

**CONFLICT MANAGEMENT APPROACHES AND STRIKING
IN SELECTED SECONDARY SCHOOLS IN
MBARARA MUNICIPALITY**

BY


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DECLARATION

I hereby declare to the best of my knowledge and ability that this is my original work and it has never been submitted to any University or any higher institution of learning for award of any qualification

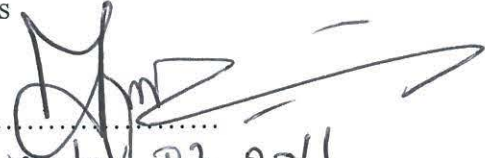
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APPROVAL

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DEDICATION

This dissertation is dedicated to my family, friends and relatives who helped me spiritually morally and financially in my education. I specifically dedicate it to my beloved daughter Ankunda Kerry Mugarukye.

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I wish to express my gratitude to my supervisors; Dr. Medard Twinamatsiko Katonera and Mr. Lawrence Mbabazi for their helpful supervision, comments and guidance about this research from the start to the end. Without their efforts and advice this research would not have been accomplished.

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I cannot forget the moral support from my friends; also my gratitude goes to my respondents for their time, contribution and cooperation rendered to me during the research field study. Your opinions about phenomenon under study were very helpful.

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May God the Almighty bless my family and reward all my well-wishers in the academic struggle.

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LIST OF ABBREVIATIONS

ASTI:	Association of Secondary Teachers of Ireland
BOG:	Board of Governors
CVI:	Content Validity Index
DEO:	District Education Officer
KIU:	Kampala International University
MoES:	Ministry of Education and Sports
NPM:	New Public Management
OSSTF:	Ontario Secondary School Teachers' Federation
PSSA:	Pennsylvania school of s assessment
PSSA:	Pennsylvania System of School Assessment
PTA:	Parents-Teachers Associations
SMC:	School Management committee
SPSS:	Statistical Package for Social Scientists
SS:	Secondary Schools
TUI:	Teachers' Union of Ireland

ABSTRACT

The study focused on the relationship between conflict management approaches and striking in Uganda with specific reference to selected secondary schools in Mbarara Municipality-Mbarara district. The objectives of the study included; an establishment of the influence of administrative responses on striking, identification of the influence of school committees on striking, ascertaining whether staffing influences striking and establishing the influence of institutional responses to the prevalence of striking. The study used cross sectional and descriptive research designs and a sample of 100 respondents was collected from five schools. Both simple and purposive sampling techniques were used to select the respondents. Different data collection methods were used during the study like questionnaires and interviews. Data was analyzed using SPSS computer package.

Results indicate that strikes are prevalent in most schools of Mbarara Municipality due to the poor management approaches. PTA was pronounced as having a major role in addressing strikes in secondary schools although it has not been much engaged in conflict management approaches. Further findings reveal that in most secondary schools there is still poor staff motivation, followed by lack of managerial skills and these have tended to demobilize staff against controlling strikes in secondary schools. The institutional responses provided are not properly followed by schools administration leading to the occurrence of strikes in most secondary schools of Mbarara Municipality.

The study concluded that control oriented conflict management approaches result into dissatisfaction among organizational members. The benefits of functional conflict will not be realized in a school when the headteacher allows only one way communication and dominates organizational processes. Institutional discipline seems to be the most appropriate institutional response that can control the rate of strikes in secondary schools once it is well promoted. The study recommended that strategic and inclusive conflict management approaches were crucial in curbing down strikes in secondary schools for improved performance.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

The study is about conflict management approaches and striking in secondary schools of Mbarara Municipality. This chapter covers the background to the study, statement of the problem, purpose of the study, research questions, scope of the study and significance of the study as well as the conceptual frame work.

1.1 Background to the Study

1.1.1. Historical Background

Worldwide the interaction among different actors participating in a school system is essential for delivery of a positive school climate. To facilitate such a process, a school needs mechanisms to enhance collaboration, and harmonize seemingly incompatible interests (Amason, 2006). In USA, school climate is one of the factors that enhance school success and effectiveness. School climate is the collective personality of a school; the overall atmosphere that one senses on entering the school. A positive school climate is one where there is communication and collaboration among participants (administrators, teachers and students) in reaching the goals of the school and where the school positively influences the behaviour of students and staff (Baker, 2006).

Interpersonal conflict in an organization such as a school is an increasingly prominent topic in organizational research. According to Walker (2001) conflict is disagreement within an individual, between individuals, between an individual and a group, or between groups. The term conflict originally meant a battle or struggle or physical confrontation between parties, but its meaning has grown to include incompatible behavior between parties such as school administrators and secondary school students. Conflict arises as a process of social interaction involving a struggle over claims to resources, power, status and beliefs. In the context of education, conflict in secondary schools arises as a result of struggle over claims to school resources, status and students beliefs. Whereby school administrators have kept a deaf ear in

listening to students' demands and failed to devise appropriate conflict resolution strategy such conflicts have arisen. Conflict has permeated all human relations and its potential has been a source of health and growth where it has been well managed as well as destruction in schools where conditions have been tense and characterized by strikes.

Traditional management theory (Taylor, 2001) emphasized organizational goals, managerial control and rationality. Conflict was seen as a problem attributable to some regrettable cause, troublemakers interfering with organizational goals. The initial studies of conflict, therefore, stemmed from the belief that it was dysfunctional to organizational harmony and performance. The elimination of conflict seemed to be the primary goal of any manager confronted with a conflict situation. At the back of a traditional manager's mind, there is always a warning tone that once conflict is allowed to exist, it will get out of control and manifest itself as destructive. However researches the negative aspects of conflict arise when conflict is affective and when team members engage in blocking behaviour. In such a situation team members feel defeated and demeaned, there is a climate of mistrust, parties concentrate on their own narrow interests, poor quality decisions are made and achievement of organizational goals is blocked (Taylor, 2001).

