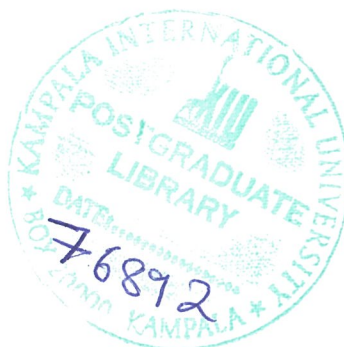# CONFLICTS AND THEIR RESOLUTION STRATEGIES IN PRIVATE SECONDARY SCHOOLS IN KAMPALA DISTRICT OF UGANDA

BY

MAHMUD MOHAMMED AHMED
MED / 16290 / 71 / DF

A DISSERTATION SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATIONAL MANAGEMENT AND ADMINISTRATION OF KAMPALA INTERNATIONAL UNIVERSITY

AUGUST, 2008

DECLARATION

I, **MAHMUD MOHAMMED,** hereby declare that this dissertation is my original work.
No other work has been submitted in any academic institution known to me on this topic
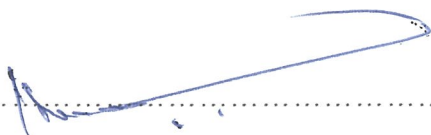for the academic requirement or publication.

Signed: ....

MAHMUD MOHAMMED

Date: 20/10/2008

SUPERVISOR'S APPROVAL

This dissertation has been submitted to the School of Post Graduate Studies and to the Senate of Kampala International University with my approval.

Signed: ....

REV. DR. MATTATTICAL NINAN CHANDY

Date: ....20th Oct '08................

DEDICATIONS

I dedicate this work to my late parents, May their souls be in paradise, to my family, friends, and relatives.

ACKNOWLEDGMENT

Thanks to Almighty Allah who has brought me to the success of this study. My sincere thanks go to my supervisor Rev. Dr. Mattattical Ninan Chandy who labored so much with this intellectual input, direction, advice, and guidance to see that I complete this dissertation. My special thanks to Dr. Opolot Okurut for his corrections during the proposal writing for this thesis.

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brothers in the journey of education.

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ABSTRACT

Many private schools were closed due to poor conflict resolution system and there was no clear conflict resolution technique. This study was conducted to help private schools to solve conflicts in a better way to ensure conflict free environment in the school system and to develop suitable conflict resolution techniques that guide managers, teachers, and students. The study was done in Kampala district in five randomly selected private secondary schools out of ten top private secondary schools. Fifty students and thirty teachers have participated as respondents.

Questionnaires were distributed to randomly selected respondents of both sexes to include teachers and students. The researcher performed both qualitative and quantitative research designs and applied percentages, tables, graphs, and pie charts to analyze the finding. Female respondents dominated this study. Thus, majority of the teachers in private schools were female teachers. However, most of the head teachers were male teachers.

The finding of this study clearly showed the most common causes of conflict as finance-related, school material shortage, and unclear roles of school managers. Therefore, the study recommended that there should be clear roles of school managers, provision of school materials, and separate functions of school management and finance management. Moreover, this study was conducted in Kampala district only and the researcher recommended for further studies to cover the whole Uganda.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter covers the background of the study, statement of the problem, the purpose of the study, research objectives, the area of study or scope, significance of the study, and chapter review.

1.1 Background to the study

When people from different backgrounds meet in one institution, conflicts normally may happen among or between students, teachers, management and other members of the staff, between departments or even between school and school. Private schools as any organization need to overcome conflicts using different techniques. Each school has its own culture and students and teachers are expected to respect and follow the rules and regulations of their schools. It is very advised for private school managers to utilize all their efforts and skills to push the school system forward to achieve the intended educational goals. If educational goals are to be achieved, then, conflicts must be handled carefully to avoid failure in the teaching – learning process. In additional interpersonal relations and flexibility of school managers is very essential to play a positive role in conflict resolution and conflict awareness. Unfortunately, many private secondary schools' managers do not do enough to protect the school environment from conflicts.

According to Chuck (2003), conflict may happen due to different reasons and causes by starting from the different experiences of individuals, resources sharing among and between staffs and departments, bad management and poor performance of staff can be causes of conflict.

However, the most important factor is that, after the conflict happens what kind of solutions will be done. According to Maicibi (2005), if conflicts are not managed carefully, the consequences will be an obstacle to educational goals to be achieved. Any good leadership at any organization tracks whenever symptoms which lead to conflicts emerge, and finds a solution quickly regardless of how minor are these symptoms. Because, any conflict at first starts as minor verbal attacks, gossip or undermining of each other between staff individuals and then can be developed to major crises that can threat the organization's success.

The causes of conflict are due to many factors, Stephen and David (2001) defined conflict as, referring to perceive incompatible differences resulting in some form of interference or opposition. If people perceive differences, then a conflict state exists. Therefore, not all conflicts to be eliminated. Positive conflicts may pour to successes of the education system if the school management deals with it positively. In general conflicts are due to many factors and they are many types. Managers are expected to be good managers who look for the success of the organization; and to do this conflicts must be dealt with care and turn the negative situation of the conflict to a positive one.

1.2 Statement of the Problem

In many private schools in Uganda in general one hears a certain school is totally closed, student-teacher clashes, or teacher – head teacher disagreements have had happened. Sometimes these disagreements may reach beyond the expected level. In the very recent time Kasubi Secondary School was totally closed as a conflict happened between the school owner and the manager.

Kajubu (2008) reported that, twelve private schools of different levels including the only secondary school shut down in Kyenjojo region over poor facilities management and lack of licenses in addition to Kabale secondary school which was closed over strikes that ended with seriously injures of ten students.

Mukyala (2008) reported that parents, students, and teachers of Jinja secondary school demanded an immediate change of the school head teacher who was accused of failure in observing accountability and transparency in the school system.

The above schools conflicts were the starting point for the researcher to think of the research topic and did his research to assist private secondary schools to overcome conflicts and develop suitable conflict resolution techniques.

1.3 Purpose of the Study

The purpose of this study was to examine the causes of school conflicts and find ways to solve them. Moreover, the study could guide teachers and students to respond and act

positively during conflicts, and it could help the school community to develop conflict resolution techniques to ensure conflict free environment in the school system. When the suitable conflict resolution techniques were applied, the education system would step up towards success.

1.4 Objectives of the Study

The main objectives that guided the researcher were:

1. To investigate the main causes of conflicts in the school and find ways of solving them.

2. To find out the role of school management and its influence in conflict resolution.

3. To investigate the role of teachers and students and their effectiveness in conflict resolution.

4. To find out effective ways of handling conflicts and their consequences in the school system.

Research Questions

This study answered the following research questions:-

1. What are the main causes of conflicts in schools and the ways of solving them?

2. What is the role of school management and its influence in conflict resolution?

3. What are the roles of teachers and students and their effectiveness in conflict resolution?

4. How are conflicts handled in schools and what are their consequences in the school system?

1.5 Scope

The study was conducted in Kampala district where most of the schools are located. It covered five randomly selected schools from the secondary schools directory of Ministry of Education and Sports. For the purpose of anonymity the schools were given pseudonyms as:

1. School A
2. School B
3. School C
4. School D
5. School E

1.6 Significance of the study

This study could help the teachers, managers, and the students to solve conflicts peacefully and could also help researchers to be as a base for their further studies.

Head teachers

This study was aimed to guide the head teachers to listen with open ear whenever grievance occurs in the school system. The head teachers or managers would listen to their subordinates carefully so that minor issues would be dealt with open ear. In addition head teachers would overcome conflicts peacefully by developing special techniques of conflict resolution and could understand that conflicts are inevitable and may happen any time, so that they would develop tolerance. Some of these conflicts would also be an opportunity for further school development.

Teachers

Whenever conflicts happen the teachers can develop negotiation manner with the school management and the students. The teachers can get involved in conflict solving strategies together with the management, and this ensures teacher's participation in decision making. Moreover, teachers could benefit from this study that they could understand the personality of other teachers, students, and head teachers to avoid any negative contacts.

Students

The students can strictly follow the rules and regulations of the school. When any kind of misunderstanding happens among the students or teachers-students, they could develop effective communication instead of resorting to strikes and demonstrations. Effective communication between teachers and students was always a sign of good relationship, and this ensured conflict free environment in the school system.

Researchers

The findings of this study may help researchers who need to study the same problem. And this could be done by referring this finding as a base to their further studies.

1.7 Review

Conflicts with their all forms and causes are hindrances against successful goals of education. Therefore, there is a need to solve them peacefully. If conflicts are not managed well the consequence can threaten the existence of schools. However, the conflict resolution strategies depend on the capability of school management. A manager

needs to know about conflicts, and this can help him/her to deal with it carefully. The next chapter deals with review of related literature.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0   Overview

This chapter covers different scholars' approach about conflicts and their resolution strategies. This mainly focuses on theoretical and conceptual framework, conflicts and their causes, decision making in conflict resolution, and conflict resolution special techniques.

2.1 Theoretical frame work

In the nature of conflict according to Kinicki and Williams (2003) that by the term "conflict" many people envision shouting and fighting. But as a manager, during a typical workday, you will encounter more subtle non violent types of conflict: opposition, criticism, and arguments. Thus a definition of a conflict seems fairly mild. Conflict is a process in which one party perceives that its interests are being opposed or negatively affected by another party. Conflict is simply a disagreement, a perfectly normal state of affairs.

However, according to Stephen and David (2001), conflict perceives incompatible differences resulting in some form of interference or opposition. If people perceive differences, then a conflict state may exist.

According to Maicibi (2005), it is only when conflicts are not effectively managed that they produce disastrous effects. The time which teachers should have spent profitably on preparing meaningful notes for lessons will be spent on planning how to out –class, tricks talk to or deal with their rivals if they are in conflict. Workers who are in conflict cannot cooperate with one another, and may not be concerned with the aspirations of the school. Mistrust is one of the signals of conflict. Teachers involved in conflict with their headmaster and mistrust him, for example, will not work with their whole heart. As we see here different authors giving different views in the conflict causes, reasons and solutions for it. The above conflict definitions helped the researcher to dig out the exact symptoms and solutions of conflict.

2.2 Conceptual Framework

The graph below shows the conceptual framework of the study and that is to make easier for readers and to give the hint of the study in a diagram form as illustrated in figure 1.

