their thoughts and large sample can be reached (Kothari, 2003).

### **3.3 Study Area**

This study was conducted at Ngara district, Kagera Region, Tanzania. The region is located in the North western part of Tanzania. To the East it is bordered by Lake Victoria and the country of Uganda. To the North there is Rwanda country, to the west there is Kigoma region and the Country of Burundi. In the southern Part, the region is bordered by Geita Region. Six schools were involved in this study. These are Kabanga Muyenzi, Kibogora, Shyunga, Lukole and Ngara Secondary Schools. All these are public Secondary schools found in Ngara district in Kagera region. These were purposively selected because there have been reported students, conflicts and violence incidences in three schools and indiscipline cases in all schools.

Lukole secondary school has form five and forms six classes only, and all are boarding scholars. Muyenzi and Kabanga secondary schools, have form one to form six classes whereby form one to form four in each school are day scholars and only forms five to six are boarding scholars. The rest three schools Kibogora, Shyunga and Ngara secondary schools have form one to form four students and are both day scholars.

The district has been selected for the study because it has boarding and day secondary schools where by conflicts has been reported to occur at different times, whereby school properties have been destructed, students have been suspended from schools and high rate of teachers' turn over. In one incidence at Kabanga secondary school, students rioted last year and destructed domestic utensils in one staff house and the teacher was transferred to the other school. At Muyenzi in 2008, students rioted and destructed the headmaster's house and the Head of school was forced to run out of the school. Furthermore, the district was chosen for the study as it was easily accessible by the researcher during data collection.

**Table 3.1: The Population of selected 6 schools**

Schools	Number of students			Number of teachers			Number of school board members		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Muyenzi	163	302	465	17	09	26	03	06	09
Ngara	288	300	588	10	15	25	06	03	09
Kibogora	168	134	302	09	03	12	08	02	10
Kabanga	451	369	820	18	13	31	06	05	11
Shyunga	312	261	573	17	09	26	03	07	10
Lukole	327	180	507	17	05	22	04	06	10
Total	1709	1546	3255	88	54	142	30	29	59

**Source:** Heads of respective schools, 2016.

All six public secondary schools from Ngara district council which were prone to educational institutional conflicts composed of the target population. The target respondents comprised of 48 teachers, 48 school board members, 6 heads of schools and 1 DSEO, making the total of 103 respondents.

### **3.4 Sample and sampling procedure**

According to Kombo & Tromp (2006), quoted in Ngare (2014), an effective population sample is that which attempts to be as diverse as possible and use large sample to enable generalization to the whole population be done with confidence. In this study six schools were selected purposively considering that there have been reported conflicts in three schools and in all schools there have been reports on indiscipline cases. In addition, these schools were convenient to the researcher because they were easily accessible, though they are located in three different divisions. Key participants in this study were Heads of schools, board members, teachers, District Education officer and teachers who are representing the teaching staff in the school board meeting.

Purposive sampling was used to select all six heads of schools, six teachers who are school board members and District Education officer. Simple random sampling was used to select eight board members and seven teachers from each school. Six School board chair persons were selected purposively.

**Table 3.2: Study sample**

Schools	H/M	School board members	Teachers	DSEO	Total
Muyenzi	1	8	8	–	17
Kabanga	1	8	8	–	17
Kibogara	1	8	8	–	17
Ngara	1	8	8	–	17
Shyunga	1	8	8	-	17
Lukole	1	8	8	-	17
<b>Total</b>	<b>6</b>	<b>48</b>	<b>48</b>	<b>1</b>	<b>103</b>

N= 103

**Source:** The researcher, 2016/2017

### 3.5 Data collection methods and tools

This study employed primary and secondary data.

#### 3.5.1 Primary data

These are newly collected data for the first time and thus happen to be original (Gay, 2002). The data were collected from respondents who were the source of original information. The researcher used three types of research instruments: Questionnaire, interview and observation. These instruments are selected due to the nature of the data to be collected, time allocated and the study research question. Altricter, Feldman, Posch & Somekh (2008), cited in Ngare (2014) affirms that the use of triangulation is the surest way of minimizing threats to both internal and external validity. Triangulation gives a more detailed and balanced picture of the situation. These tools were used so as to ensure internal and external validity. Cohen & Manion, (2000) in Ngare (2014) stresses that, triangulation attempts to map out or explain more fully the richness and complexity of human behavior by studying it from different view point. Therefore, triangulation helped the researcher to exhaust the information and get wide range of knowledge on the school boards engagement in conflict resolution in public secondary schools. The questionnaire sought from the respondents whether they could link the knowledge of the school board members on matters related to conflict management with harmony at school, engagement of school board members in managing conflicts in an organization with academic performance. The interview sought from the respondent to see whether they are

familiar with the correct procedures for resolving conflicts. Through observation, the researcher was able to collect data by recording what people do and say in real life situation. Krishnaswami (2002) shows that, observation can help understand the emotional reactions of the observed group and get insight of their experience.

**a) Interview**

This is the oral administration of questionnaire where there is oral – verbal stimuli and reply in terms of oral – verbal responses (Kothari, 2004). It can be person to person oral communication where the interviewer asking questions in face to face contact.

The researcher used interview to the board members, heads of school, teachers and DSEO's. Unstructured interview questions were used to gather information. Kothari, (2004) describes the unstructured interviews to be characterized by a flexibility approach to questioning. They do not follow a system of predetermined questions and standardized techniques of recording information.

**b) Questionnaire**

Kothari (2004) asserts that, this is the method of data collection popularly used in case of big inquiries. A questionnaire is sent to respondents who are expected to read it and write the reply to the questionnaire. In this study, 48 teachers, 6 heads of school and 48 board members were given questionnaires. The researcher visited all schools and distributed all questionnaires to teachers and heads of school. He also visited some school board members in their homes and others in their offices for the same purpose of distributing questionnaires.

**c) Observation**

According to Kothari (2004), the information is sought by the way of investigator's direct observation without asking the respondent. In this study, the observation was done by the researcher by listening and looking on how teachers interact with students and how they speak on different phenomenon in their schools.

### **3.5.2 Secondary data**

Secondary sources of data were used. The researcher used different written documents and electronic materials which were used by other researchers. From secondary sources of data the information were extracted to guide the completion of this study. Many publications on conflict management were read and taken as literature review and some were made as the references of this study.

### **3.6 Data analysis**

This refers to the process of editing, coding, classifying and tabulating data (Cresswell, 2002). Upon completion of data collection, the questionnaires were sorted out, coded and entered into the computer for analysis using content analysis and SPSS.

Before actual analysis, the data gathered were validated and edited. Descriptive analysis was used to draw conclusions about the relations and differences of the results. Qualitative data from the interview guide was edited, removing ambiguities and created categories using codes. In each category the data was summarized and the findings were presented using narratives and direct quotes. Quantitative data were presented into frequencies and percentages. The presentation of findings was in tables, charts and graphs with their explanations and interpretations. The conclusion about the relations and differences about the results were drawn using inferential analysis. The most common response was on the school boards engagement in conflict resolution in public secondary schools. Finally the finding was interpreted, conclusions were drawn and recommendations were made upon the interpretation of the data.

### **3.7 Validity and reliability of the study**

Reliability of an instrument refers to the degree to which a particular instrument can consistently yield similar results in several repeated trials (Orodho, 2005). It is the degree in which an instrument produces stable and consistent results whereas validity refers to the extent that an instrument produce quality, correct, true and meaningful

results (Kothari, 2004). An instrument is considered to be valid when it measures what it was designed to measure. To ensure validity and reliability, a researcher used questionnaire and interview to conduct pilot study whereby teachers, heads of schools and board members responded to questionnaires and interview guides. The total of 32 respondents was involved in pilot study. The translation was done to ensure the validity of the instrument since some of the respondents from the group of the school board members were able to understand better in Kiswahili than in English. Triangulation method of data collection by using interview guide, questionnaire and observation were used purposely to ensure validity and reliability. The researcher ensured validity and reliability throughout the study. The data was recorded and after every field visit, the researcher made the write up to organize the data. Triangulation was used to organize the findings. This helped to have a valid, reliable data and made a diverse construction of realities of heads of schools, school boards and teachers on the school boards engagement in managing conflicts in public secondary schools.

To ensure the accuracy and credibility of the data collected the researcher personally interviewed and interpreted the data. Furthermore, all field data such as interview documents, questionnaire, field notes and observation records were kept safe.

### **3.8 Ethical consideration**

This study involved the DSEO, Heads of schools, members of the school boards and teachers. At all times, the researcher observed ethics of the research. Kitchin and Kate (2000) cited in Ngare (2014) indicates source of the ethical issues to include privacy, confidentiality, sensitivity to cultural differences, gender and anonymity. All these ethical issues were considered and observed. Also all sources of information were acknowledged to avoid plagiarism.

Moreover, the researcher had to get a permission letter from Mzumbe University to conduct a research. With the permission letter from the University, the researcher asked permission from the District Secondary Education officer (DSEO) for Ngara

district who gave permission of visiting schools. The researcher also asked permission from heads of schools so as to conduct the study in their respective schools, establish a rapport and asked consent for data collection from their teachers and board members.

A rapport also was established with teachers and board members so as to fill the questionnaire. The researcher assured the confidentiality and anonymity to respondent. In the whole process of data collection, respondents did not write their names. Coding was done to indicate whether they are heads of schools, school boards members, teachers and students.

### **3.9 Chapter summary**

This chapter dealt with the methodology which was employed in the study. The research design used was mixed where quantitative dominated over the qualitative one, thus makes it quant-quali design. The study area was Ngara district council in Kagera region. The population included six secondary schools where board members, teachers and head of schools were involved.

The study tools used were questionnaire, interview and observation. In analyzing data, SPSS programme and content analysis were used. Lastly the chapter shows how validity and reliability of the study was ensured.

## CHAPTER FOUR

### PRESENTATION OF THE FINDINGS

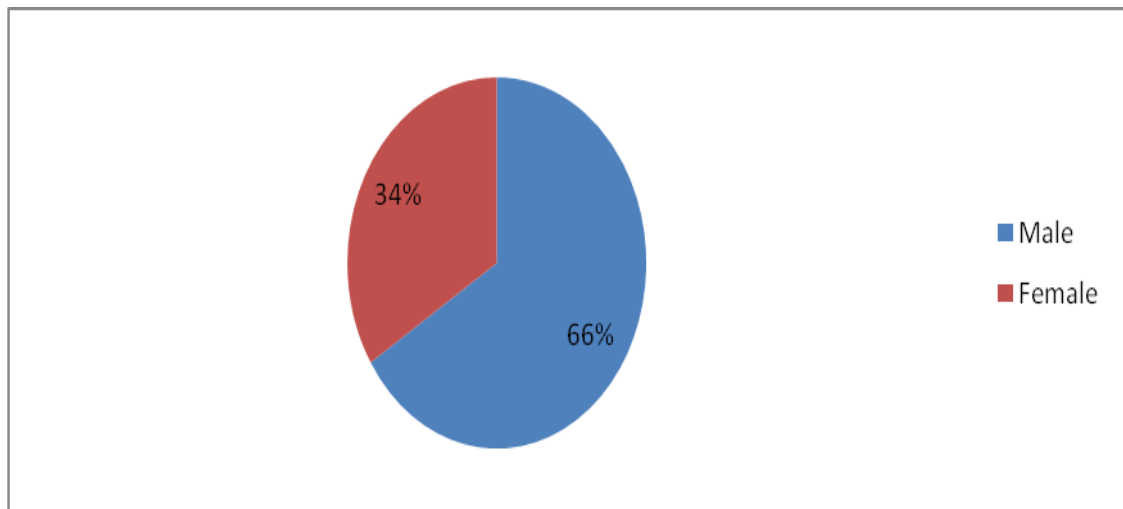
#### 4.1 Introduction

In this chapter the researcher presents findings resulted from the study. The researcher discussed the data by considering research questions. Also the researcher analyzed the data and interprets the results with respect to the research questions developed to guide the study. The data in this study were both quantitative and qualitative which were obtained through the administration of questionnaire, interview and researchers' observation from six schools. 48 board members, 48 teachers, 6 head of schools and 1 DSEO were involved in this study. All questionnaires which were distributed to respondents were brought back and were well filled. As shown in the charts and graphs below, respondents' characteristics were teachers, board members, head of schools and DSEO's age, sex, educational level and experience. These characteristics were important for proposing the nature of responses and possible reasons for providing responses.

