ETHICAL LEADERSHIP AND CONFLICT RESOLUTION
TECHNIQUES OF THE ACADEMIC ADMINISTRATORS IN
SELECTED PRIVATE UNIVERSITIES IN
MOGADISHU, SOMALIA

A Thesis
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In Partial Fulfillment of the Requirements for the Degree
Master of Arts in Human Resource Management

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October, 2011
DECLARATION A

"This Thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

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Name and Signature of Candidate

10-10-2011

Date
DECLARATION B

"I/We confirm that the work reported in this Thesis was carried out by the candidate under my/our supervision".

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11 Oct 2014

Date

Date
This Thesis entitled "Ethical Leadership And Conflict Resolution Techniques of the Academic Administrators in Selected Private Universities In Mogadishu, Somalia" prepared and submitted by Faisal Abdullahi Mohamed in partial fulfillment of the requirements for the degree of Master of Arts In Human Resource Management has been examined and approved by the panel on oral examination with a grade of PASSED.

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Date of Comprehensive Examination: _____________________
Grade: _____________________

Name and Sig of Director, SPGSR

Name and Sig of DVC, SPGSR
DEDICATION

The Researcher dedicated this thesis to his mother Muslima Mohamed Amin, father Abdullahi Mohamed, Grandmother Nguungh Ibrahim, and his brothers and sisters.
ACKNOWLEDGMENT

In the name of Allah, the most merciful the most gracious, the researcher thanks Allah the way he has guided to him and given the ability, the knowledge and the wealth to write this thesis. This thesis was written for the help and the contribution of many people and the researcher wishes to put across his truthful appreciation for them for their magnificent help.

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ABSTRACT

The study was guided by the following research objectives; the first objective was to determine the profile of the respondents in terms of: age, gender, highest educational qualification, and rank in the university, position in the university and number of years in present position and the second and third objective was to determine the level of ethical leadership and the level of conflict resolution techniques of the academic administrators and the fourth objective was the relationship between Ethical Leadership and Conflict Resolution Techniques of the academic administrators in selected private universities in Mogadishu, Somalia.

The study was conducted through descriptive survey and correlation research design by using quantitative approach with two parts questionnaire and 114 respondents was selected from selected private universities in Mogadishu Somalia. The study utilized descriptive statistics, frequencies and percentage; tables were used in the presentation of data. And also Pearson’s Product Moment Correlation Coefficient was applied to test correlation between Ethical leadership and Conflict Resolution Techniques.

The researcher found that the Ethical Leadership and Conflict Resolution Techniques of the academic administrators in selected private universities in Mogadishu Somalia are significantly correlated.

Regarding the level of Ethical Leadership was very good and the level of Conflict Resolution Techniques was good with methods applied as indicated the means and standard deviations.

The researcher recommended that the private universities should maintain frankness, loyalty and truthfulness whenever they deal with the subordinates or followers. And also Academic administrators should use the best possible technique of conflict resolution as the result of the study.
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CHAPTER ONE
THE PROBLEM AND ITS SCOPE

Background of the Study

The world today faces a growing number of economic, political, social and technological challenges that significantly affect people no matter what national or cultural borders they live within. The primary source for such challenges is leadership, but practice of leadership that works across borders—what is often referred to as global leadership—and relatively new and our understanding of it is still evolving (Safty, 2002). In today’s chaotic world, ethics and values are present at a number of levels for executives, managers and leaders who devote their time and energy to leading the process of value creation (Freeman, Stewart, 2006). This broader concept of ethical leadership empowers leaders to incorporate and be explicit about their own values and ethics. Ethical leaders are concerned about issues of fairness and justice. They make it a top priority to treat all of their subordinates in an equal manner (Northouse, 2010). Ethical leaders are open to others’ opinions and ideas because the good ethical leaders are very assertive when they deal with conflicts that come out in their workplaces by using tools and techniques that can lead to survive and compete to the comparative advantages in the market place. Regardless of the level of conflict, there are differing approaches to deal with the incompatibilities that exist. Conflict can result in destructive outcomes or creative ones depending on the approach that is taken. If leaders can manage conflict creatively, they can often find new solutions that are mutually satisfactory to both parties (Fisher, 2000).
After the collapse of the Somali government in 1991 general service were totally neglected and many of Somali intelligent and bright Somali’s fled the country, those who remained found themselves in extremely difficult conditions where they could not be productive because of the civil war. Conditions are however improving in many parts of the country and consequently private Universities have started providing higher educational services to the society (Weisfeld, 1997). Nowadays Mogadishu private universities have been suffering conflicts between leadership and subordinates; it is also very difficult to know how leaders resolve their conflicts through dealing with various methods of conflict resolution.

Statement of the Problem

The existing issues in universities in Mogadishu Somalia with reference to ethical leadership and conflict resolution techniques are as follows:

1. Universities in Mogadishu are suffering a lot of conflicts between leaders and followers which sometimes become a root of separation of the management in to sub-universities

2. From the collapsing the Somali national university in 1991, many private universities have been increasing in numbers where by some of them failed for their poor performance of leadership and management of conflicts remains an existing problem

3. In Mogadishu universities there are a group of shifting administrators from one university to another which referred to without using reliable and suitable tools of conflict management
Purpose of the Study
This study was proposed due to the following reasons:

1. To test the hypotheses of no significant relationship between the variables in this study
2. To bridge the gaps identified in which reference to the related studies mentioned in this thesis
3. To generate new information based on the findings within the context of the theory to which this study was based

Research Objectives

General: To determine the correlation between ethical leadership and conflict resolution techniques of the academic administrators in selected private universities in Mogadishu, Somalia.

Specific: This study was aimed to

1. determine the profile of the respondents in terms of: age, gender, highest educational qualification, rank in the university, position in the university and number of years in present position
2. determine the level of ethical leadership of the academic administrators under study
3. determine the level of conflict resolution techniques of the academic administrators under study.
4. establish if there is a significant relationship between the levels of ethical leadership and conflict resolution techniques of the academic administrators in the selected private universities in Mogadishu, Somalia.
Research Questions
The study was guided by the following research questions:

1. What is the profile of the administrators in terms of age, gender, highest educational qualification, and rank in the university and position in the university and number of years in present position?

2. What is the level of ethical leadership of the academic administrators in selected private Universities in Mogadishu, Somalia?

3. What is the level of conflict resolution techniques of the academic administrators in selected private universities?

4. Is there a significant relationship between the levels of ethical leadership and conflict resolution techniques of the non academic administrators?

Null Hypothesis

H0: There is no significant relationship in the levels of ethical leadership and conflict resolution techniques of the academic administrators in selected private Universities in Mogadishu, Somalia.

Scope

Geographical scope: The setting/research environment of this study was conducted in Mogadishu city specially in five universities namely, Mogadishu University, Benadir University, SIMAD University, Plasma University, and Somali University in Mogadishu Somalia.

Content scope: The confines of this study in terms of content are on the constructs of ethical Leadership, various perspectives of ethical leadership, relationship in terms of ethical leadership and conflict resolution techniques between the male and female academic
administrators, cause and effect relationship between ethical leadership and conflict resolution techniques.

**Theoretical scope:**
The contention to which this study was based on Burns’s theory of transformational leadership (1978) which strongly emphasis on the followers’ needs, values, and morals

**Time scope:**
This study covered the period of four years from 2010 to 2011.

**Significance of the Study**

One of the most crucial issues in Somali universities is quality service delivery. The findings of this study benefits the respondents, their universities, their clients, top management and stakeholders, the human resources managers, quality assurance units, the National Council for Higher Education of Somalia and the future researchers.