Independent variable   **Dependent variable**

Conflicts
-Affective conflict
-Cognitive conflict
    Or
-Functional conflict
-Dysfunctional conflict
		Resolution Strategies
		- Autocratic strategy
		- Consultative strategy
		- Special conflict
		    techniques
		- Win –Win domain
		- Win – Lose domain
		- Lose – Lose domain

Decision Makers
-   Foundations
-   Managers
-   Head teachers
-   Teachers
-   Students
-   Parents
-   Ministry Of Education
-   Local Chiefs

Fig1: Conceptual framework

    Source: Adapted and Modified from Chuck, W. (2003)

2.3 Conflicts and their causes

According to Stephen and David (2001), conflict perceives incompatible differences resulting in some form of interference or opposition. If people perceive differences, then a conflict state may exist.

Gareth, Jennifer, and Charles (2000), explained organizational conflict as a discord that arises when the goals, interests or values of different individuals or groups block or thwart each other's attempt to achieve their objectives. Conflict is inevitable part of organizational life because the goals of different stakeholders such as managers and workers are often incompatible. Organizational conflict also can exist between departments and divisions that compete for resources or even between managers who may be competing for promotion to the next level in the organizational hierarchy.

According to Griffin (2002) diversity and multiculturalism would be the main causes of conflict. Because, there will be misunderstanding, misinterpretation, and inappropriate interactions between people of different groups.

According to Maicibi (2003) that most conflicts between management and labor start as mere grievance when such grievances are expressed, registered and filed but not or

poorly handled, they result in disruptive conflicts that often inhibit cooperative efforts with the attendant consequences of reduced productivity. Again the author suggests five important steps to be followed as far as grievance concerned:

1. Having a listening ear

2. Develop an investigative mind

3. Acts as at when due

4. Provide feedback as frequent as possible

5. Initiate a grievance procedure

Kajubu (2008) reported that; twelve private schools of different levels including the only secondary school shut down in Kyenjojo region over poor facilities management and lack of licenses in addition to Kabale secondary school which was closed over strikes that ended with seriously injures of ten students.

Mukyala (2008) reported that parents, students, and teachers of Jinja secondary school demanded an immediate change of the school head teacher who was accused of failure in observing accountability and transparency in the school system, improper use of school money, and rising of school fees to students.

According to Hampton (2002), there are four matters about which additional information raises issue: the risks of not changing, the risks of changing, prospects for a better solution and the amount of time to search. Yes, or may be answers to any of these questions as they are stated in the conflict resolution model gives you reason to stay with

the problem to continue to think about it. A no answer gives you reason to stop thinking about it, to stop defining the problem, gathering facts about it, generating alternatives, weighing them, and choosing from among them. Any no to these key issues in the decision process aborts vigilant information processing.

In referring to the possible causes of conflict, Schermerhorn (2001) that role ambiguity sets the stage for conflict. Unclear job expectations and other task uncertainties increase the probability that some people will be working at cross-purposes, at least some of the time. In addition, resources scarcity, structural differences in the organization and competing objectives with low reward system can cause conflict, and task interdependencies also cause conflict, when individuals or groups must depend on what others do to perform well themselves, conflict often occurs.

Daft (1994); stressed on three main points that cause a conflict.
- Conflict may arise when job boundaries and responsibilities are unclear.
- Poor communication and,
- Power and Status differences occur when one party has disputable influence over another. Low – prestige individuals or departments may resist their low status.

Again according to Maicibi (2003), conflict is natural and inevitably present because it is a process that begins when an individual or group feels neglected by another or simply feels that his (their) interest are thwarted by another person or group. In any organization, an effective administrative leader does not wish it away, but directs it towards purposeful

ends. Conflict has its own advantages for the organization in that it makes the organization's personnel as well as leadership to take a critical look at itself. From conflicts emerge new ideas which can be used for the improvement of the organization.

According to Danesh and Danesh (2002), that conflicts can be large and complex (macro) or small and contained (micro). They may be intractable and enduring or open to quick, easy resolution. They may involve a few, easily identifiable individuals or entire populations, the key actors of which are hard to identify Conflict – free conflict resolution (CFCR) perceives that managing conflict requires individuals to have a framework which can be creatively dynamically and contextually adapted to different circumstances.

According to McShane and Glinow (2003) stated that conflict increases frustration, job dissatisfaction, and stress. In the longer time such conflict leads to increase turnover and absenteeism. Employees who are more confrontational and less diplomatic also tend to escalate conflict. However, task related conflict is potentially healthy and valuable because it makes people rethink their perspectives of reality.

In referring to the types and causes of conflict, Seaward (2004) that conflict often arise due to misunderstanding both verbal and nonverbal messages that are sent and received. There are three types of conflicts:

1. Content Conflict - content conflicts arise from the misunderstanding of factual information, definition of terms or concepts, goals, or elements of strategies used in cooperative efforts. Disagreement occurs over the perception of information

available. In this type of conflict, the problem is not in dispute; rather, it is the solution to the problem that generates conflict.

2. Value Conflict – when a person has a conflicting values within his/her own value system, value clarification is needed. But when values between people collide, resolution is much harder. This type of conflict ends by compromise between the conflict parties.

3. Ego Conflict – ego conflict is based on a win-lose mentality. Conflicts of this nature involve the manipulation and control to support one's identity, and to prove one is right. Ego conflicts are based on power, competency, identity, and emotional attachment. They are thought to be the hardest type to resolve.

In the nature of conflict according to Kinicki and Williams (2003), that the term conflict many people envision shouting and fighting. But a manager, during a typical workday, you will encounter more subtle none violent types of conflict: opposition, criticism, and arguments. Thus a definition of a conflict seems fairly mild. Conflict is a process in which one party perceives that its interests are being opposed or negatively affected by another party. Conflict is simply a disagreement, a perfectly normal state of affairs. Conflicts may take many forms; between individuals, between individual and a group, between groups, and between an organization and its environment. There are two types of conflicts. Negative conflict (dysfunctional): is a conflict that hinders the organization's performance or threaten its interest. Constructive conflict (functional): is a conflict which benefits the main purpose of the organization and serves its interest. Usually conflicts need decision makers to look over it, let's see here below.

2.4 Decision making in conflict resolution

In the process of decision making, Hampton (2002), there is, as has been suggested, a managerial choice to be made about how a problem is to be solved as distinguished from the solution to be adopted. This is the procedural or process choice. The solution to be adopted is the substantive one. For example, Kemper is undoubtedly feeling concern for choosing the right process, one that would be right in the sense that it would lead to an effective solution. How do managers in spots like the one Kemper is in choose a process that will produce a decision? How do they decide whether to decide by themselves, consult with others and then decide by themselves, or turn the problem over to a group to decide? A part from how managers actually make such decisions process choices. How should they? What factors should they take into account? In answering the above questions the following steps have to be taken as a key step to conflict managing.

2.4.1 Identifying and diagnosing the problem

The first stage in decision making process is to recognize that a problem exists and must be solved. Typically, a manager realizes some discrepancy between the current state (the way things are) and a desired state (the things ought to be), such discrepancies in organizational or departmental performance once may be detected by comparing current performance against past performance, the current performance of the organization or departments, or future expected performance as determined by plans and forecasts. Recognizing that a problem exists is only the beginning of this stage. The decision maker also must want to do something about it and must believe that the resources and abilities

necessary for solving the problem exist. The decision maker must dig in deeper and attempt to diagnose the true cause of the problem symptoms that surfaced.

2.4.2 Generating alternative solution

In the second stage, problem diagnosis is linked to the development of alternative courses of action aimed at solving the problem. Managers generate at least some alternative solution based on past experience. Solution rang from ready made to custom made. Decision makers who search for ready made solution use ideas they have tried before or follow the advice of others who have faced similar problems. Custom made solutions, on the other hand, must be designed for specific problems. This technique requires combining of ideas into new creative solutions.

2.4.3 Evaluating alternatives

The third stage involves determining the value or adequacy of the alternative that were generated. Which solutions will be best? Obviously, alternatives should be evaluated more carefully than this. Fundamental to this process is to predict the consequences that will occur if the various options are put into effect.

2.4.4 Making the choice

Once you have considered the possible consequences of your options it is time to make your decisions. Important concepts here are maximizing, satisfying and optimizing. To maximize is to make the best possible decision. The maximizing decision realizes the greatest positive consequences and the fewest negative consequence. In other words, maximizing results in the greatest benefit at the lowest cost. With the largest expected total return. Maximizing requires searching thoroughly for a complete range of

alternatives, carefully assessing each alternative, comparing one to another and then choosing or creating the very best. To satisfy is to choose the first option that is minimally acceptable or adequate; the choice appears to meet a targeted goal or criterion. Optimizing means that you achieve the best possible balance among several goals.

2.4.5 Implementing the decision

The decision making process does not end once a choice is made. The chosen alternative must be implemented. Sometimes, the people involved in making the choice must put it into effect. At other times, they delegate the responsibility for implementing to others, such as when a top management team changes a policy or operating procedure and has operational manager's carryout the change.

2.4.6 Evaluating the decision

The final stage in the decision making is evaluating the decision. This means, collecting information on how well the decision is working.

2.4.7 The best decision

How can managers tell whether they have made the best decision? One approach to wait until the results is in. But what if the decision has been made but not yet implemented? While nothing can guarantee "a best" decision, managers should at least be confident that they followed proper procedures that yield the best possible decision under the circumstances. This means that the decision makers were appropriately vigilant in making the decision. Fortunately, these questions have been the subject of careful research, much of it conducted by Yale University Victor Vroom. Vroom and Yetton

identify three basic alternatives answers to the problem of deciding who decides, with sub-alternatives for two of them. They are the following:-

2.4.7.1 Autocratic

1. You solve the problem or make the decision yourself, using information available to you at that time.

2. You obtain the necessary information from your subordinate(s), and then decide on the solution to the problem yourself. You may or may not tell your subordinates what the problem is in getting the information from them. The role played by your subordinates in making the decision is clearly one of providing the necessary information to you, rather than generating or evaluating alternative solution.

2.4.7.2 Consultative

1. You share the problem with relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make the decision that may or may not reflect your subordinates influence.

2. You share a problem with your subordinates as a group. Together you generate and evaluate alternatives and attempt to reach agreement on a solution. Your role is much like that of chair person, you do not try to influence the group to adopt "your solution and you are willing to accept and implement any solution that has the support of the entire group.

According to McShane and Glinow (2003) there are six conflict sources. They are:

1. communication problems

2. resource scarcity

3. ambiguous rules

4. task interdependency

5. different values and beliefs

6. incompatible goals

For these above conflict sources managers should use:

Win – win orientation: win-win domain believes that the parties in conflict will find a mutually beneficial solution to their disagreement.

Win – lose orientation: win-lose domain is about conflict parties are drawing from a fixed pie, so the more one party receives, the less the other party will receive. However, **lose-lose domain** should not happen.