#### 4.2 Characteristics of the study participants (N=103)

##### 4.2.1 The distribution of study participants by gender

Figure 4.1: Gender of study participants

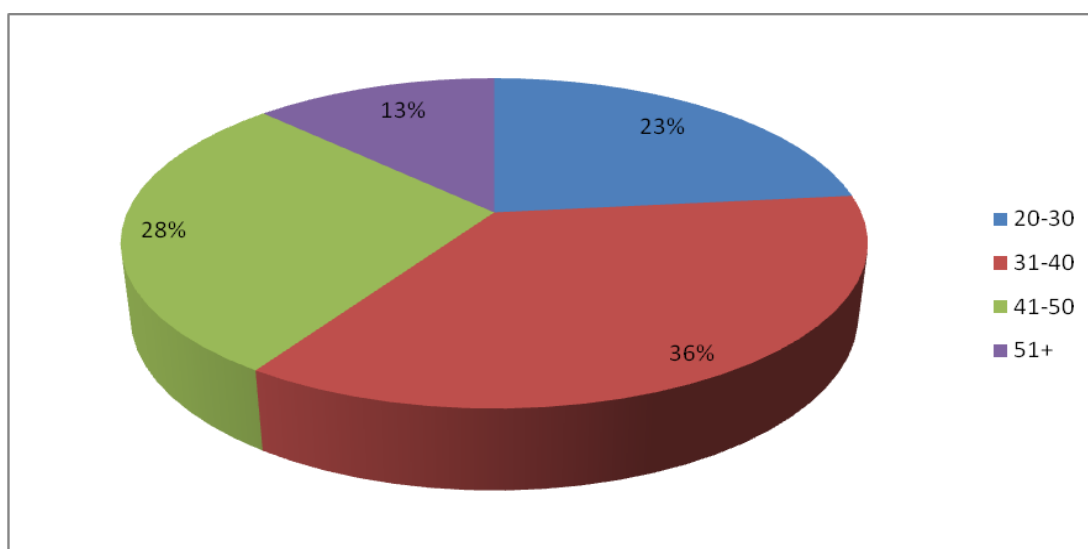


**Source:** Field work survey, 2017

According to Figure 4.1 above, the data shows that, among 103(100%) respondents who were involved in this study, 32 (34%) were female and 68 (66%) were male. This indicates that good number of administrators in public schools is males as compared to females. Of all six schools which were involved in this study, five heads of schools were males and only one head of school was a female.

#### 4.2.2 Study participants' distribution by age

**Figure 4.2: The distribution of study participants by age**

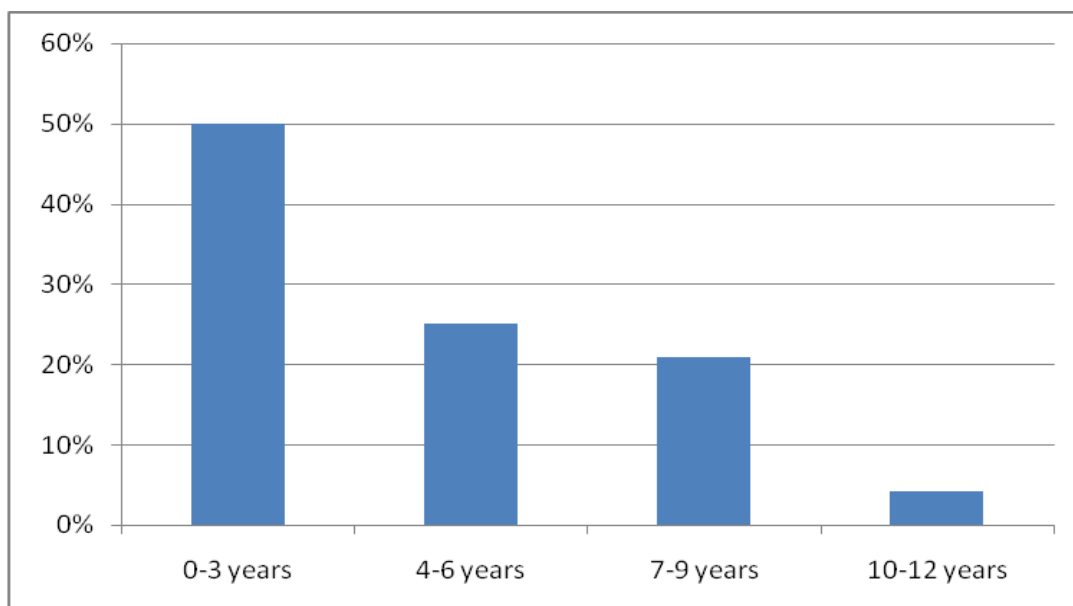


**Source:** Field work survey, 2017

The age distribution was in groups ranging to ten years. From Figure 4.2 above, study participants in the group of 20-30 years were 24 (23%), 31-40 were 37 (36%), 41-50 were 29 (28%) and those above 50 years were 13(13%). From this data, many respondents had the age below 50 years. Those above 50 years were school board members and one head of school.

### 4.2.3 Study Participants' distribution by experience

**Figure 4.3: Study participants' experience**

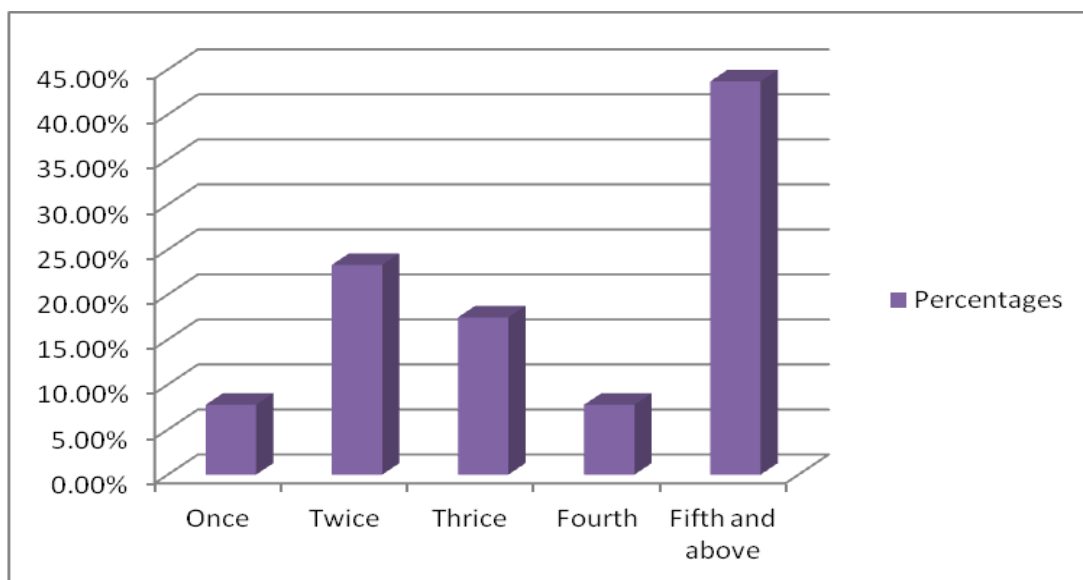


**Source:** Field work survey, 2017

This question was asked to board members only. The aim was to know the study participants' experience in working as a school board member. The duration of one period of a school board is 3 years. After this period, the head of school informs the Regional Administrative Secretary for another appointment of new board member. One member can be appointed more than once. As shown in Figure 4.3, the findings show that 24 (50%) members have been serving as board members for one period of between 0-3 years, 12 (25%) served between 4-6 years, 10 (20.83%) have been serving for 7-9 years and only 2 (4.16) served for 10-12 years. The findings show that a half of the board members are new for they are board members for only one period and only 50% of the school board members have enough experience. This means that some conflicts may fail to be solved due to lack of experience of some members.

#### 4.2.4 The frequency of involvement in solving conflicts in schools

**Figure 4.4: Study participants' frequency of involvement in conflict resolution**

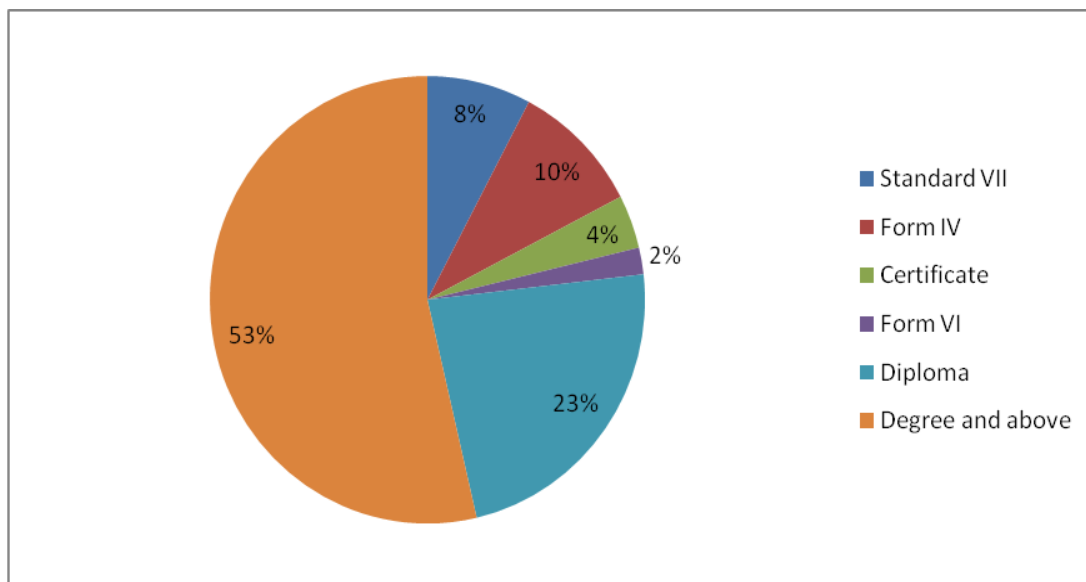


**Source:** Field work survey, 2017

From Figure 4.4 above, the findings indicates that about 45 (43.47%) study participants have been involved in conflict resolving more than five times. 24 (23.30%) have resolved conflicts twice, 18 (17.47%) have resolved conflicts three times, 8 (7.76%) have resolved conflicts once and 8 (7.76%) have resolved conflicts four times. From the researchers' observation, many conflicts were resolved in boarding secondary schools.

#### 4.2.5 Study participants' distribution by academic level

Figure 4.5: Study participants' education level



Source: Field work survey, 2017

As Figure 4.5 shows above, 8 (7.76%) respondents were standard seven leavers, 10 (10%) were form four leaver, 4 (3.88%) respondents had certificates, 2 (2%) were form six leavers, 24 (23.29%) were diploma holder and 55 (53%) were degree holder and above. The data shows that many respondents were more educated with a diploma or degree and above. This shows that many conflicts are resolved technically and are successful because of the knowledge of these academicians who are from different disciplines. Some of these respondents are Priests, Pastors, Medicine Doctors and Economists

#### 4.3 Procedures for conflict resolution

This section answers the first research question “what are the conflict resolution mechanisms used by the school boards towards addressing upheavals in secondary schools?” It assessed the procedures used by school boards, heads of schools and teachers in resolving conflicts in schools.

**Table 4.1: Conflict resolution procedures**

Question	Number of Responses		Teachers		Board member		Head of schools		DSEO		Total	
	No	Out of	No	%	No	%	No	%	No	%	No	%
What are the procedures used to manage conflicts in secondary schools?	103	103	48	46.60	48	46.60	06	5.82	1	0.97	103	100

**Source:** Field work survey, 2017

This question demanded the respondents to give the procedures used to manage conflicts in secondary schools. The data was collected through interview to enable the researcher to establish the procedures used in conflict management in schools. All 103 respondents equal to 100% responded to this question. The findings revealed that all 103 (100%) respondents who responded agreed on the use of meetings in solving various conflicts. Different conflicts involve different procedures and authorities. Common conflicts are student teacher conflicts, conflicts among students themselves and conflicts between students and school administration. There are many sources of conflicts including students' indiscipline behaviors such as engaging in sexual behaviors at school, smoking, taking alcohol, escaping from school during schooling hours. With regard to the conflicts among teachers, poor communication network among the staff and the school administration was reported to be the source of conflict.

When asked to give the procedures used in resolving conflicts in schools, one head of school stated as follows:

*Various techniques are used in conflict resolving depending on the nature of the conflict itself. Different techniques can be used in different conflicts. It is somewhat difficult to say exactly the kind of conflict management technique which the head of school use to manage teachers conflicts. In most cases, if teachers are involved we use School management team to resolve such conflict. We discuss the issue in the meeting after listening to all teachers who are involved and lastly we arrive to the conclusion. If they are not satisfied or else if we fail we immediately inform the DSEO to come at school for the same purpose. For example last year two teachers*

*fought in front of students, we failed to resolve that conflict in SMT meeting. When the DSEO came, all teachers were transferred to other schools.*

Another Head of school when asked about the procedures used in resolving conflicts had this to say: *“In most cases I talk to the concerned teachers in my office and try to advise them. Sometimes I employ smoothing and avoidance technique where I stay cool as if nothing has happened”.*

When asked if smoothing and avoidance cannot lead to the expansion of the conflict he stated as follows:

*No, I employ smoothing and avoidance if the conflict is not so serious. If it is serious I deal with it immediately using SMT meeting. When we fail the school board is called. There was a time for example when students rioted and went to the staff quarters to fight the teacher on duty. It was night and other teachers were at their homes. We all woke up and tried to calm them down. Next morning school boards and the DSEO were called to discuss the issue.*

The source of this conflict was after catching students coming from out of school during night while drunkard. The teacher on duty punished them, and then all students mobilized themselves and went to the teacher’s house to find him. They entered the house and destructed house properties while the teacher had run away.

On the other side, there are land conflicts in some schools. One head of school reported that there was a conflict between the school and the neighboring community. This happened when some people invaded school land and cultivated it. By the time the researcher was collecting data, the conflict had already been resolved by school boards in collaboration with the village council.