In the African context, institutional performance depends on either positive or negative nature of conflict or how well Headteachers and administrators are able to handle using appropriate conflict resolution strategies. In every organization particularly educational institutions, this helps to increase output. If conflict situation is unbearable, it militates against efficiency (Amason, 2006). Conflict has become inevitable in human existence and indeed a lot of institution, organization, and individuals have put in enough resources in order to curb such a phenomenon. The view of Flippo by indicating that conflict is part of change and therefore inevitable. There is ongoing debate on the single spine salary structure, creating conflict in the school system in Ghana. The partial implementation of single spine salary structure for workers in the country after a long delay did not help matters. These have become potential sources of industrial conflicts (Oladepo, 2005).

A substantial body of literature on conflict in organizations has been published over the last five decades showing that conflict is inevitable and that, depending on how it is managed, conflict

can have both positive and negative consequences on performance. Conflict is categorized into cognitive conflict, which enhances performance, and affective conflict, which reduces performance and satisfaction (Amason, 2006).

In Uganda, there is a new cross-sectional approach to achieve effectiveness and efficiency in public sector Institutions in New Public Management (NPM). This emerged over the last two decades and complements the use of collaboration strategy in conflict management. NPM is a move away from bureaucratic administration to more customer oriented and flexible management style grounded in private sector approaches to service delivery especially private secondary schools in a bid to control strikes in such secondary schools (Hood, 2000).

In the recent past, schools in Uganda have witnessed an increasing frequency in students' strikes against school administration. Some of the strikes have resulted in destruction of property and injuries to school administrators. The strikes have been attributed to undisciplined students, academically weak students, disgruntled teachers, poor feeding and poor management by Headteachers. Parents felt that poor administration and lack of accountability was responsible for increasing strikes in schools. The Ministry of Education and Sports concluded that although strikes were not the solution, they were an eye opener that there is a problem with school management (Erem, 2001). Headteachers have attributed the rising number of strikes to the ban on corporal punishment, while others have argued that disgruntled teachers incite students to strike. To resolve the strike problem, in October 2001 the Ministry of Education and Sports established a desk to handle student grievances. The minister warned that students who destroy property in the name of striking would be dismissed and Headteachers who cause strikes through repressive and dictatorial administration would face disciplinary action (Erem, 2001).

In Western region, modern schools of management view conflict as an inevitable aspect of organizational life, which can be used to foster healthy organizational development. The pluralist view of conflict criticizes the classical tendency to over-emphasize the negative aspects of conflict because it distracts attention from conflicts' potential benefits. According to Morgan (2006) most functional outcomes of conflict emanate from cognitive conflict, which occurs as team members examine and reconcile differences. However in the context of secondary schools,

the nature of conflicts have most been negative and have negative outcomes hence necessitating appropriate conflict resolution strategies.

In Mbarara Municipality, studies (MoES, 2011) have shown that cognitive conflict results in high quality solutions and team effectiveness. By facilitating open communication about alternatives, cognitive conflict encourages innovative thinking and creative solutions to problems. In cognitive conflict situations, decisions become better than the opinion of the leader or the most vocal, most powerful team member. Once conflicting parties have reached consensus, team members support the decisions and team decisions are easier to implement (Mullins, 2009). According to Mpangi (2014) strikes in secondary schools manifest in form of sit-down strikes, refusal to take meals, and refusal to attend classes while in advanced stages they ranged from vandalism of school property to forcing some school administrators out of school premises.

1.1.2. Theoretical perspective

This study was guided by Contingency Conflict Theory advanced by Fisher and Keashly (2008). The contingency theory of strategic conflict management, which began as an elaboration, qualification and extension of the value of symmetry, has over the last decade, come into its own and emerged as an empirically tested perspective. It states that for the occurrence of strikes to be avoided in schools, proper and effective conflict management approaches should really be employed. Contingency Conflict theory argues that, the completeness in strategic communication was best represented by a continuum of stance, not by a limited set of models of excellence. This met theoretical analysis, while acknowledging using the inspiration of the excellence theory celebrates the maturing of the contingency theory by consolidating the development and advances the theory has made since 1997; documents the discoveries that have either added new insights to the theory or refuted postulation; charts the streams of research that have been extended and expanded from the original framework; and records the outgoing dialogue the theory has offered to the field to continually challenge prevailing presumptions and presuppositions (Fisher and Keashly, 2008). According to the theory conflict can lead to organizational health and growth, or destruction depending on how it is managed. In educational institutions, effective management depends on collaborative teamwork among teachers,

administrators, parents and students. However, collaborative decision-making in schools is often characterized by conflict caused by diversity of interests of stakeholders (Dearlove, 2005). The theory was relevant to the study as it brought forward the fact that conflict was inevitable in secondary schools as well as any other organization. The most important thing was therefore to put in place a broad based plan that enhances proper and effective conflict management approaches in these secondary schools. This will allow better and functional channels of communication between students and school administrators in a bid to avoid clashes and misunderstanding that sometimes go out of hand in form of students strikes when unattended to.

1.1.3. Conceptual perspective

Conflicts: An active disagreement between people with opposing opinions or principles. While no single definition of conflict exists, most definitions involve the following factors: there are at least two independent groups, the groups perceive some incompatibility between themselves, and the groups interact with each other in some way. Two example definitions are, "process in which one party perceives that its interests are being opposed or negatively affected by another party" (and "the interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities" (Henkin et al, 2000:32).