The academic administrators involved in this study recognize their ways of leadership and managing conflict with the aim of moving towards improvement. The students and other clients of the universities in this study become better attended to by academic administrators who understand ethical ideals.

The top management and stakeholders of the universities understudy have a role to play in ascertaining that their administrators are provided updated trainings on leadership and management with special focus on conflict resolution skills.

The human resources managers may take considerations on utilizing the research instruments of this study to predict who may come up to be a good ethical leader and team player; identify the skills of potential leaders and plan for appropriate training.

Academic administrators are expected to be frequently appraised by quality assurance unit for their performance/output and their dealings
with the staff under their supervision. Quality work from staff is accounted to good ethical leadership.

Making a difference in university ethical leadership and management is also a function of the National Council for Higher Education of Somalia (NCHES) through well implemented quality assurance procedures

The future researchers base from the findings of their study to other related constraints of ethical leadership and conflict resolution skills.

**Operational Definitions of Key Terms**

For the purpose of this study the following terms are defined as they are used in this study

**Ethical leadership** in this study refers to these actions of the academic administrators:

1) Helping followers to confront conflict and effect changes from conflict
2) Devoting and implementing values in the workplace
3) Providing a work environment of trust nurturance and empathy
4) Attending to the personal motivations and moral development of the followers
5) Focusing on helping followers to be more knowledgeable in work and more empowered.

**Conflict resolution techniques** are skills used by the academic administrators to solve conflict situations.

In this study, the conflict resolution techniques are as follows:

1) Competing (Forcing)
2) Collaborating (Confronting)
3) Accommodating (Smoothing)
4) Avoiding (Withdrawing)
5) Compromising

**Academic administrators** in this study are the university non-academic who are the deans, directors, associate deans, deputy directors and academic heads of departments.

**Profile** refers to the profile of the respondents which are: age, gender, highest educational qualifications, rank, and position in the university and number of years in present position.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Ideas, Opinions From Authors/ Experts

Ethical Leadership, as introduced by Pickett (2001), is an integration of organizational theory that provides a contingency model allowing organizations to strategically develop the types of socially responsible outcomes that are based on internal climates, environments and decision making processes and abilities. Ethical Leadership creates a synergistic combination of managerial and visionary leadership, which serves to enhance organizational survival, growth, and long-term viability of an organization (Pickett 2001).

Leadership ethics refer to fair management practices powered by strong principles. Ethical leaders set reasonable yet high standards for their followers to which they also adhere. They represent a company’s core values and serve as role models to others. Leaders have the ethical responsibility to treat followers with dignity and respect as human beings with unique identities. Ethics is a central to leadership, and leaders help to establish and reinforce organizational values. Every leader has a distinct philosophy and point of view (Northouse, 2007).

Ethical leaders set high standards for moral and ethical conduct, and for moral emulation. Ethical leaders have strong moral values and goals, which lead to behaviors and decisions to promote ethical policies, procedures, and processes within their organizations. Ethical leaders appear as high ethical role models or moral exemplars to encourage followers to establish their own internal set of moral principles and ideals, which helps establish a basis for follower moral identity, and ultimately moral action (Avolio, 2005).
Ethical leaders will also motivate their followers to challenge long-term assumptions and the dominant logic of the leader when it is time to change direction, and challenge followers’ moral thoughts and to recognize their moral values, beliefs, and mindsets, and subsequently develop the belief that they are moral people, which help establish their moral identity (Zhu, 2008).

**Heifetz’s Perspective On Ethical Leadership**

Heifetz (1994) has formulated a unique approach to ethical leadership; it emphasizes how leaders help followers to confront conflict and effect changes from conflict. Heifetz’s perspective is related to ethical leadership because it deals with values: of workers and the values of the organizations and communities in which they work. According to Heifetz, leadership involves the use of authority to help followers deal with the conflicting values that emerge in rapidly changing work environments and social cultures (Northouse, 2007).

Top leaders are responsible for creating and sustaining a culture that emphasizes the importance of ethical behavior for all employees everyday. When the CEO engages in unethical practices or fails to take firm and decisive action in response the unethical practices others, this attitude filters down through the organization (Daft, 1995).

**Greenleaf’s Perspective On Ethical leadership**

Greenleaf (1970, 1977) argued that leadership was bestowed on a person who was by nature a servant. In fact, the way a person emerges as a leader is by first becoming a servant. A servant leader focuses on the needs of followers and helps them to become more knowledgeable, more free, more autonomous, and more like servants themselves. They enrich others by their presence (Northouse, 2007).
Important Tasks Of Ethical Leadership

The following are the important tasks of the ethical leadership:
(a) The ethical leader is viewing leadership itself as a full task. He uses sound moral judgment; (b) The ethical leader articulates the purpose and values of the organization. It is not the question of preaching but practicing; (c) The ethical leader should be able to connect ethics with business. He should be able to convince the stakeholders the importance of ethics in business. He should be able to speak about ethics, values and the creation of value for stakeholders. A mere statement of values cannot be an ethical problem. The misconception that values and ethics are soft should be removed from the minds of the people; (d) the ethical leader should be able to find the best people and develop them. There is a moral imperative in developing people so that they can develop a value for themselves and others.

Roles of Ethical Leaders

Ethical leaders should play the following roles: (1) Articulate and embody the purpose and values of the organization; (2) Focus on organizational success rather than on personal ego; (3) Find the best people and develop them; (4) Create a living conversation about ethics, values and the creation of value for stakeholders; (5) Create mechanisms of dissent; (6) Take a charitable understanding of others’ values; (7) Make tough calls while being imaginative; (8) Know the limits of the values and ethical principles they live; (9) Frame actions in ethical terms; (10) Connect the basic value proposition to stakeholder support and societal legitimacy.
Conflict Resolution Techniques

A. Understanding the Parts of Conflict

Effective conflict-resolution managers understand the principle that there are two sides to every story and that helping each party understand the other's position can help achieve the desired effect. The first part of resolution is understand what the goal is---what are the parties trying to achieve? Then, try to gauge what a person's perception of the conflict is--this often can be different from the actual goal. Next, open the lines of communication. Identify where the parties can see other points of view and where the two parties can compromise. The communication must be open and honest and should not veer toward personal insults or attacks.

B. Creating A Neutral Zone

Having a place where both parties involved in a conflict feel they have a say is important to achieving a trust that facilitates resolution, according to the Office of Quality Improvement and Human Resource Development. Creating a comfortable atmosphere and neutral territory is important and requires several mutually-agreeable decisions. These include a mutually-agreeable time, place and number of attendees. The discussion area should be in a neutral territory, and if any ground-rules are necessary, they should be established in advance.

C. Brainstorming

In conflict resolution, there often are many ways to achieve a desired solution. Brainstorming is a conflict-resolution technique in which the mediator and the parties in conflict can create different
ideas, without initially judging or debating those ideas, as a means to identifying that alternative solutions exist, according to the Office of Quality Improvement and Human Resource Development. Once both parties see that other options for resolution exist, a positive outcome can be achieved.

D. Finding Humor

The ability to create humor and cause laughter in a stressful situation can relieve tension and stress, according to HelpGuide.org. This does not necessarily mean you have to become a comedian. However, finding an opportunity to say or do something that establishes that a situation could one day be viewed as humorous or funny can help to resolve the conflict.