When respondent was interviewed on procedures for conflict resolution, 24 (23.30%) teachers and all 6 (5.82%) heads of schools stated that discipline committee is directly responsible for resolving students’ conflicts resulting from indiscipline cases. These are cases like fighting, theft and love affairs among students. If the conflict involves teachers, school management team (SMT) is the initial meeting to

deal with such case. All 48 (46.60%) teachers stated that if discipline committee and SMT fails, then the conflict is sent to the staff meeting and then to the school board. 8 (7.76%) teachers who responded, revealed that parents are also invited to resolve students conflicts resulted from indiscipline cases. 4 (3.88%) heads of schools stated that in managing conflicts procedures differ depending on the nature of conflict. In managing students' conflicts, discipline committees are responsible to discuss and provide punishment. If they fail the case is taken to the SMT and other teachers will be informed on the decisions made. If the resolutions are not reached, the case is taken to the school board for last decisions. For the case of land conflicts, 1(0.97%) head of school, stated that after identifying that some people were cultivating in the school land, SMT and staff meeting discussed the identified issue then board members were invited to go through the school boundary. Then village council, board members and those land invaders were invited to sit together for resolutions. The solution was given where those who invaded the school land were asked to stop cultivating within the school boundaries.

On the other side 48 (46.60%) board members were interviewed with regard to the procedures used to manage conflicts in secondary schools. All members had the common stand that conflicts are normally there in schools and procedures for resolving conflicts differ according to the nature of the conflict itself. 16 (15.53%) members of the board stated that, teachers who are in the discipline committee deals with students' conflicts and if they fail school boards are invited to discuss such matter. With regard to the conflicts among teachers, the head of school use SMT to resolve such conflict and the school board is invited if they fail. When responding to the procedures that are followed during the meeting in resolving conflicts, 20 (19.41%) study participants stated that though there are no common procedures, the common methods includes calling conflicting parties in the meeting and listening to them, each side should be given ample time to explain the phenomena, then board members do analyze the issue and then they come to the conclusion together. In most cases students are punished so as to stop conflicts.

There are times when students come into conflicts with school administration and boycott heading to the school board chair person. 8 (7.76%) board members including the chair person stated that it happened and students were claiming that school administration were not doing fair to students in academic activities. The school board chair person had to go to school with students.

If the conflict is among teachers, 16 (15.53%) board members revealed that the headmaster should first try to resolve the issue using staff members and if they fail it is when board members are invited to manage such conflict. All board members stated that all conflicts between staff members were resolved and completed well. The district education officer (DSEO) when asked about the procedures followed in solving conflicts in schools stated that teachers are directly responsible in managing conflicts that arise among students in the course of their day to day activities. If conflicts are among teachers or among the school and other neighbours of the school, then heads of schools are direct responsible to find ways of managing such conflicts. School boards are involved in resolving big conflicts such as students' boycotting, land conflicts between schools and neighbours of the school or conflicts resulting from school boundaries. With regard to the serious conflicts at school which involve teachers and their head of school, the DSEO stated as follows:

*No one technique is suitable for solving conflict. There was one conflict in one school where one teacher claimed that his certificates were stolen by teachers in collaboration with the head of school. We went there as a team from the office, we discussed with one teacher after another and then all teachers were called for discussion in the staff room. At last it was seen that the teacher himself hide his certificates so as to cause trouble to the school administration.*

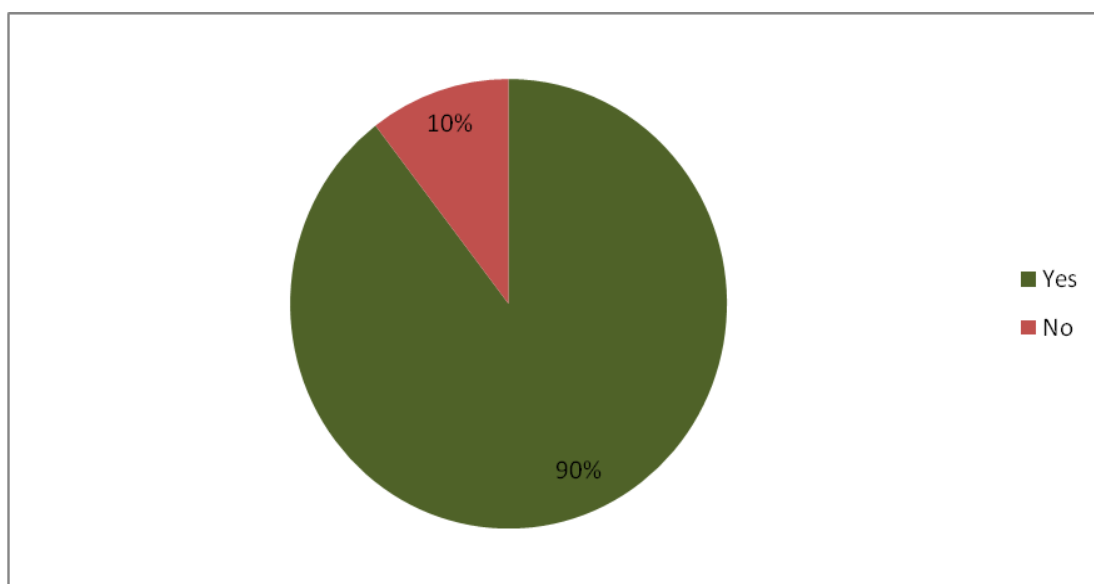
The DSEO in the interview session reported that there are many conflicts in schools which are normally administered by heads of schools and sometimes they are helped by school boards. Conflicts in the community are unavoidable. The difference appears in the way of handling the matter and the nature of the conflict itself. Some conflict may be small in its initial stages, if it is delayed, it may become serious and cause more effects.

#### 4.4 Knowledge of board members towards conflict management

This section answers the second research question “To what extent are school board members knowledgeable on matters related to conflict resolution mechanisms at secondary school level.” This objective aimed at getting information on board members’ knowledge in managing conflicts. Questions under this objective were responded to by board members only.

##### 4.4.1 Awareness of study participants on conflict resolution

**Figure 4.6: Board members’ awareness on conflict resolution mechanisms**

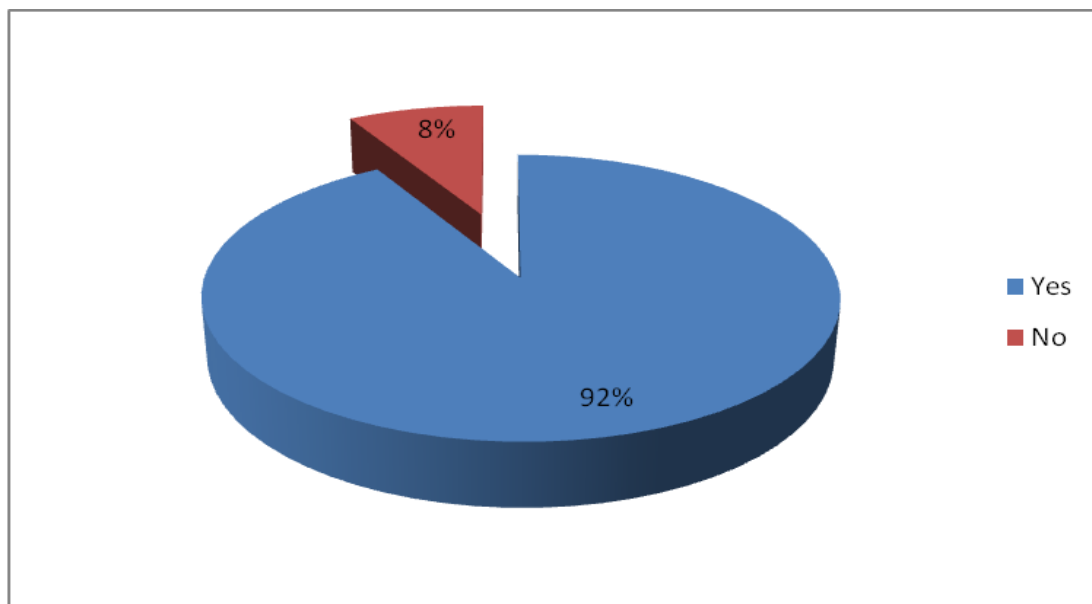


**Source:** Field work survey, 2017

Figure 4.6 above shows the study participants’ awareness on conflict resolution mechanisms. The aim of the researcher was to know whether board members have the awareness on conflict resolution mechanisms. The findings show that 43 (90%) of study participants were aware of the existence of conflicts in schools, whereas only 5 (10.41%) study participants had no awareness on the existence of conflicts in schools. These were school board members who had served within one period of 0-3 years and were at the early beginning of their term of service.

#### 4.4.2 School boards' involvement in conflict management

**Figure 4.7: Involvement in conflict resolving**

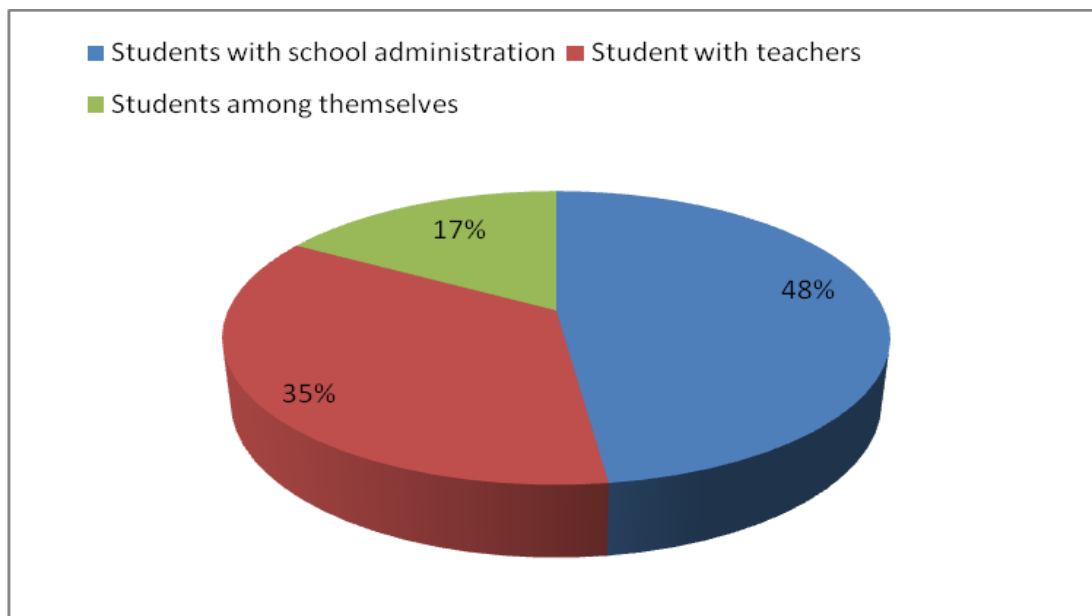


**Source:** Field work survey, 2017

With this question, the researcher wanted to know the rate of school boards involvement in conflict resolution in schools. From Figure 4.7 above 44 (92%) study participants agreed that they have been involved in resolving conflicts in schools while only 4 (8%) shows that they have never been involved. From the researchers' observation, those who had never been involved were newly appointed board members.

#### 4.4.3 Types of conflicts found in schools

**Figure 4.8: Types of conflicts and the rate of its occurrences**

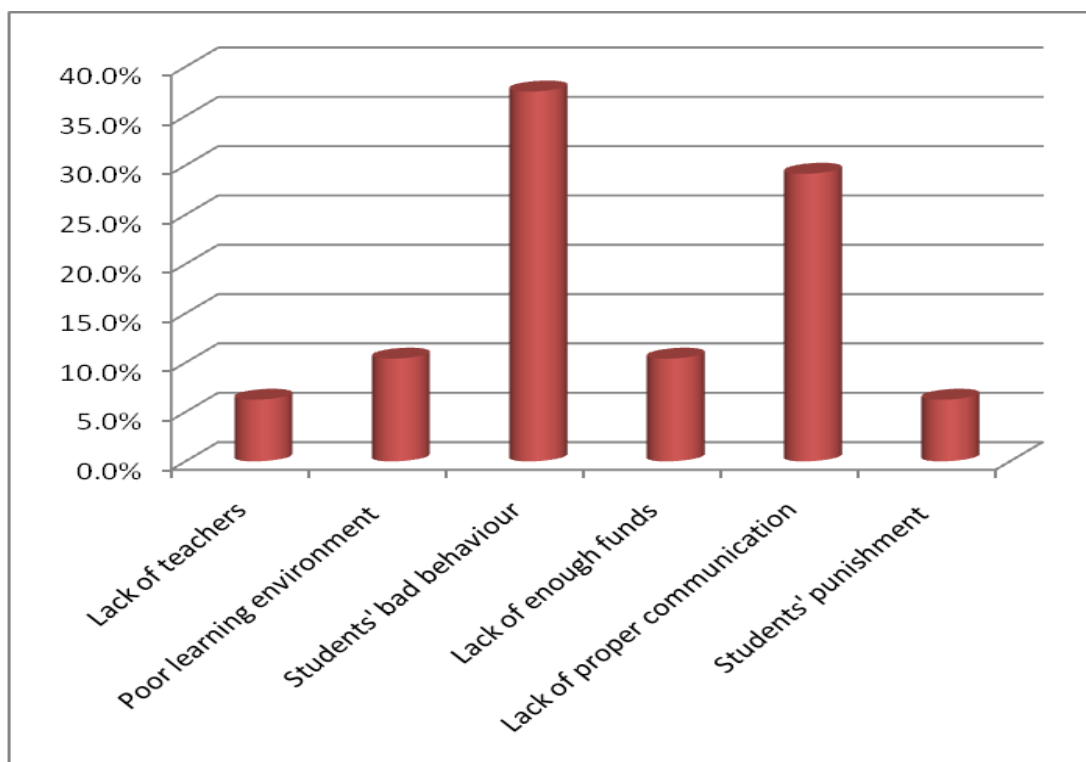


**Source:** Field work survey, 2017

Here the researcher aimed at knowing the responsible groups which are mostly conflicting with students in schools. These groups were termed as types of conflicts. Findings presented in Figure 4.8 above, shows that there are conflicts which arise between students with school administration, teachers with students and students among themselves. From the findings 23 (47.91%) of the study participants reported that there are many conflicts which arise between students with school administration, 17 (35.41%) of conflicts arise among teachers with students and 8 (16.66%) of conflicts are among students themselves. Other conflicts arise between school and communities resulting from school land where some school neighbours invade the school land and cultivate it. In such circumstances school boards and village councils do collaborate to settle the issue.

