

**HEAD TEACHERS' LEADERSHIP STYLES AND CONFLICT MANAGEMENT
AMONGTEACHERS IN SELECTED SECONDARY
SCHOOLS IN BARDERA
DISTRICT, SOMALIA**

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Master's of Educational Management and Administration

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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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11/10/2012

Date

DECLARATION B

"I confirm that the work reported in this thesis was carried out by the candidate under my supervision".

Dr. Kayindu Vincent Mlayi

Name and Signature of Supervisor

11/10/2012.

Date

DEDICATION

I dedicate this thesis to my beloved mother Abdio Mohamed Ali, and my dear father Osman Dirie Omar.

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The researcher's great thanks go to Almighty Allah the most Gracious and the most Merciful who enabled her to successfully finish her education and because of His power, she was able to achieve all her goal and her dream has come true (Alhamdullillah). The researcher believes without Him, she would not have made it.

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ABSTRACT

This Study focused on the relationship between head teachers' dominant leadership styles and the dominant methods of conflict management among teachers in selected secondary schools in Bardera District, Somalia. The study was based on four objectives, namely: to determine the profile of the respondents in terms of, gender, age, qualification under the education discipline, number of years teaching experience; to determine the dominant levels of leadership styles in secondary schools under study; to determine the dominant level of conflict management among teachers in secondary schools under study; to determine if there is a significant relationship between dominant leadership styles and dominant method of conflict management among teachers in secondary schools in Bardera district Somalia. Universal sampling was used to include all the respondents in the study and the sample size of the respondents was 104. The researcher used descriptive survey design and the descriptive correlation design. The questionnaires used by the researcher were standardized on both the head masters' leadership styles and the conflict management. The findings revealed that majority of the respondents were male (66.3%), majority were between 20-30 years old (49.0%), majority were holding a certificate (38.46%), as their highest education qualifications, and majority had teaching experience of 1-2 years (38.46%). Authoritarianism was the dominant leadership style (mean, 2.81).The level of dominant styles used by head teachers was high (mean, 2.73). The overall level of conflict management was high mean of (3.61). The study established a significant relationship between head teacher's dominant leadership styles and dominant method of conflict management. The researcher recommended that the education of women should be improved to manage conflicts better.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman & Unterhalter, 2005). Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003). Since education is an investment, there is a significant positive correlation between education and economic-social productivity. When people are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their Livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for natural development. (Nsubuga, 2003). The straightforward linkage between educations is through the improvement of labor skills, which in turn increases opportunities for well development paid productive employment. This then might enable the citizens of any nation to fully exploit the potential positively. (Nsubuga, 2003).

However, in Africa it is expedient to devise appropriate strategies for effective management of school conflict to enhance school effectiveness. But developing an effective strategy for conflict management in the school requires major actors in the education enterprise working in harmony, unity and with some measurable similarities in patterns of conflict management strategy. (Kamla-Raj, 2009). Thus, principals, proprietors of educational institutions, members of the board of education as well as teachers, who are proximal stakeholders in the education industry, should have a common purpose and focus on strategies for conflict management in the school. Dissonance between, and among these groups of school administrators, on how to manage school

conflict, could retard effective management and resolution of school conflict. (Kamla-Raj 2009)

In the Eastern Horn of Africa, the people of Somalia, like other communities within Africa, have very rich culture and traditions. They create and memorize Somali poetry, songs and music; they recite poems that are centuries old and orally transferring these traditions from one generation to the next. Somalis also have very strong traditional techniques and methodologies for conflict resolution and transformation. However, most of this wisdom remained unexplored and undocumented; and the dramatically changing world, it may disappear altogether (Abdullah, 2010).

In Somali, formal education is based on eight years of primary and four years of secondary education. The education system, particularly secondary education, is separately managed by the NGO's of Education and local administration such as Somaliland and Puntland, so we can say they do not have a common leader in education for central government of Somalia in current situation (Abdullahi, 2010). Somalia has decreased its educational system, since its collapsed rule and regulations of the country and destroyed resources, and also became a failed state, central system for education from government have not yet been able to control the education . Gross enrollment rates in primary schools at past was over 90%, because both under age and over age pupils were enrolled as education was free. After the introduction of the policy of free Primary Education, Secondary and University by the government of Moh'ed Siyad Barre, the enrolment in schools increased substantially. Before the civil war, Somalia had an adequate supply of trained teachers coming from a network of teacher training institutions. But with the closure and looting of schools during the conflict, the teacher training institutes ceased to operate, and most teachers lost their jobs. Many left the country. Since the civil war in Somalia, Gedo became one of half dozen regions which have re-started higher education institutions in the country. Bardera Polytechnic, Gedo's first college and University of Gedo, are both located in Bardera. There are many secondary schools in the region some of which are government owned, other private.

Given the civil war which has hit the country for quite long, it is claimed that some students and members of the staff have war-related syndromes such as trauma, anxiety, feelings of helplessness, being so emotional and deadly hearts among others (Raja, 2008). Because of this violent disruptive behaviors and sometimes hatred are alleged to be existing in schools among members of staff and among the students. This study thus ventured into the head teachers leadership style and how such styles influence the dominant styles they usually use to resolve conflicts in schools. This is vital because if conflicts are well managed, the school can easily attain the objectives for which it was set up and the reverse is true.

Statement of the Problem

Education is a key role in achieving the development of the moral, intellectual, ideological, cultural and social aspects of the people in the society as well as fulfilling national goals of unity, democracy, financial progress and security for all its citizens (Government Report, 1982). There has been low performance in many secondary schools in Somalia especially in Bardera District. The quality of education has been seriously eroded at all levels due to prolonged war, and civil strife. The prolonged war and civil strife in Somalia have created among people syndromes related to war such as anxiety, trauma, being so emotional aggressiveness, depression, among others. This is because some of the students and members of staff have lost many relatives and friends in war and at one time have ever been displaced, some at one time have been captured by rebels but rescued, some are ex soldiers, some secretly have ammunitions, it cannot be ruled out that some are collaborators of either the rebel or government forces. Given that the background conflicts are usually experienced in schools among students themselves, between students and members of the staff and, among members of staff themselves. The current study thus explored how the head teachers' dominant styles affect their dominant conflict management styles.

Purpose of the Study

1. To validate the theories namely situational theory contingency theory, behavior theory to which this study was based.

2. To test the hypotheses that there is no significant difference in the dominant level of leadership style between male and female school head teacher's, and that there is no significant relationship between head teacher's leadership styles and conflict management.
3. To bridge the gaps identified leadership Literature review.
4. To contribute to the existing knowledge in the field of conflict management and leadership styles.

Research Objectives

General: This study will determine the correlation between leadership styles and conflict resolution among teachers in secondary schools in Bardera District, Somalia. The specific objectives of the study included:

1. To determine the profile of the respondent in terms of:
 - 1.1 Gender
 - 1.2 Age
 - 1.3 Qualifications under the education discipline
 - 1.4 Number of years teaching experience
2. To determine the dominant levels of leadership styles in Secondary schools under study.
3. To determine the dominant level of Conflict Management among teachers in Secondary schools under study.
4. To determine if there is a significant relationship between dominant leadership styles and dominant method of conflict management among teachers in secondary schools Bardera district Somalia

Research Questions

This study will seek to answer the following research questions:

1. What is the profile of the respondent in terms of:
 - 1.1 Gender?
 - 1.2 Age?
 - 1.3 Qualifications under the education discipline?
 - 1.4 Number of years teaching experience?
2. What is the dominant level of Leadership styles in Secondary Schools under study?

3. What is the dominant level of Conflict management among teachers in Secondary Schools?
4. Is there a significant relationship between the head teachers' dominant leadership styles and dominant methods of conflict resolution in secondary schools in district?

Null Hypotheses

1. There is no significant relationship between the dominant leadership styles and the dominant method of conflict resolution in Bardera District, Somalia.

Scope

Geographical Scope

This study was carried out in Bardera District, which is situated in southwestern Somalia, bordering both Ogedenia Region in Ethiopia and North Eastern Province in Kenya and Somalia Region Bakool, Bay, Middle Juba, and Lower Juba. The area was chosen because it is the main town that can present the whole of Gedo region, Somalia.

Content scope

The study intends to examine the levels of Leadership Styles, the strengths and weaknesses of these aspects, significant relationship between variables, in secondary schools, cause and effect relationship between the independent variables (leadership styles) and dependent variable (Conflict Resolution).

Theoretical Scope

This study will be based on three theories, namely: Situational theory, contingency theory and behavioral theory because of their relevance to the study in terms of leadership and conflict management.

Time scope

The study will be carried out for the period of March, 2011 to May, 2012.

Significance of the Study

The research findings and conclusions of this study may be beneficial to the following ways:

The Secondary school administrators and teachers: This information will help the administrators and teachers in solving conflicts and applying the best leadership styles to prevent conflicts.

Students: the students will benefit from the finding in that if conflicts are avoided in schools, teaching and learning will also improve leading to better performance.

The societies in which includes Parents and Educational Policy makers: the societies will learn to live in harmony and the policy makers will use the findings to implement proper policies in the education sector.

This study will help teachers and other educators to improve on the process of teaching and learning by helping to test theoretical concepts in actual problems.

Future researchers: the study offers new empirical evidence on the relationship between Leadership styles and conflict resolution among the teachers in secondary schools in Bardera, Somalia especially in a semi autonomous state affected by armed conflict.

Operational Definitions of Key Terms

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

Profile of Respondents:

Profile is the characteristics of the respondents in terms of school type, age, gender and class.

Leadership styles:

Leadership is the process influencing teachers to voluntarily pursue organizational goals and providing an environment for them to achieve secondary schools objectives.

CONFLICT RESOLUTION: Conflict resolution is the process of working through differences and disagreements, often with the help of a mediator who has the skills to help others work through conflict.

CHAPTER TWO

LITERATURE REVIEW

Concepts, Ideas, Opinions from Authors/Experts

Leadership styles

Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement (Nworgu, 1991). It involves a force that initiates actions in people and the leader (Nwadiani,1998). It could be described as the ability to get things done with the assistance and co-operation of other people within the school system (Omolayo, 2000;Aghenta, 2001). Three other styles of leadership have also been identified by researchers (Wiles, 1990; Liberman et al.,1994). These include the autocratic, democratic and Laissez-faire leadership styles. Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience (Jago, 1982). To inspire workers into higher levels of teamwork, there are certain things leader must be, know, and, do. These do not come naturally, but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills; they are NOT resting on their laurels.