E. Important Skills/Techniques

Conflict is an inevitable part of collaboration and interaction with others. It is also a cycle that will continue if not broken by an effective conflict-resolution technique, according to the University of Missouri-St. Louis. Managing disagreements of opinion effectively ensures the continuation of interpersonal and working relationships. Conflict resolution styles depending on personality and past experience in dealing with conflict in the work place, individually naturally develop their own conflict resolutions styles, through training in assertiveness and conflict resolution (Reece, 1999). There are various methods of resolving conflict often rely on the personality of the parties involved. In the 1970s Kenneth Thomas and Ralph Kilmann identified five main styles of dealing with conflict that vary in their degrees of cooperativeness and assertiveness. They argued that people typically
have a preferred conflict resolution style. However they also noted that different styles were most useful in different situations

**E.1 Competing (Forcing)**

Competing is assertive and uncooperative behavior, embodied in the parties’ pursuit of their own concerns at others’ expense. Competing behavior is often used by power-oriented people who will use every technique available to win their point or defend their position. As (Vecchio, 1988) said competing style attempts to overwhelm an appointment which formal authority, threats, or the use of power. Competing can be beneficial when quickly decisive action is vital, as in emergencies. It is also useful when unpopular actions, such as discipline or cost cutting, must be implemented. Finally competing is sometimes necessary to protect against people who take advantage of noncompetitive behavior. If you are too competitive, however, you may find yourself surrounded by yes-men who have learned that it is unwise to disagree with you which cuts you off from sources of important information (Cook and Hunsaker, 2001).

**E.2 Collaborating (Confronting)**

The collaborating style refers to strong cooperative and assertive behaviors. It is the win-win approach to interpersonal conflict handling. The person using collaboration desires to maximize joint results. An individual who uses this style tends to (1) see conflict as natural, helpful, and even leading to a more creative solution if handled properly; (2) exhibit trust in and candor with others; and (3) recognize that when conflict is resolved to the satisfaction of all, commitment to the solution is likely. An individual uses the
collaborating style is often seen as dynamic and evaluated favorably by others (Hellriegel, Slocum and woodman, 2001).

With style, conflict is recognized openly and evaluated by all concerned. Sharing, examining, and assessing the reasons for the conflict should lead to development of an alternative that effectively resolves it and is fully acceptable to everyone involved. Collaboration is most practical when there is (1) sufficient required interdependence to justify expending the extra time and energy needed to make working through individual differences worthwhile (2) sufficient parity in power among individuals so that they feel free to interact candidly, regardless of their formal superior-subordinate status (3) the potential for mutual benefits, especially over the long run, for resolving the dispute through a win-win process; (4) sufficient organizational support for investing the necessary time and energy in resolving disputes in this manner. The norms, rewards, and punishments of the organization-especially those set by top management-provide the framework for encouraging or discouraging collaboration (Hellriegel, Slocum and woodman, 2001).

**E.3 Accommodating (Smoothing)**

Accommodating is the opposite of competing it consists of our concerns to satisfy the needs of others in order to maintain a positive relationship. Accommodating is an appropriate strategy when the issue at stake is much more important to the other person. Satisfying another’s needs as a good will gesture will help maintain a comparative relationship, building up social credits for use in later conflicts. Accommodating is also appropriate when a manager wishes to develop subordinates by allowing them to experiment and learn from their own
mistake too much accommodations, however, can deprive others of your personal contributions and viewpoint (Cook and Hunsaker, 2001).

**E.4 Avoiding (Withdrawing)**

Avoiding is unassertive and uncooperative behavior. People with this conflict management style pursue neither their own concerns nor those of others. To avoid conflict altogether, a person might diplomatically sidestep an issue, postpone it, or withdraw from the threatening situation and also involve a choice between two equally unattractive options (Vicchio, 1988). Avoiding is appropriate when the issue involved is relatively unimportant to you. Also, if you have little power or are in a situation that is very difficult to change, Avoiding may be the best choice similarly, avoidance may be wise if the potential damage from confronting a conflict outweighs its benefits or you need to let people off a little in order to bring decisions be made by defect or spend a lot of energy avoiding issues that eventually must be confronted (Cook and Hunsaker, 2001).

**E.5 Compromising**

Compromising style refers to behaviors at an intermediate level of cooperation and assertiveness. The individual using this style engages in give and take and may make a series of concessions. Compromising is commonly used and widely accepted as a means of resolving conflict. Compromising involves intermediate amounts of assertiveness and cooperativeness and strives for partial satisfaction of both parties desires by seeking middle ground (Vicchio, 1988). Example and individual who compromises with others tends to be evaluated favorably. Various explanations are suggested for the
favorable evaluation of the compromising style, including: (1) it is seen primarily as a cooperative “holding back” (2) it reflects a pragmatic way for dealing with conflicts; and (3) it helps maintain good relations for the future. The compromising style shouldn’t be used early in the conflict resolution process for several reasons. First, the people involved are likely to compromise on the stated issues rather than on the real issues. The first issues raised in a conflict often aren’t the real ones, so premature compromise will prevent full diagnosis or exploration of the real issues (Hellriegel, Slocum and Woodman, 2001).

Levels of Conflict Resolution Techniques

Conflict resolution, or alternative dispute resolution, provides individuals involved in a dispute with more than one way to resolve the situation. Most methods of conflict resolution help individuals come to an agreement outside the traditional court system and without resorting to violent means. Conflict resolution is most effective when it emphasizes open communication and creative problem-solving, according to the Association for Conflict Resolution.

A. Mediating

When people in conflict can’t engage in a discussion that pushes them toward resolving a situation, they may invite an impartial observer to mediate the negotiations. Mediators rely on their empathy and neutrality to guide negotiators toward more productive discussion. Mediators offer an unbiased perspective that can help parties identify facts that will help them move forward in the negotiating process. Although mediators may recommend a course of action, they cannot
force parties to comply, according to the Conflict Resolution Information Source at the University of Colorado.

B. Arbitrating

Arbitration offers disputing parties the opportunity to refer their situation to an outside authority for a ruling. This process allows individuals to resolve conflicts outside of court, saving them time and money. Before the arbitration process can begin, the parties embroiled in conflict must find a suitable arbitrator who can make an informed decision. In some situations, arbitrators simply offer a recommended course of action. More often, however, both parties agree to comply to the arbitrator's decision. In the latter case, the courts will uphold and enforce the decision, according to the Conflict Resolution Information Source at the University of Colorado.

C. Evaluating Neutrality

Before a dispute goes to trial, courts will often appoint an attorney to evaluate the case and suggest means by which the involved parties can resolve the conflict. This process, called "early neutral evaluation," attempts to solve disputes in a more timely fashion, and without a full court trial. When this method doesn't result in a resolution, the evaluating attorney advises the involved parties on how they should move forward with the law suit and offers her opinion of how the impending trial will play out, according to the Association for Conflict Resolution.
D. Conferencing the community

When a conflict affects an entire community, community conferencing can serve as a productive method of alternative conflict resolution. The process often takes the form a discussion led by a facilitator. During the discussion, facilitators encourage community members affected by the conflict to share their accounts and their ideas concerning a possible resolution. Community conferencing provides individuals with an opportunity to take control of a less-than-ideal situation and work with the community as a whole to pursue lasting positive solutions. It also prevents violent actions and brings communities closer, according to the Community Conferencing Center website.

Theoretical Perspectives

Over the past century, there has been a lot of work, and thought, given to the development of various leadership theories. From that work, we have transformational leadership, situational leadership theories, and behavioral theories. But very little has been written from a theory standpoint about ethical leadership. Part of the problem stems from the fact that the word "ethical" describes a constraint placed on the leader, and not their approach to leading. In some way, this was addressed by Burns (1978) in his description of transformational leaders. Transformational leadership has become almost synonymous with ethical leadership" - a concept addressed by Burns (Ciulla, 2003).