#### 4.4.4 Sources of conflicts in schools

**Figure 4.9: Sources of conflicts**

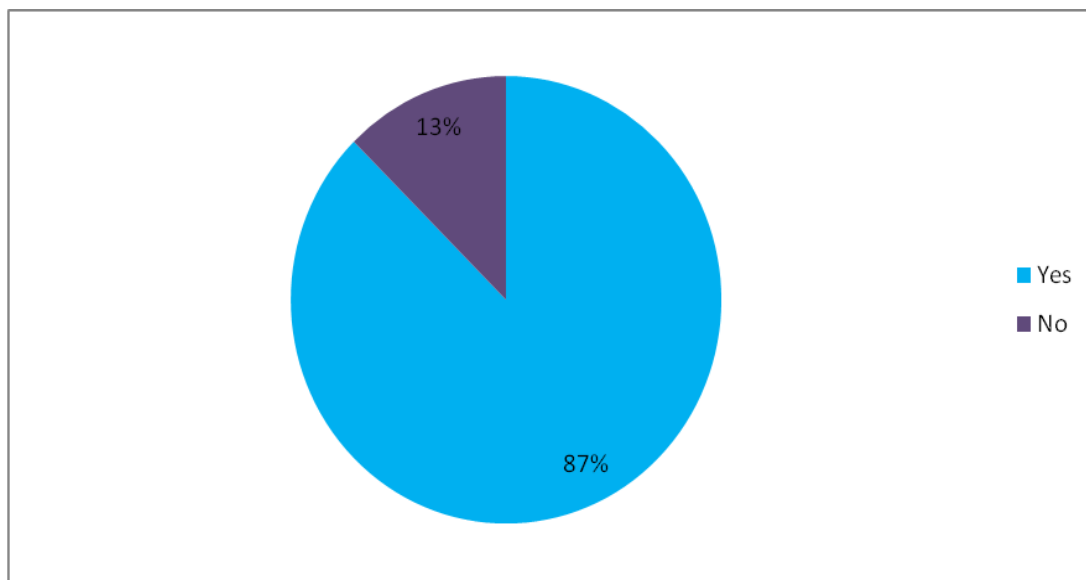


**Source:** Field survey, 2017

This question demanded the study participant to point out the sources of conflicts in schools. Each respondent had to tick against one source of conflict among many choices provided. From Figure 4.9 above, it was revealed that 18(37.5%) study participants reported students' bad behavior such as smoking, alcoholism, pre-marital sex and drug abuse to be the major sources of conflicts in schools. 14(29.16%) study participants reported lack of proper communication to students as another source of conflicts. Other sources of conflicts are lack of teachers for some subjects in some schools 3(6.25%), poor learning environment 5(10.41%), lack of enough funds 5(10.41%) as well as students' punishment 3(6.25%)

#### 4.4.5 Knowledge on the procedures for conflict resolutions

**Figure 4.10: School boards' knowledge on conflict resolution**

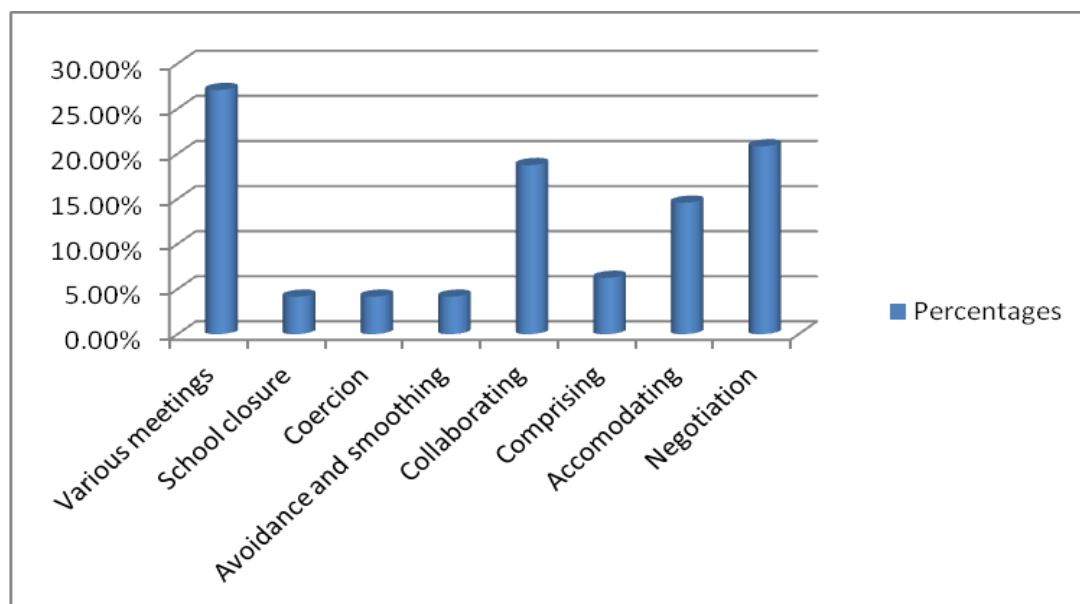


**Source:** Field work survey, 2017

This question aimed at exploring whether board members had knowledge on procedures used to resolve conflicts. The data in Figure 4.10 shows that 42 (87%) study participants had knowledge on conflict resolving while 6 (13%) reported to have no ideas on procedures for resolving conflicts. The researcher's observation noted that, those who had knowledge on conflict solving were professionals from different disciplines such as medicine doctors, priests, economists and businessmen.

#### 4.4.6 Types of conflict resolution mechanisms

**Figure 4.11: Different mechanisms used in resolving conflicts**

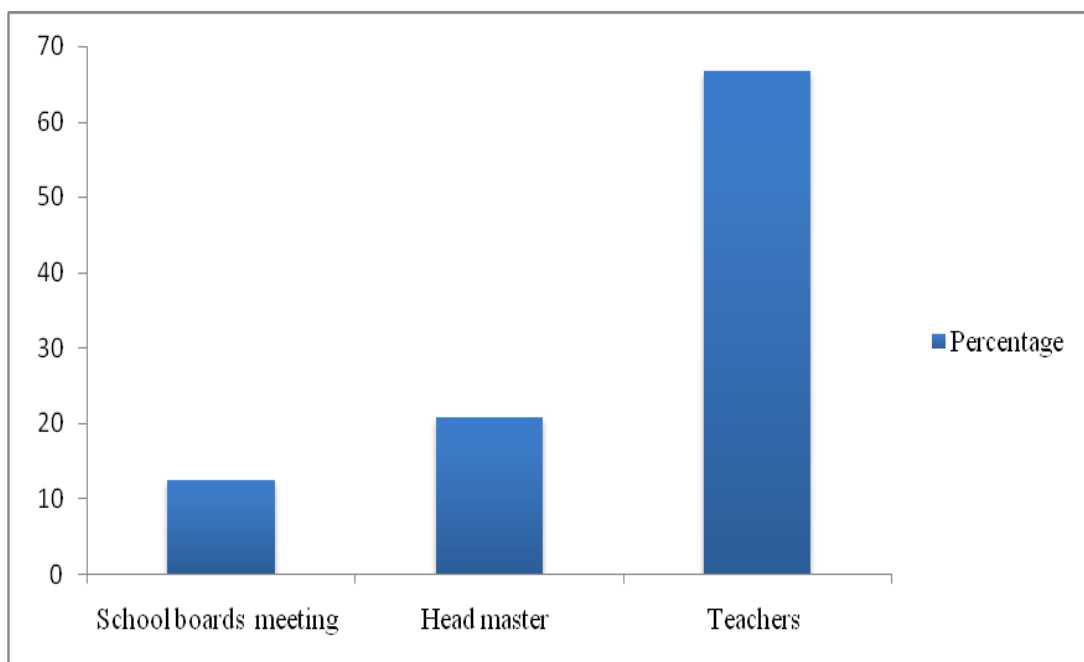


**Source:** Field work survey, 2017

This question required study participants to respond on different mechanisms used in resolving various conflicts in schools. The findings as Figure 4.11 shows, 13 (27.08%) reported that formal meetings are mostly used in resolving various conflicts, 10 (20.83%) study participants mostly use negotiation, 9 (18.75%) study participants reported to use collaborating method which include open discussion of issues in a win - win situation. School closure, smoothing and avoidance and coercion, each of these methods were reported to be used by 2 (4.16%). These findings imply that, various methods of resolving conflicts are applied in settling students' and teachers' conflicts in schools. Meetings, negotiation and collaboration are the most used methods. When the situation becomes tense, it was reported that, coercion and closing the schools immediately are the methods which are used at the last resort to rescue the situation.

#### 4.4.7 The first responsible person to resolve conflict in schools

**Figure 4.12: Responsible personnel in solving conflicts**

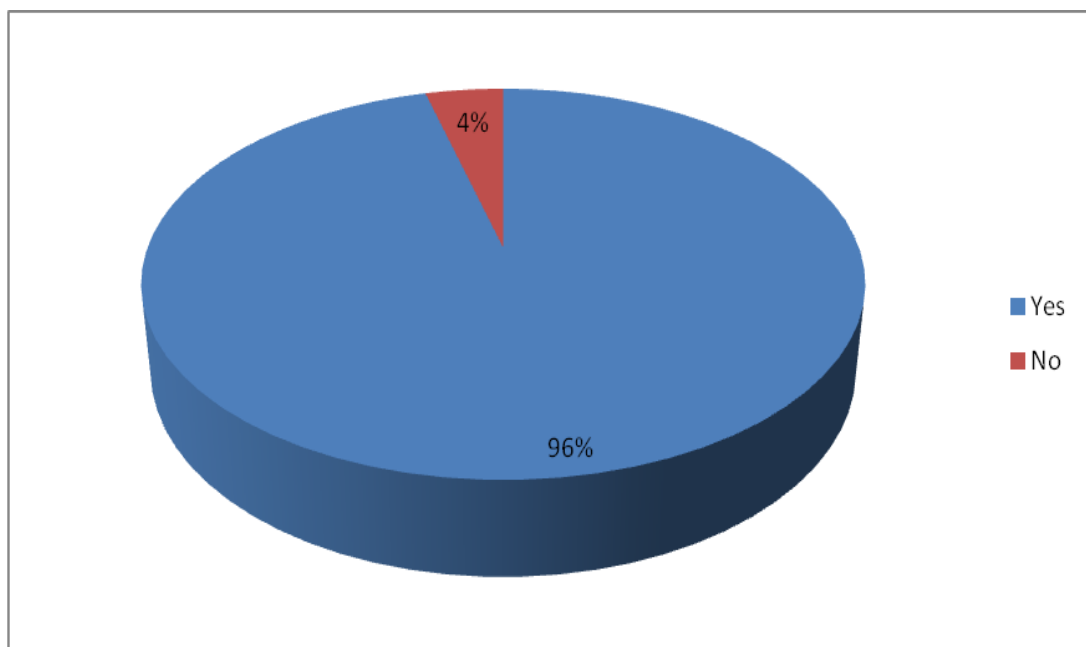


**Source:** Field data, 2017

This question aimed at examining the immediate responsible personnel in solving students' conflicts. As Figure 4.12 shows, 32 (66.66%) study participants find that teachers are the immediate persons since they have direct contact to students. Other organs such as the head of school and school boards come after. All study participants, when asked on whether teachers in their staff meeting should be involved in conflict solving, they all agreed.