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. This definition is similar to Northouse's (2007, p3) definition — Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Leaders carry out this process by applying their leadership knowledge and skills. This is called *Process Leadership* (Jago, 1982). While leadership is learned, the skills and knowledge processed by the leader can be influenced by his or hers attributes or traits, such as beliefs, values, ethics, and character. Knowledge and skills contribute directly to the *process* of leadership, while the other attributes give the leader certain characteristics that make him or her unique.

Leadership talent can be nurtured and it is never too late or early to develop one own leadership abilities and talent of others. Leaders are normally viewed as those people who motivate one or more people to do a specific thing.

Warren Bennis says that the basis of the leadership is the capacity to change the mindset or framework of the other person. (Tichy, and Cohen, 1997). An intensely human enterprise, and does not fit neatly into definitions and boxes. Leaders have all the spontaneity, unpredictability, frailty, vulnerability and potential that is possible in the human race. If we are to lead with honor, we must start with the premise that flexibility, adaptability, and wisdom are possible, that we have seeds of greatness in us, and if we care deeply about the lives of others, we can work together to accomplish worthwhile things." (P265). Tom Peters (1997) quoting Warren Bennis points out that one thing in common to most leaders is that they all make mistakes but bounce back from them. They use failures as building blocks. The ability to spend more time framing contexts and less time defining the content more through coaching and supporting rather than directing and controlling becomes the model for middle managers (Ghosal and Bartlet, 1997). There are several leadership styles such as:

Autocratic leadership style

The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between him/her and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (Smylie and Jack, 1990; Hoy and Miskel, 1992; Olaniyan, 1997). Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their own ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group.

Characteristics of Autocratic Leadership

Some of the primary characteristics of autocratic leadership include:
Little or no input from group members; Leaders make the decisions; Group leaders dictate all the work methods and processes; Group members are rarely trusted with decisions or important tasks

Benefits of Autocratic Leadership

Autocratic leadership can be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people. Some projects require strong leadership in order to get things accomplished quickly and efficiently.

Downsides of Autocratic Leadership

While autocratic leadership can be beneficial at times, there are also many instances where this leadership style can be problematic. People who abuse an autocratic leadership style are often viewed as bossy, controlling and dictatorial, which can lead to resentment among group members. Because autocratic leaders make decisions without consulting the group, people in the group may dislike that they are unable to contribute ideas. Researchers have also found that autocratic leadership leads to a lack of creative solutions to problems, which can ultimately hurt the performance of the group. While autocratic leadership does have some potential pitfalls, leaders can learn to use elements of this style wisely. For example, an autocratic style can be used effectively in situations where the leader is the most knowledgeable member of the group or has access to information that other members of the group do not. This leadership style has been greatly criticized during the past 30 years. Some studies say that organizations with many autocratic leaders have higher turnover and absenteeism than other organizations (Heenan and Bennis, 1999).

Democratic Leadership Style

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis, 1999). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004). Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. Researchers have found that this learning style is usually one of the most

effective and leaders to higher productivity, better contributions from group members and increased group morale.

Characteristics of Democratic Leadership

Some of the primary characteristics of democratic leadership include:

Group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions; Members of the group feel more engaged in the process; Creativity is encouraged and rewarded;

Benefits of Democratic Leadership

Because group members are encouraged to share their thoughts, democratic leadership can lead to better ideas and more creative solutions to problems. Group members also feel more involved and committed to projects, making them more likely to care about the end results. Research on leadership styles has also shown that democratic leadership leads to higher productivity among group members (Mba, 2004).

Downsides of Democratic Leadership

While democratic leadership has been described as the most effective leadership style, it does have some potential downsides. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. In some cases, group members may not have the necessary knowledge or expertise to make quality contributions to the decision-making process. Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action (Ghosal and Bartlett, 1997).

Laissez-faire leadership style

Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert and Milbrey, 1994). Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers. Laissez-faire

leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members.

Characteristics of Laissez-Faire Leadership

Laissez-faire leadership is characterized by:

Very little guidance from leaders; complete freedom for followers to make decisions; Leaders provide the tools and resources needed; Group members are expected to solve problems on their own; Benefits of Laissez-Faire Leadership.

Laissez-faire leadership can be effective in situations where group members are highly skilled, motivated and capable of working on their own. While the conventional term for this style is 'laissez-faire' and implies a completely hands-off approach, many leaders still remain open and available to group members for consultation and feedback (Talbert and Milbrey, 1994)

Downsides of Laissez-Faire Leadership

Laissez-faire leadership is not ideal in situations where group members lack the knowledge or experience they need to complete tasks and make decisions. Some people are not good at setting their own deadlines, managing their own projects and solving problems on their own. In such situations, projects can go off-track and deadlines can be missed when team members do not get enough guidance or feedback from leaders.

It is the background that this study was set out to examine critically the relationship between principals' leadership styles and conflict resolution among teachers in secondary schools in Bardera District, Somalia. The concern of the study was to determine the best style of leadership out of the autocratic, democratic and Laissez-faire leadership style that would enhance conflict resolution among teachers in secondary schools in the Bardera, Somalia.

CONFLICT RESOLUTION

Conflict management is the practice of being able to identify and handle conflicts in a sensible, fair and efficient manner. Since conflicts in business are a natural part of the workplace, it is important that there are people who understand conflicts and know how to resolve them. This important in today's market more than ever. With so much competition and the economy such as it

is, each business needs whatever edge they can attain and with a content and productive staff, they are much more likely to be able to find that edge. By using the conflict management definition it is easy to see how this skill is vital for managers today. There is much competition between employees and other members of an organization. Everyone is striving to show how valuable they are to the company they work for and at times this can lead to disputes with other members of the team. Generally disputes can be resolved between the parties involved, but sometimes they cannot and sometimes they only appear to be resolved. A good manager who has had training in conflict management can ascertain these types of situations and help both parties to come to a solution that is beneficial for both.

There have always been conflicts in the business world or anywhere there are people working towards the same goal. People do not always agree with one another on how something should be done, or what actually needs to be done. Further, many people do not communicate well. They may not actually hear and understand what another is saying or they may not express themselves well. These types of conflicts are nothing new. Many businesses today are trying to deal with them by using conflict management definitions that are more innovative and creative in the ways these conflicts are resolved. Conflict management by definition in some form has always been around. In the past many conflicts were eliminated when the "boss" came in and employees were silenced. The conflict might not have been resolved, but it was put to rest. Since there can be conflicts of a wide variety at the workplace and some of these can result in very negative effects on the company and morale, it is important that conflicts are resolved in a way that all parties find agreeable. If disagreements are not handled in a proper and timely way not only does it affect the parties involved but it can spread to other employees causing stress, low morale and decreased productivity. It is for this reason that many companies are choosing to have their managers take courses in conflict management. In these courses and workshops managers are taught conflict management definitions and ways that they can recognize sources of conflict, identify the patterns of conflict and prevent the conflicts from developing or escalating into major issues that affect not only the

parties involved in the conflict but also other personnel as well. By doing this conflicts are put to rest in a manner that is effective and productive.

Source of Conflict

In many cases, conflict in the workplace just seems to be a fact of life. There are situations where different people with different goals and needs have come into conflict. And the often-intense personal animosity can result. The fact that conflict exists, however, is not necessarily a bad thing: As long as it is resolved effectively, it can lead to personal and professional growth.(Thomas,1970) In many cases, effective conflict resolution can make the difference between positive and negative outcomes. The good news is that by resolving conflict successfully, you can solve many of the problems that it has brought to the surface, as well as getting benefits that you might not at first expect.

Task interdependence; scarce resources; Ambiguous rules; Communication problems; Incompatible goals; Different value and beliefs.

Task independence exists when teachers share common inputs to their individual tasks, need to interact in the process of executing the work, or receive outcomes (such as rewards) that are determined partly by the performance of others. The higher the level of task interdependence, the greater the risk of conflict, because there is a greater chance that each side will disrupt or interfere with the other side's goals. Mc Shane (2004). Scarce resources generate conflict. Because scarcity motivates people to compete with others who also need those resources to achieve their objectives. Ambiguous rules the complete lack of rules, breed conflict, because uncertainty increases the risk that one part intends to interfere with the other party goals.

Communication problems conflict often occurs as a result of the lack of opportunity, ability, or motivation to communicate effectively. Some people lack the necessary skill to communicate in a diplomatic, non confrontational manner. When one party communicates its disagreement in an arrogant way, opponents are more likely to heighten more perception of the conflict. Arrogant behavior also sends a message that one side intends to be competitive rather than cooperative. Cultural and Gender difference in conflict in conflict management styles, Culture differences are more than just a source of conflict. Men and

women also tend to rely on different conflict management styles. Generally speaking, women pay more attention than do men to the relationship between the parties. Consequently, they tend to adopt a collaborative style in education settings and are more willing to compromise to protect the relationship. Men tend to be more competitive and take a short-term orientation to the relationship. Therefore, we can solve those conflicts by reducing task interdependence, increasing resources, clarifying rules and procedures, improving communication and understanding within teachers, stopping incompatible goals, reducing differentiations. Situational influences on negotiations. Because conflict resolution is any attempt by relatively neutral persons to help the parties resolve their differences. Mc Shane (2004).

Increased understanding: The discussion needed to resolve conflict expands people's awareness of the situation, giving them an insight into how they can achieve their own goals without undermining those of other people.

Increased group cohesion: When conflict is resolved effectively, team members can develop stronger mutual respect, and a renewed faith in their ability to work together.

Improved self-knowledge: Conflict pushes individuals to examine their goals in close detail, helping them understand the things that are most important to them, sharpening their focus, and enhancing their effectiveness.

However, if conflict is not handled effectively, the results can be damaging. Conflicting goals can quickly turn into personal dislike. Teamwork breaks down. Talent is wasted as people disengage from their work. And it's easy to end up in a vicious downward spiral of negativity and recrimination.

If you're to keep your team or organization working effectively, you need to stop this downward spiral as soon as you can. To do this, it helps to understand two of the theories that lie behind effective conflict resolution:

Conflict Resolution Styles

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. They developed the Thomas-Kilmann Conflict Mode

Instrument (TKI) which helps you to identify which style you tend towards when conflict arises.