Burns's theory of transformational leadership places a strong emphasis on followers' needs, values, and morals. Transformational leadership involves attempts by leaders to move followers to higher
standards of moral responsibility. This emphasis sets transformational leadership a part from most other approaches to leadership because it clearly states that leadership has a moral dimension (Bass & Steidlmeier, 1999). Similar to that of Heifetz, Burns’s (1978) perspectives argues that it is important for leaders to engage themselves with followers and help them in their personal struggles regarding conflicting values. The resulting connection raises the level of morality in both the leader and the follower.

The origin of Burns’s position on leadership ethics are rooted in the works of such writers as Abraham Maslow, Milton Rokeach, and Lawrence Kohlberg (Ciulla, 1998). The influence of these writers can be seen in how Burns emphasizes the leader’s role in attending to the personal motivations and moral development of the follower. For Burns, it is the responsibility of the leader to help followers assess their own values and needs in order to raise them to a higher level of functioning, to a level that will stress values such as liberty, justice, and equality (1998).

Burns’s position on leadership as a morally uplifting process has not been without its critics. It has raised many questions. How do you choose what is a better set of moral values? Who is to say that some decisions represent higher moral ground than others? If leadership, by definition, entails rising individual moral functioning, does this mean that the leadership of corrupt leaders is not actually leadership? Not withstanding these very legitimate questions, Burns’s perspective on leadership is unique in that it makes ethics the central characteristic of the process. His writing has placed ethics at the forefront of scholarly discussions of what leadership means and how leadership should be carried out (Northouse, 2007).
Relationship between Ethical Leadership and Conflict Resolution Techniques

Leadership and conflict go hand-in-hand. Leadership is a full-contact sport, and if you cannot address conflict in a healthy, productive fashion then you should not be in a leadership role. The issues surrounding conflict resolution can be best summed-up in three words..."Deal With It." While you can try and avoid conflict (bad idea), you cannot escape conflict, the fact of the matter is that conflict in the workplace is unavoidable. It will find you whether you look for it (good idea – more later) or not. The ability to recognize conflict, understand the nature of conflict, and to be able to bring swift and fair resolution to conflict will serve you well as a leader – the inability to do so may well be your downfall Myatt, (2011).

According (Rashid, 2001) identified Important leadership functions determine whether or not a group will work together, accept improvements, and try to develop better ways of doing a job. Knowledge of conflict management skills is very vital to those in leadership roles (Fasnacht, 1990) and is an "integral part of leadership effectiveness" (Korabik, Baril, & Watson, 1993, p. 406). Developing effective conflict resolution skill sets are an essential component of a building a sustainable business model. Unresolved conflict often results in a loss of productivity, stifles creativity, and creates barriers to cooperation. Perhaps most importantly for leaders, good conflict resolution ability equals good employee retention. Leaders who don't deal with conflict will eventually watch their good talent walk out the door in search of a healthier and safer work environment (Myatt, 2011). Collaborating is One of the techniques used to solve conflicts;
Conflict leadership style is evident when a leader creates a resolution to a conflict that is both the best solution to the conflict and agreeable to both parties. This approach is based largely on a problem solving model, where both parties are willing to separate themselves from previously considered solutions and are open to new and innovative solutions (Grodmitzky, 2005). A leader who uses this style is seen as cooperative and assertive in his/her efforts to create the best possible solution to the conflict. The advantage of this style is that it tends to lead to the best solution as long as all parties are communicating in an assertive manner. The disadvantage is that this style requires more time, skill, and effort than other conflict resolution styles. As a whole, a collaborating conflict resolution style is the most beneficial to individuals, groups, and organizations (Grodmitzky, 2005).

**Related Studies**

Little studies have identified on Ethical Leadership and Conflict Resolution Techniques and there has been very little research on the effects of leadership style on group conflict (Phipps, 2007). As interest of leadership studies increasing one of the earliest studies of leader behavior addressed the question of whether a democratic style of leadership is more effective than an authoritarian or a laissez-faire style (Vecchio, 1988). Prior to the 1950s, researchers sought to understand leadership by comparing leaders with followers and effective leaders with ineffective leaders. This search for features of leaders, or leaders' traits, was prompted by a belief that leaders somehow possessed distinguishing traits that set them apart from other people (Vecchio, 1988).

John, Chadwick, and Thatcher (1997) studied demographic dissimilarity and value congruence as influences on group conflict using
a refined definition of the types of conflict: task and relationship. O’Connor, Gruenfeld, and McGrath (1993) attempted to understand the prior conditions of conflict in continuing work groups, without distinguishing between tasks or relationship conflict. Ahlfinger and Esser (2001) studied how the leader’s tendency to promote a solution affected groupthink. Vroom and Yetton (1973) introduced a contingency model prescribing when leaders should consult others in decision making. In a study of Israeli nurse managers, Hendel, Fish, and Galon (2005) examined the relationship between leadership style and choice of strategy in conflict management. Kotlyar and Karakowsky (2006) studied how three leadership styles affected the emergence of group conflict: Transformational leadership focuses on motivating employees by appealing to higher order needs. External leadership focuses on self-managed teams. According to (Katz, 1977), If relationship conflicts arise early in the process, the leader may need to initiate more structuring activities, even though group members may express dissatisfaction with that direction. Ohio state leadership studies have been generated some interesting findings showed that high consideration was related to lower rates of grievance fillings and lower turnover and increase supervisory considerateness did not appear to decrease turnover and grievance further (Vecchio, 1988).
CHAPTER THREE
METHODOLOGY

Research Design

The study was conducted through descriptive survey and correlation research design by using quantitative approach to investigate as a research design to identify on how the ethical leadership and conflict resolution techniques of the academic administrators in selected private universities in Mogadishu, Somalia. Survey and correlation research design study are suitable for this study where by rapid data collection and ability to understand a population from part of it and also understanding relationship are required.

Research Population

Target population

The study was conducted among (5) selected private Universities. Namely by Mogadishu University (MU), Benadir University (BU), SIMAD University (SU), Plasma University (PU), and Somali University (SU) in Mogadishu Somalia. The target population was one hundred and sixty (160). The five private Universities are the most well-known universities and their leading innovativeness education and their delivering high quality knowledge to the society. The target populations were the academic administrators those are deans, directors, associate deans, deputy directors and academic heads of departments.
Table 1.1. Population of the study

<table>
<thead>
<tr>
<th>Universities</th>
<th>Total Target Population</th>
<th>Sample Size</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DDS</td>
<td>ADDDs</td>
<td>HODs</td>
<td>DDS</td>
<td>ADDDs</td>
<td>HODs</td>
<td></td>
</tr>
<tr>
<td>1. Mogadishu University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>2. Benadir University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>3. SIMAD University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>4. Plasma University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>5. Somali University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Grand Total</td>
<td>160</td>
<td></td>
<td></td>
<td>114</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend

**DDS** - Deans/Directors

**ADDS** - Associate Deans/Deputy Directors

**HOD** - Head of Departments (Academic Administrators)
**Sample Size**

The minimum sample size was 114 respondents by using the Sloven’s formula to select the respondents of the study, as following formula:

\[ n = \frac{N}{1+N \times (e)^2} \]

Where

\( n \) = sample size

\( N \) = population size

\( E \) = level of significance 0.05

For this study:

\[ n = \frac{160}{1+160 \times (0.05)^2} \]

\( n = 114 \)
**Sampling Procedure**

In this study the researcher used systematic sampling. The former is for selection of the area will be conducted the study. Sampling procedure was in two stages whereby sample blocks will identify and then selected a sample of the population in each block.