#### 4.4.8 The District Secondary Education Officer's role

**Figure 4.13: Attitudes of the board members on the role of the DSEO in conflict Resolution**

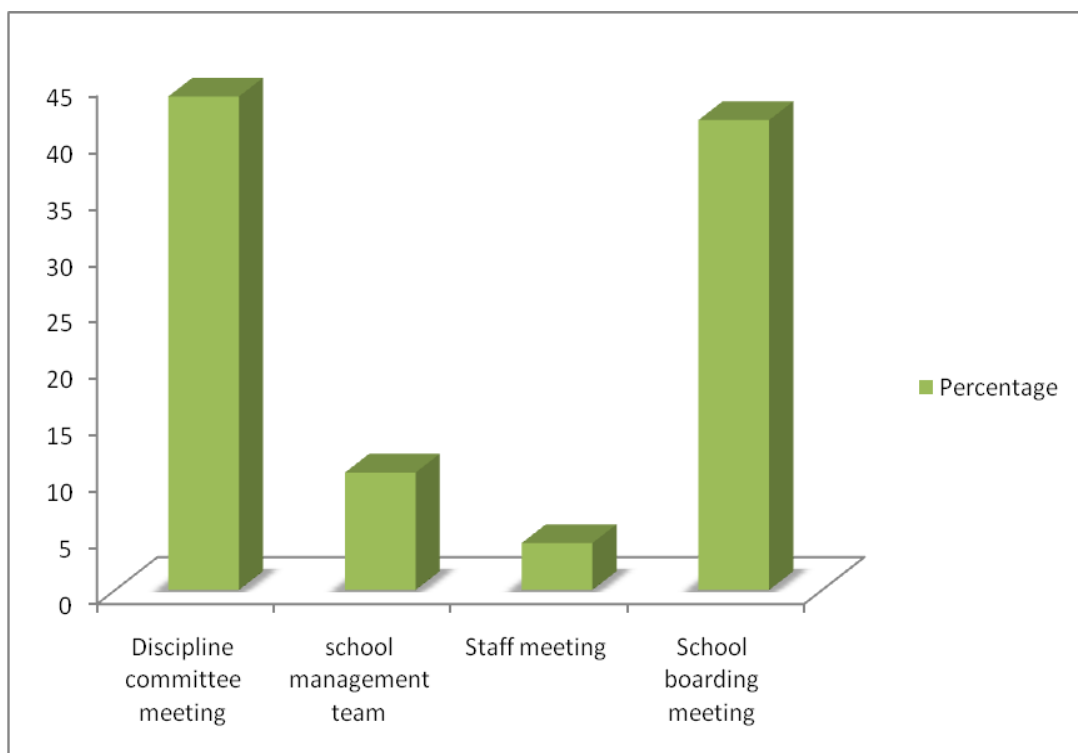


**Source:** Field work survey, 2017

This question demanded to examine the attitude of the school board members on the role of the District education officer in resolving conflicts in schools. The data in Figure 4.13 above shows that 46 (96%) participants agreed that the DSEO has the great role in conflict management. Only 2 (4%) respondent reported that they do not find the role of the DSEO in solving conflicts. It should be known that the DSEO is the member of the school board in each school in his respective district. Those who agreed referred to the contribution of this official in the school board meetings.

#### 4.4.9 The best meeting to resolve conflict

**Figure 4.14: The best meeting to resolve conflict**

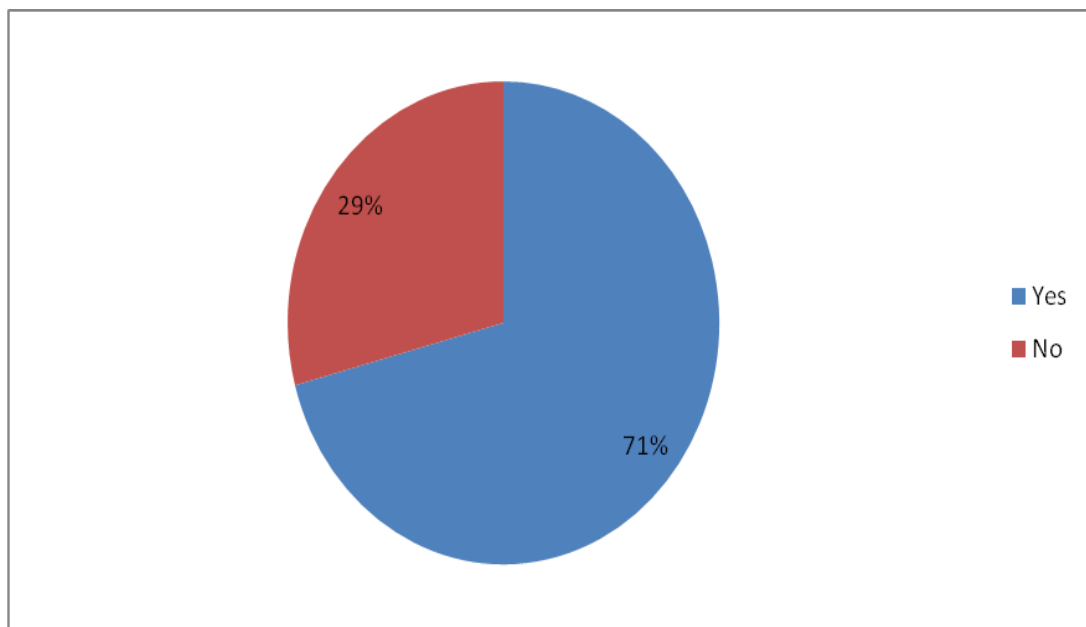


**Source:** Field work survey, 2017

The researcher wanted to know from the board members the best meeting to resolve conflicts. The findings in Figure 4.14 show that discipline committee and school board meeting are the best meetings. Discipline committee meeting always deal with day to day conflicts. When conflicts seem to be tough it is when school boards are invited.

#### 4.4.10 Conflicts to be solved by school discipline committee then school boards

**Figure 4.15: Study participants' views on proper meetings**

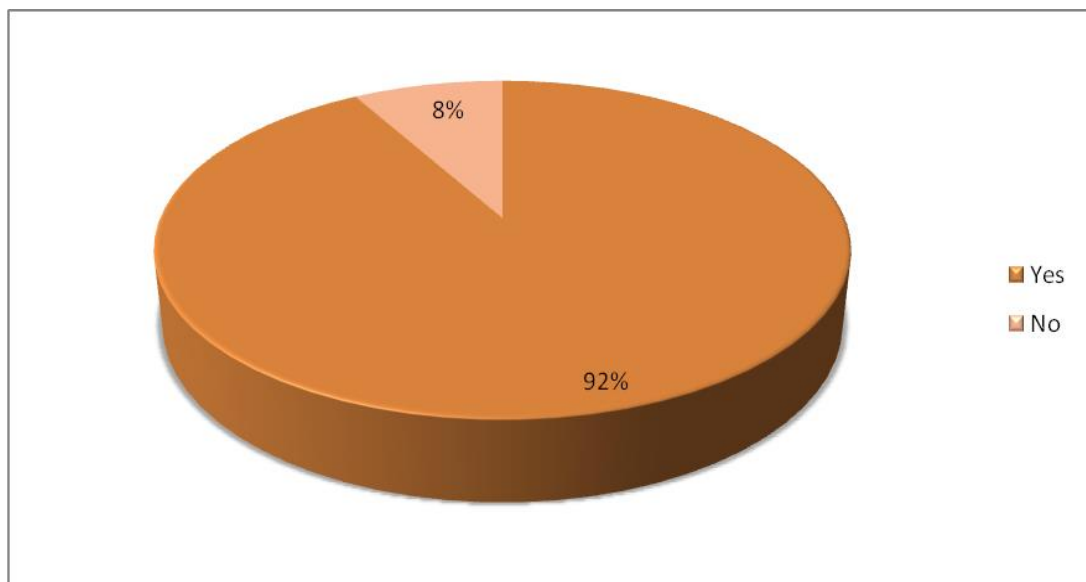


**Source:** Field work survey, 2017

This question aimed at examining whether schools board members agree the discipline committee to solve conflicts before the school board is invited. The data in Figure 4.15 shows that 34 (71%) respondents agreed and 14 (29%) said no. It should be noted that school boards are invited when the issue is very serious that head of schools with their staff have failed to settle the matter.

#### 4.4.11 Involvement of students in conflict management

**Figure 4.16: Views on whether students should be involved in conflict solving**



**Source:** Field work survey, 2017

The researcher aimed at examining whether students' representative from students government should be involved in matters related to students' conflicts resolving. The data in Figure 4.16 above shows that the total of 44 (92%) study participants finds it better to include students' representative especially when dealing with students' conflict. On the other side, 4 (8%) study participants find it not necessary to include students in settling students' conflict issues.

#### 4.5 Extent to which school board members engage in managing conflicts

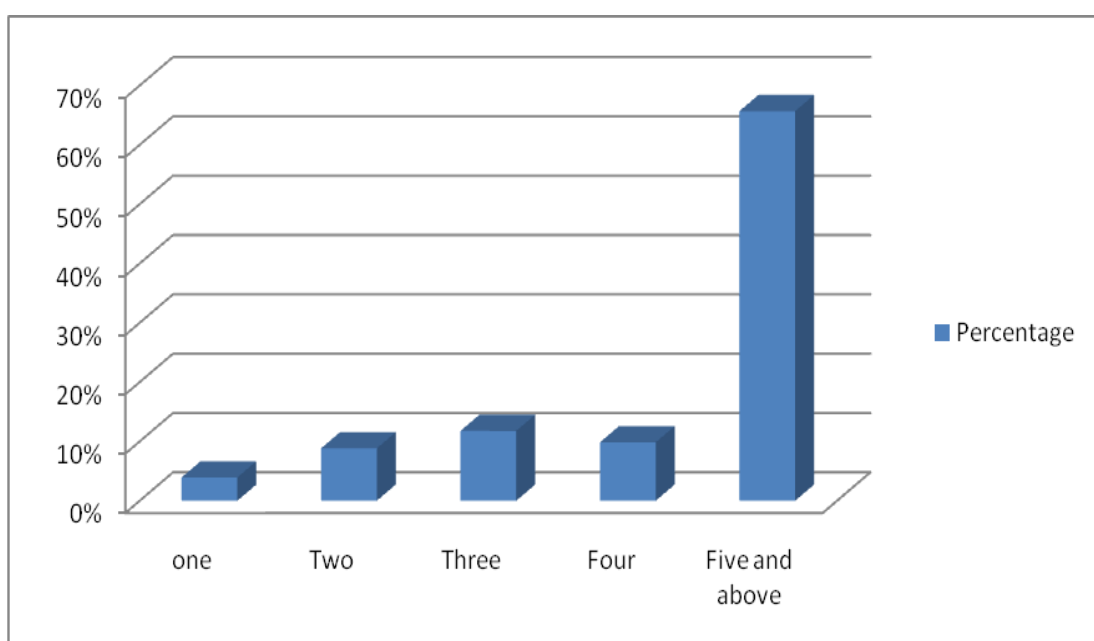
This section answers the third research question "To what extent do the school boards engage in resolving conflicts within the school setting?" The objective aimed at investigating the frequency of occurrences of conflicts and how school boards are involved in solving various conflicts. Lastly the researcher wanted to know whether respondents especially teachers believed on the procedures used in resolving conflicts and if at all they are satisfied with the conclusions made.

Respondents were 102 which included 48 teachers, 48 school board members and 6 head of schools. The DSEO was not involved in this questionnaire schedule.

#### 4.5.1 The number of conflicts in schools for the last one year

This subsection presents data on the rate of conflicts occurrences in secondary schools. Data were collected through questionnaire.

**Figure 4.17: The rate of conflict occurrences in schools**



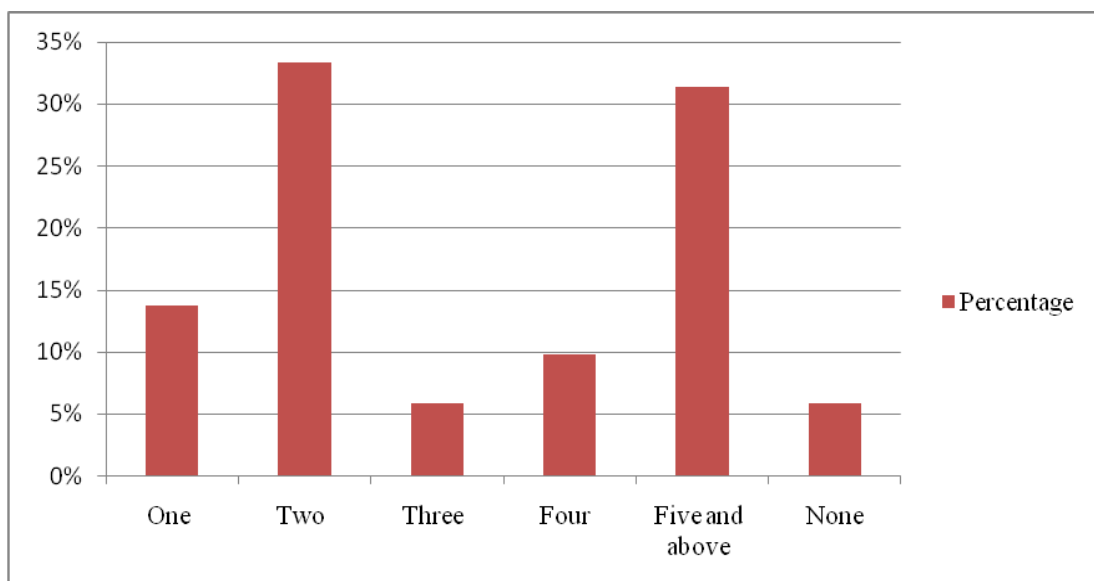
**Source:** Field work survey, 2017

This question aimed at examining the rate of conflict occurrences in public secondary schools for last one year. The data in Figure 4.17 above shows that, 67 (65.67%) study participants reported that conflicts have arisen more than five times within one year. This shows that there are a lot of conflicts in schools. Schools with high rate of conflicts were those with form one to form six classes of which advanced level classes were boarding. Few conflicts were reported in form one to form four schools whereby students were day scholars.

#### 4.5.2 The number of conflicts that were resolved by school board members

This sub section presents data on the number of conflicts that were resolved in school boards meetings in their respective schools. Respondents involved were school boards members, heads of schools and teachers.