Thomas and Kilmann's styles are:

Competitive: People who tend towards a competitive style take a firm stand, and know what they want. They usually operate from a position of power, drawn from things like position, rank, expertise, or persuasive ability. This style can be useful when there is an emergency and a decision needs to be made fast; when the decision is unpopular; or when defending against someone who is trying to exploit the situation selfishly. However it can leave people feeling bruised, unsatisfied and resentful when used in less urgent situations.

Collaborative: People tending towards a collaborative style try to meet the needs of all people involved. These people can be highly assertive but unlike the competitor, they cooperate effectively and acknowledge that everyone is important. This style is useful when a you need to bring together a variety of viewpoints to get the best solution; when there have been previous conflicts in the group; or when the situation is too important for a simple trade-off.

Compromising: People who prefer a compromising style try to find a solution that will at least partially satisfy everyone. Everyone is expected to give up something, and the compromiser him- or herself also expects to relinquish something. Compromise is useful when the cost of conflict is higher than the cost of losing ground, when equal strength opponents are at a standstill and when there is a deadline looming.

Accommodating: This style indicates a willingness to meet the needs of others at the expense of the person's own needs. The accommodator often knows when to give in to others, but can be persuaded to surrender a position even when it is not warranted. This person is not assertive but is highly cooperative. Accommodation is appropriate when the issues matter more to the other party, when peace is more valuable than winning, or when you want to be in a position to collect on this "favor" you gave. However people may not return favors, and overall this approach is unlikely to give the best outcomes.

Avoiding: People tending towards this style seek to evade the conflict entirely. This style is typified by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone's feelings. It can be appropriate

when victory is impossible, when the controversy is trivial, or when someone else is in a better position to solve the problem. However in many situations this is a weak and ineffective approach to take.

Once you understand the different styles, you can use them to think about the most appropriate approach (or mixture of approaches) for the situation you're in. You can also think about your own instinctive approach, and learn how you need to change this if necessary. Ideally you can adopt an approach that meets the situation, resolves the problem, respects people's legitimate interests, and mends damaged working relationships.

The "Interest-Based Relational Approach"

The second theory is commonly referred to as the "Interest-Based Relational (IBR) Approach". This type of conflict resolution respects individual differences while helping people avoid becoming too entrenched in a fixed position.

In resolving conflict using this approach, you follow these rules:

Make sure that good relationships are the first priority: As far as possible, make sure that you treat the other calmly and that you try to build mutual respect. Do your best to be courteous to one-another and remain constructive under pressure.

Keep people and problems separate: Recognize that in many cases the other person is not just "being difficult" – real and valid differences can lie behind conflictive positions. By separating the problem from the person, real issues can be debated without damaging working relationships.

Pay attention to the interests that are being presented: By listening carefully you'll most-likely understand why the person is adopting his or her position. Listen first; talk second: To solve a problem effectively you have to understand where the other person is coming from before defending your own position. Set out the "Facts": Agree and establish the objective, observable elements that will have an impact on the decision. Explore options together: Be open to the idea that a third position may exist, and that you can get to this idea jointly.

By following these rules, you can often keep contentious discussions positive and constructive. This helps to prevent the antagonism and dislike which so-often causes conflict to spin out of control.

A Conflict Resolution Process

Based on these approaches, a starting point for dealing with conflict is to identify the overriding conflict style employed by yourself, your team or your organization. Over time, people's conflict management styles tend to mesh, and a "right" way to solve conflict emerges. It's good to recognize when this style can be used effectively, however make sure that people understand that different styles may suit different situations. According to Thomas (1970), there are many other ways to resolve conflicts by for example - surrendering, running away, over powering your opponent with violence, filing a lawsuit, among others. The movement toward Alternative Dispute Resolution (ADR), sometimes referred to simply as conflict resolution, grew out of the belief that there are better options than using violence or going to court.

Today, the terms ADR and conflict resolution are used somewhat interchangeably and refer to a wide range of processes that encourage nonviolent dispute resolution outside of the traditional court system. The field of conflict resolution also includes efforts in schools and communities to reduce violence and bullying and help young people develop communication and problem-solving skills. Common forms of conflict resolution include:

Negotiation is a discussion among two or more people with the goal of reaching an agreement. Mediation is a voluntary and confidential process in which a neutral third-party facilitator helps people discuss difficult issues and negotiate an agreement. Basic steps in the process include gathering information, framing the issues, developing options, negotiating, and formalizing agreements. Parties in mediation create their own solutions and the mediator does not have any decision-making power over the outcome.

Arbitration is a process in which a third-party neutral, after reviewing evidence and listening to arguments from both sides, issues a decision to settle the case. Arbitration is often used in commercial and labor/management disputes.

Mediation-Arbitration is a hybrid that combines both of the above processes. Prior to the session, the disputing parties agree to try mediation first, but give the neutral third party the authority to make a decision if mediation is not successful. Early Neutral Evaluation involves using a court-appointed attorney to review a case before it goes to trial. The attorney reviews the merits of the case and encourages the parties to attempt resolution. If there is no resolution, the attorney informs the disputants about how to proceed with litigation and gives an opinion on the likely outcome if the case goes to trial. Community Conferencing is a structured conversation involving all members of a community (offenders, victims, family, friends, etc.) who have been affected by a dispute or a crime. Using a script, the facilitator invites people to express how they were affected and how they wish to address and repair the harm that resulted. Collaborative Law refers to a process for solving disputes in which the attorneys commit to reaching a settlement without using litigation. Negotiated Rulemaking is a collaborative process in which government agencies seek input from a variety of stake holders before issuing a new rule. Peer Mediation refers to a process in which young people act as mediators to help resolve disputes among their peers. The student mediators are trained and supervised by a teacher or other adult.

Theoretical Perspectives

Situational theory

The situational theory stipulates that leaders are the product of given situations. Thus, leadership is strongly affected by the situation from which the leader emerges and in which he operates. This approach sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organization.

Contingency theory

Contingency theory is the combination of the Trait Theory and Situational Theory. The theory implies that leadership is a process in which the ability of a leader to exercise influence depends upon the group task situation and the degree to which the leader's personality fit the group (Sybil, 2000). This is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances

Behavioral theory

The behavioral theory could either be job-centered or employee-centered. The job-centered leaders practiced close supervision while employee-centered leaders practiced general supervision. The path goal theory is based on the theory of motivation. In this theory the behavior of the leader is acceptable to the subordinates only if they continue to see the leader as a source of satisfaction (Ajayi and Ayodele, 2001). These concentrate on what leaders actually do rather than on their qualities. Different patterns of behavior are observed and categorized as 'styles of leadership'. This area has probably attracted most attention from practicing managers. These include the Trait Theory, Contingency Theory, Behavioral Theory and path Goal Theory. The traits theory tends to emphasize the personality traits of the leader such as appearance, height, initiative, aggressiveness, enthusiasm, self-confidence, drive, persistence, interpersonal skills and administrative ability.

Related studies

Looking at leadership styles in 1939, a group of researchers led by psychologist Kurt Lewin set out to identify different styles of leadership. While further research has identified more specific types of leadership, this early study was very influential and established three major leadership styles. In the study, schoolchildren were assigned to one of three groups with an authoritarian, democratic or laissez-fair leader. The children were then led in an arts and crafts project while researchers observed the behavior of children in response to the different styles of leadership.

Conversely Leithwood and Hallinger (2002), Akpan (2006) reported increased productivity and school effectiveness in secondary schools with low

organization conflict, where there is little or no conflict between board members proprietors, teachers and students. Thus, globally, more research appears to focus on issues concerned with harmony, and increased conflict in schools systems. Research perspectives on school conflict, in Somalia, have however tended to focus most often on extrinsic management of school organizational conflict (Rust 1991; Okon 2006). This approach is quite understandable, in the sense that, Somalia, just like most less developing African countries, intercommunication within teachers, economic, and leadership crisis. For example, reported a high incidence of conflict in schools located in regions that are economically poorly endowed.

Similarly, Jike (2000), Ikoya (2000) linked school organizational conflict to regional turbulence, particularly among the southern regions in Somalia, agitating for fiscal federalism, decreased economic and social conditions. The findings of the study were dominant level of the leadership styles and dominant method of conflict management. The above studies are relevant this study but none of them was carried out in Bardera district, Somalia. Hence the current study.

In order to provide the necessary focus, the meaning of leadership, given the vast complexities surrounding the definition, was explored. From this premise potential leadership role models were extracted. For the purposes of this research it is of paramount importance to discuss leadership as viewed from an African perspective.

In an attempt to create a framework for understanding of African leadership, difficulties are experienced with respect to locating the relevant literature that speaks to African leadership by African scholars. Most of the articles published on leadership are authored by Western scholars. Amongst the literature consulted Bolden and Kirk (2004) argue that Western leadership theories play down the importance of indigenous knowledge, values and behaviours assuming instead a linear progression from the 'developing' to the 'developed' or from the 'traditional' to the 'modern'. Furthermore, they advocate a vigorous search for a relevant theoretical framework and philosophies that will encapsulate the African leadership paradigm. In conclusion to their argument

they state that what little work there is on African leadership is deeply entrenched in the developed-developing world paradigm.

Heymann (2006) argues that leadership is highly contextual since what leaders know, do and say depends on the situation in which they operate. Through moving from the concrete and specific studies of leadership to higher levels of abstraction, students of leadership have the potential to lose information valuable to an enhanced understanding of the conditions and qualities required for leadership. For this reason the context in which the role model operates(ed) should be provided, where possible, to enhance understanding. Given the importance of context, the research will consider information pertaining to the complexities surrounding each role model.

A most compelling and attractive framework for understanding African leadership can be found in the articulation of the philosophy of Ubuntu. As a consequence of this most of the role models chosen as leadership role models would have displayed or even articulated their subscription to the principles of Ubuntu. While leadership is important everywhere in the world, the way that people actually lead can differ by region.

Many researchers have examined what good leadership looks like in Western cultures, but leadership in most of Africa has not been explored in much depth. What we do know is that ideas about leadership are tied to culture, religion, educational background and language.