**Research Instrument**

There were two sets of questionnaires used in the study one is Ethical Leadership and the other is Conflict Resolution Techniques. Ethical Leadership is considered non standardized questionnaire which had been extracted from the literature review. There are 10 items in this questionnaire with 3 options which categorized in to following dimensions of Ethical Leadership: Ethical leadership helps followers in one self (items 1, 3, 7, and 9); Ethical Leadership devotes values in one self (2, 5, and 6); Ethical leaders motivate followers in one self (4, 8, and 10). The scoring system and response modes consist of the following: Excellent (5); Very good (4); Good (3); Fair (2); Poor (1). Conflict Resolution Techniques questionnaire is adapted from validated standardized instrument extracted from (www.freepdf.com). There are 35 items in this questionnaire with 5 options which categorized in to following dimensions of Conflict Resolution Techniques: Avoiding in one self (1,6,11,16,21,26,31); Forcing in oneself (2,7,12,17,22,27,32); Smoothing(3,8,13,18,23,28,33);Compromising(4,9,14,19,24,29,34); Confronting (5,10,15,20,25,30,35).The scoring system and response modes consist of the following: Excellent (5); Very good (4); Good (3); Fair (2); Poor (1).
Validity and Reliability of the Instrument

Reliability

Reliability refers to the dependability of an instrument in measuring what is supposed to measure. Reliability is thus one which produces the same results whenever it is repeatedly used as characterized by precision and objectivity. The researcher employed the pre-test post-test method to check the reliability of the questionnaire. A pre-test was carried on 10 academic administrators and post-test after 2 weeks to the same administrators with the same questionnaire and the response becomes identical, the questionnaire deemed reliable.

Validity

There are different ways of testing the validity of a result, as going back to the respondents and see if they agree or support the result. This could happen in personal conversations or in groups and is called face validity. In this research the researcher used that way of testing the validity of the result.

Data Gathering Procedures

The following data collection procedures were implemented:

A. Before the administration of the questionnaire

The researcher requested for an introduction letter from the School of Postgraduate Studies and Research addressed to the authorities of the universities under study for him to be permitted to conduct the study. The letter contained the criteria
for selecting the respondents and the request to be provided with the list of qualified academic administrators.

After approval, the requested list of respondents provided to the researcher by the selected universities used by the researcher to guide his in identifying the participants of the study. Pre-testing of the instrument on Ethical leadership was followed. The researchers prepared the questionnaires and convened with his selected research assistants to discuss and brief them on the sampling techniques and data gathering procedures.

**B. During the Administration of the questionnaire**

Specifically, the researcher and his assistants became seriously particular in requesting the respondents the following: (1) to sign the informed consent ; (2) to answer all questions hence was not left any item unanswered; (3) to avoid biases and to be objective in answering the questionnaires. The researcher and his assistants tried retrieving the questionnaires within two weeks from the date of distribution. All questionnaires retrieved were checked if completely filled out.

**C. After the Administration of the questionnaire**

The data collected was organized, collated, summarized, statistically treated and drafted in tables using the Statistical Package for Social Sciences (SPSS) version 16.

**Data Analysis**

To determine the profile of the respondents, the frequency and percentage distribution were used. The mean and standard deviation were employed to compute for the level of Ethical leadership and dominant Conflict resolution technique. An item analysis based on the
mean scores and ranks shall reflect the strengths and weaknesses of the respondents in terms of Ethical leadership and conflict resolution technique. To interpret the obtained data, the following numerical values and description were used:

<table>
<thead>
<tr>
<th>Mean Range</th>
<th>Description</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.21-5.00</td>
<td>You do this always</td>
<td>Excellent</td>
</tr>
<tr>
<td>3.41-4.20</td>
<td>you do this repeatedly</td>
<td>Very Good</td>
</tr>
<tr>
<td>2.41-3.40</td>
<td>you do this occasionally</td>
<td>Good</td>
</tr>
<tr>
<td>1.81-2.40</td>
<td>You do this rarely</td>
<td>Fair</td>
</tr>
<tr>
<td>1.00-1.80</td>
<td>you do not do this</td>
<td>Poor</td>
</tr>
</tbody>
</table>

**Ethical Considerations**

To ensure utmost confidentiality for the respondents and the data provided by them as well as reflect ethics practiced in this study, the following were done:

1. All questionnaires were coded to provide anonymity of the respondents
2. The respondents were requested to sign the informed consent
3. Authors quoted in this study were recognized through citations and referencing
4. Presentation of findings were generalized

**Limitations of the Study**

The researcher claimed an acceptable (0.05 level of significance) 5% margin of error in view of the following anticipated threats to validity with relevance to this study:

1. **Testing**: Differences in conditions and time when the data obtained from respondents by different persons on different days at different hours. This minimized by orienting and briefing the research
assistants on the sampling techniques and data gathering procedures.

2. **Instrumentation:** The research instrument on ethical leadership is not standardized. A validity and reliability test were done to produce a credible research tool.

3. **Mortality:** The calculated number of respondents may not be reached considering the fact that some questionnaires may not be returned due to circumstances within the respondents and beyond the control of the researcher. The researcher endeavored to attain the appropriate number of respondents for reasons of representativeness.

4. Other conditions where the researcher did not have control over the extraneous variables such as honesty of the respondents, personal biases and descriptive nature of the design.
CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Profile of the Academic administrators in selected Private Universities in Mogadishu, Somalia

The first research question of the study was to determine the profile of the respondents used in this study. The purpose of this background information was to find out the characteristics of the respondents and show the distribution of the population in the study, the findings are presented below.

Table 1.2 Profile of the Respondents
The Gender, Age and position of the respondent n= 114

<table>
<thead>
<tr>
<th>Profile of the respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>84</td>
<td>73.7</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>26.3</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>100.00</td>
</tr>
<tr>
<td>Age of the respondents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-39</td>
<td>57</td>
<td>50.0</td>
</tr>
<tr>
<td>40-59</td>
<td>49</td>
<td>43.0</td>
</tr>
<tr>
<td>60 and above</td>
<td>8</td>
<td>7.0</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>100</td>
</tr>
<tr>
<td>Position of the respondents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of Departments (HOD)</td>
<td>45</td>
<td>39.5</td>
</tr>
<tr>
<td>Ass. Dean/Deputy directors (ADDD)</td>
<td>35</td>
<td>30.7</td>
</tr>
<tr>
<td>Deans/Directors (DD)</td>
<td>34</td>
<td>29.8</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data
From the table 1.2 show that 73.7% of the respondents were male and 26.3% were female. This clearly shows that most Academic administrators in Mogadishu private Universities are male. Also the result is indicating that there were more male than female of academic administrators of private universities in Mogadishu Somalia. 50% of the respondents belonged at the age of 20-39, 43% of the respondents are the age 40-59, and 7% of the respondents are the age of 60 and above, this finding suggested that the academic administrators of private universities in Mogadishu Somalia were diverse age groups. The diversity in age of the administrators implies that they have different values for their ethical leadership techniques of conflict resolution. If we look at the position of the respondents the result indicates that 39.5% of the respondents were Head of Departments, 30.7% were Associate Deans/Deputy directors and 29.8% of the respondents were Deans/Directors. This identifies that most of the respondents in the level of position were head of departments so; they are the most leaders deal with conflicts in the private universities in Mogadishu.
The result in this table 1.3 shows that more than half 64% of the respondents hold Master degree; 17% of the respondents PHD holders; 15.8% of the respondents are Bachelor degree; 1.8% of the respondents are diploma and very few are certificate . This is indicating and also is evidence that the private universities attracted and retained highly educated employees who are likely deal conflicts with ethical leadership by implementing the best possible technique to resolve conflicts. If we look at the experience of the respondents the result shows that 54.4% of the respondents have worked for 2-4 years. This is followed by 27.2% of the respondents who have been in service for 5-7 years, where 13.2% of the respondents have been in service 8 and
above years, and 5.3% of the respondents are in service 6 months -1 year. The findings indicate that there is very good bright and experienced academic administrators’ retention with ethical leadership by using their best ways of conflict resolution techniques in private universities in Mogadishu, Somalia.