A planned conflict management strategy is an operational plan to achieve a conflict goal (Henkin, et al., 2000). During athletics between Mbarara Municipality secondary schools, after announcing the result, some students participated in destroying people's properties on their way back to school, for examples, stoning windcreens of the cars, shops, beating people on the way, looting people's properties. In other news, the Police arrested 11 students in connection with the Sunday strike in secondary schools of Mbarara district.

A high School or a school of corresponding grade ranking between a primary school and a college or University.

Conflict management the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group

outcomes; including effectiveness or performance in organizational setting. Properly managed conflict can improve group outcomes (Alpert, 2001).

Strikes refer to periods when workers refuse to work because of an argument with an employer about working conditions, pay levels or job losses. In the context of the school students strikes referred to periods when students were expressing their dissatisfaction with the school administrators on how certain issues are being handled.

Institutional culture encompasses values and behaviours that "contribute to the unique social and psychological environment of an Institution. "According to Henkin, et al, (2000), institutional culture represents the collective values, beliefs and principles of organizational members and is a product of such factors as history, product, market, technology, and strategy, type of employees, management style, and national culture. In relation to the research problem, when appropriate institutional culture is used in the secondary school, the likely strikes in such schools will be kept very low and at manageable.

Staffing is the process of hiring, positioning and overseeing employees in an organisation. The term 'Staffing' relates to the recruitment, selection, development, training and compensation of the managerial personnel. Staffing, like all other managerial functions, is the duty which the apex management performs at all times. In a newly created enterprise, the staffing would come as a third step next to planning and organizing but in a going enterprise the staffing process is continuous (Burns, 2008). Staffing is expected to lead to better school administration that is in position to manage the impending school conflicts especially manifesting in form of strikes.

A school committee is an elected committee of citizens having charge and care of the public schools in any district, town, or city, and responsible for control of the money appropriated for school purposes (Burns, 2008). Most schools have had unpredictable school committees in addition to the fact that some have inadequate leadership and management skills, a factor that has limited school's ability to manage student strikes.

Administrative responses can be defined as approaches pertaining to activities related to an organization's or business' administration and management (Taxman,2008). This practice

involves the use of swift, certain, and proportionate sanctions to violations of supervision, as well as some use of incentives to reward compliance among staff. Some of the administrative responses in some of the selected secondary schools such as Mbarara secondary school, Mbarara modern school have not been streamlined adequately to appropriately respond to students needs hence contributing to students' strikes. Where these responses have been better, students' strikes have been minimised and well managed.

1.1.4. Contextual perspective

Over the last seven years (2008 to 2015), secondary schools in Uganda have witnessed an increasing frequency in students' strikes against school administration. Some of the strikes have resulted in destruction of property and injuries to school administrators. The strikes have been attributed to undisciplined students, academically weak students, disgruntled teachers, poor feeding and poor management by Headteachers.

In Mbarara Municipality, strikes in secondary schools are high with 28.3% of the total secondary schools experiencing the strikes annually and this seems to be as a result of poor conflict management approaches (Mbarara Municipality, 2015). The magnitude of strikes in secondary schools is increasingly high in Mbarara Municipality whereby it was 40% by the end of 2013 and had risen to 78% in 2014 (Mbarara Municipality, 2015).

In the affected secondary schools, it is not surprising that the level of performance by the students in O' level results has been declining over the recent years. For the past 3 years since 2012 for instance Mbarara secondary school and Mbarara modern secondary schools have registered less than 10 students in first grade while Ntare School and Mbarara high schools' performances have declined, with a substantive number dropping in second and third grades. It is also worth noting that these strikes have been violent in most secondary schools leading to vandalism of school property in form of classrooms, textbooks, furniture and serious injuries of the participating students and attacked school administrators (Akweteireho, J., 2001).

In Mbarara Municipality, the occurrence of strikes in a school environment could be an indicator that students, and perhaps teachers, are not satisfied with the school climate. Since the head

teacher is a kingpin in establishing the school environment (Roueche, 2006), investigating his/her conflict management approaches may explain why students are disgruntled with the school situation.

1.2 *Statement of the problem*

Conflict management is necessary for any organizational setting (Burns, 2008). Yet as long as human race exists and relationships take place, conflicts remain inevitable (Twinamatsiko, 2013). There are various conflict management approaches that have been put in place to combat students' strikes in secondary schools both at national and site level (MoES, 2012). This has been intended to promote good learning environment in the secondary schools for better academic performance.

Despite various conflict management approaches put in place to combat striking in secondary schools, the striking rate in schools in Mbarara Municipality remains unchanged. Increased occurrence of violent strikes in schools in Uganda is an indicator that there could be poor relationship between school administrators and students where school administrators could be using inappropriate conflict management approaches. In Mbarara Municipality specifically in the recent past, there has been evidence of abrupt closure of most secondary schools before the actual gazetted Ministry of Education and Sports dates of closing school terms. As a result, the number of days students spend at home have tended to outnumber those spent at school which creates a mishap in learning (MOES, 2012). Such a state of affairs disrupts teaching and learning and general state of the school environment (MOES, 2012). In some instances conflicts have culminated into physical destruction of school buildings and in the loss of lives of school members. The conflict management approaches applied by various levels of authority in secondary schools to resolve the school strikes and establish a positive school climate seem not to have controlled the rate of striking. Research in other countries has shown that whether conflict manifests itself as constructive or destructive depends on how managers conceive and handle conflict (Burns, 2008).

The above scenario points to the fact that some of the conflict management approaches have been instrumental in controlling striking in secondary schools while other approaches have

served to fuel the striking. Yet the analysis of approaches to resolve conflicts and address striking has not been done. This study is an attempt to close this knowledge gap by establishing the effect of conflict management approaches on striking in secondary schools of Mbarara Municipality.