Griffin (1997) stated the methods of controlling conflict as the following:-

1. One method of controlling conflict is to expand resources base.

2. If managers use an appropriate technique for enhancing coordination, they can reduce the probability that conflict will arise. Techniques for coordination include making use of the managerial hierarchy, relying on rules and procedures, enlisting liaison persons, forming task forces, and integrating departments.

3. Competing goals can also be a potential source of conflict among groups and individuals, managers have to give attention.

4. Managers should try to match personalities and work habits of employees to avoid conflict between individuals. For example smokers and non smokers should not work in one office they may fight.

2.5 Special conflict resolution techniques

Robbins and De Centzo (1998) stated five important conflict resolution techniques that managers should follow:-

1. **Avoidance technique** – conflict is trivial, when emotions are running high and time is needed to cool them down, or when the potential disruption from an assertive action outweighs the benefits of resolution. However, it is better to develop prevention technique.

2. **Accommodation technique** – the issue under dispute is not that important to you or when you want to build up credits for later issues.

3. **Forcing technique** – you need a quick solution on important issues that require unpopular actions to be taken and when commitment by others to your solution is not critical.

4. **Compromise technique** – conflicting parties are about equal in power, when it is desirable to achieve a temporary solution to a complex issue, or when time pressure demand an expedient solution.

5. **Collaboration technique** – time pressure are minimal, when all parties seriously want a win – win solution, and when the issue is too important to be compromised.

Gareth, Jennifer, and Charles (2000) advised managers to follow three important steps:-

- Increasing awareness of the sources of conflict, increasing diversity awareness and skills can help managers effectively manage diversity and resolve conflicts that have their origins in differences between organizational members.

- Practicing job rotation or temporary assignments when a particular member of the organization is not able to do the job effectively.

- Using permanent transfers or dismissals when necessary. That is when the other conflict approaches did not work.

According to Chuck (2003) stated two types of conflicts. Namely: affective conflict (a-type conflict) and cognitive conflict (c-type conflict). Affective conflict ends with a big lose to the organization due to aggression between staff and management or between the organization and its environment. But the cognitive conflict happens due to differences in opinions, experiences, and skills of the managers. Chuck suggests here below some techniques which can help in solving conflict. Devil's advocacy and dialectical inquiry are two methods that introduce cognitive conflict into the group decision making process and other different techniques here below.

2.5.1 Devil's advocacy

Devil advocacy creates cognitive conflict by assigning an individual or a subgroup the role of critic. The following five steps establish a devil's advocacy program.

1. Generate a potential solution

2. Assign a devil's advocate to criticize and question the solution.

3. Present the critique of the potential solution to key decision makers.

4. Gather additional relevant information

5. Decide whether to use, change or not use the originally proposed solution

2.5.2 Dialectical inquiry

This creates cognitive conflict by forcing decision makers to state the assumptions of a proposed solution (a thesis) and to then generate a solution that is the opposite (antithesis) of the proposed solution. The following are the five steps of the dialectical inquiry:-

1. Generate a potential solution

2. Identify the assumptions underlying the potential solution

3. Generate a conflicting counter proposal based on the opposite assumptions

4. Have advocates of each position present their arguments and engage in a debate in front of key decision makers.

5. Decide whether to use, change, or not use the originally proposed solution.

When properly used both the devil's advocacy and dialectical inquiry approaches introduce cognitive conflict into the decision making process. Further, contrary to the common belief that conflict is bad, studies show that these methods lead to a less type conflict, improved decision quality and greater acceptance of decisions once they have been made.

2.5.3 Nominal group technique

Accordingly, the nominal group technique received its name because it begins with "quite time" in which group members independently write down as many problem

definitions and alternative solutions as possible. In other words, the nominal group technique begins by having group members' act as individuals. After, the "quiet time" the group leader asks each group member to share one idea at a time with the group. As they are read aloud, ideas are posted on flipcharts or wallboards for all to see. This step continues until all ideas have been shared. The next step involves a discussion of the advantages and disadvantages of these ideas. The nominal group technique closes with a second "quiet time" in which group members independently rank the ideas presented. Group members then read their ranking aloud, and the idea with the highest average rank is selected. The nominal group technique improves group decision making by decreasing affective type of conflict. However, in doing so, it also restricts cognitive type of conflict. Consequently, the nominal group technique typically produces poorer quality decisions than do the devil's advocacy or dialectical inquiry approaches. Nonetheless, more than 80 studies have found that nominal groups produce better quality ideas than traditional group decisions.

2.5.4 Delphi Technique

The Delphi technique is a decision making method in which a panel of experts respond to questions and to each other until reaching an agreement on an issue. The first step is to assemble a panel of experts. However, unlike other approaches to group decision making, it is not necessary to bring the panel together in one place. Since the Delphi technique doesn't require the experts to leave their offices or disrupt their schedules, they are more likely to participate in the process. The Delphi technique is not an approach that managers should use for common decisions. Because, is a time consuming, labor intensive, and expensive process. The Delphi technique is the best reserved for important

long term issues and problems. Nonetheless, the judgments and conclusions obtained from it are typically better than those you would get from one expert.

2.5.5 Stepladder Technique

The stepladder technique improves group decision making by making sure that each group member's contributions are independent, are considered and are discussed. The stepladder technique begins with discussion between two group members each of who presents to the other; their thoughts ideas and recommendations before jointly making a tentative decision. At each step as other group members are added to the discussion one at a time, like a stepladder, the existing group member take the time to listen to each new member's thoughts, ideas and recommendations. The group then shares the ideas and suggestions that is had already considered, discusses the new and old ideas and then makes a tentative decision. This process (new member's ideas are heard, group shares previous ideas and suggestions, discussion is held, tentative group decision is mad) continues until each group member's ideas have been discussed. For the stepladder technique to work, group members must have enough time to consider the problem or decision on their own, to present their ideas to the group and to thoroughly discuss all ideas and alternatives with group at each step. Rushing through each step destroys the advantages of this technique. Also, groups must make sure that subsequent group members are completely unaware of previous discussions and suggestions. This will ensure that each who joins the group brings truly independent thoughts and suggestions. These great thoughts increase the chances of making better decisions.

2.6 Review

In the reviewed literature above one can understand that conflicts are inevitable and daily happen everywhere and at any organization. Because, people from different backgrounds meet in one organization and these individuals can bring each one his/her own culture and experiences which create clashes between and among others. Therefore, managers are expected to follow conflict symptoms and find possible solutions. There are so many conflict resolution techniques; some of these techniques may not be applicable in all places such as Delphi technique which requires time and cost. Therefore, school managers may take the suitable technique which can help to solve conflicts with the least cost and easier methods. In the next chapter the methods which the researcher has used will follow.

CHAPTER THREE

METHODOLOGY

3.0 Overview

The chapter covers the research design, sampling procedure, sampling, instruments used, validity and reliability of the instruments, data analysis, and review.

3.1. Research Design

This study used survey design, by which it is believed within this method that it can cover all the sites that were going to be visited by the researcher. In the data collection process, the researcher used semi – structured mixed type of questionnaires. Survey design might be less cost than other methods. Therefore, the researcher preferred to use it to cover different schools as samples to generalize the rest.

3.2. Sampling Procedure

In Kampala district there are some top ten private secondary schools from a total of thirty private secondary schools. The researcher randomly selected five schools from the Ministry of Education and Sports list of private secondary schools in order to save time and cost. Moreover the researcher took randomly selected respondents from teachers and students.

3.3 Sample

The participants or respondents of this study were teachers and students a total of 80 respondents. Six teachers including the head teacher were selected, and ten students were also selected as samples from each school. Out of the mentioned respondents; 17 female teachers and 13 male teachers have participated as respondents. From 50 students 25 of them were females.

3.4 Instruments

The most appropriate instruments the researcher used were questionnaires. Within this instrument the researcher believed that questionnaires were the most reliable instrument to get the necessary information from the respondents without fear, it saved time and less cost than other instruments. Each respondent was provided a chance to express his/her ideas freely in the provided space without any fear.

The questionnaires for teachers and students on conflicts and their resolution strategies:

The purposes of these questionnaires were to get the idea of teachers and students so that would help the researcher to come out with the report. The questions in the questionnaire were semi-structured. There was a blank space for extended questions, choices, and short questions.

3.5 Validity of the Instruments

Validity of the questionnaires were checked by discussing with my supervisor Rev. Dr. Ninan Mattattical Chandy using Likert's scale namely: not relevant (NR), somehow relevant (SR), quite relevant (QR), and very relevant (VR), and the Content Validity Index was 0.82, therefore, according to Amin (2005) for the instrument to be accepted as valid, the average index should be 0.7 or above. Therefore, the questionnaires were valid. (For the calculations see APPENDIX C)

3.6 Reliability of the Instruments

Reliability of both teachers and students instruments was established through a test-retest method. The researcher conducted a pretest for the two questionnaires in Mbogo secondary school. And a retest was conducted after two weeks in the same school to the same respondents and it gave the same result. This could show the consistency in the reliability. Therefore, the instruments were valid.

3.7 Procedure

When the proposal was approved and questionnaires' validity and reliability were checked by the supervisor, the researcher was given an introduction letter from the Associate Director of the School of Post Graduate Studies and Research to the scope where the research was done. The researcher distributed 80 questionnaires in the five randomly selected schools to the randomly selected respondents. After the data collection was carefully done with the presence of the researcher, then data organization followed

manually and it was done precisely. After the researcher has organized the data in a proper way, interpretation was followed, and ready for analysis.

3.8 Data Analysis

This study applied both qualitative and quantitative methods for the data analyzing. As qualitative method; the size of the finding was reduced to be appropriate and easy for readers. Pie charts, tables, figures, and percentages were used to present and analyze the data in appropriate way. The data was analyzed using statistical functions in Microsoft Excel. The researcher has chosen to utilize Microsoft Excel software as a tool for analyzing the data and it was reliable and accurate in analyzing the data. In addition the researcher was very proficient in the analysis software and was able to achieve optimal results when analyzing the data.

3.10 Review

The researcher used randomly selected respondents from randomly selected private secondary schools in Kampala. Eighty questionnaires were distributed to the respondents of both sexes, however, female participants were 42 and 38 were males. Survey design was used to collect the data, and the data organization was done manually. The data was interpreted and analyzed accurately. Qualitative and quantitative methods were used to analyze the data. In the next chapter the finding of the study follows.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION, AND ANALYSIS

4.0 Overview

This chapter covers background information of teachers and students, data presentation, critical data interpretation and analysis, and review.

Table 4.1 Students' background

Age group	Sex	Frequency	Percentage %
10 – 20	25 F	43	86
21 – 30	25 M	7	14
>30			
Total	50	50	100

Table 4.1 shows the students' background information. 86% of the respondents were between 10 and 20, and only 14% were aged from 21-30 years. Regarding the sex of the respondents 50% were females and the rest 50% were males. This implies there was an equal participation of both males and females. Therefore, the researcher was able to get reliable information from the respondents without any bias.