The Level of Ethical Leadership of the academic administrators under study

The second objective of this research was to determine the Level of Ethical Leadership of the academic administrators under study. This objective were measured by 10 items or questions in the questionnaire (Non-Standardized) each is selected from one to five 1 = poor; 2 = fair; 3 = good; 4 = very good; 5 = Excellent. To find an answer this objective, respondent were asked number of questions. Academic administrators were required to rate the level of ethical leadership by using the scoring guide, Their responses were analyzed using SPSS’s summary statistics showing the means and standard deviations, as indicated in table 1.4
### Table 1.4

**Means and Standard Deviations on How Academic Administrators in Private Universities rated level of Ethical Leadership of the Administrator**

\( n = 114 \)

<table>
<thead>
<tr>
<th>Interpretation</th>
<th>Mean</th>
<th>Standard Dev</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>3.91</td>
<td>1.018</td>
<td>1</td>
</tr>
<tr>
<td>&quot;motivate your followers to challenge long-term assumptions&quot;</td>
<td>3.86</td>
<td>0.986</td>
<td>2</td>
</tr>
<tr>
<td>&quot;devote your time and energy to leading the process of value creation&quot;</td>
<td>3.86</td>
<td>0.967</td>
<td>3</td>
</tr>
<tr>
<td>&quot;deal with the values of your workers and the values of the organizations and communities in which they work&quot;</td>
<td>3.80</td>
<td>0.942</td>
<td>4</td>
</tr>
<tr>
<td>&quot;focus on the needs of your followers and help them to become more knowledgeable, more free and more empowered&quot;</td>
<td>3.74</td>
<td>0.996</td>
<td>5</td>
</tr>
<tr>
<td>&quot;help your followers to confront conflict and to effect changes from conflict&quot;</td>
<td>3.74</td>
<td>0.978</td>
<td>6</td>
</tr>
<tr>
<td>&quot;recognize that it is important for you to engage with followers and help them in their personal struggles regarding conflicting values&quot;</td>
<td>3.54</td>
<td>1.256</td>
<td>7</td>
</tr>
<tr>
<td>&quot;do your role of attending to the personal motivations and moral development of the followers&quot;</td>
<td>3.54</td>
<td>1.074</td>
<td>8</td>
</tr>
<tr>
<td>&quot;use your authority to help followers deal with the conflicting values that emerge in their rapidly changing work environment and social cultures&quot;</td>
<td>3.48</td>
<td>1.169</td>
<td>9</td>
</tr>
<tr>
<td>&quot;provide a &quot;holding environment&quot; in which there is trust, nurturance, and empathy&quot;</td>
<td>3.44</td>
<td>1.220</td>
<td>10</td>
</tr>
<tr>
<td>&quot;do your duties of assisting the followers in struggling with change and personal growth&quot;</td>
<td>3.69</td>
<td>1.06</td>
<td></td>
</tr>
</tbody>
</table>

**Mean Index**: 3.69

---

35
The mean and standard deviation in table 1.4 suggest that most academic administrators in selected private universities rated level of ethical leadership as very good (most means < 3). In all but one case, the results are on the positive side presenting a mean higher than 3. The case that stand out administrators devote their time and energy to leading the process of value creation (question 5 mean 3.86), on the question the administrators do their of role of attending to personal motivation and moral development of the followers (mean ≈ 3.54), on question the academic administrators deal with the values of their workers and the value of the organization and communities in which they work (mean ≈ 3.86). The academic administrators focus on the needs of their followers and help them to become more acknowledgeable, more free and more empowered. (mean ≈ 3.80), on the question Academic administrators provide a holding environment in which there is trust, nurturance, empathy (mean ≈ 3.48), Administrators use their authority to help followers deal with conflicting
universities rated the level of ethical leadership as very good (most means ≈ 3.5), which falls under ‘very good level ethical leadership’ on our scale. The result showed that the academic administrators of private universities had the same opinion the level of ethical. The mean index further indicated that the academic administrators rated the level of ethical leadership as very good (mean index 3.69). Thus it can be deduced that the level of ethical leadership of academic administrators of selected private universities was very good.

**The level of Conflict Resolution Techniques of the Academic administrators**

The third objective of this research was to determine the Level of Conflict resolution Techniques of the academic administrators under study. This objective were measured by 35 items or questions in the questionnaire (Standardized) each is selected from one to five 1 = poor; 2 = fair; 3 = good; 4 = very good; 5 = Excellent. To find an answer this objective, respondent were asked number of questions. Academic administrators were required to rate the level of Conflict Resolution Techniques by using the scoring guide, Their responses were analyzed using SPSS’s summary statistics showing the means and standard deviations, as indicated in table 1.5
### Table 1.5
**Means and Standard Deviations on How Academic Administrators in Private Universities rated level of Conflict Resolution Techniques of the Academic Administrators**

*n* = 114

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Interpretation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>No person has the final answer but every person has a piece to contribute</td>
<td>3.95</td>
<td>.901</td>
<td>Very good</td>
<td>1</td>
</tr>
<tr>
<td>Kind words are worth much and cost little</td>
<td>3.94</td>
<td>1.139</td>
<td>Very good</td>
<td>2</td>
</tr>
<tr>
<td>Frankness, honesty and trust will move mountains</td>
<td>3.85</td>
<td>1.154</td>
<td>Very good</td>
<td>3</td>
</tr>
<tr>
<td>One gift for another makes good friends</td>
<td>3.78</td>
<td>1.111</td>
<td>Very good</td>
<td>4</td>
</tr>
</tbody>
</table>
Avoid quarrelsome people as they will only make your life miserable 3.24 1.299 Good 21
There is nothing so important you have to fight for it when one hits you with a stone, hit him or her with a piece of cotton 3.24 1.257 Good 22
3.23 1.445 Good 23
Better half loaf than no bread at all 3.21 1.163 Good 24
There are two kinds of people in the world, winners and the losers. 3.17 1.240 Good 25
Only the person who is willing to give up their monopoly on truth can profit from the truths that others hold 3.15 1.154 Good 26
He who fights and runs away lives to fight another day. 3.15 1.243 Good 27
Put your food down where you mean to stand 3.14 1.211 Good 28
The best way of handling conflict is to avoid them 3.13 1.141 Good 29
Might overcomes right 3.11 1.472 Good 30
If you can not a person think as you do, you make him or her do as you think 3.08 1.213 Good 31
A person who will not flee make others flee 3.08 1.161 Good 32
You scratch my back, I’ll scratch yours 3.02 1.290 Good 33
Stay way from people who disagree with you 2.94 1.170 Very good 34
Tit for tat is fair play 2.91 1.266 Good 35