1.3 Purpose of the Study

To establish the effect of conflict management approaches in combating striking in secondary schools in Mbarara Municipality

1.4 Objectives of the study

- i. To establish the effect of administrative responses on striking in secondary schools of Mbarara Municipality
- ii. To identify the role of school committees in addressing striking in secondary schools of Mbarara Municipality
- iii. To assess the influence of staffing on striking in secondary schools of Mbarara Municipality
- iv. To establish the influence of institutional culture to the prevalence of striking in secondary schools of Mbarara Municipality

1.5. Research Questions

- i. What is the effect of administrative responses on striking in secondary schools of Mbarara Municipality?
- ii. What has been the role of school committees towards striking in secondary schools of Mbarara Municipality?
- iii. How has staffing influenced striking in secondary schools of Mbarara Municipality?
- iv. How has institutional culture influenced the prevalence of strikes in secondary schools of Mbarara Municipality?

1.5.0 Scope of the study

1.5.1 Geographical Scope

This study focused on secondary schools in Mbarara municipality-Mbarara district South Western Uganda. Mbarara Municipality is composed of six divisions that include Kakoba, Kamukuzi, Nyamitanga, Kakika, Biharwe and Nyakayojo. The Municipality borders with Rwampara to the North, Kiruhura to the South, Isingiro to the East and Kiruhura to the West and Kashari in the South. Mbarara Municipality has people of different ethnic backgrounds like the Banyankole, Bakiga, Banyarwanda, Baganda, Batoro and Bahororo. It is expected to be a city by 2020 (Planning Unit Mbarara Municipality, 2013). According to the District Education Officer's Report, Mbarara Municipality is having around 45 secondary schools. Mbarara Municipality has both private and public secondary schools where strikes have been occurring and these strikes could lead to the destruction of the schools property and even loss of people's lives in addition to affecting students' academic performance. Mbarara Municipality selected secondary schools were chosen due to the regular happenings of strikes for the last five years (2011 to 2015). The selected schools included Ntare School, Mbarara High school, Cleveland high school, Mbarara modern secondary school and Mbarara secondary school (Mbarara municipal education, progress report, 2014).

1.5.2 Content scope

The study was carried out on conflict management approaches and strikes in Uganda. Key issues investigated included; the influence of administrative responses on striking in secondary schools of Mbarara Municipality, the role of school committees on striking in secondary schools of Mbarara Municipality, the influence of staffing on striking in secondary schools of Mbarara Municipality and the influence of institutional culture on the prevalence of striking in secondary schools of Mbarara Municipality.

1.5.3 Time scope

This study is confined to a time period of three years (2013-2015). This period relates to the time in which many strikes (estimated at around 80% of total number of secondary schools) have happened in Mbarara Municipality secondary schools with limited conflict management approaches.

1.6. Significance of the study

First the study would be important to policy makers in that it informs policy them on conflict management and strikes in secondary schools. By analyzing the relationship between various conflict management approaches and the study tests the appropriateness of the conflict management approaches in the Ugandan context.

The government would get the information about a consistent problem of strikes in Ugandan schools and find out the way forward on the occurrence of violent strikes causing destruction of school property. The study findings would inform policy makers and school managers, on the appropriate conflict management approaches for the Ugandan setting.

It is worth noting that designers of educational administration curricula require concrete evidence on which to base changes curricula head teacher training and development. This study provides that evidence and highlights the importance of training Headteachers in conflict management thereby contributing to prevention actions on destructive conflicts in schools.

The study would be important to the academicians in that it will be a source of information and would help them write their academic dissertations.

The study would act as practical experience to social scientists since it would act as strategy to prevent strikes in secondary schools.

1.7. Conceptual Frame Work

Fig. 1: A Conceptual Framework of Conflict management approaches and Strikes in secondary schools

Independent variable

Conflict management Approaches

Dependent variable

Striking

- Administrative responses
- School committees
- Staffing
- Institutional culture
- Adoption of appropriate management skills
- Democratic leadership
- Institutional discipline

Poor morale in learning
Attitude to learning
Violence
Academic performance

Moderating Variables

- ✦ Government policies
- ✦ The advent of global changes

Source: Self Constructed model basing on Contingency theory in conflict resolution by Keashly (2008)

The above conceptual frame work shows conflict management approaches as an independent variable where everything relied. In this case the Independent variable looked at parameters like administrative responses, institutional responses, staffing, school committees, Adoption of appropriate management skills, democratic leadership and institutional discipline.

The conceptual framework also shows how striking as a dependent variable depends on conflict management approaches used by different secondary schools. In this case striking as a dependent variable looked at poor morale in learning, attitude to learning, violence and academic performance.

Intervening variables showed that poor conflict management approaches leads to striking in secondary school of Mbarara Municipality. Conflict management approaches are necessary in order to avoid the occurrence of strikes with the aim of improving students' academic performance.

1.8. Operational Definition of Key Terms and Concepts

Strike

An active disagreement between people with opposing opinions or principles:

Conflicts

While no single definition of conflict exists, most definitions involve the following factors: there are at least two independent groups, the groups perceive some incompatibility between themselves, and the groups interact with each other in some way. Two example definitions are, "process in which one party perceives that its interests are being opposed or negatively affected by another party" (and "the interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities" (Henkin, et al, 2000).

Secondary school

A high School or a school of corresponding grade ranking between a primary school and a college or University.

Conflict management

A process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes; including effectiveness or performance in organizational setting. Properly managed conflict can improve group outcomes (Alpert, 2001).

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter is comprised of the review of related literature on conflict management and striking in secondary schools. This data was generated from textbooks and journals. Literature is reviewed thematically following the study objectives.

2.1. Effects of administrative responses on striking in secondary schools

A conflict management strategy is an operational plan to achieve a conflict goal. Conflict management strategy can be defined as the behaviour towards the intensification, reduction and resolution of conflict identified three primary strategies that leaders use to manage conflict, namely openness (or collaboration), distribution (or non-confrontation), and control. Although other authors have suggested additional strategies, a three-dimensional model could effectively characterize supervisory conflict management (Daves and Holland, 2009).