Table 4.2 Teachers' background

Category	Frequency	Percentage (%)
Age		
20-30	24	80
31-40	5	16.7
41-50	1	3.3
51 and +	0	0
Gender		
Male	13	43.3
Female	17	56.7
Educational Qualifications		
Masters	0	0
Bachelor	23	76.7
Diploma	7	23.3
And Others	0	0
Experience		
< 5 years	25	83.3
5-10 years	5	16.7
> 10 years	0	0
Teaching performance		
Part time	12 males	40
Full time	18 females	60

Table 4.2 indicates the background information of the teachers. This clearly shows that 56.7% of the respondents were female teachers and 43.3% were male teachers, out of these number 80% were aged 20-30, 16.7% of the respondents were between 31 and 40, while 3.3% were from 41-50 years. Qualifications of the respondents' show 76.7% were Bachelors degree holders and 23.3% were diploma holders. Experiences of the respondents clearly indicate below five years which were 83.3%, and 16.7% were having an experience of ten years and below. 60% of the respondents were female full time teachers.

In table 4.2, female teachers dominate when compared to male teachers. This can be due to many factors and some of them could be:

1. Usually female teachers are less aggressive than male teachers

2. Female teachers are expected to be positively interactive during conflicts

3. School managers prefer female teachers to rival male teachers

4. The less qualified female teachers are full timers because they are less paid and more obedient.

5. Old female teachers are more needed in the schools because they can deal with children with compassion and fair treatment.

The above five points can be taken as conflict awareness and conflict prevention but not conflict resolution and creation of conflict free environment. In addition this can encourage the appearance of superiors and inferiors and not consultation and participation in decision making.

4.1 Research question 1: What are the main causes of conflicts in schools and the ways of solving them?

Research question one is derived from objective one and the respondents were asked many questions that answer the research question and some other questions which are supplementary to it.

Table 4.3 Diversity among students

Options	Frequency	Percentage (%)
Yes	43	86
No	7	14
Total	50	100

Table 4.3 shows the students' responses whether diversity causes conflicts or not; and majority of the respondents answered "Yes" which was 86% of the respondents and those who answered "No" were only 7 that is 14% of the respondents from the total of 50 students. The researcher also agrees that when different individuals from different backgrounds come to one place to share common school culture, naturally conflicts can happen based on the perceptions, feelings, beliefs, attitudes, and culture of the individuals. Finally misunderstanding may arise according to those social values of the students and this misunderstanding may lead to conflicts.

Table 4.4 Shortage of class equipment

Options	Frequency	Percentage (%)
Yes	45	90
No	5	10
Total	50	100

In table 4.4 the students were asked whether shortage of class equipment or materials causes conflicts or not, 90% of them have answered "Yes" while 10% said "No". The total number of the respondents was 50 students. This clearly indicates that there is a critical gap of school materials in private schools and this is one of the main sources of conflicts in schools. Provision of materials might be costly for private schools because their income depends on the school fees and moreover schools give lion share to their income and give little to school materials. However, the source of income needs strategy to ensure the continuity of the income and this strategy may include adequate provision of school materials for both teachers and students. When there is a critical shortage of school materials, students may create conflicts within the class or the school and finally this may hinder the school activities. Concerning this shortage of school materials the researcher has also observed some students sitting on the floor in one of his targeted schools while the school was quite populated. There could be misapplication or inappropriate use of the school income.

Table 4.5 A teacher's low performance or overloading in teaching.

Options	Frequency	Percentage (%)
Yes	28	93.3
No	2	6.7
Total	30	100

The above table 4.5 indicates the teachers' view on the low performance or overloading in teaching can cause conflicts, and 93.3% of the respondents have said "Yes" while the rest 6.7% said "No", the total of the respondents was 30 teachers. That implies some teachers are not very serious in their performance there is interdependency among teachers on "who could do the substitution for the other". This could be because most of the teachers are part timers who move from one school to another. Part timer in one school is also a part timer in another school. Therefore, one may leave his task to another teacher and may run to the other work place. Surely one of the colleagues would be affected and this may create some sort of feelings internally. But this negative feeling may not last longer inside but one day will erupt and may pour the unneeded words that kept for longer time. Finally, there will be a rough relationship between a teacher and another teacher; this bad or negative relation can affect the whole school.

Table 4.6 Payments based on experience only

Options	Frequency	Percentage (%)
Excellent	12	40
Very good	7	23.3
Good	7	23.3
Fair	2	6.7
Poor	2	6.7
Total	30	100

The above table 4.6 shows the teachers' view on the payments whether they have to be done based on qualification or experience. From the above result if we add the excellent (40%), very good (23.3%), and the good (23.3%) we get a total of 86.6%. this implies majority of the respondents reject payments based on experience only. According to the researcher, experience and qualification are inversely related in many instances. Because, many schools keep experienced teachers as permanent or full timers but actually they are less qualified academically. Experience alone cannot serve the school but qualified teachers with some experienced teachers beef up academic standards in schools. Many teachers complain of their payments and the way they are paid. When a qualified teacher is less paid and he or she perceives negligence by any means, then of course, the atmosphere of conflicts exists although it is in its silent form. It is well known that a

teacher who is not satisfied by his payments cannot feel happy, and this is what is called

hidden conflict, it will take time but one day it will explode with bad consequences.

4.2 Research question 2: What is the role of school management and its influence in conflict resolution?

The research question is derived from objective two and there are some questions that

answer this research question.

Table 4.7 Timely payments of teachers' salaries

Options	Frequency	Percentage (%)
Excellent	15	50
Very good	6	20
Good	3	10
Fair	3	10
Poor	3	10
Total	30	100

Table 4.7 indicates respondents view payments on time for managers to avoid conflicts.

Majority of the respondents agreed on the point that 50% answered excellent, 20%

answered very good, 10% answered good, and 10% answered poor. If we take the sum of

percentages that answered positive together would be 80%, and 20% of the respondents

disagreed. This implies teachers are getting paid their salaries late. Any employee does a

certain job to get something to cover his/her basic needs. As it is said "a hungry man is

angry" a teacher cannot do his or her task effectively and heartily unless payments are fair and on time. Unhappy teacher produces little, and non cooperative. More absenteeism and less participation in the school activities can be some of the symptoms of unhappy teacher. The result of this is conflict and most probably the school loses important teachers. Therefore, for a manager to treat these symptoms, he or she needs to have his own approach or technique to avoid conflicts.

Table 4.8 Head teachers' management of conflicts

Options	Frequency	Percentage (%)
Strongly agree	5	6.25
Agree	10	12.5
Disagree	25	31.5
Strongly disagree	40	50
Total	80	100

The above table 4.8 indicates respondents view on conflict management whether a manager can solve conflicts alone or not; most of the respondents strongly disagreed which was 40%, those who disagreed were 31.5%, from the total of 80 respondents 71% in generally disagreed but the rest of 29% agreed. This clearly implies that there is a need to participate in decision making from both the teachers and the students. They may think they would do a better job in conflict resolution and prevention. Students and teachers may feel neglected when decision making is cooked behind doors. However, the

researcher disagreed to some extent. There are some issues may need the head teacher alone to be involved; and this issue might be confidential and no body was having the right to be there. Consultative conflict resolution system is very fruitful that everybody in the school system feels important and responsible. Here we have to think a bit in what the manager solves and what he/she can not, conflicts are of many types and managers solve conflicts of less affect and possible to solve. For example, a school manager cannot do a job of court or police. If someone has murdered students or raped, this is typical police issue. When a teacher was absent for a week and he was called to attend a meeting and never came, then this is a school conflict and possibly resolves.
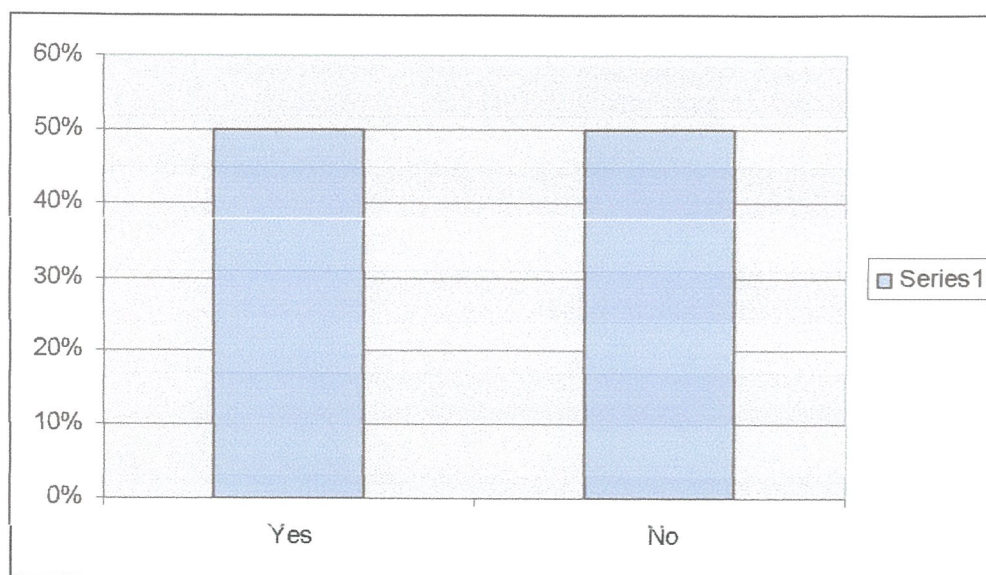
Fig2: Hidden conflict of a teacher

The teachers were asked on how to deal with hidden conflict of a colleague teacher and the purpose was to know how teachers deal with one another. The responses were divided into two, 50% of them have answered "Yes" that there must be something wrong and that

teacher should be asked about what happened to him or her. While the other 50% of the respondents have answered "No", the teacher's behavior determines his/her personality. Therefore, it is not necessary for one to ask or intervene in the welfare of the other teacher. The researcher also agreed with the second group who believed in inquiring the problem with the teacher.

Table 4.9 Rigidity of head teachers in schools

Options	Frequency	Percentage (%)
Strongly agree	11	22
Agree	22	44
Disagree	7	14
Strongly disagree	10	20
Total	50	100

Table 4.9 indicates the students view on whether teachers and head teachers should not be soft towards their students. 22% of the respondents strongly agreed, 44% of them agreed, 14% disagreed, and 10% strongly disagreed. This implies that most of the school conflicts are initially started from the students either directly or indirectly. The researcher agreed that there must be clear rules and regulations that can control the school community.