Leadership philosophies like Ubuntu allude to a feeling of high responsibility for one's kin, loyalty to one's ethnic or family group, and a focus on long-term prosperity. A previous study looking at leadership in Botswana (Jones, 1995) showed leaders there tended to provide clear direction and targets, and they exhibited a paternal and supportive leadership style. However, we know little about leadership in other regions or countries in Africa. As a result, CCL decided to investigate how leaders in Egypt, West Africa (Ghana, Nigeria, Benin, Togo, Guinea, Niger, Burkina Faso) and Southern Africa (South Africa, Botswana, Namibia) are seen by others, and where their strengths and potential weaknesses lie. In all three African regions, leaders were seen as highly skilled at putting other people at ease, being fast and agile learners, and leading in diverse environments. They were also seen as resourceful and able to find creative

solutions to problems, and as having a high focus on outcomes and getting things done. While the exact rank order for these five competencies varies by region, these are the same five characteristics our research shows are most highly ranked in other countries around the globe as well.

When it comes to the other leadership competencies in our study, we found there were some regional differences of significance. For example, decisiveness, straightforwardness and composure were not ranked as strengths in Egypt and West Africa, while in Southern Africa, these competencies were ranked relatively highly.

We know leaders learn first and foremost from their experiences. But not all experiences are equally developmental. A new job, a complex project or a different location represents a much more powerful learning experience than doing the same type of work, with the same people, in the same organization. A boss who gives a lot of constructive feedback is more useful for development than a boss who does not give feedback. This perspective is reflected in CCL's research findings, which firmly establish that challenging work assignments and a variety of rich, on-the-job experiences are important to leadership development (McCauley, 2006).

Leadership styles, in managerial context, are the general ways a leader behaves towards subordinates in order to attain given objectives. The degree to which a manager delegates authority, the modes of power a manager employs and his relative concerns for human relationships or task orientation tend to reflect the manager's leadership style.

Each organization is a unique combination of individuals, tasks and objectives. Each manager has a unique personality and set of abilities. Thus, leadership is not set of permanent qualities enabling one person to suit best all occasions. For a good leader in one situation may be worst in another. However, researches have shown that the correct style of leadership depends on the following:

- (h) Nature of the work/ task/job,
- (i) The preference of the employees/subordinates/followers,
- (j) The manager's/leader's temperament/attitude, and
- (k) The situation/ circumstance at a point in time.

Leadership styles are, generally, classified into three:

Traditional Styles: The traditional styles of leadership are:

- a. Autocratic leadership
- b. Democratic leadership
- c. Laissez-faire leadership

Modern Styles: This is an alternative method brought up by Rensis Likert (1967):

- a. Job-centred
- b. Employees-centred
- c. Job-employee centred

Contingency Approach: These approaches are:

- a. Fielder's Model
- b. Path-Goal Model
- c. Vroom- Yetton model

2.1.1. The Traditional Styles of Leadership

a) Autocratic leadership

Autocratic management leader is the highly authoritarian. He has enough power to impose his will on followers and does not hesitate to do so if necessary. This leader deliberately appeals to lower-level needs of subordinates on the assumption that is the level on which they operate. Douglas McGregor (1960) called the autocratic presumptions about followers, Theory X. According to Theory X:

(l) People inherently dislike work and when possible will avoid it.

(m) People have little ambition, tend to shun responsibility, and prefer to be directed.

(n) Above all, people want security.

(o) It is necessary to use coercion, control and threats of punishment to get people to work.

This leader centralizes authority and all little latitude in making decisions, he supervised work in close detail manner than in general form.

Benevolent autocrat: This is an autocrat that uses reward power to influence rather than coercive power. Though still an authoritarian leader, he shows active concern for the welfare of his subordinates, and allows participation in planning, though; he retains the actual power to make and executive decisions. In order to provide the necessary focus, the meaning of leadership, given the vast

complexities surrounding the definition, was explored. From this premise potential leadership role models were extracted. For the purposes of this research it is of paramount importance to discuss leadership as viewed from an African perspective.

In an attempt to create a framework for understanding of African leadership, difficulties are experienced with respect to locating the relevant literature that speaks to African leadership by African scholars. Most of the articles published on leadership are authored by Western scholars. Amongst the literature consulted Bolden and Kirk (2004) argue that Western leadership theories play down the importance of indigenous knowledge, values and behaviours assuming instead a linear progression from the 'developing' to the 'developed' or from the 'traditional' to the 'modern'. Furthermore, they advocate a vigorous search for a relevant theoretical framework and philosophies that will encapsulate the African leadership paradigm. In conclusion to their argument they state that what little work there is on African leadership is deeply entrenched in the developed-developing world paradigm. Heymann (2006) argues that leadership is highly contextual since what leaders know, do and say depends on the situation in which they operate. Through moving from the concrete and specific studies of leadership to higher levels of abstraction, students of leadership have the potential to lose information valuable to an enhanced understanding of the conditions and qualities required for leadership. For this reason the context in which the role model operates(ed) should be provided, where possible, to enhance understanding. Given the importance of context, the research will consider information pertaining to the complexities surrounding each role model.

A most compelling and attractive framework for understanding African leadership can be found in the articulation of the philosophy of Ubuntu. As a consequence of this most of the role models chosen as leadership role models would have displayed or even articulated their subscription to the principles of Ubuntu.

Leadership styles are modes or methods of leadership adopted by various leaders. For the purposes of this study, the definition of leadership styles is per the United States of America Army Handbook which recognizes three styles of

leadership namely: authoritarian or autocratic style; the participative or democratic style and the declarative or free reign leadership style. However, the study will also employ the behavioral approach, which affirms that leaders can be made or that behaviors can be learned (Stoner, 2002). The behavioral approach to leadership, according to Mullins (2002), consists of the employee and task oriented leadership styles. In the study, the employee and task-oriented styles will be used to refer to the democratic and autocratic leadership styles respectively.

The last few decades have witnessed a continuous growth in interest in the area of leadership, with both managers and leadership researchers searching to identify those behaviours that increase a leader's effectiveness. In spite of sustained research, there appears to be little emerging consensus regarding what characteristics combine to make a truly effective leader. Furthermore, there are notable gaps between academic theorising and the practical utility of leadership theories. Most professionals are aware of leaders with diverse characteristics and management styles who consistently deliver above average outcomes.

Recently, investigations into the use of Emotional Intelligence as a predictor of effective leadership have gained the attention of researchers and recruiters alike. Emotional Intelligence (EI) can be generally defined as a set of non-cognitive competencies that are linked to interpersonal effectiveness or "people skills" at work. More specifically, EI includes the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use that information to guide one's thinking and actions (Salovey and Mayer, 1993 in Abraham, 1999).

Emotional Intelligence has become extremely popular within the fields of Management and Organisational psychology because it is thought to underlie various aspects of workplace performance and success not accounted for by traditional intelligence measures or personality. Numerous studies highlight that traditional forms of intelligence only account for 20 percent of overall success at work (Goleman, 1995). That leaves 80 percent of the variance unaccounted for. With personality and motivation measures approximately contributing another ten percent to the puzzle, there still seems to be a lot we do not know about

what makes some individuals perform better or why some of us are always a step ahead in the 'career stakes'. Hence, measuring Emotional Intelligence or the 'softer skills', as they are often known, may yield important information that differentiates between who will be an effective leader or distinguishes high from low performers across differing work roles.

Linking Emotional Intelligence to leadership effectiveness

Research on emotions in the workplace suggests that emotions may drive many productivity gains, innovations, and accomplishments of individuals, teams and organisations (Cooper, 1997). Individuals with high Emotional Intelligence are said to be more effective at leading and managing others and fostering positive attitudes amongst employees. Furthermore, individuals high on EI are also said to be good organisational citizens and better overall performers (Sosik and Megerian, 1999; George, 2000; Palmer, Walls, Burgess, & Stough, 2001).

Recent Emotional Intelligence research (see Caruso, Mayer, & Salovey, 2002; Sosik & Megerian, 1999) suggests that Emotional Intelligence plays an important role in leadership effectiveness. George (2000) states that EI enhances a leader's ability to recognise and solve issues facing them and their organisation. Specifically, he proposes that leaders high on Emotional Intelligence are able to accurately recognise emotions and are more able to determine whether emotions are linked to work opportunities or obstacles. Therefore, they can effectively utilise their emotions in their decision-making process (George, 2000). Furthermore, Caruso et al. (2002) argue that leaders who are able to use emotions to guide decision-making are able to motivate their employees, and encourage open-minded idea generation, decision-making and planning, because they can consider multiple points of view. Additionally, a leader high in Emotional Intelligence, who is able to accurately appraise how their employees feel, can use this information to influence their employees' emotions to ensure that they are receptive and supportive of the organisation's goals (Caruso et al., 2002; George, 2000).

How Emotional Intelligence testing can help Organisations

Research findings have been fairly consistent in concluding that successful job performance and training performance are related to both cognitive and

emotional factors. Accordingly, in today's competitive business world, where many leaders seem to have an MBA or similar university qualification, and given a broadly equivalent level of cognitive ability, Emotional Intelligence has the potential to become a core differentiator in terms of selecting the best leaders for your organisation. Lack of interpersonal sensitivity, personal flexibility and emotional resilience have tremendous capacity today to wreck the career prospects of highly intelligent, qualified, and experienced professionals. Being able to perform intellectual gymnastics counts for little if the individual is a source of friction in the team, has difficulty dealing with ambiguity and uncertainty, and is emotionally ill equipped to handle stress and criticism.

Emotional Intelligence has benefits beyond the managerial and leadership sphere. It also has a useful purpose for positions where a high degree of interpersonal effectiveness is required, such as in customer service and sales roles. Emotional Intelligence assessment is an ideal technique for differentiating between candidates early in the recruitment process, without adding significant time or cost to the overall process. Given the limitations of purely using intelligence or ability testing, a recruitment process which incorporates both cognitive and Emotional Intelligence assessments is likely to be a stronger predictor of successful occupational performance, and is therefore a more reliable way in which to select the most appropriate and highest performing personnel.

The other force driving the popularity of Emotional Intelligence testing as part of the recruitment paradigm has been the suggestion by its advocates that unlike traditional forms of intelligence and personality, which are relatively fixed, Emotional Intelligence can be learnt. Therefore, through a well-designed training program based on the assessment of EI, employees can learn to use and enhance the competencies associated with Emotional Intelligence, and consequently increase both individual and organisational performance. Thus, when it comes to recruiting the best leaders for your organisation, the "soft skills" really do matter Mariana Popovic (2000).