| Mean Index       | 3.40   | 1.189 | Good |

Source: Primary data

The mean and standard deviation in table 1.5 suggest that most academic administrations in the selected private universities rated level of conflict resolution techniques as good (most means ≈ 3). In all but one case, the results are on the positive side presenting a mean higher than 3. The case that stand out academic administrators use as a technique for conflict resolution withdrawing (Avoiding) these questions and means indicate (question 1, 6, 11, 16, 21, 26, and 31 means are respectively, 3.57, 3.65, 3.15, 2.94, 3.24, 3.13, and 3.24), From the
results it seems that academic administrators avoid and withdraw the conflicts when ever come out , another number of academic administrators focus their resolving technique of conflicts forcing technique as these questions and means respectively(Questions: 2,7,12,17,22,27,32 Means: 3.08, 3.11, 3.46, 3.45, 3.08, 3.14, and 3.17), as these indication shows that forcing is another method used academic administrators to solve conflicts. On the following (questions, 3,8,13,18,23,28, and 33 means: 3.47, 3.64, 3.61, 3.94, 3.70, 3.45 and 3.23) indicated that a number of academic administrators emphasize smoothing technique when resolving conflicts. Academic administrators perform confronting technique when ever conflict comes out as these questions showed (Questions: 5, 10, 15, 20, 25, 30, and 35 and means: 3.14, 3.52, 3.95, 3.15, 3.59, 3.85 and 3.45). on the last section of questions strongly emphasis compromising which these questions were: 4,9,14,19,24,29,34 and means: 3.02, 3.21, 3.46, 2.91,3.78,3.46, 3.43). To get a summary picture on how respondents rated level of Conflict Resolution Techniques smoothing is the biggest section or techniques use academic administrators when handling conflicts in their universities because of the sum of all means of smoothing become (sum of means: 25.04) and the second technique which academic administrators use is compromising this indicates the sum of all means of this section questions and showed as this (sum of Means: 24.65), and confronting technique is the third, withdrawing and forcing are fourth and fifth respectively. An average index was computed for all the 35 items in table 1.4, which turned out to have a mean index of 3.40 (Std. Dev. ≈ 1.18). Confirming that responding Academic administrators of selected private Universities rated the level of Conflict Resolution Techniques as good (most means ≈ 3), which falls under ‘good level Conflict Resolution Techniques on our scale. The
result showed that the Academic administrators of Private Universities had no the same opinion the level of conflict Resolution Techniques. The mean index further indicated that the administrators rated the level of conflict Resolution Techniques as good (mean index 3.40). Thus it can be deduced that the level of conflict Resolution Techniques of selected private Universities was good.

**Relation between the level of Ethical leadership and conflict Resolution techniques of the academic administrators**

The fourth objective of the research is establishing the relationship between the level of ethical leadership and conflict resolution techniques of academic administrators in selected private universities, Pearson’s Product Moment Correlation Coefficient was used to test correlation between Ethical leadership and conflict resolution techniques, as indicated table 1.6.

**Table 1.6**

<table>
<thead>
<tr>
<th>Variable (indices)</th>
<th>Sample</th>
<th>Std. Dev</th>
<th>r value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Ethical leadership</td>
<td>114</td>
<td>.32935</td>
<td>.670***</td>
<td>.000</td>
</tr>
<tr>
<td>Level of Conflict Resolution</td>
<td>114</td>
<td>.32271</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using Pearson correlation we can see that the Ethical leadership is positively related to level of conflict resolution techniques of the academic administrators in selected private universities in Mogadishu, Somalia.
The r value (0.68) in table 1.6 indicates a positive correlation between the two variables (r>0). The sig. values (0.000) indicate that the two variables (Ethical leadership and conflict resolution techniques) in selected private universities are significantly correlated (the sig. is less than 0.05, which is the maximum sig. value for us to state existence of a significant relationship). Basing on these results, the stated research hypothesis is rejected, the alternative is accepted leading to a conclusion that ethical leadership and conflict resolution technique sig. = 0.000; are significantly correlated at 0.05 level of significance.
CHAPTER FIVE
FINDINGS, CONCLUSIONS, RECOMMENDATIONS

This chapter presents the summary of the findings, conclusions and recommendations

FINDINGS

This study was guided by four objectives

1. The first objective of the study result indicated that there were more male than female- administrators working in private universities in Mogadishu, Somalia. The finding also suggested the academic administrators were of diverse age groups who have different values of leadership for their techniques of conflict resolution. the position of the respondents the result indicated that most of the respondents in the level of position were head of departments 39.5% was the respondents of (HOD) so; they are the most leaders deal with conflicts in the private universities in Mogadishu.

2. The second objective of the study result showed mean and standard deviation indicating that the level of Ethical leadership of the academic administrators was Very good from the finding the mean index of ethical Leadership showed the interpretation as very good.

The study is agreement with of Burns's position on leadership ethics those are rooted in the works of such writers as Abraham Maslow, Million Rokeach, and Lawrence Kohlberg and this study positively accepted Burns’s theory (1978) of transformational leadership which places a strong emphasis on followers’ needs, values, and morals.
3. The third objective of the study result showed mean and standard deviation indicating that the level of conflict resolution techniques of the academic administrators was good from the finding the mean index of ethical Leadership showed the interpretation as good. The study also revealed that selected private universities used different methods of conflict resolution. This study is agreement with Thomas and Kilmann's styles (1970s) identified five main styles of dealing with conflict and noted that different styles were most useful indifferent situations.

4. The fourth objective of the study result found indicated that ethical leadership is significantly correlated to level of conflict resolution techniques in selected private universities. Basing on these results, the stated research hypothesis is rejected, the alternative is accepted leading to a conclusion that ethical leadership and conflict resolution techniques sig. = 0.000; are significantly correlated at 0.05 level of significance. The result is in line with Heifetz (1994). Formulation of a unique approach to ethical leadership; it emphasizes how leaders help followers to confront conflict and effect changes from conflict. As Heifetz prospective of ethical leadership involves the use of authority to help followers deal with the conflicting values that emerge in rapidly changing work environments and social cultures. On the other hand Fasnacht, (1990) Knowledge of conflict management skills is very vital to those in leadership roles and is an "integral part of leadership effectiveness" (Korabik, Baril, & Watson).
CONCLUSIONS

Regarding the level of ethical leadership the respondents rated the performance of the ethical leadership in private universities in Mogadishu Somalia is very good at all aspects of indicating effective ethical leadership such as helping followers, motivating, creation of values, setting high standards for moral and ethical conduct, and for moral emulation; appearing high ethical role models or moral exemplars encouraging followers to establish their own internal set of moral principles and ideals, which helped establishing a basis for follower moral identity, and ultimately moral action. Providing these elements the study showed private universities attracted and retained qualified academic administrators. Overall, the respondents seem to appreciate and satisfy ethical leadership of the private universities in Mogadishu Somalia.

Regarding the level of the conflict resolution techniques rated the respondents the performance of conflict resolution techniques of selected private universities is Good at all aspects of indicating effective conflict resolution techniques (compromising, avoiding (withdrawing), accommodating (smoothing), collaborating (confronting), and competing (forcing)). Providing these elements study showed that private universities strongly apply compromising technique when conflicts appear and this gave private universities an opportunity to work in this conflict country and have bright academic administrators in Mogadishu Somalia.

Regarding also the relationship between the level of Ethical leadership and the level of conflict resolution techniques the study revealed they are significantly correlated.
RECOMMENDATIONS

The private universities should maintain leadership with ethics because of ethics is a central of leadership this can be helping followers, value creation and motivating the academic administrators which can bring them trust, nurturance, empathy and retaining administrators in good faith and commitment.

They have to maintain frankness, loyalty and truthfulness whenever they deal with the subordinates or followers. And also Academic administrators should use the best possible technique of conflict resolution as the result of the study.

The private Universities should use the most significant method of compromising which gives the followers a chance to pretend their view of conflicts and academic administrators should explore the event deeply and use the adequate information to solve the conflicts in the private universities’ academic administrators.

All techniques of conflict resolution are useful but depend on the situations and the possibility of the output of the two parties.
REFERENCES

Books


Amin, E.M (2005). *Social Science Research: Conceptions, methodology and analysis.* Makerere University, printery, Kampala, Uganda.