4.3 Research question 3: What are the roles of teachers and students and their effectiveness in settling conflicts?

The above research question is derived from the objective three and the respondents were asked many questions that answer this research question.

Table 4.10 Teachers' control of conflicts

Options	Frequency	Percentage (%)
Strongly agree	10	33.3
Agree	9	30
Disagree	8	26.7
Strongly disagree	3	10
Total	30	100

Table 4.10 shows teachers' responses on whether teachers have to settle conflicts themselves and reporting details to their head teacher. The respondents' view indicated that majority of the teachers agreed, if we just add the positive answers in one point (33.3% strongly agree, 30% agree) the sum gives us 63.3% agreed that teachers should solve their disputes themselves but the remaining 36.7% disagreed and strongly disagreed. This implies that teachers need to solve their disputes themselves without the head teacher.
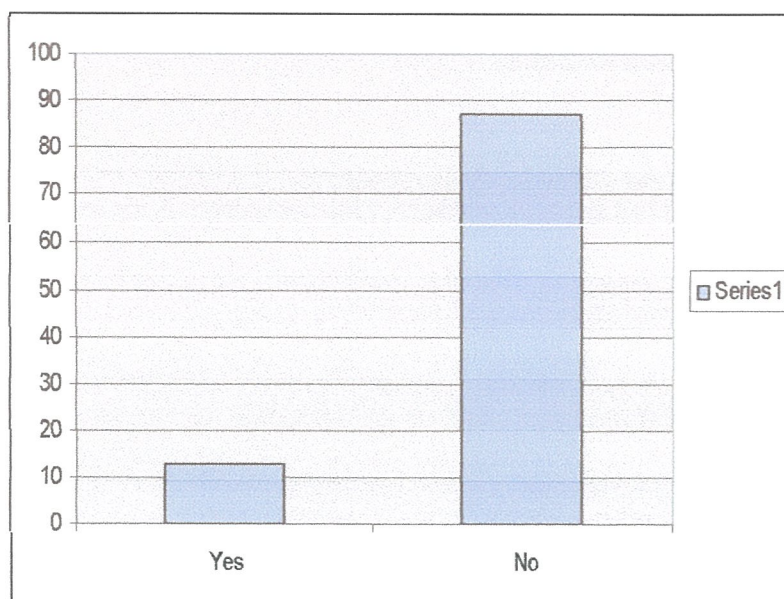
Fig3. Teachers' contribution to school materials

Figure 3: shows the teachers view on contribution to provide school materials. 87% of the respondents have said "No" while 13% said "Yes". This implies that majority of the teachers might be part timers and not willing to contribute anything as far as school materials is concerned. The researcher here strongly disagreed that teachers have to contribute when there is a need in the school. Private school's resources are limited and deeply dependent on the students' fees and other shareholders. There are a lot of things the school does not provide for each and every teacher. For example, teachers share office equipment without them no job would be done; such as minor things like chalks, markers, charts, dusters, and pens and pencils for teachers. These things may not be available always or at least one day a teacher misses a chalk or a pen in the office. Here, it is better to buy at least one for him to mark the assignments. In this point, we mean by contribution, anything that a teacher offers to the school, not necessarily to be cost materials. Teacher's contribution to participate in provision of school materials or any

other important items would be very important. Firstly, a teacher feels responsibility and keeps things against damage well. Secondly, provision of materials can guarantee the school's continuity as far as conflicts and their causes are concerned. Thirdly, contribution gives strength to the relationship between teachers and head teachers. Finally, conflict free environment can exist when the shortage of school materials is covered and the income of the school increases because many things are bought through the contribution of the teachers.
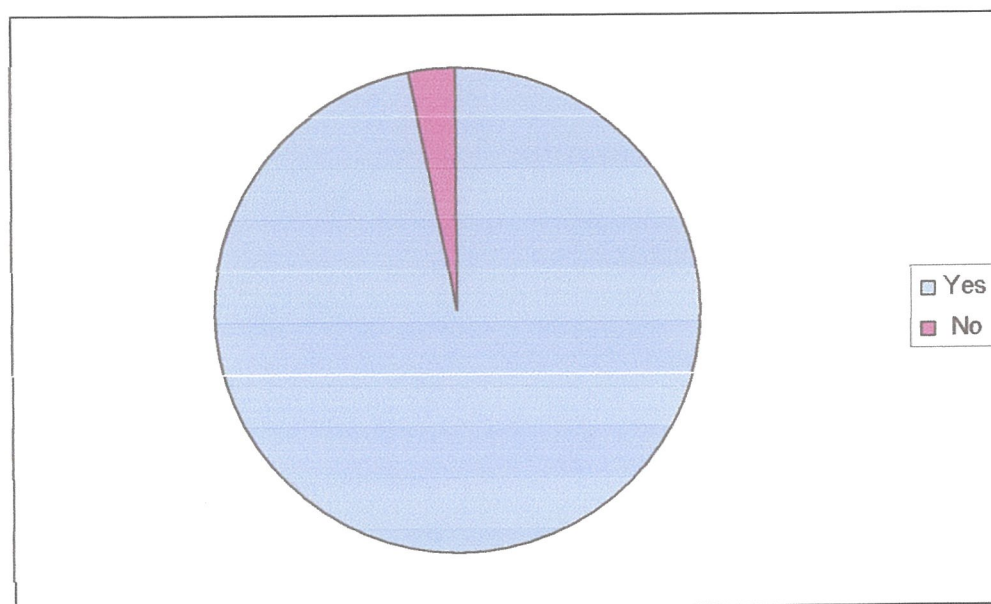
Fig4. Undermining and gossip in schools

The above pie chart indicates teachers' view on the conflict causes whether undermining and gossip creates problem; majority of the teachers have answered "Yes" those who answered "Yes" were 97% and those who answered "No" were 3%. This implies that how badly affected are the schools from this symptom. The researcher also agreed that many conflicts can be generated from gossip and undermining among teachers regardless

of how minor are these. When someone back bites another one, it means there is a negative case between them. Conflicts are not accidents but a negative process which roams slowly from one stage to another and every stage has its own causes, symptoms, reasons, and situations. One of these negative stages of conflict could be gossips or undermining, despising someone, or even deceiving; and these are against achieving of the educational goals and actual discrepancies in many organizations. If I were a teacher in a certain school where a teacher colleague was undermining someone, I would not enjoy that session but simply ask about the cause and reason of that words said privately.

Table 4.11 Students' conflict awareness

Options	Frequency	Percentage (%)
Yes	46	92
No	4	8
Total	50	100

Table 4.11 shows students' view whether they should tell their teachers whenever conflict sign emerges. Most of the students said "Yes" that is 92% while the others 8% said "No". The researcher also strongly agreed with those who have answered "Yes". Because schools are populated with students and it's they that see what wrongs are going in side the school, but this can depend on the relationship between teachers and students. If the relationship between and among teachers and students is bad, there will not be any cooperation to control conflicts but this bad relationship in itself is a conflict presence. Some students may organize strikes, demonstrations, and other illegal actions in side

schools and these actions at first can start from very minor discussions, rumors, gossips, and then it can be developed to major conflicts that hinder the school activities. In such cases at least some students may tell their teachers on what was going on if they trust each other. It is advisable for managers and teachers to listen carefully whenever their students complain of negative situation in the school. Giving deaf ear to any grievance may lead to destruction.

4.4 Research question 4: How are conflicts handled and what are their consequences in the school system?

Research question four is derived from the objective four and the respondents were asked many questions who answered the above research question.
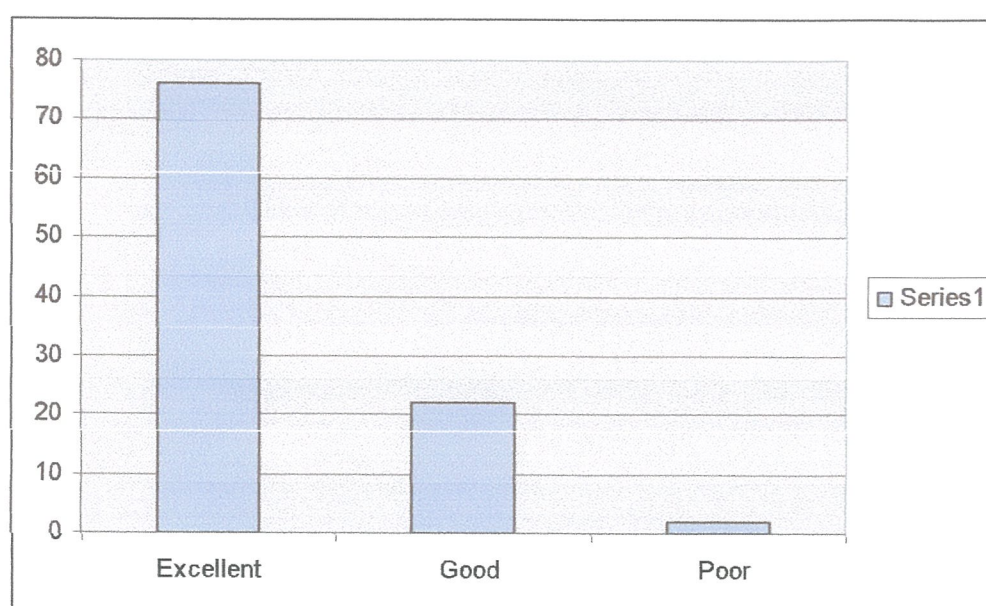
Fig5. Discipline committee in schools

Figure 5 indicates respondents' view on whether disciplinary committee should include teachers and students. Majority of the respondents have agreed that there should be participation in forming disciplinary committee. Those who have answered positive

(excellent 76%, very good 14%, and good 8%) were 98% and those who have answered negative (fair 2%, poor 0%) were only 2% have said having disciplinary committee is not necessary. The researcher also agreed that there must be disciplinary committee which controls the school's conduct. Disciplinary committee develops special conflict resolution techniques and gradually acquires the experience of settling conflicts. According to Lumu, the head teacher of Kansanga secondary school (personal communication, July 28, 2008) has said that "The only problem facing private secondary schools was the lack of discipline committee". It is very clear that there is a need of disciplinary committee in private schools. Disciplinary committee can be formed by more than an individual to consult each other in what's and how a technique of conflict resolution and that is much better than one individual's approach.

Table 4.12 Teachers' personality

Options	Frequency	Percentage (%)
Strongly agree	15	50
Agree	13	43
Disagree	2	7
Strongly disagree	0	0
Total	30	100

In table 4.12 the teachers were asked about understanding the personality of a colleague teacher to avoid conflicts. From the above if we sum up the positive answers; 50% of the respondents have strongly agreed that understanding of a colleague's personality is very

important, 43% also agreed, only 7% disagreed. The researcher also strongly agreed that understanding the personality of a colleague is the best way to avoid conflicts. Some teachers are moody one day you might find him joking and playing and the next day you see him/her furious and unhappy. Therefore, for a manager has to understand the personality of his/her subordinates and teachers also need to understand their head teacher's behavior. It is very advisable for head teachers to understand the behavior of their subordinates and not to touch the feeling of any body when that person was in a bad mood. There might be external factors such as family problems, business, and others might be disturbing that teacher.