**Figure 4.18: The rate of conflicts that were resolved in school board meetings**



**Source:** Field work survey, 2017

This question demanded the respondents to figure out the number of conflicts that were resolved by school board members. The data in Figure 4.18 above shows that 32 (31.32%) study participants resolved conflicts more than five times and above, 34 (33.23%) study participants have resolved conflicts two times. 13 (12.74%) study participants reported that school boards have resolved conflicts only once, 10 (9.80%) study participants reported that school board have resolved conflict four times and 6 (5.84%) study participants reported that school board have resolved conflict three times. From this data the distribution of responses goes to respective school in the sense that each school has different rate of conflict occurrences. Some have high rate while others have low rate of conflicts occurrences.

### 4.5.3 The number of conflict succeeded

This subsection presents data on the number of conflicts succeeded to be resolved in schools. Study participants were asked to state the number of conflicts that were resolved and succeeded.

**Figure 4.19: Succeeded conflict**



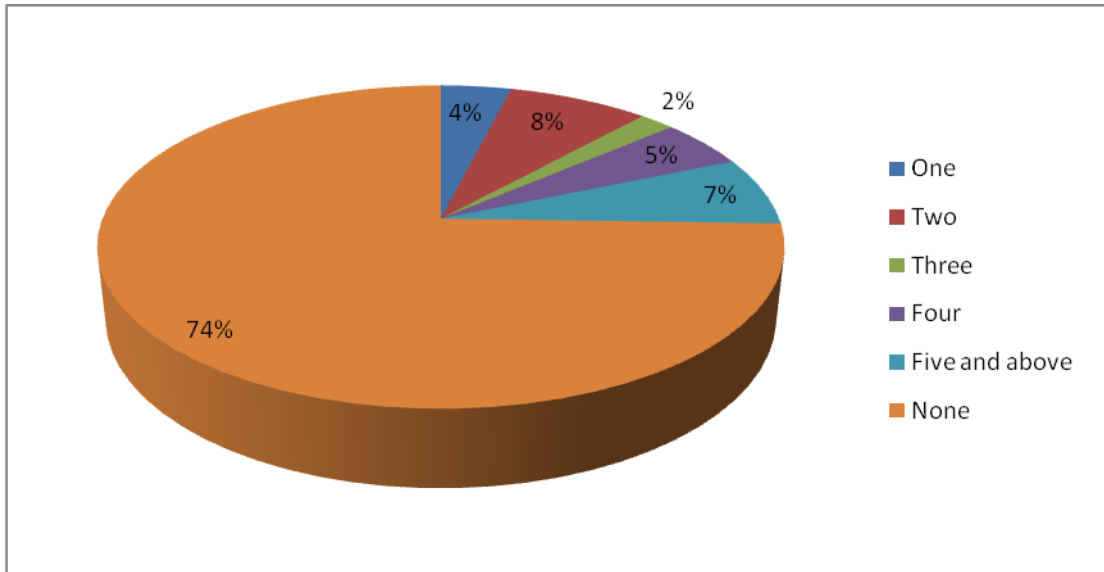
**Source:** Field work survey, 2017

As Figure 4.19 shows, schools where conflicts raised more than five times, were succeeded to be resolved by 45.08%, schools where conflicts raised two times were successfully resolved by 27.42%, those raised once were resolved by 11.76%, schools which experienced conflicts thrice and four times, both had 7.84%. This means that, as the conflict arises, means for solution are immediately found.

### 4.5.4 Number of conflicts failed

This subsection presents data on the number of conflicts failed in the process of resolution. Study participants were asked whether there are conflicts which fail in the process of resolving them.

**Figure 4.20: Conflicts Failed**



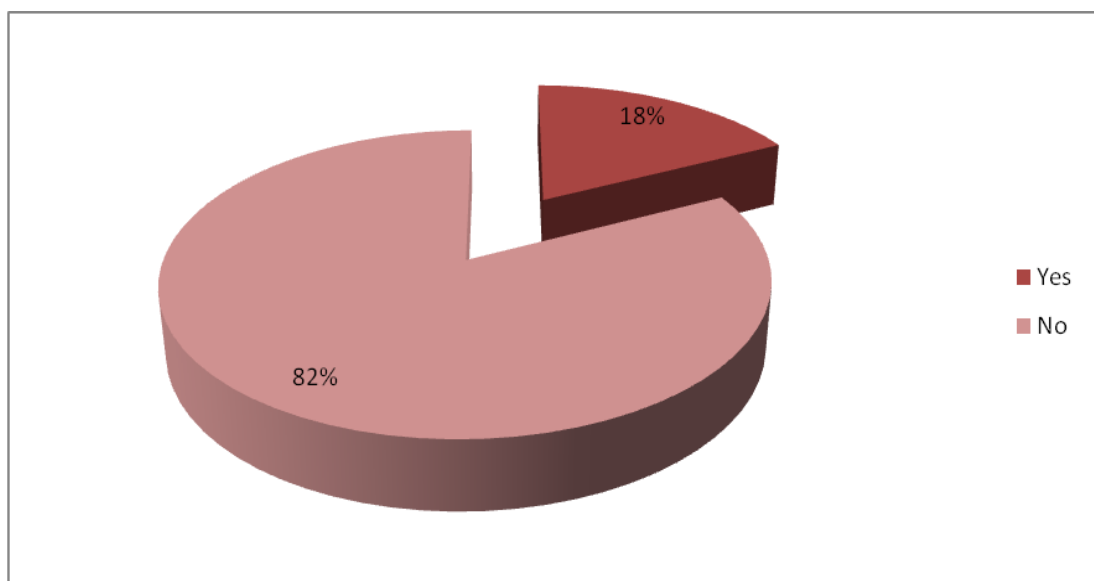
**Source:** Field work survey, 2017

The researcher aimed at examining whether there are conflicts which failed after the whole process of resolution. As the data in Figure 4.20 shows above, 76 (74.50%) study participants shows that all conflicts were successfully resolved, whereas in some schools 7(6.86%) study participants reported that above five conflicts failed, in other school 5 (4.90%) study participants reported four conflicts which failed, 2 (1.96%) study participants reported that conflicts failed three times, 8 (7.84%) study participants reported that conflicts resolution failed two times and 4(3.92%) study participants reported to fail only one time. This shows that though many conflicts are successfully resolved, there are few incidences where resolutions made do not bring good results.

#### **4.5.5 Measures taken to failed conflicts**

This subsection presents data on the measures taken to the failed conflicts. The study participants were asked to respond on the measures taken against the failed conflict.

**Figure 4.21: Measures to the failed conflicts**



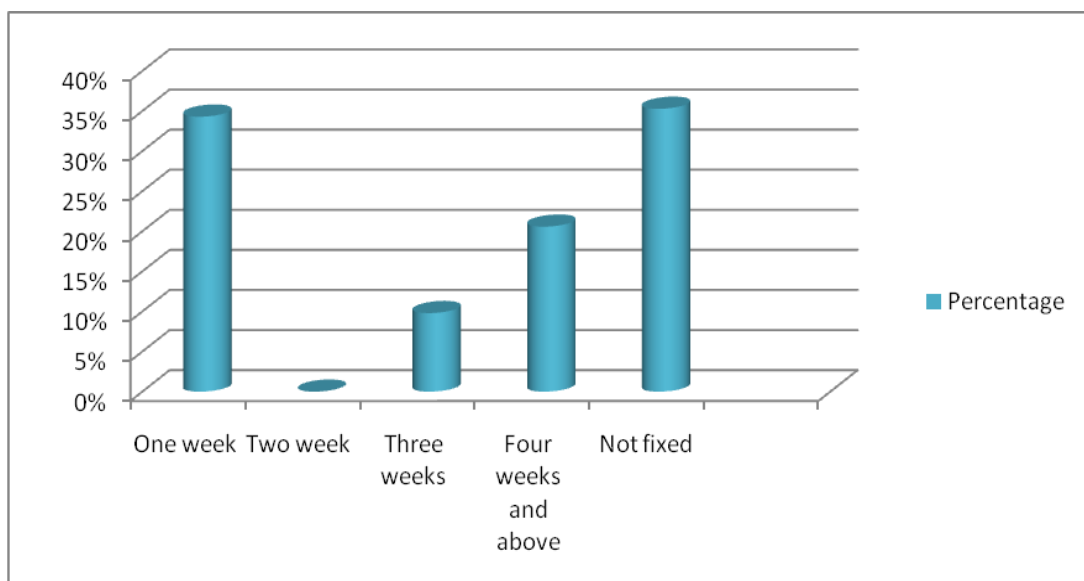
**Source:** Field work survey, 2017

The question demanded to know whether there are measures taken if the resolutions made do not bring intended outcome. The result in Figure 4.21 indicates that 84 (82%) study participants remain silent even if participants are not satisfied with the resolutions while 18(18%) study participants reported that some more measures are taken if the conflict fails. These include asking higher authority to intervene the situation.

#### **4.5.6 Duration for conflict resolution**

This sub section presents data on the duration for resolving conflicts. Study participants were asked on what time it takes to resolve conflict.

**Figure 4.22: Duration of conflict resolving**



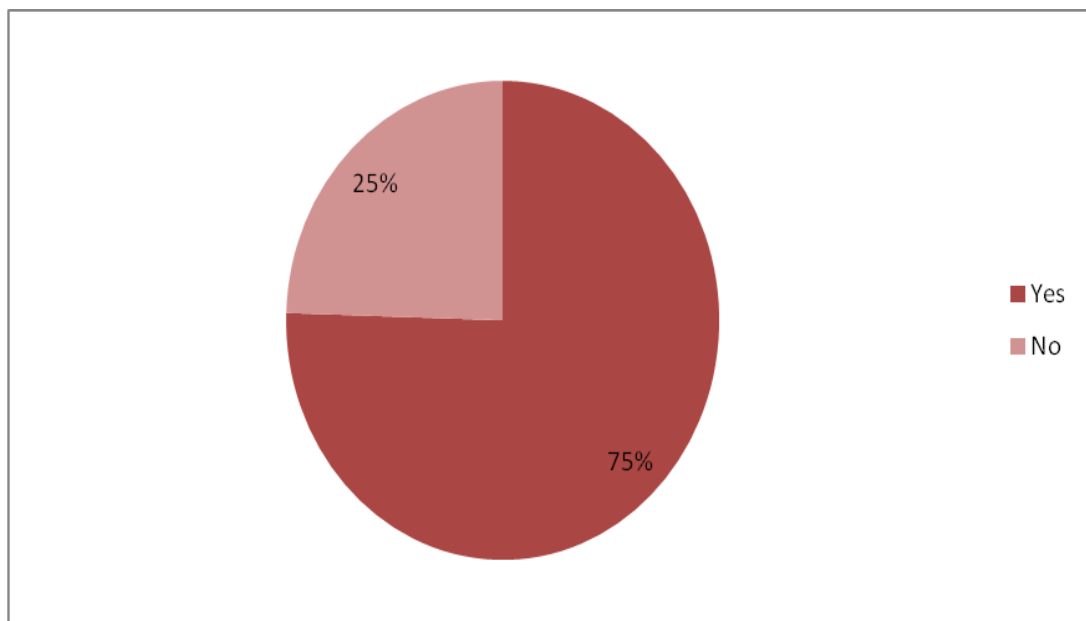
**Source:** Field work survey, 2017

The researcher aimed at examining the duration for conflict resolving. Study participants had different responses with regard to this question. As it is shown in Figure 4.22, 35 (34%) study participant stated that it may take only one week to settle the conflict while 36 (35%) study participants said that the time is not fixed. 21 (21%) reported that four weeks are enough and 8 (9.8%) reported three weeks to be enough. Generally the duration for resolving conflicts depends on the nature of the conflict itself.

#### **4.5.7 Attitude on the conflict resolution skills used**

This sub section presents data on the attitude that the study participants have on the conflict resolution skills used in resolving conflicts.

**Figure 4.23: Conflict resolution skills**



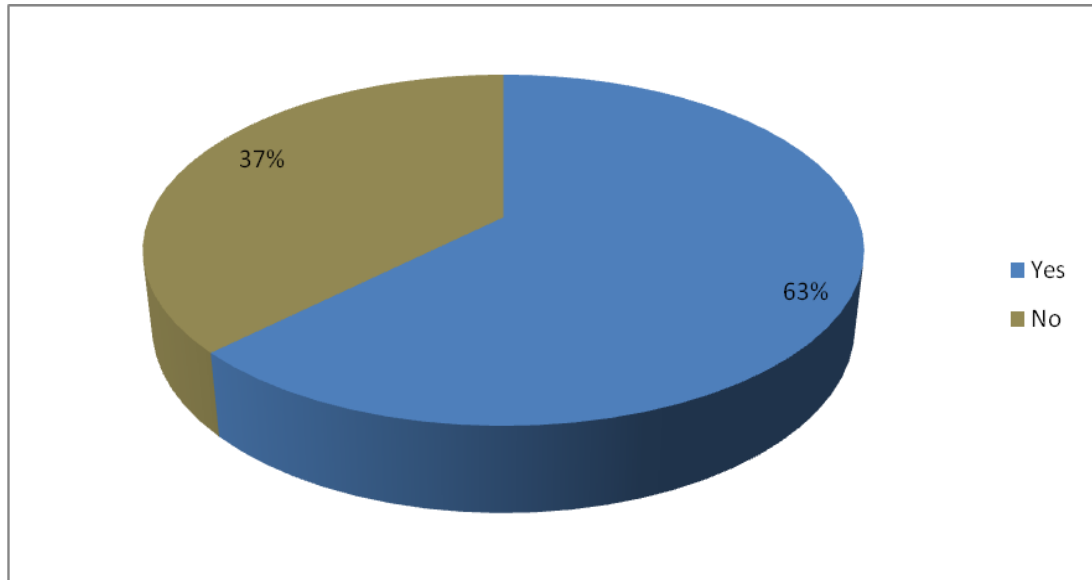
**Source:** Field work survey, 2017

This question explored the respondents' feelings on whether the skills used to resolve conflicts were good. As it is seen in Figure 4.23 above, 76 (75%) study participant reported that skills used were good whereas 24 (25%) said that skills were not good. Skills used may lead to the success or failure of the conflicts.