Modern Styles of Leadership

According to Rensis Likert (1967), there are two alternative approaches to leadership styles in an organization: job-centred or employee-centred. Whereas

Blake and Mouten (1964) proposed socio/technical style, which combines both job and people.

a) Job-centred Leaders

The Job-centered manager, refers to as task oriented, is primary concerned with the design of work and the development of rewards to increase productivity. The aim here is to get the maximum return to the manager or organization at least cost and probably at the highest cost to the worker.

b) Employee-centred Leaders

The concern here is people. The leader focuses on improving performance though improving human relations. He allows maximum participation in decision-making, and avoids detail supervision. His behaviour is similar to that of the participative style leaders.

According to Likert (1967), management style could either be job-or employee-centered. But

this is not true because, the best management/leadership style is that which combines both job and people, that is, socio/ technical style. That is, it is very possible for the manager to show great concern for the work as well as the people.

Two-Dimensional Views of Leadership Style: Managerial Grid

Blake and mouton (1964) constructed a grid that classifies leader-managers as having five basic styles. The vertical axis of the grid shows concern for people while the horizontal axis shows concern for the work. A leader manager's style is determined by a combination of the, except, some managers exhibit more of one over the other, as in (1, 9) and (9, 1) showing more concern for people and more concern for work respectively. In (1, 1) the leader-manager has very little concern for people and work, while in (5, 5) the manager has concern for both the work and the workers, but is not as much as in (9, 9).

As soon as a conflict has been militarized, the momentum has been lost and the political and economic cost to solve or manage the conflict escalates quickly. It is far easier to change the mode of interaction from destructive to constructive in an early rather than late phase. In this process confidence-building measures (CBMs) are crucial as they serve to strengthen the conflict management process by increasing trust between the actors. This is true both in

the case of formal and informal conflict management. It should indeed be noted that the best result often are achieved by combining informal and formal conflict management. The importance of using both formal and informal mechanisms can for example be seen in the negotiations regarding the Korean Peninsula, negotiations which would not have taken place without the use of both formal and informal measures and mechanisms

The process of conflict management is the foundation for more effective conflict resolution. A distinction between conflict management and conflict resolution is, however, needed as a starting point as the concepts often are confused or integrated in an inappropriate manner. Conflict resolution refers to the resolution of the underlying incompatibilities in a conflict and mutual acceptance of each party's existence⁴³, while conflict management refers to measures that limit, mitigate and/or contain a conflict without necessarily solving it. Zartman has pointed out that both the conflict resolution aspect (negotiation) and the conflict management aspect is needed to arrive at a positive result. He argues that they are both ends of the same continuum. One end aims at resolving the current conflict so that business or peace can move on while the other aims at resolving the deeper underlying conflict over time.

Conflict resolution can be both formal and informal. It can either aim at resolving or terminating conflicts in an open and predictable process in accordance with legal principles or focus on "efforts to increase cooperation among the parties to a conflict and deepen their relationship by addressing the conditions that led to the dispute, fostering positive attitudes and allaying distrust through reconciliation initiatives, and building or strengthening the institutions and processes through which the parties interact".

The final aim of resolving the conflict is however shared by both perspectives regardless of process. A number of scholars, especially from non-Western societies, have argued that conflict management is a successful tool for resolving conflicts over a longer time period, and that it creates the foundation for effective conflict resolution. This is contrasted to a more Western argument that the importance of conflict management lies in its ability to solve short-term conflicts. Both of these views are entirely accurate, and compatible, and there might just be a cultural difference in our focus. They are in fact often applied in

different stages of a conflict and address fundamentally different issues. Nevertheless, a number of Western scholars claim that the difference is one of long-term versus short-term perspectives and that it is a question of either resolving the underlying problem or the current problem.

However, in reality, the integration of two fundamentally opposing cultures of conflict management and resolution into one organization has resulted in apparent cases of stalemate. When comparing two or more cultural settings, the difference in perception is an interesting factor when dealing with mechanisms for handling conflicts. In sum, conflict management and conflict resolution are different concepts, but at the same time they are closely interrelated. They are two mechanisms at different sides of a continuum, used to deal with the same conflicts but at different stages of these conflicts.

Conflict may have either a positive or a negative effect on organizational performance, depending on the nature of the conflict and how it is managed Armstrong (2009). For every organization, an optimal level of conflict exists which is considered highly functional as it helps to generate good performance. When the conflict level is too high (dysfunctional), performance suffers. Consequently, innovation and change may become unmanageable and the organization may not adapt to change in its environment (Beardwell and Claydon, 2007). According to Advisory, Conciliation and Arbitration Service (2004) the informal resolution of dissatisfaction is an essential part of effective day-to-day management. Most difficulties can be resolved as they arise but more formal arrangements are necessary when dissatisfaction in the employment relationship becomes unresolved conflict.

For a group to be effective, individual members need to be able to work in a positive conflict environment. If conflict is well managed, it adds to innovation and productivity (Murthy, 2006). Bricoe and Schuler (2004) have offered procedures for turning dysfunctional conflict into functional conflict, stating that too many organizations tend to take a win-lose, competitive approach to conflict or at worst avoid conflict altogether. Such a negative view of conflict ensures that a group is ineffective and the activity within it becomes destructive. However, a positive view of conflict leads to a win-win solution.

Within a group, the member can take any one of the three views of conflict: dysfunctional conflict, conflict avoidance and functional conflict.

Some practicing managers view group conflict negatively and thus seek to resolve or eliminate all types of disputes (Dowling *et al*, 2008). These managers contend that conflicts disrupt the organization and prevent optimal performance. As such, conflicts are a clear indication that something is wrong with the organization and that sound principles are not being applied in managing the activities of the organization.

Browarys & Price (2008) base their approaches on the principles of authority and unity of command to eliminate conflict. They believe that conflicts could be eliminated or avoided by recruiting the right people, carefully specifying job descriptions, structuring the organization in such a way as to establish a clear chain of command, and establishing clear rules and procedures to meet various contingencies. Managers who view all conflicts as disruptive make it their task to eliminate them Griffin (2006). The main fear is the emergence of disputes arising from unchecked conflicts even where such conflicts are on a small scale. Instead of permitting heated differences to develop, proactive managers address the problems early before they degenerate to conflicts within groups and between groups (Thomas & Christopher, 2001).

Human resource policies are vital in addressing both individual and group conflict in an organization. Gupta (2008) posits that human resource policies provide guidelines for a wide variety of employment relationship in the organization. To effectively solve conflict in an organization, human resource policies need address areas where conflicts may arise such as management of human resources and organizational development, compensation including profit sharing and incentives, working conditions, employee's services and welfare relations.

The policies should provide checks and balances in the daily running of an organization at all levels, thereby promoting a spirit of teamwork and loyalty. For the line and top management, the policies should address the process of decision making and provide standards or yardsticks for control. With respect to an organization's goals and objectives, apart from being clearly written, human resource policies should be flexible. In the Somalia education system, various

legislations serve as guidelines for management and administration of educational institutions.

However, it appears that most educational institutions have been less successful in management of conflicts MOE (2002). The Ministry of Education (2002) report indicated that in spite of the government policies put in place, Kenyan educational institutions have continued to report increased cases of conflict. In the recent past, the concern has shifted to the changing nature and increased number of organizational conflicts. Most of these conflicts occurred in secondary schools, middle level colleges and tertiary institutions MOE (2002). Many of the conflicts were characterized by violence and wanton destruction of institutional property. Between 1980 and 2008, the number of conflicts in public secondary schools alone increased from 22 (0.9%) to 300 (7.5%) (MOE, 2008).

Approaches to conflict

There are three approaches to the study of conflict. These are:

2.1. Traditional view

The early approach to conflict assumed that all conflict was bad. Conflict was viewed negatively, and it was used synonymously with such terms as violence, destruction and irrationality to reintroduce its negative connotations. Conflict by definition was harmful and was to be avoided. This view is consistent with the attitude that prevailed about group behavior in the 1930s and 1940s. Conflict was seen as dysfunctional outcome resulting from poor communication, a lack of openness and trust between people.

2.2. Human relations view

The humanists argued that conflict was a natural occurrence in all groups and organizations. Since conflict was inevitable, the human relations school advocated acceptance of conflict. They rationalized the existence of conflict since it cannot be eliminated and there are even times when it can benefit a group's performance.

2.3. Interactionist view

While the human relations approach accepted conflict, the Interactionist approach encourages conflict on the grounds that a harmonious, peaceful and

cooperative group/community is prone to becoming static, apathetic and non-responsive to needs for change and innovation. The major contribution of the Interactionist approach, therefore, is encouraging group leaders to maintain an on-going minimum level of conflict-enough to keep the group viable, self critical and creative. Thus, since conflict is inevitable in any community, it is imperative that appropriate techniques be employed to resolve it when it is experienced. The following are the major techniques for conflict management.

CHAPTER THREE

RESEARCH METHODOLOGY

Research Design

This study used the *descriptive survey* design specifically the *descriptive comparative* and *descriptive co relational* strategies. Descriptive studies are *non-experimental* researches that describe the characteristics of a particular individual, or of a group. It deals with the relationship between variables, testing of hypothesis and development of generalizations and used of theories that have universal validity. It also involves events that have already taken place and may be related to present conditions (Kothari, 2004). Further, descriptive surveys are used to discover causal relationships (descriptive correlational), differences (descriptive comparative), to provide precise *quantitative* description and to observe behavior (Treece and Treece, 1973).

Research population

The target population of the study was 500 teachers in 25 secondary schools in Bardera District. Both male and female respondents were targeted in the study.

Sample size

The sample size consisted of one hundred and four (104) subjects selected from principals, assistant principals, teachers of five secondary schools to include 5 principles, 5 deputies and 94 teachers.

Given the limited number of respondents in the five districts, all the respondents (teachers) were included in the sample.

The summary of the sampling criteria is shown in table 1. Below

Table 1: Population, sample size and sampling criteria

Subject group	Sample size	Sample technique use	Number of respondents
Teachers	104	Random sampling	104
Total	104		104

Source: Sloven (1978).

Sampling procedure

The study employed universal sampling technique to select respondents who are highly knowledgeable and experienced in conflict resolution among teachers and the role of leadership in education in BARDERA District. Universal sampling was used to include all the respondents since the study used only 104 (teachers).