Table 4.13 Conflicts hinder Teaching - learning process

Options	Frequency	Percentage %
Strongly agree	10	33
Agree	17	57
Disagree	2	7
Strongly disagree	1	3
Total	30	100

Table 4.13 shows teachers' view who were asked about whether conflict management could be effective in teaching learning process. 33% of the respondents have agreed strongly, 57% of them have agreed also, 7% disagreed, and 3% have strongly disagreed. The researcher also agreed very well, that conflicts can hinder the teaching-learning

process because, conflicts create confusion, immorality, frustration, hatred, and defection in the school system. Here we can mention very common problem of schools that the school which its students are in strikes cannot function. Teaching – learning process to be effective; teachers, head teachers, and students must have strong relationship and have to cooperate against conflicts. Good relationship can stop strongest strikes and crises could have happened. Conflicts at first can start in schools but later they can affect the whole community and the nation. Therefore, there should be quick responses and awareness when negatives are seen in school system. Minor conflicts should not be given little attention because one day these may develop to problems, crises, and then to total destruction of the nation. Conflicts cannot end by demonstrations or strikes but they can take human lives too.

Tables 4.14 Conflict registration in schools

Options	Frequency	Percentage %
Yes	69	86
No	11	14
Total	80	100

Table 4.14 shows the students and teachers were asked about whether conflicts to be registered or not. Majority of the respondents have answered "Yes" that was 86% from the total respondents of 80 individuals. Out of that number only 14 % responded "No" to conflict registering. The researcher also said "Yes" for registering conflicts in the school record system. There is no one who can stay longer in one position, that is, one day a head teacher may leave office by promotion, retirement, death, or dismissal and if

conflicts were not registered the new comer who replaces the former head would not know what was happening in the school system, unless conflicts are recorded. Registering conflicts can help the school not to come across the same mistakes, the conflicting sides will be vigilant not to repeat that event again, and from conflict resolution and registration of the techniques will help the concerned parties to refer the records. Promotion and dismissals can be done based on the school record. If one teacher deserves promotion the school record must be clean, for a teacher who has raped his student is not clean. Therefore, school records are very important so that managers can control the behavior of their subordinates, and any one who wants to know about Mr.X who was teaching in that school easily can be tracked who he/she was by referring to the school record.

4.5 Review

The chapter covered the background information of the teachers and students, the field data was clearly presented in tables, figures, and pie charts that were used to illustrate the respondents' view on the asked question about conflict causes, management roles in conflict resolution, teachers' and students' role in conflict resolution. The finding revealed that there is a critical shortage of school materials, lack of discipline committee, managerial monopoly of power and wealth, lack of conflict resolution techniques, and lack of conflict record systems were the main problems in private secondary schools. In the next chapter discussion, conclusion, and recommendations of the study following.

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.0 Overview

This chapter covers discussions of the findings, recommendations, conclusions, and topics for further studies.

5.1 Discussion

Research question one: What are the main causes of conflicts in schools and the ways of solving them?

The above research question derived from objective one, and there are some questions which answer this research question. As the result of this finding indicates, the most common conflict sources were diversity, shortage of school materials, and interdependency among the teachers.

Diversity

It is very clear that the students who are in school are not from one background but they are from different backgrounds, cultures, beliefs, attitudes, behaviors and so on. These differences normally can create conflicts among students and teachers. Every school has its own culture until someone adapts that school culture to uniform their understandings through following the school rules and regulations may take time. Therefore, it is this time conflicts usually happen. If someone thinks that he is mistreated because of his

background, then the conflict will happen. There are some scholars who gave their comments on diversity and its consequences.

The finding of this study is similar to Griffin (2002) who has said diversity and multiculturalism would be the main causes of conflict. Because, there will be misunderstanding, misinterpretation, and inappropriate interactions between people of different groups.

Again, the result of this finding agrees with Stephen and David (2001) who have said, conflict perceives incompatible differences resulting in some form of interference or opposition. If people perceive differences, then a conflict state may exist.

Therefore, if someone thinks of differences or a certain case happened to him or her because of his background culture, religion, and ethnicity and so on, of course there will be a conflict. And the most common cause for conflicts in school can be miscommunication, misunderstanding of each other, and then can be resulted in conflicts.

Shortage of class equipment

The students were asked about whether shortage or material scarcity causes conflicts or not, majority of the students have answered "Yes" and this is very true that when there is no enough seats in class rooms the students may compete to who sits first and this clearly creates problems among students. Even material scarcity can cause conflicts between teachers. If two teachers share one office key and one of these friends does not come to office having the keys with him and the other one has very important work to be done in

the office, then of course, he will not be happy and finally this can be the main cause of their disputes. Another example is, sharing of cupboards among teachers in schools is common in many schools and this also might cause conflicts.

This finding agrees with Chuck (2003) who has said "conflict may happen due to different reasons and causes by starting from the different experiences of individuals, resources sharing among and between staffs and departments, bad management and poor performance of staff can be a cause for a conflict to happen".

Sharing of resources is meant material shortage and this is the main conflict cause in many private secondary schools. The finding is supported by McShane and Glinow (2003) who have mentioned in their book six conflict causes, some of these are communication problems and resource scarcity.

Teachers' low performance or overloading in schools (interdependency)

The teachers were asked the above question and almost all of them have said a teacher's low performance or overloading in teaching causes conflicts. This is true that some teachers are good enough to receive salaries but they perform poor in the school. Some of them may have two or three jobs in different places as he or she is a private part timer teacher leaves his job to a colleague, but when this dependency breaks records the other teacher may not tolerate. At least one of the teachers will be badly affected because he or she would be loaded with all periods his and the other absent teacher's classes. This dependency creates serious conflicts between the two friends and as a result of that the

school will be affected negatively. There will not be anymore cooperation between these two teachers and when the relationship between teachers becomes bad or negative, then the school will lose.

The result of this finding is similar to Gareth, Jennifer, and Charles (2000), explained organizational conflict as a discord that arises when the goals, interests or values of different individuals or groups block or thwart each other's attempt to achieve their objectives.

It is very clear that when a teacher is overloaded with class activities he or she may think his/her interests are blocked because every teacher has his own goals and objectives. For example a head teacher assigns to one of his subordinates more classes so that not to work in another place, that teacher will think his interests are opposed and there will be the state of conflict with the head teacher.

Again the finding agrees with Schermerhorn (2001) that role ambiguity sets the stage for conflict. Unclear job expectations and other task uncertainties increase the probability that some people will be working at cross-purposes, at least some of the time and this may cause conflicts.

McShane and Glinow (2003) have also said "interdependency" is one of the conflict sources in organization. Therefore, tasks should be done clearly.

Research question 2: what is the role of school management and its influence in conflict resolution?

The above question is derived from objective two of the research, and there are some questions that answer this research question where the respondents were asked.

Timely payments of teachers' salaries

The teachers were asked the above question and the majority of them have agreed that salary should be paid on time. It is very clear that no teacher works for promises and for nothing. A teacher has many problems to solve using his money therefore, when payments are late or uncertain of course there will be a conflict between the teachers and their head. We see many universities and schools run strikes over salaries delaying and missing. Managers are advised not only to solve problems but also to avoid them. And one of these avoidance tactics is giving salaries on time to escape conflict cause.

The finding agrees with Robbins and De Centzo (1998) that managers can follow five important conflict resolution techniques and one of them is Avoidance Technique – conflict is trivial, when emotions are running high and time is needed to cool them down, or when the potential disruption from an assertive action outweighs the benefits of resolution however, better to develop conflict prevention technique. Every manager could have his/her own technique to prevent conflicts, but it is well advisable for managers to avoid conflicts using different personal techniques.

The finding also agrees with Gareth, Jennifer, and Charles (2000) who have said "there should be increasing awareness of the sources of conflict" therefore, salaries or money are one of conflict sources and for managers they have to increase awareness and avoid it.

Managers' control of conflicts

The respondents were asked whether conflicts should be controlled by the head teacher only, and most of the teachers and students have disagreed that, managers to solve conflicts alone. Here we can observe two contrary points, firstly, not all conflicts are participatory some of the conflicts need confidentiality and may need the manager to solve it alone. For example suppose a teacher raped his student and the girl came to the head teacher and reported the incident, in this case, is it advisable for the manager to publicize the issue? I don't think so. Therefore, to keep the dignity of teachers and the school, the head teacher tries to handle the case either to police or solves with the parties to whom this case concerns. Secondly, it is true that there must be teacher- student participation whenever non confidential conflicts happen. For example teachers are not paid their salaries and planning strikes, in this case the issue can be taken seriously and a meeting with a committee or with the teachers will be done.

This finding agrees with Hampton (2002) in the process of decision making, there is, as has been suggested, a managerial choice to be made about how a problem is to be solved as distinguished from the solution to be adopted. A manager has to follow one of these ways.

Autocratic Approach

1. You solve the problem or make the decision yourself, using information available to you at that time.

2. You obtain the necessary information from your subordinate(s), and then decide on the solution to the problem yourself. You may or may not tell your subordinates what the problem is in getting the information from them. The role played by your subordinates in making the decision is clearly one of providing the necessary information to you, rather than generating or evaluating alternative solution.

Consultative Approach

1. You share the problem with relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make the decision that may or may not reflect your subordinates influence.

2. You share a problem with your subordinates as a group. Together you generate and evaluate alternatives and attempt to reach agreement on a solution. Your role is much like that of chair person, you do not try to influence the group to adopt "your solution and you are willing to accept and implement any solution that has the support of the entire group.

Hidden conflict of a teacher

The view of the respondents in the hidden conflict was consultation and approaching the teacher to know the exact problem. However, some of the respondents have clearly said that it was a private problem and no need of manipulating it. True that, it is a private problem but certainly one day it will affect the whole school community without any differentiation. The silent teacher who never talks with any body is in a conflict state regardless with whom.