#### **4.5.8 Study participants' satisfaction with resolutions made by the school board**

This subsection presents data on the attitude of study participants on whether they are satisfied with resolutions made by the school board when resolving conflicts.

**Figure 4.24: Study participants satisfaction on resolutions**



**Source:** Field research, 2017

This question aimed at examining whether respondents are satisfied with resolutions made in a course of resolving conflicts. Figure 4.24 above shows, 64 (63%) study participants reported to be satisfied with resolutions made while 38 (37%) study participants said that they are not satisfied. This indicates that some of the resolutions do not meet teachers' expectations especially when it comes to the issue of conflicts which involve teachers with students or their head of school.

#### **4.6 Chapter summary**

This chapter presented the research findings which were obtained from the field. Two objectives were presented quantitatively while one objective was presented qualitatively. The quantitative data were presented using SPSS with some explanations after each graph. Content analysis was used to present qualitative data.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1 Introduction**

This chapter presents discussion of findings presented in chapter four. The focus is mainly on explaining three specific objectives. First is to identify the conflict resolution mechanisms used by school boards towards addressing upheavals in public secondary schools, second is to find out the knowledge of the school board members in matters related to conflict resolution mechanisms at secondary school level. The third objective assessed the extent to which the school board engage in resolving conflicts within the school setting

The results proved that there are common procedures to follow when managing conflicts at schools depending on the nature of the conflict. Moreover, school board members seem to have knowledge on matters related to conflict management which results from their experience from their professional career. With the extent of school boards' engagement in conflict management, the result revealed that most of conflicts that were presented to the school board for resolution were successfully resolved.

#### **5.2 Mechanisms used to manage conflicts in secondary schools**

This subsection aimed at answering the first research question. The data are presented in a form of qualitative. The data were obtained through interview. Different groups were interviewed and it was revealed that various techniques are employed in resolving students' conflicts. These include formal meetings, school closure, coercion, smoothing and avoidance, collaboration, comprising, accommodating as well as negotiation. All teachers and heads of schools agreed that discipline committees usually resolve students' conflicts which result from indiscipline cases. Other conflicts are discussed and resolved in SMT and staff

meeting. If resolutions are not reached in such meetings school boards are invited to deal with such conflict.

This concurs with Ford (2013) who states that, school boards should be governing and that there are no best way to govern a school district and a key to educational success is to make the right decision in the right way at the right time. This also goes in line with the conflict theory which states that the more detailed knowledge about factors or aspects of a conflict, the more likely can reach conflict dynamics and possible resolutions (Galtung, 2009).

From the views of teachers, school board is the highest meeting to resolve conflicts and they normally deal with big issues such as students boycotting, riots, conflicts among teachers and conflicts between teachers and school administration. 48 (46.60%) teachers, 6 (5.82%) heads of schools and 48 (46.60%) board members and 1(0.97) DSEO both agreed that when the conflict is within the school, procedures which are followed includes calling all conflicting parties, then they are asked to explain the matter, next step is the board members to discuss the issue and find the solution together using different conflict management technique. If it is students conflicts, boycotting and riots, punishment are normally given by school board meeting. This is in line with Ignace (2014) who finds that heads of schools employ different management technique including competitive, collaboration, comprising, accommodating, avoiding and smoothing. Also Ford (2013) states that no single canned set of education reform strategies can raise academic outcome in every situation. The conflict theory also supports the argument of different authorities to discuss the matter. It shows that knowledge about the conflict at all points in the history of the system is indispensable since the conflict change and generally aggravate by an admixture stemming from the escalation during the dynamic phase (Galtung 2009).

With regard to the conflicts which involve the school with the school neighbours such as land and school boundaries conflicts, different authorities such as school

board, village council and school neighbours are involved. The procedures followed include listening to both conflicting parties, and then the school provides the school land ownership document which shows the school map and boundaries.

Then those invaders provide their evidences. At last the school board in collaboration with the village council provides proper solution to the problem. It was revealed that the school which had such land conflict had already solved it properly. The researchers' observation revealed that such school had a school map but it had no title deed.

The District Education Officer stated that in schools various conflicts normally occur. There are some conflicts which are simple such as that of students among themselves. These usually are administered by school discipline committee in collaboration with school management team and staff in general. Sometimes there arise complex conflicts like students' riots and boycotting. In such circumstances, school boards should be involved. The DSEO commented that school boards are of much help when it comes to the issue of riots among students. This goes in line with the findings by Ngare (2014) who found that PTA were only involved in discussion of some extreme discipline cases but not all other cases as she wished they should.

### **5.3 The knowledge of board members in managing conflicts**

The study aimed at examining the knowledge that the school board members have in managing conflicts in schools. 48 board members were given questionnaire and they all responded. The study revealed that 43 (90%) respondents were aware with conflicts in schools while 5(10%) respondents had no awareness on conflicts in schools. This finding corresponds with Matenga (2014) who finds that, 74.4% of his study participants had witnessed the existence of conflicts in schools between students and school administration; whereas 22.6% of respondents reported that they have never witnessed conflict in school. According to his study, these had stayed at school for just short period. Among all respondents, 44 (92%) have been involved in conflict management in their respective schools, leaving 4 (8%). Common conflicts

which normally arise in schools include conflict between students with school administration where 23 (47.91%) respondents reported the existence of such conflicts in schools. Another type of conflict is between teachers and students where 16 (35.41%) respondents reported the existence of such conflicts and conflicts among students themselves were reported by 8(16.66%) study participants. This implies that in schools there are different kinds of conflicts.

These findings concurs with Matenga (2014) who found that, the conflict between student with school administration in some schools reached higher point to the extent of causing demonstration and strike.

The study found that, of all 48 respondents who responded, 42 (87.5%) had knowledge with the procedures used in conflict resolution, whereby 6 (12.5%) reported that they were not aware with the procedures for conflict resolutions. The researchers' observation revealed that, those who were aware with the procedures, had the experience from their field because some were government retired officers and others were personnel in different fields apart from education field. The sources of conflicts were reported to include students' bad behaviours such as smoking, alcoholism pre-marital sex and drug abuse. 18(37.5%) of all study participants said these behaviors are the cause of conflicts. Another sources of conflicts which was reported by 14(29.16%) study participants was lack of proper communication to students, 5(10.14%) study participants stated lack of enough funds to be the source of conflicts, 5(10.14%) study participants reported poor learning environment to be the source of conflict. Lack of teachers and punishment to students were each reported by 3(6.25%) study participants to cause conflicts. From these findings, it is evident that whenever conflict arises, there are various causes that can emanate into conflict. When dealing with conflicts the participants in conflict resolution should closely explore the source of conflict before selecting the method for resolving it. So many types of conflict resolution mechanisms were reported be formal meetings with students, closing the school when the situation appears to be more serious, coercion whereby police force are used to calm down the situation in some incidences.

Another method is smoothing and avoidance which include ignoring or refusing to engage in a conflict so as to maintain harmony and peace, collaborating which allows win-win open discussion of issues, comprising in which different groups are involved in resolutions of conflicts. Another method is accommodating in which one conflicting side are willing to do what others wants or requests and last method is negotiation which is a dialogue that involves two or more people or parties so as to reach a beneficial outcome over issues.

These findings go in line with Ignace (2014) and Ngare (2014) who found the same mechanisms to be used in their studies.

It was also revealed that when conflict arises in schools, teachers should be responsible first before others to resolve such conflict. This was reported by (66%) respondents while (22%) reported that heads of schools should be first responsible, on the other hand, (12%) respondents thought that school boards are directly responsible. All 48 (100%) of the study participants, agreed that in all conflicts in schools, teachers should be involved in resolving conflicts whereby 46(95.83%) respondents agreed that the DSEO has a big role in conflict management in schools. This implies that board members are knowledgeable on matters related to conflict management. Their knowledge comes from their career. This attitude of the board members goes in line with Ford, (2013) who evidenced that school board can and do impact academic results through their academic behaviour. Hence the District that has commitment to board development and strategic planning are exercising close relationship with superintendents, minimize conflict and oversee districts with higher graduation rates and lower students' dropout rates.

In managing conflicts in schools, there are different meetings which are involved according to the hierarch of authorities. (45%) respondents reported that discipline committee meeting is the best meeting to resolve conflicts related to discipline before other top meetings. Then school board meetings were also reported by 22 (43%) respondents to be the best meeting to manage conflicts related to student discipline.

School discipline committee and staff meeting are responsible in managing and administering conflicts before forwarding them to school boards. Conflicts which need decisions from school boards are those which are more complex and have failed to be resolved in the discipline committee and staff meetings. These data implies that discipline meetings and school board meetings are the best meeting to resolve conflicts.

This is in contradiction with the findings by Ngare (2014) who reported that, 77.4% of class teachers and 77.8% students found that PTA were not effective in their involvement in students' indiscipline cases like addiction to hard drugs and alcoholism.

On the use of negotiation as the method of conflict resolving, 83 (81%) respondents had the common response that negotiation is a good method to resolve conflicts. This is supported by Iravo (2011) who found that, 48.7% of his study participants do the following to their personnel during negotiation of conflicts: bring them together, impress and understand them, joint problem solution, commit to unfavorable terms, use ridiculously low offers and understand relevant traits. From the researchers' view, this is a good method when it comes to the issue of teachers' conflicts and conflicts between teachers with administration. While responding on whether punishment should be used in resolving conflicts, 24(50%) agreed on the use of punishment and 24(50%) disagreed. 34(70.83%) respondents supported the idea that conflicts should first be resolved by discipline committee before school boards. The study found that 44(91.66%) respondents agreed that students should be involved in conflict management where applicable especially in the conflicts which involve students. This concurs with the conflict theory by Galtung (2000), that any conflict has so many actors, many goals and issues. It is complex, not easily mapped, yet that mapping is essential. This can be done by involving students' government in collaboration with teachers to solve students' conflicts.

#### **5.4 The extent to which school board members engage in managing conflicts within the school setting**

The aim of this objective was to assess the extent of board members engagement in managing conflicts within the school setting. 48 board members, 48 teachers and 6 heads of schools were given questionnaire and they all responded.

The study revealed that there are several conflicts in schools where 38 (39%) board members , 20 (20.83%) teachers and 3(6%) heads of schools responded that more than five conflicts have occurred in their schools within one year. Most of the conflicts reported, had some effects including distortion of school image, destructing domestic utensils in one staff house, low students' discipline, transfers of teachers and heads of schools in some schools. The above findings were supported by the findings by Biutha (2013) and Matenga (2014) who found the effects of conflicts to include low students' discipline, high rate of head teachers' turn over, poor performance in national examinations, unplanned transfer of students and teachers, students' dropout, closing school before time, damaging of school properties and distortion of school image. Of all those conflicts reported, 33(33.33%) respondents reported that school board have resolved conflicts two times, 31.32% reported that school board have resolved conflict more than 5 and above times, 13 (12.74%) reported that they solved only one time, 10(9.80%) reported 4 times, 6(5.88%) reported three times while 7(6.86%) reported that no any conflict were resolved in their schools. The number of conflicts occurred and resolved by school boards differs from one school to the other. Some schools have experienced more conflicts than others. This may be caused by the location of the school where by those schools which are located in towns like Kabanga and Ngara secondary schools have been reported to have more conflicts than other schools located in rural areas. In responding to the question which demanded respondents to show the conflicts which succeeded 46 (45.09%) respondents reported that school boards have resolved conflicts more than five times. 27(26.45%) respondents showed that conflicts were resolved two times and succeeded. 12 (11.76%) respondents reported that school board resolved conflict only once. 8 (7.84%) reported that they resolved conflict

three and four times respectively. Only few respondents reported few conflicts which failed to be resolved. 76 (74.50%) respondents reported that no any conflict failed to be resolved. The findings indicate that, whenever conflicts arise there were measures to overcome it. This goes in line with the conflict theory by Galtung (2009) that conflict originates somewhere, articulate and develops until the resolution phase. The resolution phase is part of the dynamics and solution part of the resolution is part of the dynamics.

The study noticed that 84 (82%) respondents reported that no further measures were taken to the failed conflicts. Only 18 (17.64%) reported to have measures taken. The duration for solving conflicts, 36 (35.29%) finds that the time is not fixed, while 35 (34.31%) respondents reported that it takes only one week, 21 (20.58%) respondent reported to spend four weeks and (9.80%) said three weeks. It is the researchers view that, time for solving conflict depends on the nature of the conflict itself. On the idea whether skills used in managing conflicts are good, 77 (75.49%) agreed that the skills were good while 26 (25.49%) were not good. On the other side, 64 (62.74%) respondents were satisfied with the resolutions made while 38 (37.25%) were not satisfied. Most of these were teachers in some schools. The researcher's observation noticed that, some teachers are not satisfied with school boards resolutions because school boards normally side with students when it comes to the issue of students and teachers conflicts.