Traditional management theory emphasised organisational goals, managerial control and rationality. Conflict was seen as a problem attributable to some regrettable cause, troublemakers interfering with organisational goals. The initial studies of conflict, therefore, stemmed from the belief that it was dysfunctional to organisational harmony and performance. The elimination of conflict seemed to be the primary goal of any manager confronted with a conflict situation. The back of a traditional manager's mind, there is always a warning tone that once conflict is allowed to exist, it will get out of control and manifest as destructive. However research has shown that the negative aspects of conflict arise when conflict is affective and when team members engage in blocking behaviour. In such a situation team members feel defeated and demeaned, there is a climate of mistrust, parties concentrate on their own narrow interests, poor quality decisions are made and achievement of organisational goals is blocked (Taylor, 2001).

Lippit (2002) proposed five interpersonal conflict-handling behaviours: withdrawal or retreating from a conflict situation, smoothing or emphasizing areas of agreement and de-emphasizing areas of difference, compromising or searching for solutions that bring some degree of

satisfaction to the conflicting parties, forcing or exerting one's viewpoint at the potential expense of another and confrontation or addressing a disagreement in a problem-solving mode. A manager's choice of a conflict management strategy hinges on whether he or she wishes to engage in assertive or co-operative behaviour. Using the assertive-co-operative model, Thomas (2006) identified five conflict management approaches and proposed that a manager may use one or a combination of methods to resolve organizational conflict.

According to Morgan (2006) avoiding means ignoring the conflict and letting fate take its course. It is based on the belief that conflict is unnecessary, inappropriate, dysfunctional and costly. A manager who uses the avoiding style is both unassertive and uncooperative. The managerial behaviours associated with the avoiding style are ignoring conflict in the hope that it will disappear, putting problems on hold, invoking slow procedures, use of secrecy and appealing to bureaucratic rule. In certain circumstances, the manager may be wise to avoid conflict. Classical management theories believed in the use of clear lines authority, division of work, and strict rules as effective means of preventing conflict in organization. Morgan suggests that avoiding may be ideal when the issue is trivial or when there are no perceived chances of satisfying your concerns, or further still, when others can resolve the conflict more effectively.

A manager who uses the compromising strategy is moderately assertive and moderately cooperative. Compromising is a lose strategy in which each of the contending parties gives up some of his or her original demands. It may be implemented through negotiation when the contenders look for tradeoffs and solutions acceptable to all in a give and take spirit. Compromising is used when opponents with equal power are committed to mutually exclusive goals (Ponday, 2007).

The controlling or forcing strategy which is highly assertive and uncooperative is a win lose strategy. Win/lose strategies are outcome-directed strategies where influence and power are the major resources of conflict management. Controlling uses power to dominate and ensure that one party wins at the expense of the other. The manager who uses this style pays maximum attention to his own interests, while paying no attention to the concerns of others. Inability to use other means of conflict management by the party who has position power, often results in authoritative

decision-making, dominating arguments, and forcing compliance controlling and suggested that management power is most effective when it is less obvious as its open use creates retaliatory negative reaction. Besides, controlling is inappropriate in modern organizational settings because it does not resolve the conflict. However, controlling may be appropriate when quick decisions are needed, or in situations where unpopular decisions need implementation, and on company issues when the manager is sure that he or she is right (Morgan, 2006).

The accommodating strategy is highly co-operative and completely unassertive. The manager attempts to satisfy the concerns of his co-workers while paying little or no attention to his own concerns. The behaviours associated with this style include giving way and going along with the suggestion of co-workers, and attempting to satisfy the concerns of other people. This method is used when one realises that he or she lacks the ability or the resources to successfully engage in satisfying own interest. The method may be used when one finds that he or she is wrong or where one wants to satisfy others and maintain co-operation. Morgan (2006) has suggested that it can also be used to minimize loss when one is out-matched by superior power from an adversary.

This has been identified as the best method of resolving organizational conflict because it promotes commitment by incorporating the concerns of all parties. The manager who uses collaboration attempts to satisfy his own concerns as well as the concerns of his co-workers. Management exposes false consensus and provides opportunities for the articulation of differences. Cunningham (2008) contends that collaboration aims to resolve the conflict by means that are analytical and that get to the root of the problem. Managerial behaviors associated with collaboration include sharing information, investigating the underlying problems, searching for situations where all can win and seeing problems and conflicts as challenges.

Adler and Borys (2006) identified two types of formalization namely: (i) enabling formalization in which deviations from the norm are risky, but simultaneously embraced as learning opportunities, and (ii) coercive formalization, which is designed to force unquestioning compliance. Whereas coercive formalization stifles creativity, creates dissatisfaction and erodes employee motivation, enabling formalization is a catalyst for change (Adler and Boys, 2006; Di Paola & Hoy, 2001). However, DiPaola & Hoy (2001) argue that formal procedures need not be

coercive and controlling but enabling. Bolman and Deal (2001) suggest that a successful conflict strategy should include agreeing on the basics, searching for common interests, and doubting one's own infallibility.

In addition to the collaborative strategies outlined above, a new approach to achieve effectiveness and efficiency in public sector institutions is new public management (NPM), which emerged over the last two decades and complements the use of collaboration strategy in conflict management. NPM is a move away from bureaucratic administration to more customer oriented and flexible management style grounded in private sector approaches to service delivery (Hood, 2000). Thomson and Jones (2004) and Osborne and Gaebler (2002) included decentralization of decision making to the description of NPM. While Hood (2004) contends that use of market approaches to achieve efficiency and responsiveness in service delivery has become the cornerstone of the NPM movement.