Here, there is one very logical point regarding conflicts. Most of the people may expect conflict as fighting, clashes, abuses, or rude expression. But one can see a colleague unhappy without any clash between him and others. Someone might be angry from a certain thing or individual in the school but you find him simply keeping silent to avoid further quarrels. This might be in the first stage but later on as a colleague you can understand that he was not in a normal situation. In this instance that teacher is in a situation of conflict. Therefore, a manager has to deal with this teacher gradually. When we say gradually it means a manager may deal with his/her colleague teacher with care because he/she is in a bad mood. If he/she was asked strongly, the answer might be very rude. The gentle man might have a quarrel with his beloved one at home and he may import the conflict to the school community. So that managers should be careful in dealing with silent teachers who look unhappy in that particular day. Until he/she cools down, everybody should avoid negative contacts with him/her. Sometimes it is good for unhappy teacher from a certain situation to keep quiet for a while because this can be as

self controlling system to escape frictions with others. In these cases, managers may track the exact problem causes and try to solve as much as they can.

As a manager, you cannot judge when someone is in a silent mode and you cannot know what was the exact cause and sometimes prediction can mislead you. The only best solution is to sit down with the teacher when he/she was in a normal situation to discuss the causes and about the possible solutions. Conflicts are with many faces some of them are silent and no body hears someone shouting. Therefore, there is a need to manipulate the issue with the unhappy teacher.

This finding agrees with Kinicki and Williams (2003) that by the term "conflict" many people envision shouting and fighting. But a manager, during a typical workday, you will encounter more subtle non violent types of conflict: opposition, criticism, and arguments. Thus a definition of a conflict seems fairly mild. Conflict is a process in which one party perceives that its interests are being opposed or negatively affected by another party. Conflict is simply a disagreement, a perfectly normal state of affairs.

Research question 3: what are the roles of teachers and students and their effectiveness in settling conflicts?

The above research question is derived from objective three of the research and there are some questions that answer this research question where the respondents were asked.

Undermining and gossip among in schools

The teachers were asked whether gossips and undermining are the real causes in schools and the need to track the cause to solve the problem. Majority of the teachers have agreed that these symptoms of gossip and undermining are the real problems and should be solved. Here what we have to remind is, there is no conflict without a cause and there is no cause without defect from one side. Therefore, when someone blames the other without a fact there is a gossip stage where someone stands on it without any real facts to persuade. As the finding indicates; many of the conflicts in private schools start from gossip and undermining of each other. The opposite statements of gossip and undermining are facts, convincing, persuading, confronting, and discussion. A manager must be transparent in order not to be blamed. And for the subordinates they must develop evidences and facts when there is a defect from one side.

According to my understanding as far as the word gossip is concerned it seems to me that it is said when someone is not able to confront face to face and have discussion or argument on the disputed issue with the other colleague. In such situation teachers have to have the equilibrium in dealing with such issues. One first may listen to what is said then he should have the right positive response; otherwise he would be affected or blamed when the other side hears this. From these we can understand that gossips lack facts and rely on uncertain words that cannot be answered with evidence.

The finding agrees with Maicibi (2005) who has said that if conflicts are not managed carefully, the consequences will be an obstacle to educational goals to be achieved. Any

good leadership at any organization tracks whenever symptoms which lead to conflicts emerge, and finds a solution quickly regardless of how minor are these symptoms. Because, any conflict at first starts as minor verbal attacks, gossip or undermining of each other between staff individuals and then can be developed to major crises that can threat the organization's success.

Research question 4: How are conflicts handled and what are their consequences in the school system?

Research question four is derived from the objective four and the respondents were asked many questions who answered the above research question.

Disciplinary committee in schools

As the finding revealed there is no discipline committee in private secondary schools. Yes, there is a need to overcome conflicts peacefully. However, conflicts need experts who solve with the easiest ways and without harming someone, or doing in favor of someone or against other one. Therefore, there must be participation from teachers and students in conflict resolution and conflict prevention. Having disciplinary committee not only helps in conflict resolution, but also it helps to prevent conflicts in schools. When we want to solve any conflict, the individuals who participate in conflict resolution should be accepted by the antagonistic sides.

The finding agrees with Danesh and Danesh (2002), that conflicts can be large and complex (macro) or small and contained (micro). They may be intractable and enduring

or open to quick and easy resolution. They may involve a few, easily identifiable individuals or entire populations, the key actors of which are hard to identify Conflict – Free Conflict Resolution (CFCR) perceives that managing conflict requires individuals to have a framework which can be creatively dynamically and contextually adapted to different circumstances.

Conflicts hinder teaching – learning process

The teachers were asked whether conflicts hinder teaching - learning process, and majority of them have said "Yes" conflict free environment is needed and "No" for conflicts in schools. It is accepted that conflicts can hinder school's activities. Teachers who are in strikes cannot teach or even cannot come to school. When no teachers are in schools it means that institution is no longer called school. Therefore, what is needed is conflict resolution but not conflict elimination, because not all conflicts are bad.

The finding agrees with Maicibi (2003), that conflict is natural and inevitably present because it is a process that begins when an individual or group feels neglected by another or simply feels that his (their) interest are thwarted by another person or group. In any organization, an effective administrative leader does not wish it away, but directs it towards purposeful ends. Conflict has its own advantages for the organization in that it makes the organization's personnel as well as leadership to take a critical look at itself. From conflicts emerge new ideas which can be used for the improvement of the organization.

The finding also agrees with McShane and Glinow (2003) stated that conflict increases frustration, job dissatisfaction, and stress. In the longer time such conflict leads to increase turnover and absenteeism. Employees who are more confrontational and less diplomatic also tend to escalate conflict. However, task related conflict is potentially healthy and valuable because it makes people rethink their perspectives of reality.

5.2 Conclusion

Based on the results of this research, that, private schools do not have harmonized conflict resolution techniques as governmental schools do and there is a need to overcome conflicts and replace a peaceful environment in the school system. As it was already in the research questions and objectives set; that conflict causes must be tracked to enjoy conflict free atmosphere in schools, managers are responsible for any school activities and the role they play in conflict resolution should be positive. Managers had two ways to follow conflict resolution; either to be autocratic to solve the conflict, or consultative and let to include teachers and students in conflict resolution system. But consultative methods of conflict resolution are better than autocratic methods. There was a clear message from teachers and students to participate in decision making. The rougher the relation between teachers and students, the more conflicts and failures will be in the school system. There is a big gap in schools that private schools lack conflict management experts or committees and most of the conflicts are handled poorly, and as a result of that conflict eruption was seen in many private secondary schools. The result clearly indicated the role of managers, the role of teachers and students, and conflict handling system in schools. Majority of the conflict causes in schools were due to

resources scarcity, management's monopoly of power in their hands, fiscal resource mismanagement, and poor treatment. Therefore, based on the finding of this study the researcher gives his recommendations.

5.3 Recommendations

The researcher would like to recommend the following points:

1. Discipline committee – private schools do not have discipline committee according to the result of the study. There should be disciplinary committee to control any odd actions in the school. The committee should include representatives from students, teachers, and parents.

2. Bursars or financial managers should be separated – according to the finding of the study there was no separate finance management than the actual executive management of the school. The head teachers or managers of most of the schools have all the money and the power in their hands and this was one of the common conflict sources. Therefore, there must be clear role of School Managers and Bursars.

3. Resources scarcity – many of the conflicts were derived from shortage of school materials. There is no school which functions properly when school materials are not provided. Therefore, there should be adequate materials provision as much as possible. Managers have to know that when the school materials are scarce, the

income of the school will be less because some students may leave the school. Therefore, school materials must be adequately provided.

4. Payments – one of the common conflict causes is payments of teachers. Teachers work in school to get money to cover their needs. Therefore, payments should be done according to the performance of the teachers and it should be on time and there must be transparency in fiscal resources.

5. Direct inspection of Ministry of Education and Sports – private schools are established to serve the nation in a better way through provision of quality education and assisting the community by expanding the education to ensure all students to get a chance of education equally. However, conflicts and mistreatments of teachers are common phenomena in private schools. Therefore, there must be coordination between Ministry of Education and private schools.

6. Fair treatment – money is not the only item that motivates teachers but only good human relation can push the school system forward. Schools should introduce at least conducive environment for education for both teachers and students. Conflicts should not be avoided but they have to be solved and to turn conflicts to constructive path rather than challenging them. The relation of the teachers and the students determines conflict paths whether to be destructive or constructive, functional or dysfunctional. The poorer the relationship among teachers and students, the greater will be the conflicts and destruction.

5.4 Suggestions for Further Studies

As it was said earlier that this research was done in Kampala district only, and the researcher faced financial and time constraints and he could not do it in the whole Uganda. Therefore he suggests the future studies to cover the whole Uganda.

1. The role of parents in conflict resolution in private schools.

2. The role of community based organizations and local chiefs in conflict resolution in private schools.

3. The role of Ministry of Education and Sports in private schools' conflict resolution.

4. The role of the Central Government in responding to conflicts in private schools.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS ON CONFLICTS AND THEIR RESOLUTION STRATEGIES

Dear respondent,

I am a student of Masters of Education in Kampala International University running studies to investigate the relationship between teachers and students; on the conflicts and their resolution strategies in the school system. You are kindly requested to respond to this study. Please give your best answer to the questionnaire carried out on performance of teachers. I would like to assure you that all information given is strictly used for the only academic purpose of the study. Of course, it shall be treated with lots of care and confidentiality.

Regards,

Mahmud Mohammed

Researcher, Kampala International University

Section 1: Please check on your best answer

1. Age

20-30 ☐

31-40 ☐

41-50 ☐

50 and above ☐

2. Gender

Male ☐

Female ☐

3. Level of Education

Masters Degree ☐   Diploma ☐

Bachelors Degree ☐ others (specify)...

4. Teaching Performance

Full time ☐   Part time ☐

5. Teaching Experience

<5 years ☐

5 – 10 years ☐

>10 years ☐

A. Please choose the response that you feel best represents your degree of satisfaction to the provision stated here below by circling on it.

5 = Excellent   4 = Very good   3 = Good   2 = Fair   1 = Poor

1. Conflicts may not happen when payments are based on qualifications.

    5   4   3   2   1

2. When payments are based on experience only, some qualified teachers will be angry.

    5   4   3   2   1

3. Giving salaries on time is the best way for managers to avoid conflicts.

    5   4   3   2   1

4. Conflict prevention is better than conflict resolution. There should be conflict awareness and quick response in schools whenever negative situation is found.