Researcher instruments

Two sets of questionnaires were used in this study. One was on leadership styles and other on conflict management. Both items were researcher devised. The questionnaire on leadership styles consisted of 22 items. All leadership styles are reflected among the given items as follows: 1,2,3,4,5,6,7,8 reflect the authoritarian leadership styles, item: 9,10,11,12,13,14,15 reflect participation or democracy leadership style, while items 16, 17, 18, 19, 20, 21, 22 reflect laissez faire style. For both the leadership style questionnaire and conflict management questionnaire, respondents were required to use the scoring system and response modes as follows: strongly agree (4); agree (3); disagree (2); and strongly disagree (1).

Validity and Reliability of the Instruments

Validity of the instrument was assured through expert judgment and the researcher made sure the coefficient of validity to be at least 70%. The researcher consulted his supervisor for expert knowledge on questionnaire construction. After the assessment of the questionnaire, the necessary adjustments were making, bearing in mind the objectives of the study. The formula that was used to calculate the validity of the instrument was: content validity index (CVI) = number of items declared valid / total number of items.

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability of the instrument was established through a test-retest technique. The researcher conducted a pre-test of the instrument of a group of subjects and wait one week then administered the same test to the same subject a second time.

Data gathering procedure

This study was done immediately when a testimonial letter was securing from Kampala International University. Thereafter, copies of the letter were used to introduce the researcher to the respondents, after getting the testimonial letter, the researcher made sure that the instruments of the researcher were developed and ready for work. Then the researcher proceeded to the field and visited Bardera district of the Gedo Region, Somalia for over one month period.

Data Analysis

The frequency and percentage distribution was used to determine the demographic characteristics of the respondents. The mean and percentage distribution was applied for the dominant levels of leadership styles and conflict management. An item analysis illustrated the strengths and weaknesses based on the indicators in terms of mean and rank. From these strengths and weaknesses, the recommendations were derived. The following mean range was used to arrive at the mean of the individual indicators and interpretation:

A. Level of Dominant Leadership Style

Mean range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

B. The level of Conflict Management

Mean range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

A multiple correlation coefficient way used to test the hypothesis on correlation (HO#) at 0.05 level of significance used a t-test is employed

Ethical considerations

To ensure confidentiality of the information provided by the respondents ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. The respondents and schools were coded instead of reflecting the names.
2. Solicit permission through a written request to the concerned officials of the secondary schools included in the study.
3. Request the respondents to sign in the *Informed Consent Form*,
4. Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.
5. Present the findings in a generalized manner.

Limitations of the Study

In view of the following threats to validity, the researcher was claim an allowable 5% margin of error at 0.05 level of significance. Measures are also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. *Extraneous variables* which was beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.
2. *Testing*: The used of research could bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research is oriented and briefed on the procedures to be done in data collection.
3. *Attrition/Mortality*: Not all questionnaires maybe returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher was reserving more respondents by exceeding the minimum sample size. The respondents is also reminded not to leave any item in the questionnaires unanswered and was closely followed up as to the date of retrieval

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Profile of the Respondents

Table 2 contains the profile of respondents of the households that participated in the survey and information gives picture of the social setting of the community.

Table 2:
Profile of the Respondents

Profile of the Respondents	Frequency	Percentage (%)
Gender		
Male	69	66.3
Female	35	33.7
Total	104	100
Age of the respondent		
20-30	51	49.0
31-40	35	33.7
41-50	13	12.5
51-60	3	2.88
60 and above	2	1.92
Total	104	100
Qualification of the respondents		
Certificate	40	38.46
Diploma	33	31.73
Bachelors	21	20.19
Masters	10	9.62
Total	104	100
Experience of the respondents		
Less than 1 yr	17	16.35
1-2 yrs	40	38.46
3-4 yrs	22	21.16
5-6 yrs	16	15.38
7 and above	9	8.65
Total	104	100

Source: Primary Data

Table 2, shows that majority of the respondents 66.34 % were male. This shows that secondary schools in Bardera district Somalia schools were dominated by male teachers. This could be because the district is dominated by cultural beliefs. Some cultural fundamentals still hold the traditional view that males should dominate the field of work and women should do domestic chores. However, the existence of 33.7 % of the female teachers as respondents reveals that some people in Bardera district of Somalia have realized the need for educating females. This could be because of the influence of the women's liberation movement in the world, and the government policy of promoting girl child education.

Table 2 also shows that majority of the respondents (38.46%) are certificate holders, the second group of the respondents are diploma holders which represents 31.73% of the respondents. The third group of the respondents has bachelor's degrees which make up 20.19% of the respondents and the fourth group of the respondents is master's degree holders, 9.62%.

Table 2, also indicates that 16.35% of the respondents have less than one year experience, 38.46 have 1-2 years experience, 21.16% have 3-4 years experience, 15.38% have 5-6 years experience and the lowest is 7years and above with 8.65% of the respondents. This could be explained by the fact that most of the communities are nomads and are always on the move therefore less time to concentrate on careers and training.

**Table 3(a):
Dominant Leadership Style**

Item	Mean	Rank	Interpretation	Overall Rank
Authoritarian				
Always retains the final decision making authority within my department or team	3.27	2	Very high	1
Tells employees what has to be done and how to do it.	2.61	17	High	
Closely monitors employees to ensure they are performing correctly	2.71	11	High	
Likes the power that his or her leadership position holds over the subordinates.	2.69	13	High	
Directs or threatens employees with punishment in order to get them to achieve the organizational objectives	2.42	20	High	
Relies on his/her on judgments	3.34	1	Very high	
Pursues others to do thing his/her way	2.64	16	High	
Tells other what to do and how to do.	2.81	4	High	
Average Mean	2.81			
Participative				
Asks for staff ideas and input on upcoming plans	2.80	5	High	
Holds meetings with members of staff to hear from them how things are going on.	2.39	21	Low	
Creates environments where the staff takes ownership of the school.	2.52	18	High	3
Allows members of staff to set priorities with his/her own guidance.	2.74	9	High	
Usually asks staff for the vision of where they see their jobs are going.	2.75	8	High	
Share ideas with subordinates	2.67	14	High	
Suggest decision to others.	2.72	10	High	
Average Mean	2.66		High	
Liaisez faire				2
Lets members of staff carried out their tasks without minding the procedures and outcomes.	2.75	8	High	
Lets members of staff to determining what they need to be done and how to do it.	2.43	14	Low	
When someone make a mistake, he/ she does not mind	2.65	10	High	
He/she does not mind what decisions members of staff make.	2.70	15	High	
Does not mind which suggestions are made by employees as he/she does not have time for them.	2.77	7	High	
Does not mind much about those who do not attain regularly	2.78	6	High	
Head teacher's leadership power is not clearly shown among subordinators	2.85	3	High	
Average mean	2.71		High	
Overall Mean	2.73		High	

Table 3 reveals that the level of dominant leadership styles used by head teachers in Bardera District, Somalia is high, (mean, 2.73). Authoritarian style is dominantly used by head teachers (mean, 2.81), followed by the Laissez-faire (mean, 2.71) and the least used is participative style (mean,2.39).

Relying on own judgment was ranked first with a mean of 3.34 interpreted as very high. This means that most head teachers relied mostly on their own judgment. This was as a result of their authoritarian leadership style.

Always retaining the final decision making authority within department or team was ranked second with a mean of 3.27 interpreted as very high. This means that head teachers always retained the final decision even after discussion. This is characteristic of the authoritarian style of leadership.

Head teacher's leadership power not clearly shown among subordinates was ranked third with a mean of 2.85 interpreted as high. This means that the head teachers did not flaunt their powers among subordinates.

Telling others what to do and how to do was ranked fourth with a mean of 2.81 interpreted as high. This means that head teachers told employees what to do and how to do it not leaving room for their input.

Asking for staff ideas and input on upcoming plans was ranked fifth with a mean of 2.80 interpreted as high. This indicates that head teachers asked the staff input although the final decision rested with them.

Not minding much about those who did not attain regularly was ranked sixth with a mean of 2.78 interpreted as high. This means that head teachers did not mind much about those who did not attain which could be as a result of the nomadic life led by the societies.

Not minding which suggestions were made by employees as they did not have time for them was ranked seventh with a mean of 2.77 interpreted as high. This means that head teachers did not mind or consider suggestions made by staff members as important.

Letting members of staff carry out their tasks without minding the procedures and outcomes was ranked eighth with a mean of 2.75 interpreted as high. This means that the head teachers sometimes let staff members carry out tasks without supervision.

Allowing members of staff to set priorities with their own guidance was ranked ninth with a mean of 2.74 interpreted as high. This means that staff members were allowed to set their own priorities but still follow directives from head teachers. Letting staff members carry out their tasks without minding the procedures was ranked second with a mean of

Suggesting decision to others was ranked tenth with a mean of 2.72 interpreted as high. This means that most head teachers suggested decisions to others. This is characteristic of authoritarian style of leadership.

Closely monitoring employees to ensure they are performing correctly was ranked eleventh with a mean of 2.71 interpreted as high. This means that head teachers closely monitored what the teachers were doing.

Liking the power that his or her leadership position held over the subordinates was ranked thirteenth with a mean of 2.69 interpreted as high. This means that most head teachers liked the power their positions held over their subordinates.

Sharing ideas with subordinates was ranked fifteenth with a mean of 2.67 interpreted as high. This means that most head teachers shared ideas with their juniors but still made the final decisions.

Pursuing others to do thing his/her way was ranked sixteenth with a mean of 2.64 interpreted as high. This means that head teachers pursued teachers to do things their way. This is a characteristic of authoritarian leadership style.

Telling employees what has to be done and how to do it was ranked seventeenth with a mean of 2.61 interpreted as high. This means that head teachers told subordinates what to do and how to do it leaving room for no personal inputs.

Creating environments where the staff takes ownership of the school was ranked eighteenth with a mean of 2.52 ranked as high. This means that most head teachers did not create environments where the staff took ownership of the school.

Directing or threatening employees with punishment in order to get them to achieve the organizational objectives was ranked twentieth with a mean of 2.42 interpreted as high. This means that teachers were threatened with punishment in order to achieve organizational objectives.

Holding meetings with members of staff to hear from them how things are going on was ranked twenty first with a mean of 2.39 interpreted as low. This means that most head teachers did not hold meetings with staff members to hear them out characteristic of authoritarian leaders.

Tables 3 indicate that the majority of respondents of the head teachers in Bardera district, Somalia use the authoritarian style as their dominant style with a mean of 2.81 interpreted as high. The least used leadership style is democratic with a mean of 2.66 also interpreted as high. The dominant usage of the authoritarian leadership style could be because the head teachers like doing what is good for them and leaving what is bad for them by deciding for themselves and not consulting with their subordinates. The second reason for the authoritarian leadership style is that because most of the head teachers believe if they give some of the management to the subordinates, they could be at a high risk of being replaced by them if they did better than them.