According to Hood (2001) NPM includes: (i) setting clear and consistent objectives contained in corporate plans, performance agreements and individual programmes; (ii) greater managerial autonomy through delegation of authority, devolution of managerial authority to lower levels of the organization and better managerial training (iii) performance evaluation: through the development of performance indicators at organizational, departmental and individual level (iv) rewards and sanctions whereby senior public managers are rewarded on merit for their performance and failure to meet performance standards attracts sanctions. NPM also embodies the concept of liberation management which stages that managers should be freed from confining organisational structures so that they use their professional's skills and competencies to manage positive influence on performance.

The concept of NPM anchors on marriage between two sets of converging ideas of institutional economics and managerialism. Institutional economics includes the desegregation of bureaucracies, user choice, and the use incentive structures in contrast to traditional bureaucracy based on hierarchical structures (Lynn, 2006; Hood, 2001). Overall, NPM focuses on efficiency, effectiveness, and quality of service and it is characterized by a departure from centralization to decentralization (Merrien, 2008). Compared to conflict management strategies, where

bureaucratic management emphasizes control, NPM on the other hand, focuses on identifying and solve problems, self-regulating partnerships and fostering a culture of change that is based on open communication and continuously improving processes.

Although NPM has been applauded as a solution to the problems of public sector performance, principal agent theory suggests that NPM and the autonomy of administrators seem to reduce accountability by leaving major decisions to the discretion of administrators. Under the principal agent theory, in order for the principal to reap full benefit from public systems, the principal must have sufficient information and knowledge to monitor the agent and hold him or her accountable. As Worsham (2007) reported, lack of information among other stakeholders limits their capacity to monitor the behaviour of delegated agents. Moreover, under the market transaction system of NPM, conflict between individual and organisational goals leads the agent/administrator to focus on personal goals and promotes unethical behaviour (Downs, 2007; Blanchard et al, 2008, Terry, 2008). Thus, the challenge facing the other stakeholders is the need to ensure that administrators focus on the goals of the stakeholders rather than on their personal interests. In a school system, De Dreu et al (2009) observed that because the collaborative approach pays attention to the interest of all parties, it makes subordinates feel more satisfied. On the other hand when conflict is suppressed, disputants invest more energy in perpetuating the conflict (Di Paola & Hoy 2001; Burns, 2008), and individuals who have the potential to contribute toward enhancing school performance become stifled by the coercive style of administrators.

Although a manager may have a preferred conflict management strategy, various strategies may be appropriate in different situations (Morgan, 2006; Kreitner and Kinicki, 2004). According to the contingency approach, successful management of conflict will largely depend on the manager's ability to read the situation, and understand the issues and interests behind the conflict. Several writers have highlighted situations where the different conflict management approaches may be appropriate (Thomas 2007). The manager must be able to analyze interests and explore power relations, so that the conflict situation can be successfully brought under control.

School administrators are usually torn between authoritarian methods which call for compliance on one hand, and models that advocate collaboration and participation on the other. In schools, formalisation and standardization have traditionally been seen as the best tools to ensure harmony and effective organisational performance. Di Paola & Hoy (2001) suggest that the impact of conflict on the school and on the behaviour of teachers and students will depend on the kind of conflict, the school structure, and the way conflict is handled. They advise school administrators to (i) build enabling structures that facilitate innovation, (ii) acquire skills that will enable them establish effective working relationships with members of the school community, (iii) avoiding reliance on authority to control teachers, and (iv) nurture teacher's professional autonomy and innovation to avoid rigidity and stagnation in schools.

The importance of organisational climate has been highlighted by researchers including Pashiardis, (2000), Reynolds and Cuttance (2002), Rouché and Baker (2006) Campo, (2003). However, the investigation of organisational climate becomes very difficult without consensus on the definition of climate. West et al, (2008) defined organisational climate as the perceptions that organisational members share and regard as fundamental elements of their organization. Schneider (2004) discussed organisational climate in terms of the atmosphere that that employees perceive is created in their organization by practices, procedures and rewards. Pashiardis (2000) defined school climate as the collective personality of the school that one can sense on entering the school; and as personality describes an individual, so climate defines the essence of an organization. Davidson (2000) contends that organisational climate is an individual attitude towards the organization and can be subject to change when conditions change.

Hoy. et al. (2006) define organisational climate of a school as a set of internal characteristics that distinguishes a school from another and influences the behaviour of its members. It is the relatively stable property of the school environment that is experienced by participants affects their behaviour and is based on their collective perceptions of behaviour in school. School climate can range from open to closed relationships among teachers and between teachers and the head teacher. According to Ostroff and Schmitt (2003) climate is a summary of perceptions of how an organization deals with its members and environments and thus develops from internal factors under managerial control. Watkin and Hubbard (2003) defined climate as a measure of

employees perception of those aspects of their environment that directly impact on how well they can do their job; a measure of how it feels to work in a particular environment and for a particular boss.

Dinham et al (2005) concluded that it was difficult to separate the head teacher from the school climate since he or she influences and is influenced by the school climate. Dimensions for measurement of organizational climate have varied considerably (Jones and James 2009; cited in Davidson, 2000). James and Jones (2004, identified four organizational climate dimensions: Individual autonomy, based on factors of individual responsibility, agent independence, rules orientation and opportunities for individual initiative. The degree of structure imposed upon the position; based on the factors of structure, and closeness of supervision. Reward orientation based upon the factors of reward, general satisfaction, achievement orientation, and being performance minded. Consideration warmth and support – based on the factors of managerial support, nurturing subordinates, and warmth and support. In another study James and Jones (2009, cited in Davidson (2000) identified six factors namely (1) conflict and ambiguity, (2) job challenge, importance and variety, (3) leader facilitation and support (4) workgroup cooperation, friendliness and warmth, (5) professional organizational spirit (6) job standards.