Journals and Articles


Unpublished Materials


Ron Fisher (2000), Sources of Conflict and Methods of Conflict

Dear Sir/Madam,

RE: REQUEST FOR FAISAL ABDULLAHI MOHAMED
MHR/30987/102/DF: TO CONDUCT RESEARCH IN YOUR ORGANIZATION

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Arts in Human Resource Management.

He is currently conducting a field research of which the title is "Ethical Leadership and Conflict Resolution Techniques of the Academic Administrators in Selected Private Universities in Mogadishu, Somalia."

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Mr. Malinga Ramadhan
Coordinator
Business and Management, (SPGSR)
APPENDIX II
CLEARANCE FROM ETHICS COMMITTEE

Date________________

Candidate’s Data
Name__________________________________
Reg.# _________________________________
Course ________________________________
Title of Study

Ethical Review Checklist
The study reviewed considered the following:
___ Physical Safety of Human Subjects
___ Psychological Safety
___ Emotional Security
___ Privacy
___ Written Request for Author of Standardized Instrument
___ Coding of Questionnaires/Anonymity/Confidentiality
___ Permission to Conduct the Study
___ Informed Consent
___ Citations/Authors Recognized

Results of Ethical Review
___ Approved
___ Conditional (to provide the Ethics Committee with corrections)
___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)
Chairperson ___________________________
Members _______________________________
APPENDIX III A

INFORMED CONSENT

To whom it may concern

This is to certify that Mr. Faisal Abdullahi Mohamed with Reg. Number MHR/30987/102/DF; who is pursuing his Post Graduate studies at Kampala International University (KIU) has been authorized to conduct a research entitled “Ethical Leadership and Conflict resolution Techniques of the Academic administrators in selected Private universities in Mogadishu, Somalia.” in SIMAD UNIVERSITY.

All SIMAD UNIVERSITY family and concerned individuals or departments are strictly recommended to collaborate with this academic study and assist him with the successful completion of his thesis.

Thanks in advance for the consideration.

Abdulahi Umar Farah
Director, Public Relation and Information Directorate
Appendix III B

Mogadishu University

To Whom It May Concern

Mogadishu University Student Affairs Office attests that

Mr. Faisal Abdullahi Mohamed is conducting a research in our University which titled: Ethical Leadership and Conflict Resolution Techniques of the Academic Administrators in selected Private Universities in Mogadishu, Somalia.

Any Assistance concerning to him will be highly appreciated.

Thanks.

Mr. Mohamud Sheikh Ali
Director

P.O. Box: 27081, Dubai, United Arab Emirates
Tel: 00252-59-32454 / 00252-1-858479, Somalia
Fax: 00252-1-216820, Somalia
http://www.mogadishuuniversity.com
E-mail: mogadishuniversity@hot.com
APPENDIX IV A

FACE SHEET: PROFILE OF THE RESPONDENTS

Age: ____________________

Gender: ____________________

Highest educational qualifications: ____________________

Rank: ____________________

Present position in the University: ____________________

Number of years in present position: ____________________
### APPENDIX IV B

**QUESTIONNAIRE TO DETERMINE LEVEL OF ETHICAL LEADERSHIP**

Direction: Please respond to each item by using the scoring guide below. Kindly write your best choice on the space before each item. Be honest about your options as there is no right or wrong answers.

<table>
<thead>
<tr>
<th>Score</th>
<th>Response Mode</th>
<th>Description</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Usually do this</td>
<td>You do this always</td>
<td>Excellent</td>
</tr>
<tr>
<td>4</td>
<td>Frequently use this</td>
<td>You do this repeatedly</td>
<td>Very good</td>
</tr>
<tr>
<td>3</td>
<td>Sometimes do this</td>
<td>You do this occasionally</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Seldom do this</td>
<td>You do this rarely</td>
<td>Fair</td>
</tr>
<tr>
<td>1</td>
<td>Never do this</td>
<td>You do not do this</td>
<td>Poor</td>
</tr>
</tbody>
</table>

1. You help your followers to confront conflict and to effect changes from conflict.
2. You deal with the values of your workers and the values of the organizations and communities in which they work.
3. You use your authority to help followers deal with the conflicting values that emerge in their rapidly changing work environment and social cultures.
4. You motivate your followers to challenge long-term assumptions.
5. You devote your time and energy to leading the process of value creation.
6. You provide a "holding environment" in which there is trust, nurturance, and empathy.
7. You do your duties of assisting the followers in struggling with change and personal growth.
8. You do your role of attending to the personal motivations and
9. You recognize that it is important for you to engage with followers and help them in their personal struggles regarding conflicting values.

10. You focus on the needs of your followers and help them to become more knowledgeable, more free and more empowered.
APPENDIX IV C
QUESTIONNAIRE TO DETERMINE LEVEL OF CONFLICT RESOLUTION TECHNIQUES

Direction: Please respond to each item by using the scoring guide below. Kindly write your best choice on the space before each item. Be honest about your options as there is no right or wrong answers.

<table>
<thead>
<tr>
<th>Score</th>
<th>Response Mode</th>
<th>Description</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Usually do this</td>
<td>You do this always</td>
<td>Excellent</td>
</tr>
<tr>
<td>4</td>
<td>Frequently use this</td>
<td>You do this repeatedly</td>
<td>Very good</td>
</tr>
<tr>
<td>3</td>
<td>Sometimes do this</td>
<td>You do this occasionally</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Seldom do this</td>
<td>You do this rarely</td>
<td>Fair</td>
</tr>
<tr>
<td>1</td>
<td>Never do this</td>
<td>You do not do this</td>
<td>Poor</td>
</tr>
</tbody>
</table>

1. It is easier to refrain than to retreat from a quarrel.
2. If you can not a person think as you do, you make him or her do as you think.
4. You scratch my back, I’ll scratch yours.
5. Come now and let us reason together.
6. When two quarrel, the person who keeps silent first is the most praiseworthy.
7. Might overcomes right.
8. Smooth words make smooth ways.
9. Better half a loaf than no bread at all.
11. He who fights and runs away lives to fight another day.
12. He hath conquered well that hath made his enemies flee.
13. Kill your enemies with kindness.
15. No person has the final answer but every person has a piece to contribute.
16. Stay away from people who disagree with you.
17. Fields are won by those who believe in winning.
18. Kind words are worth much and cost little.
19. Tit for tat is fair play.
20. Only the person who is willing to give up their monopoly on truth can profit from the truths that others hold.
21. Avoid quarrelsome people as they will only make your life miserable.
22. A person who will not flee make others flee.
23. Soft words ensure harmony.
24. One gift for another makes good friends.
25. Bring your conflicts into the open and face them directly; only then will the vest solution be discovered.
26. The best way of handling conflict is to avoid them.
27. Put your food down where you mean to stand.
28. Gentleness will triumph over anger.
29. Getting part of what you want is better than not getting anything at all.
30. Frankness, honesty and trust will move mountains.
31. There is nothing so important you have to fight for it.
32. There are two kinds of people in the world, the winners and the losers.
33. When one hits you with a stone, hit him or her with a piece of cotton.
34. When both give in half way, a fair settlement is achieved.
35. By digging and digging, the truth is discovered.

Good luck

Source: Extracted from www.freepdf.com
This document is the details of the researcher, his competency in writing a research and to recognize his efforts and qualifications, this part of the research report is thus meant.

**Personal Profile**

Name: Faisal Abdullahi Mohamede  
Gender: Male  
Nationality: Somali

**Educational Background**

Bachelor of Public Administration at Mogadishu University (2009)  

**Work Experience**

4 Years Secondary School Teaching (Moalim Fatah, Baidoa, Adam Adde)  
Program Coordinator South Somali Youth Organization (2010)