Table 4 presents the level of dominant level of conflict management among teachers.

Table 4
Dominant level of Conflict Management

Item	Mean	Rank	Interpretation	Overall Rank	
Competitive					
1. Head teacher usually firm in pursuing my goals	2.68	14	High	3	
2. Head teacher try to win their position.	2.45	20	Low		
3. Head teacher will let him/her have some of his/her positions if he lets head teachers have some of them.	2.36	21	Low		
4. Head teacher tries to find a fair combination of gains and losses for operation.	2.58	15	High		
5. Head teacher very often concerned with satisfying all of their wishes.	2.54	18	High		
6. In approaching negotiations, head teacher try to be considerate of the other person's wishes.	2.81	10	High		
Average mean	2.57		High		
Collaborative					
7. Rather than negotiate the things on which we disagree, head teacher tries to stress the things upon which we both agree.	2.67	13	Hugh	4	
8. Head teacher attempt to deal with all of his/her and my concerns.	2.48	19	Low		
9. Head teacher might try to soothe the other's feelings and preserve our relationship.	2.13	27	Low		
10. Head teacher give up some points in exchange for others	2.21	24	Low		
11. Head teacher tell him/her teacher's ideas and ask him for his.	2.71	11	High		
12. Head teacher try to show him the logic and benefits of his/her position.	2.86	9	high		
13. In approaching negotiations, a head teacher tries to be considerate of the other person's wishes.	2.57	16	high		
14. Head teacher always lean toward a direct discussion of the problem.	2.21	24	Low		
15. Head teacher assert his/her wishes.	2.31	23	Low		
Average Mean	2.48		Low		
Compromising					
16. Head teacher tries to find a compromise situation	3.23	5	high		5
17. Head teacher feel that differences are not always worth worrying about it.	2.21	24	Low		
18. Head teacher press to get his/her points made.	2.13	27	Low		
19. Tries to convince the other person of the merits of his/her position.	2.16	26	Low		
20. Head teacher attempt to immediately work through our differences.	2.19	25	Low		
Average Mean	2.46		Low		
Accommodating					
21. There are times when head teacher others take responsibility for solving the problem.	3.21	6	High	2	
22. Head teacher tries to postpone the issue until they have had some time to think it over.	2.98	7	high		
23. Head teacher attempt to get all concerns and issues immediately out they open.	3.32	4	high		
24. Head teachers make some effort to get my way.	2.68	12	High		
25. Head teacher propose a middle ground.	2.34	22	low		
26. Head teachers try not to hurt the other's feelings.	2.34	22	Low		
27. Head teacher tries to find a position that is intermediate between his and teachers	2.89	8	High		
Average Mean	2.82		High		
Avoiding					
28. Head teachers sometimes sacrifice his/her own wishes for the wishes of the other person.	3.67	1	Very high	1	
29. Head teachers consistently seek the other's help in working out a solution.	3.56	3	Very high		
30. Head teachers do what is necessary to avoid useless tensions.	2.98	7	high		
31. Head teacher try to avoid creating unpleasantness for his/herself.	2.67	13	High		
32. Head teacher sometimes avoid taking positions which would create controversy.	2.56	17	High		
33. If it makes the other person happy, head teachers might let him maintain his views.	3.57	2	Very high		
34. There are times when head teachers let others take responsibility for solving the problem.	2.21	24	Low		
Average Mean	3.03	High			
Overall Mean	2.67	High			

Table 4 shows that the level of dominant method of conflict management was high (mean 2.67). Among the styles of conflict management, Avoidance method was dominantly used (mean, 3.03), followed by Accommodating (mean, 2.82,) followed by Competitive (mean, 2.57) and Collaborative (mean, 2.48) and the least used was Compromising (mean, 2.46).

Head teachers sometimes sacrificing his/her own a wish for the wishes of the other person was ranked first with a mean of 3.67 interpreted as very high. This means that sometimes head teachers sacrificed their own wishes to solve conflicts among teachers.

If it makes the other person happy, head teachers might let him maintain his views was ranked second with a mean of 3.57 interpreted as very high. This means that sometimes head teachers let people maintain their views if they made them happy. This was to avoid solving conflicts.

Head teachers consistently seeking the others help in working out a solution was ranked third with a mean of 3.56 interpreted as very high. This means that most teachers sought other peoples help to solve conflicts.

Head teacher attempting to get all concerns and issues immediately out in the open was ranked fourth with a mean of 3.32 interpreted as high. This means that most head teachers attempted to get all concerns out in the open to be solved immediately they happened.

Head teacher trying to find a compromise situation was ranked fifth with a mean of 3.23 interpreted as high. This means that most head teachers tried to find a compromise to solve conflicts rather than solve the root cause.

There are times when head teacher take responsibility for solving the problems of others was ranked sixth with a mean of 3.21 interpreted as high. This means that sometimes head teachers took responsibilities of solving conflicts among teachers.

Head teacher trying to postpone the issue until they have had some time to think it over and doing what is necessary to avoid useless tensions were ranked seventh with a mean of 2.98 interpreted as high. This means that most head teachers tried to postpone issues claiming to have time to think about them. This could be termed as avoiding solving conflicts.

Head teacher trying to find a position that is intermediate between his and teachers was ranked eighth with a mean of 2.89 interpreted as high. And head teacher trying to soothe the other's feelings and preserve their relationship was ranked ninth with a mean of 2.86 interpreted as high. This means most head teachers tried to soothe the hurt party other than solving the conflict which is avoidance.

In approaching negotiations, head teacher trying to be considerate of the other person's wishes was ranked tenth with a mean of 2.81 interpreted as high. This means that in solving conflicts, head teachers tried to be considerate of both parties' wishes.

Head teacher tell sharing ideas with parties in conflict was ranked eleventh with a mean of 2.71 interpreted as high. This means that during conflicts the head teachers tried to consult with the conflicting parties.

Head teachers making some effort to get their way was ranked twelfth with a mean of 2.68 interpreted as high. This means that most head teachers made efforts to get their way in conflicts. This could be because of the cultural beliefs in the society.

Rather than negotiate the things on which parties disagree, head teacher trying to stress the things upon which they both agree and head teacher trying to avoid creating unpleasantness for his/herself were ranked thirteenth with a mean of 2.67 interpreted as high. This means in conflicts head teachers tried save their skin.

Head teacher usually firm in pursuing their goals was ranked fourteenth with a mean of 2.65 interpreted as high and Head teacher trying to find a fair combination of gains and losses for operation was ranked fifteenth with a mean of 2.58 interpreted as high. This means most head teachers were usually firm in pursuing their goals rather than solving conflicts.

In approaching negotiations, a head teacher trying to be considerate of the other person's wishes was ranked sixteenth with a mean of 2.57 interpreted as high and head teacher sometimes avoiding taking positions which would create controversy was ranked seventeenth with a mean of 2.56 interpreted as high.

Head teacher very often being concerned with satisfying all of their wishes was ranked eighteenth with a mean of 2.54 interpreted as high and head teacher attempting to deal with others concerns was ranked nineteenth with a mean of 2.48 interpreted as low. This means that most head teachers did not attempt to deal with concerns of other people.

Head teacher trying to win their position and letting other have some of his position were ranked twentieth and twenty first respectively. This means that it was rare for head teachers to allow others have their positions. This could be explained by job insecurity.

Head teacher proposing a middle ground and trying not to hurt the other's feelings were ranked twenty second with a mean of 2.34 interpreted as low. This means that head teachers always took sides with the conflicting parties in most cases therefore some people's feelings were hurt. This could be because of tribal alienations in the community.

Head teacher giving up some points in exchange for others, always leaning toward a direct discussion of the problem, feeling that differences are not always worth worrying about and at times letting others take responsibility for solving the problem were ranked twenty fourth with a mean of 2.21 interpreted as low. This means that few head teachers gave up for the sake of others, most leaned towards one side during the conflict and rarely let others solve the conflict.

Head teacher attempting to immediately work through teachers differences and trying to convince the other person of the merits of his/her position were ranked twenty fifth and twenty sixth respectively with means of 2.19 and 2.16 respectively. This means that head teachers rarely solved conflicts immediately and that they did not try to convince conflicting parties of the demerits of their position.

Head teacher pressing to get his/her points made was ranked twenty seventh with a mean of 2.13 interpreted as low. This means most head teachers did not try to press others to see their points may be because their views were always well known to everyone.

In general, avoidance as a dominant method of conflict management was ranked first with a mean of 3.03 interpreted as high, accommodating was

ranked second with a mean of 2.82 interpreted as high, competitive was ranked third with a mean of 2.57 interpreted as high, collaborative was ranked fourth with a mean of 2.48 interpreted as low and compromise was ranked fifth with a mean of 2.46 interpreted as low. This means that the most common method of conflict management in Bardera is avoidance and the least popular is compromise. This can be explained by the fact that the area is a war torn area and head teachers may choose to avoid solving conflicts for safety of their lives.

Table 5 represents the relationship between dominant head teachers' leadership styles and dominant methods of conflict management. (Pearson's coefficient correlation).

Table 5
Relationship between Dominant Head Teacher's Leadership Style and Dominant Method of Conflict Management

Variables correlated	Computed r- value	P-value	Interpretation of Correlation	Decision on Ho
dominant head teachers leadership style and dominant method of conflict management	-0.173	0.033	Significant relationship	Reject

In table 6, the relationship between the two variables (dominant head teachers leadership style and dominant method of conflict management) is statistically significant or big enough since the accompanying p-value is small enough because it is less than 0.05 and so, we reject the null hypothesis that was there is no significant relationship between dominant head teachers leadership style and dominant method of conflict management and accept the alternative hypothesis that was there is a significant

relationship between dominant head teachers leadership style and dominant method of conflict management. Therefore, we conclude that there is a significant relationship between dominant head teacher's leadership style and dominant method of conflict management

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary of findings

The main findings of this study are presented and summarized below. The research had carried out for the urban Community in Bardera district Gedo region Somalia.

The findings were:

Objective 1: Profile of respondents' majority of the respondents 66.3% were males. Majority of the respondents were holding certificate as their highest academic qualifications 38.46% and were aged between 20 and 30 years which was 49.0% of the respondents

Objective 2: Determining dominant levels of head teachers' leadership styles in Secondary schools under the study. Authoritarian style was most dominant with a mean of 2.81 and while participative was least dominant with a mean of 2.66.