    5   4   3   2   1

5. All teachers are aware of the school budget and sources of school income.

    5   4   3   2   1

B. Please circle on the answer that satisfies you most

SA= Strongly Agree, A= Agree, DA= Disagree, and SDA= Strongly Disagree

1. Teacher – head teacher trust of each other can minimize conflicts in the school system.

      a) SA   b) A   c) DA   d) SDA

2. Conflicts among teachers are always managed by the head teacher only.

      a) SA   b) A   c) DA   d) SDA

3. Teachers can settle disputes among themselves without the head teacher. However, the head teacher must get the detail of the incident.

      a) SA   b) A   c) DA   d) SDA

4. Having discipline committee is always important in conflict prevention and resolution.

      a) SA   b) A   c) DA   d) SDA

5. Understanding the personality of your teacher colleague is the most important way to avoid conflicts.

      a) SA   b) A   c) DA   d) SDA

6. A head teacher's rigidness in dealing with teachers and students helps in resisting conflicts. As a result of that the school community will be strict to the rules and regulations.

      a) SA   b) A   c) DA   d) SDA

7. Teaching-learning process cannot be efficient unless conflicts are managed carefully.

a) SA   b) A   c) DA   d) SDA

Section 2: Please check on the right answer

1. Private school's teachers are expected to be loyal to their management; otherwise a teacher will face employment related problems.

Yes ☐   No ☐

2. A teacher's low performance or overloading in teaching can cause conflicts.

Yes ☐   No ☐

3. Conflict free environment can exist if teachers and students develop trust and play a positive role during and after conflicts.

Yes ☐   No ☐

4. Shortage of school materials is the main cause of conflicts. Therefore, teachers also sometimes have to contribute to provide materials.

Yes ☐   No ☐

5. Undermining and gossip among teachers is a conflict sign. Teachers have to track the cause and solve the problem before eruption.

Yes ☐   No ☐

6. All teachers' participation in decision making together with the school management can minimize conflicts.

Yes ☐   No ☐

7. Private schools are organizations owned by individuals. Therefore; conflicts should be managed by the school management only and others participation is not necessary.

Yes ☐   No ☐

8. After conflicts are resolved; school management must register the event and keep it in the school record system.

Yes ☐   No ☐

Section 3: Please answer the questions below on the space provided.

1. Grievance is a symptom of conflict presence, what do you think of the result when a school manager gives deaf ear to it?

_____

_____

_____

_____.

2. Transparency in managing fiscal resources can suppress conflicts. How?

_____

_____

_____

_____.

3. Conflicts happen everywhere and anytime, what was the cause of the conflict you have had? And how you settled it?

_____

_____

_____

_____.

4. When your teacher colleague stopped talking with anybody for a week; what would you do?

_____

_____

_____

_____.

5. What do you think of conflict causes in schools?

_____

_____

_____

_____.

6. Do you think resources scarcity causes conflicts? How?

_____

_____

_____

_____.

7. What do you think of the outcome when teachers are in quarrel?

_____

_____

_____

_____.

8. Payments alone cannot solve conflicts. But only good human relation approach

motivates teachers. Explain your relationships with your colleagues?

_____

_____

_____

_____.

9. Have you ever faced discrimination in your school? If yes what kind?

_____

_____

_____

_____.

10. Please give your general comments on your school leadership.

_____

_____

_____

_____.

APPENDIX B: QUESTIONNAIRE FOR STUDENTS ON CONFLICTS AND THEIR RESOLUTION STRATEGIES

Dear respondent,

I am a student of Masters of Education in Kampala International Universities running studies to investigate the relationship between teachers and students; on conflicts and their resolution strategies. You are kindly requested to respond to this study. Please give your best answer to the questionnaire carried out on performance of students. I would like to assure you that all information given is strictly used for the only academic purpose of the study. Of course, it shall be treated with lots of care and confidentiality.

Regards,

Mahmud Mohammed

Researcher, Kampala International University

Section 1: Please tick on your best answer

1. Age

10-20 ☐

21-30 ☐

30 and above ☐

2. Gender

Male ☐

Female ☐

Please choose the response that you feel best represents your degree of satisfaction to the provision stated here below by circling on it.

5 = Excellent   4 = Very good   3 = Good   2 = Fair   1 = Poor

1. Conflicts always should be solved by the school manager only.

        5   4   3   2   1

2. Conflicts always should be solved by the teachers themselves alone.

        5   4   3   2   1

3. Students are not necessarily to participate in conflict resolution system. But they have to be told the final result.

        5   4   3   2   1

4. Disciplinary committee should include some students and teachers who can control the students' bad behavior.

        5   4   3   2   1

Section 2: Please tick on the right answer

1. Sometimes teacher – student conflict happens from the teacher's behavior and assignments marking system of the teacher.

Yes ☐   No ☐

2. Students should tell their teachers on any wrong events in the school.

Yes ☐   No ☐

3. Students' grouping according to their ethnicity, religion, political party, and sex (diversity) can cause conflicts.

Yes ☐   No

4. Shortage of class equipments like benches or chairs can cause conflicts between students.

Yes ☐   No ☐

Section 3: Please circle on the right answer

SA= Strongly Agree, A= Agree, DA= Disagree, and SDA= Strongly Disagree

1. Teachers and head teachers should not be very soft towards the students because students are the main agents of conflicts.

   a) SA   b) A   c) DA   d) SDA

2. Student-student conflict should be solved by the students themselves.

   a) SA   b) A   c) DA   d) SDA

3. Any conflict in the school system should be kept with care to avoid destruction.

   a) SA   b) A   c) DA   d) SDA

4. After conflicts are resolved; school management must register the event and keep it in the school record system.

   a) SA   b) A   c) DA   d) SDA

Section 4: Please answer the questions below on the space provided.

1. Conflicts happen everywhere and anytime. What was the conflict you have had? And how you solved it?

_____

_____

_____

_____.

2. How do you explain your relationship with your school mates and teachers?

_____

_____

_____

_____.

3. To avoid conflicts teachers should be paid well according to their performance. Do you agree? Why?

_____

_____

_____

_____.

4. Give your comment on your school materials?

_____

_____

_____

_____.

5. No body wants to see conflicts in the school system, what should you do to avoid conflicts?

_____

_____

_____

_____.

APPENDIX C: CALCULATIONS OF CONTENT'S VALIDITY INDEX

QUESTIONNAIRE FOR TEACHERS ON CONFLICTS AND THEIR RESOLUTION STRATEGIES

$$CVI = \frac{\text{number of all relevant questions}}{\text{The total number of questions}}$$

Section 1:

$$CVI = \frac{9}{12} = 0.9$$

Section 2:

$$CVI = \frac{7}{8} = 0.88$$

Section 3:

$$CVI = \frac{9}{10} = 0.9$$

THE AVERAGE OF THE ABOVE IS:-

$$CVI = \frac{2.7}{3} = 0.89$$

QUESTIONNAIRE FOR STUDENTS ON THE CONFLICTS AND THEIR RESOLUTION STRATEGIES

Section 1:

$$\text{CVI} = \frac{3}{4} = 0.75$$

Section 2:

$$\text{CVI} = \frac{3}{4} = 0.75$$

Section 3:

$$\text{CVI} = \frac{3}{4} = 0.75$$

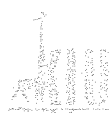Section 4:

$$\text{CVI} = \frac{4}{5} = 0.8$$

Therefore the above average:-

$$\text{CVI} = \frac{3.05}{4} = 0.76$$

THE TOTAL CONTENT VALIDITY INDEXES OF BOTH TEACHERS' AND STUDENTS' QUESTIONNAIRES WERE:-

$$\text{CVI} = \frac{0.89 + 0.75}{2} = 0.82$$

APPENDIX D: INTRODUCTION LETTER FROM KIU

KAMPALA
INTERNATIONAL UNIVERSITY

P.O.BOX 20000
KAMPALA UGANDA
TEL 041-266813

OFFICE OF THE ASSOCIATE DIRECTOR
SCHOOL OF POSTGRADUATE STUDIES

1st May 2008

To:
Whom it May it Concern

Dear Sir / Madam:

RE: INTRODUCTION OF MR MAHMUD MOHAMED

The above named is a bona fide registered student in the School of Post Graduate Studies pursuing a Master of Education Administration and Management at KAMPALA INTERNATIONAL UNIVERSITY.

S/he wishes to carry out a research in your organisation on "Conflicts and their Resolution strategies in selected private secondary Schools in Kampala District, Uganda"

Any assistance given to him/her will be highly appreciated.

Yours faithfully,

Dr. Amold P. Dongo
ASSOCIATE DIRECTOR-SCHOOL OF POSTGRADUATE STUDIES

OXFORD MUSLIM HIGH SCHOOL - KAWEMPE

P. O. Box 39762, Kampala - (U)

Tel: 0772 447743 / 0772 394017 / 0712 319841

Your Ref: ....

Our Ref: ....

Date: 1/13/08

TO WHO IT MAY CONCERN

This is to certify that Mr. Mahmud Mohammed carried out his research on conflict and their resolution strategies at our school.

Any services rendered to him will be highly appreciated

Yours in service

HEADMISTRESS

MBOGO COLLEGE SCHOOL

P.O. Box 10320 Kampala - (Uganda) Tel: 256-414-568641, 0712-61179
E-mail: mbogohs@africaonline.co.ug

TO WHOM IT MAY CONCERN

This is to Certify that Mr. Mahmud Muhammed carried out research at the above mentioned school on conflicts and their resolution strategies. We wish him the best in his endeavours.

TROPICAL HIGH ⬟ SCHOOL - KABALAGALA

Our Ref:...........................
Your Ref: ....
Date: ....

P.O. Box 24316,
Kampala (U)
Tel: 041-510519
Mob: 071-801386

To: The Director of Post Graduate Studies
Kampala International University
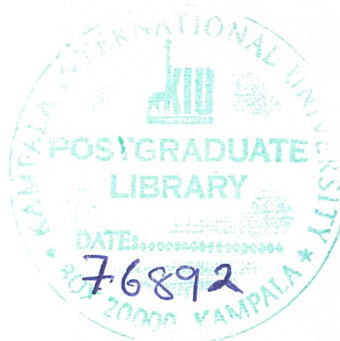P.O. BOX 20000
Kampala

Dear Sir /Madam,

RE: MAHMUD MOHAMED.

This is to certify that the above mentioned
person has been allowed to carry out his study
research on Conflicts and their Resolution
Strategies in our School.

I wish him the best in his studies.

Yours in service,

HEADTEACHER

PATIENCE IS SUCCESS

HF5549
·M2788
2008

Appendix 11

MINISTRY OF EDUCATION

Telegrams: "Elimu", Chuka
Telephone: Chuka 630353
FAX: 064 630166
When replying please quote:

Ref: ....

REPUBLIC OF KENYA

DISTRICT EDUCATION OFFICE
MERU SOUTH DISTRICT,
P.O. BOX 113
CHUKA.

....

Yophes O. Magara
P.O.Box 4091
Kissi

RE: PERMISSION TO CONDUCT A RESEARCH STUDY

Your letter dated 7th Jan 2009 refers.

You have been granted permission to go ahead with your research. Meet respective
school head teachers and show them this letter for easy identification.

Owino O.J
District Education Officer
Meru South District.