### **5.5 Chapter summary**

This chapter dealt with discussion of findings. Three objectives were discussed and the implications of some findings were given. About 94 (92%) study participants reported that there is a direct connection between proper conflict management in schools and the organizational performance. All 6 (5.88%), 48 (47%) and 40 (39%) had the common idea that school boards should be trained or given workshops prior to their appointment so as to be knowledgeable on how to help heads of schools and teachers in dealing with conflicts in schools.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSIONS AND POLICY IMPLICATIONS**

#### **6.1 Introduction**

This chapter presents research conclusion, advices, and recommendations on how to involve school boards in resolving conflicts in public secondary schools. The chapter also gives plans which the government, school owners, and other educational stakeholders should work on so as to minimize conflicts in schools. It also gives summary of the whole study with response to the issues emerging from the research in a way of providing answers to the research questions.

#### **6.2 Summary of the major findings**

The major aim of this study was to investigate the effectiveness of conflict resolution mechanisms applied by school board members in managing student conflicts in public secondary schools in Tanzania, using Ngara district as a case study. The impetus was due to various students' strikes and boycotting which are experienced in various secondary schools. In order to achieve the set objectives, plans were made to seek correct answers for the questions set by the researcher. A case study of six secondary schools within three divisions of Rulenge, Kanazi and Nyamiyaga in Ngara district council was taken.

The sample comprised of 103 study participants out of 202 target population. Respondents who were involved were teachers including teachers who are representing teaching staff in the school board meetings, school board members, head of schools and one DSEO. The result as per specific objectives showed that, many of the respondents (90%) had agreed to have witnessed conflicts in their respective secondary schools, and (92%) proved that they have been involved in the process of resolving conflicts. This proves that the problem still exists. The responses by the school board members showed that, major reasons for conflicts includes students' bad behavior such as alcoholism, drug abuse and pre-marital sex which

carried 37.5% of respondents, and lack of proper communication channels to students such as meetings each month which were responded to by 29.16%. The most occurring conflicts are between student and the school administration which carries 48% of school board members who were responding to this question, students with teachers 35% and students among themselves were reported by 17%.

### **6.3 Conclusion**

This study involved school board members, teachers, head of schools and District Secondary Education Officer in examining how school boards are engaged in managing conflicts in secondary schools. Total number of study participants was 103. The general objective was to investigate the effectiveness of conflict resolution mechanisms applied by school board members in managing student conflicts in selected public secondary schools of Ngara district.

The study showed strong importance of school boards in resolving conflicts in secondary schools. It was found that teachers will be working smoothly if they will be involving school boards in resolving conflicts in schools. It was also revealed that discipline committee and teachers in general are the first responsible people in managing conflicts in schools.

### **6.4 Advices**

It is the researchers' advice that, teachers, board members, Head of schools, parents and the school owners should make strong collaboration in managing conflicts in schools. Since it was found that school boards are of much importance in resolving conflicts in schools, the school owners should empower these boards with knowledge by giving them workshops and seminars so as to make them update. It is also recommended that, there should be school boards' association at a national, regional and a district levels to enable these members get a platform to share knowledge and views.

Moreover, it is advised that there should be a journal for school boards established at the nation level which will be helping boards to exchange knowledge from various areas of the country.

### **6.5 Policy implication**

The study focused in secondary schools leaving other levels of education. Since education is so wide, this study can be used national wise by its findings, results, conclusion, advices and recommendations. The study was limited to a small area; therefore, it requires large area for further study. Basing on the findings and conclusions made, the following recommendations are forwarded. There should be proper, smooth and effective communication channel in the whole organization, specifically from administration and to the students and from students to the administration. Thus the communication should be two ways traffic. There should be clear and proper means of communication to teachers and other coworkers in the organization. Communication will be complete only when the message is understood by the receiver and the sender must get feedback from the receiver. In some schools it has been noted that conflicts also arise because students had bad behaviours such as alcoholism, pre-marital sex and addicted to hard drugs. It is recommended that heads of schools should involve school board members to have sessions with students to educate them on the effects of such bad conducts. Moreover, schools should set budget so as to get funds for renting psychologists and other personnel to educate and council students on the drawbacks of such bad conducts.

Moreover, the government is called upon to play its vital roles of creating conducive learning environments by supplying enough teachers, strengthening school infrastructures and providing learning and teaching facilities. In addition, they should have regular visit of schools to help school administrators.

## **6.6 Area for further research**

The researcher recommends that a detailed study should be conducted to explore more about conflict resolution mechanisms focusing on how government leaders such as Ward Executive Officers and District Executive Directors are involved in helping heads of School in dealing with conflicts in schools. Moreover, since this study focused in public secondary schools, more study should be done in primary, colleges and higher education learning institutions.

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**APPENDICES**

**APPENDIX 1**

**QUESTIONNAIRE FOR BOARD MEMBERS**

FORM NO.....Date of the Interview: .....

Name of the Institution: .....Place: .....

**Informed Consent:**

Good morning/good afternoon. I am **ONESMO BULINDORI**, a Masters Student in the Department of **EDUCATION**, at Mzumbe University. This discussion is being conducted to get your inputs in a research study titled: **SCHOOL BOARDS' ENGAGEMENT IN RESOLVING CONFLICTS IN PUBLIC SECONDARY SCHOOLS: THE CASE OF NGARA DISTRICT COUNCIL**. I am especially interested in your feelings/attitudes/perceptions about the study and any suggestions you might have.

We require your participation in this study as a respondent to our research questions. Please note that your participation is voluntarily, and that it will not cause any harm as whatever information you provide will remain strictly confidential between you and I. I pledge to ensure anonymity where required and as agreed between us through the use of code names. There are no foreseeable risks for your participation in this study, and if you have any question or concerns about participating in this study, please contact my academic supervisor Dr. Muya D.K at the following number +255 713 412851, vouch attention for Research project Number..... You are free to withdraw from this study at any time of your choice without any negative or undesirable consequences to you. Please sign below as an indicator of your consent and voluntary participation in this study.

\_\_\_\_\_  
Signature of respondent/Participant

\_\_\_\_\_  
Signature of researcher

**Date**.....

**Date**.....

<b>A</b>	<b>Background information</b>	
<b>No</b>	<b>Questions</b>	<b>Coded responses</b>
1	Sex	1. Male 2. Female
2	Age	
3	For how long have you been a board member?	1. 0-3 years 2. 3-6 years 3. 6-9 years 4. 9-12 years
4	Have you ever resolved any secondary school conflict?	1. No 2. Yes
5	If yes how often?	1. Once 2. Twice 3. Trice 4. Fourth 5. Fifths and above
6	What is your education level?	1. Standard seven 2. Form four 3. Certificate 4. Form six 5. Diploma 6. Degree and above
<b>B</b>	<b>Knowledge of board members in managing conflicts</b>	
7	Are you aware of conflicts in schools?	0. No 1. Yes
8	Have you ever been involved in conflict management?	0. No 1. Yes
9	Please tick against the most frequently occurring conflict in your school.	1. Conflict between students with teachers. <input type="checkbox"/> 2. Conflict between students with

		<p>school administration <input type="checkbox"/></p> <p>3. conflict between students among themselves <input type="checkbox"/></p>
10	What are the sources of conflict? Tick against one source which is the most causative of conflicts in your school.	<p>1. Lack of teachers in some subjects <input type="checkbox"/></p> <p>2. Poor learning environment <input type="checkbox"/></p> <p>3. Students' bad behaviour such as smoking, alcoholism, pre marital sex and drug abuse <input type="checkbox"/></p> <p>4. Lack of school funds <input type="checkbox"/></p> <p>5. Lack of proper communication to students <input type="checkbox"/></p>
11	Do you know the procedures for conflict resolutions?	<p>1. No</p> <p>2. Yes</p>
12	Tick against the most effective type of conflict resolution mechanisms that have been mostly applied in your school	<p>1. Formal meetings with students <input type="checkbox"/></p> <p>2. School closure <input type="checkbox"/></p> <p>3. Coercion such as using police <input type="checkbox"/></p> <p>4. Smoothing and avoiding <input type="checkbox"/></p> <p>5. Collaboration <input type="checkbox"/></p> <p>6. Comprising <input type="checkbox"/></p> <p>7. Accommodating <input type="checkbox"/></p>
13	Who should be the first responsible person to resolve conflict at school?	<p>1. School board</p> <p>2. Headmaster</p> <p>3. Teachers</p>
14	Do you think teachers should be involved in conflict solving?	<p>0. No</p> <p>1. Yes</p>
15	Do you think DSEO has any role in conflict solving?	<p>0. No</p> <p>1. Yes</p>
16	What do you think is the best meeting to resolve conflicts related to students' discipline?	<p>2. Discipline committee meetings</p> <p>3. School management team</p>

		4. Staff meeting 5. School board meetings
17	Do you think negotiation is a good method to resolve conflicts?	0. No 1. Yes
18	Should punishment be used to solve conflicts in secondary schools?	0. No 1. Yes
19	Do you think conflicts should be solved by school discipline committee then school boards?	0. No 1. Yes
20	Do you think students should also be involved in conflict management?	0. No 1. Yes
C	<b>Extent of conflict management</b>	
21	How many conflicts that have occurred in your school since last year?	
22	How many conflicts were resolved by school board members since last year?	
23	How many succeeded?	
24	Number of conflict failed?	
25	Were there any measures taken to the failed conflicts?	0. No 1. Yes
26	For how long does a conflict take to be completed	
27	Do you think conflict management skills used are good	0. No 1. Yes
28	Were you satisfied with resolutions made by the school boards?	0. No 1. Yes

**APPENDIX II**  
**QUESTIONNAIRE FOR TEACHERS AND HEADS OF SCHOOLS**

FORM NO.....Date of the Interview: .....

Name of the Institution: .....Place: .....

**Informed Consent:**

Good morning/good afternoon. I am **ONESMO BULINDORI**, a Masters Student in the Department of **EDUCATION**, at Mzumbe University. This discussion is being conducted to get your inputs in a research study titled: **SCHOOL BOARDS' ENGAGEMENT IN RESOLVING CONFLICTS IN PUBLIC SECONDARY SCHOOLS: THE CASE OF NGARA DISTRICT COUNCIL**. I am especially interested in your feelings/attitudes/perceptions about the study and any suggestions you might have.

We require your participation in this study as a respondent to our research questions. Please note that your participation is voluntarily, and that it will not cause any harm as whatever information you provide will remain strictly confidential between you and I. I pledge to ensure anonymity where required and as agreed between us through the use of code names. There are no foreseeable risks for your participation in this study, and if you have any question or concerns about participating in this study, please contact my academic supervisor Dr. Muya D.K at the following number +255 713 412851, vouch attention for Research project Number..... You are free to withdraw from this study at any time of your choice without any negative or undesirable consequences to you. Please sign below as an indicator of your consent and voluntary participation in this study.

Signature of respondent/Participant      Signature of researcher

<b>A</b>	<b>Background information</b>	
<b>No</b>	<b>Questions</b>	<b>Coded responses</b>
1	Sex	1. Male 2. Female
2	Age	
3	For how long have you been a board member?	1. 0-3 years 2. 3-6 years 3. 6-9 years 4. 9-12 years
4	Have you resolved any secondary school conflict?	1. No 2. Yes
5	If yes how often?	1. Once 2. Twice 3. Trice 4. Fourth 5. Fifths and above
6	What is your education level?	1. Standard seven 2. Form four 3. Certificate 4. Form six 5. Diploma 6. Degree and above
<b>B</b>	<b>Extent of conflict management</b>	
7	How many conflicts that occurred in your school?	
8	How many conflicts were resolved by school board members in your schools?	
9	How many succeeded?	
10	Number of conflict failed?	
11	Were there any measures taken to the failed conflicts?	0. Yes 1. No
12	For how long does a conflict take to be completed	
13	Do you think conflict management skills used were good?	0. Yes 1. No
14	Were you satisfied with resolutions made by the school boards?	0. Yes 1. No

### APPENDIX III

#### INTERVIEW GUIDE FOR ALL MEMBERS

FORM NO.....Date of the Interview: .....

Name of the Institution: .....Place: .....

#### **Informed Consent:**

Good morning/good afternoon. I am **ONESMO BULINDORI**, a Masters Student in the Department of **EDUCATION**, at Mzumbe University. This discussion is being conducted to get your inputs in a research study titled: **SCHOOL BOARDS' ENGAGEMENT IN RESOLVING CONFLICTS IN PUBLIC SECONDARY SCHOOLS: THE CASE OF NGARA DISTRICT COUNCIL**. I am especially interested in your feelings/attitudes/perceptions about the study and any suggestions you might have.

We require your participation in this study as a respondent to our research questions. Please note that your participation is voluntarily, and that it will not cause any harm as whatever information you provide will remain strictly confidential between you and I. I pledge to ensure anonymity where required and as agreed between us through the use of code names. There are no foreseeable risks for your participation in this study, and if you have any question or concerns about participating in this study, please contact my academic supervisor Dr. Muya D.K at the following number +255 713 412851, vouch attention for Research project Number..... You are free to withdraw from this study at any time of your choice without any negative or undesirable consequences to you. Please sign below as an indicator of your consent and voluntary participation in this study.

Signature of respondent/Participant Signature of researcher

**Date**.....

**Date**.....

## **INTERVIEW QUESTION**

1. What are the procedures used to manage conflicts in secondary schools?