Objective 3: Determining of dominant level of conflict Management styles in selected secondary schools Bardera, Somalia. The study found out that majority respondents chose avoiding (mean=3.03) while minority used compromise (mean= 2.46) which was low.

Objective 4: The relationship between head teachers' dominant of leadership styles and dominant method of conflict management: there was a significant relationship between dominant head teachers' leadership styles and dominant methods of conflict resolution.($p=0.033$).

Conclusion

The following conclusions were made based on the findings of the Study:

The purpose of the study was: to validate situational theory which states that leaders are the products of a given situation. The theory was validated because head teachers leadership styles are as a result of the surrounding circumstances such as war, trauma and insecurity.

To test null hypothesis of no significant relationship between Head teachers' dominant Leadership styles and Dominant Methods of conflict Management: the null hypothesis was rejected and the alternative adopted that

there is a significant relationship between Head teachers; Dominant Leadership Styles and Dominant Methods of Conflict Management.

To contribute to the existing knowledge in the field of conflict management and leadership styles: the study found out that in Bardera, head teachers; prefer using avoidance method of conflict management. It also found out that the most common leadership style among head teachers is the authoritarian style. There were also more male teachers than female teachers in Bardera.

Recommendations

1. The government should encourage female education so that the area can have more female teachers and head teachers.
2. Head teachers need to explore a variety of leadership style rather than rely on a specific style in all situations. This will help in conflict management by looking at every situation independently.
3. Achieving organizational goals should be viewed as a combined responsibility and school visions and goals should be set in collaboration with teachers rather than threatening them to with punishments to achieve them.
4. Head teachers should try to work through differences immediately and avoid being partisan to ease conflict management.
5. Other than rely on avoidance method of conflict management, head teachers should explore a variety of conflict management methods such as accommodating and compromise.

Area for Further Research in Somalia

The researcher is recommending for the following topics:

Civil strife and head teachers leadership styles

Culture and conflict management

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APPENDIX 1

TRANSMITTAL LETTER

OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)

COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR Miss. Anisa Osman Dirie

G. NO. MED/33781/111/DF,

TO CONDUCT RESEARCH IN YOUR INSTITUTION

The above mentioned candidate is a bonafide student of Kampala International University pursuing a Master in Educational Management

she is currently conducting a field research for her Thesis entitled, leadership styles and Conflict resolution among teachers in Secondary Schools Bardera District, Somalia.

Your institution has been identified as a valuable source of information pertaining to her research project. The purpose of this letter then is to request you to avail her with the pertinent information she may need.

Any data shared with her will be used for academic purposes only and shall be kept with utmost confidentiality.

Your assistance rendered to her will be highly appreciated.

Yours truly,

Wendambrieta R. Sumil, Ph.D.

Deputy Vice Chancellor, CHDR

APPENDIX II
CLEARANCE FROM ETHICS COMMITTEE

ite _____

andidate's Data

lame _____

eg.# _____

course _____

itle of Study _____

hical Review Checklist

ne 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

esults of Ethical Review

- Approved
- Conditional (to provide the Ethics Committee with corrections)
- Disapproved/ Resubmit Proposal

ics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III
INFORMED CONSENT

had given my consent to be part of the research study of Miss. Anisa Osman Dirie that had focused on emotional intelligence and leadership styles.

had assured of privacy, anonymity and confidentiality and that I could be given the option to refuse participation and the right to withdraw my participation anytime.

have been informed that the research is voluntary and that the results had been given to me as I asked for it.

tials: _____

te _____

APPENDIX IVA

FACE SHEET: PROFILE OF THE RESPONDENTS

Gender (Please Tick): (1) Male

(2) Female

Age: _____

Qualifications Under Education Discipline (Please Specify):

Certificate _____

Diploma _____

Bachelors _____

Masters _____

Ph.D. _____

Other qualifications other than education discipline _____

Number of Years Teaching Experience (Please Tick):

(1) Less than/Below one year

(2) 1- 2yrs

(3) 3-4yrs

(4) 5-6yrs

(5) 7 years and above

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APPENDIX IVB INSTRUMENTS
LEADERSHIP STYLES SURVEY QUESTIONNAIRE

RECTION: 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 are no rights or wrong answers.

Score	Response Mode	Description
4. Strongly agree	you agree with no	doubt at all
3. Agree	you agree with some	doubt
2. Disagree	you disagree with	some doubt
1. Strongly Disagree	You disagree with no	doubt at all

- Always retains the final decision making authority within my department or team
- Tells employees what has to be done and how to do it.
- Closely monitors employees to ensure they are performing correctly
- Likes the power that his or her leadership position holds over the subordinates.
- Directs or threatens employees with punishment in order to get them to achieve the organizational objectives.
- Relies on his/her on judgments.
- Pursues others to do thing his/her way
- Tells other what to do and how to do.
- Asks for staff ideas and input on upcoming plans.
- Holds meetings with members of staff to hear from them how things are going on.
- Creates environments where the staff takes ownership of the school.
- Allows members of staff to set priorities with his/her own guidance.
- Usually asks staff for the vision of where they see their jobs are going.
- Share ideas with subordinates
- Suggest decision to others.
- Lets members of staff carried out their tasks without minding the procedures and outcomes.
- Lets members of staff to determining what they need to be done and how to do it.
- When someone make a mistake, he/ she does not mind
- He/she does not mind what decisions members of staff make.
- Does not mind which suggestions are made by employees as he/she does not have time for them.
- Does not mind much about those who do not attain regularly
- Head teacher's leadership power is not clearly shown among subordinators

APPENDIX IVC

CONFLICT RESOLUTION SURVEY QUESTIONNAIRE

DIRECTION: Please respond to each item by using the scoring guide below.

Individually write your best choice on the space before each item. Be honest about your options as there are no right or wrong answers.

Score	Response Mode	Description
4. Strongly Agree	you agree with no	doubt at all
3. Agree	You agree with some	doubt
2. Disagree	You disagree with some	doubt
1. Strongly Disagree	You disagree with no	doubt at all

Head teacher usually firm in pursuing my goals.

Head teacher try to win their position.

Head teacher will let him/her have some of his/her positions if he lets head teachers have some of them.

Head teacher tries to find a fair combination of gains and losses for operation.

Head teacher very often concerned with satisfying all of their wishes.

In approaching negotiations, head teacher try to be considerate of the other person's wishes.

Rather than negotiate the things on which we disagree, head teacher tries to stress the things upon which we both agree.

Head teacher attempt to deal with all of his/her and my concerns.

Head teacher might try to soothe the other's feelings and preserve our relationship.

. Head teacher give up some points in exchange for others.

. Head teacher tell him/her teacher's ideas and ask him for his.

. Head teacher try to show him the logic and benefits of his/her position.

. In approaching negotiations, a head teacher tries to be considerate of the other person's wishes.

. Head teacher always lean toward a direct discussion of the problem.

. Head teacher assert his/her wishes.

. Head teacher tries to find a compromise situation.

. Head teacher feel that differences are not always worth worrying about it.

. Head teacher press to get his/her points made.

- . Tries to convince the other person of the merits of his/her position.
- . Head teacher attempt to immediately work through our differences.
- . There are times when head teacher others take responsibility for solving the problem.
- . Head teacher tries to postpone the issue until they have had some time to think it over.
- . Head teacher attempt to get all concerns and issues immediately out they open.
- . Head teachers make some effort to get my way.
- . Head teacher propose a middle ground.
- . Head teachers try not to hurt the other's feelings.
- . Head teacher tries to find a position that is intermediate between his and teachers.
- . Head teachers sometimes sacrifice his/her own wishes for the wishes of the other person.
- . Head teachers consistently seek the other's help in working out a solution.
- . Head teachers do what is necessary to avoid useless tensions.
- . Head teacher try to avoid creating unpleasantness for him/her.
- . Head teacher sometimes avoid taking positions which would create controversy.
- . If it makes the other person happy, head teachers might let him maintain his views.
- . There are times when head teachers let others take responsibility for solving the problem.

CURRICULUM VITAE

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Educational Background

<i>Degree Name</i>	MED (Educational management and administration)
<i>Level Attained</i>	Masters Degree
<i>Institute</i>	Kampala International University, Uganda
<i>Session</i>	January 2011 – November 2012
<i>Degree Name</i>	B.S.
<i>Level Attained</i>	Bachelors Degree
<i>Institute</i>	Mogadishu University, Somalia
<i>Session</i>	September 2006 – September 2010
<i>Certificate</i>	Statistic Package for Social Science (SPSS)
<i>Institute</i>	Mekerere University, Kampala Uganda
<i>Session</i>	August 2011
<i>Certificate</i>	Professional Report Writing Skills
<i>Institute</i>	Mekerere University, Kampala Uganda
<i>Session</i>	April 2011
<i>Certificate</i>	Child Protection
<i>Institute</i>	Kampala International University, Kampala Uganda
<i>Session</i>	September 2011

Professional Work Experience

From 2012 to present Currently I am working with Save the Children as Admin & HR Officer,

Abudwak, Somalia

- 2012 – June Admin & Finance Officer, HIRDA Mogadishu, Somalia
- March – Dec 2011 Secretary, Somali Students Association, Kampala, Uganda
- Feb – Jan 2011 Education Consultant with Gedo Education Network
- 2008 – Dec 2008 Journalist with Simba Radio in Mogadishu and Maandeeq Radio in Beladhwawo
- 2007 – Dec 2007 Child Protection worker with SOCPD NGO, Mogadishu Somalia

Workshops & Conferences Attended

- Research Methodology Training work shop, Kampala International University,
- International Conference on Conflict Resolution and Crisis management.
- Conference on Role of media in the society, Nairobi Kenya,
- Conference on effective Communication. , Nairobi Kenya,

Computer Skills

- Windows 98, 2000, XP, Vista and Windows 7
- Microsoft Office (Word, Excel, Access, Outlook, PowerPoint and etc)
- Excellent Typing Skills

Language Skills

English	Fluent
Arabic	Good
Somali	Mother tongue

Research

Lead teacher's Leadership Styles and Conflict Management among the teachers in Selected Secondary Schools Bardera, Somalia, 2011-2012". MED in educational management and Administration Studies, thesis.

REFERENCES

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