Newman (2007) identified six dimensions of organizational climate. These were the extent to which company management is open, supportive and considerate; the extent to which co-workers are supportive, considerate and cooperative; the extent to which employees show concern for quality of work; employee competence; involvement in decision making; and the extent to which rewards are based on performance rather favouritism and other considerations.

Parshiardis (2008) used six dimensions of organizational climate to assess the climate of a secondary school culture. These were (1) formal influence (2) communication (3) collaboration (4) organization structure (5) job satisfaction and (6) students focus. In another study, Pashiardis (2000) used four parameters of school climate to measure the organizational climate of secondary schools in Turkey: communication, collaboration among participants, organization structure and administration, and students' affairs. Student affairs were measured by facilities that supported the students welfare and learning such as accommodation, meals, classrooms, and

availability and quality of reading/learning materials. Communication was measured by the amount and quality of information received, while collaboration was measured by extend to which peers, subordinates and superiors interact in harmony for the achieved of improved school performance. Lastly organization and administration can be indicated by the school policies, procedures and the ability of the Headteachers to provide strategic leadership for achieving school goals.

According to Pashiardis (2008), organization climate has much to offer in terms of explaining the behaviour of people in the workplace. Consistent association between organizational climate and organizational performance. school climate is important because it sets the tone for meeting goals and solving problems; fosters mutual trust, respect and clarity of communication; determines attitude toward continuous personal improvement and growth; conditions the setting for creativity, generation of new ideas and programme improvement; determines the quality of internal processes; and influences motivation and behaviour within an organization.

The information under this theme gives a general situation of how different administrative responses can either lead to or control striking in schools. However the literature given above has limitations. One of the limitations is that the literature does not bring out local examples where administrative responses lead to striking. Moreover, the information given majorly depicts administrative responses in organizational environment but does not rather specifically limit itself to the school environment where the study was limited to. Although the literature identified some of the best practices in administrative management such as New Public Management, this is rather limited to public institutions generally, yet this could be different in the school environment. The information under this theme does not also clearly point out how the mentioned administrative responses eventually leads to striking particularly in secondary schools. Given these limitations identified, the study addressed these research gaps, taking selected secondary schools in Mbarara municipality.

2.2. The influence of school committees on striking in secondary schools

Interpersonal conflict in an organization is an increasingly prominent topic in organizational research. According to Walker (2001) conflict is disagreement within an individual, between

individuals, between an individual and a group, or between groups. The term conflict originally meant a battle or struggle or physical confrontation between parties, but its meaning has grown to include incompatible behavior between parties. Conflict arises as a process of social interaction involving a struggle over claims to resources, power, status and beliefs. Conflict permeates all human relations and its potential can be a source of health and growth as well as destruction. Thus, whether participants in an organization like it or not, conflict is inevitable and understanding its inevitability helps managers improve the organizational climate.

Traditional management theory (Taylor, 2001) emphasized organizational goals, managerial control and rationality. Conflict was seen as a problem attributable to some regrettable cause, troublemakers interfering with organizational goals. The initial studies of conflict, therefore, stemmed from the belief that it was dysfunctional to organizational harmony and performance. The elimination of conflict seemed to be the primary goal of any manager confronted with a conflict situation, at the back of a traditional manager's mind, there is always a warning tone that once conflict is allowed to exist, it will get out of control and manifest as destructive. However researches the negative aspects of conflict arise when conflict is affective and when team members engage in blocking behaviour. In such a situation team members feel defeated and demeaned, there is a climate of mistrust, parties concentrate on their own narrow interests, poor quality decisions are made and achievement of organizational goals is blocked.

Modern schools of management view conflict as an inevitable aspect of organizational life, which can be used to foster healthy organizational development. The pluralist view of conflict criticizes the classical tendency to over-emphasize the negative aspects of conflict because it distracts attention from conflicts' potential benefits. Most functional outcomes of conflict emanate from cognitive conflict, which occurs as team members examine and reconcile differences. Studies have shown that cognitive conflict results in high quality solutions and team effectiveness. By facilitating open communication about alternatives, cognitive conflict encourages innovative thinking and creative solutions to problems. In cognitive conflict situations, decisions become better than the opinion of the leader or the most vocal, most powerful team member. Once conflicting parties have reached consensus, team members support the decisions and team decisions are easier to implement. Cognitive conflict develops solidarity

among team members and heightens motivation. From the preceding paragraphs, it is clear that although conflict may lead to the formation and maintenance of functional organizations, some managers continue to emphasize its negative consequences over its benefits (Taylor, 2001).

Several reasons have been advanced to explain the prevalence of conflict in schools. To Ssekamwa (2001) the current education administrative structure in Ugandan schools, presupposes a participatory approach to decision-making. In Uganda, school councils were introduced to enable students participate in school administration. In addition, Parents-Teachers Associations (PTA) brings together teachers, parents and administrators to plan for the school, and evaluate its performance. Similarly, in universities and tertiary institutions, students, academic staff and non-teaching staff are represented on governing councils. All these developments facilitate participation in school management. However, participation has a potential to cause conflict. For example, well intended students councils can lead to strikes when students' representatives become pressure groups to influence management decisions. Lange (2003) and Johnson & Scollay (2001) argue that participation and representative decision-making organs manifest benefits resulting from different points of view. In such a collaborative system, Henkin et al (2000) noted, school leaders can no longer assume that it is desirable or possible to order the behaviour of staff and other stakeholders.

The literature under this theme gives background to the concept of conflict and causes of conflicts. However some research gaps remain not tackled whereby the literature does not clearly show how some desirable conflicts lead to control of strikes in schools and does not give local examples on how school committees do influence striking in Ugandan secondary schools. There is limited information on the influence of school committees to striking in secondary schools and the given information neither clearly demonstrates how school committees do influence striking in secondary school nor points out the type of school committees that normally influence striking. The study incorporated the research gaps taking Mbarara municipality as a case study.

2.3. The influence of staffing on striking in secondary schools

The head teacher of public schools seems to be faced with the dilemma caused by New Public Management (NPM) (Pollit, 2003). According to Pollit (2003) NPM demands for increased

performance from public managers, but greater stakeholder participation complicates the process since public managers are expected to be creative, and responsive without the power to make decisions without involving other stakeholders. During the 1990s the need for participation and empowerment of staff pervaded the thinking of public managers leading to a departure from the old hierarchical command structures in the public sector in order to create more fluid responsive organizations. No longer viewed simply as numbers and costs, staff became human resources who were the key to achieving the goals of public organizations.

Secondly, the education system in Uganda follows governance structures inherited from the colonial establishment (Gaidzanwa, 2005, Sekamwa 2001). Sekamwa (2001) contends that the headmasters of pre-independence secondary schools were British and French ex-servicemen who had participated in the Second World War. Others were Christian missionaries who submitted to authoritarian cannon laws. Headteachers of today's schools were socialized in these schools from which they inherited the authoritarian style they use. Sekamwa (2001) argued that the use of authoritarian style in a changed world with greater awareness about human rights and democracy makes schools and colleges prone to conflicts and violent strikes.

Thirdly, most Headteachers in developing countries catapult from classrooms to positions of leadership without proper leadership training (Sarason, 2001). They depend on charisma and socialization from authoritarian cannon law and ex-servicemen-led-schools. Such a combination of head teacher characteristics is a recipe for authoritarianism and escalation of conflicts in school administration

Fourthly, the professional sophistication of school teachers is another cause of conflicts in schools. Di Paola & Hoy (2001) contended that in organizations staffed with professionals, managers face a challenge of constructing an enabling working environment where professionals can perform with little interference from administrative control. Thus, the inherent conflict between administrative control and teachers' search for independence in the school setting may not be easy to resolve.

Studies have shown that teachers spend less time in conflict than most people. Conflicts in which teachers were involved were largely cognitive and contributing to school improvement by questioning the status quo. Teachers tend to clash over inequitable distribution of resources, non-instructional responsibilities perceived as barriers to teacher performance and student achievement, and confusion over who makes the final decision. Di Paola (2000) found that militant teachers were not only conflict-oriented but also catalysts for change. On this basis Headteachers who want to use conflict constructively and maintain organizational harmony should be able to understand different perceptions, catalyze growth and efficiency and resolve issues that prevent individual productivity.

Adams (2007) observes that the position of the head teacher in the school gives him authority to issue instructions and demand compliance from teachers and students. The head teacher's office is the best and most defended space in a school. Access to the office is difficult and if the school is authoritarian, its employees are fully aware of the unpleasant consequences of disobeying the head teacher. Moreover, in a typical school, the head teacher is more powerful than any single stakeholder, even more powerful than the whole board. In Uganda non-compliance with the Headteachers' directives has many negative effects on teachers and students.

According to Askaw (2009) in an authoritarian school the teachers see themselves as having no role in preventing strikes. They believe their business is restricted to teaching and relegate enforcing rules to the head teacher. They feel they have no means of handling students' indiscipline since it does not occur in the classroom. Teachers might even give latent support to student strike since it usually targets the head teacher whose authoritarian figure towers above both students and teachers alike.

The literature under "the staffing and striking" theme tries to clarify the extent to which staffing influences striking in secondary schools. This literature is however short of the following. The information gives limited examples on Ugandan secondary schools and only singles out the role of the head teacher in relating to teachers and students as what is termed as staffing. Yet there could other dimensions of staffing such as teachers knowledge levels of conflict and conflict resolution, their behavior while at school among others that could influence striking in secondary

schools. The study addressed these gaps by limiting itself in the selected schools of Mbarara municipality.

2.4. Influence of institutional culture to the prevalence of striking in secondary schools

Academic performance is measured in a variety of ways. The most commonly cited indicator is the rate of high school completion, grades, standardized test scores, absenteeism, suspensions and expulsions, and the percentage of students who have been held back (Lynn, 2005).

A correlation between discipline and good academic performance is reported by Karanja and Bowen (2012) whereby according to them, discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. They further report that a democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. Besides, students and teachers in schools affected by unrest find it difficult to restore working relationship after the unrest. The emotional and psychological trauma that characterizes the aftermath of students' unrest strains further interaction amongst the people.

According to Mwangi (2003), there is a correlation between school organizations where there is discipline and academic performance. Mwangi argued that a school's climate that is characterized by social rewards for academic excellence and where discipline and scholastic achievement are valued by the teachers and students has a direct influence on students' performance.

According to a study carried out by Karanja and Bowen (2012), there is clear evidence that schools unrests are linked to poor academic performance of the students according to 86.2% of the respondents. In their findings, only 13.8% reported that strikes had no impact on academic performance. In the same study, 36.8% of the students indicated that strike ring leaders were poor performers (academically) when compared to 22.4% who reported that such ring leaders performed well academically.

Contrary to the above, in a study carried out by Harris (2007), about the potential academic effects of strikes, using Pennsylvania System of School Assessment (PSSA) test scores from 2003-04 to 2006-07 and several different statistical models, was unable to find any statistical relationship between the incidence of strikes and their duration and district level student performance on 46 different PSSA tests. His study supports prior research in finding that Pennsylvania school strikes are not associated with negative academic outcomes, measured by district level PSSA test performance, attendance and graduation rates. Harris (2007) examined PSSA scores, graduation rates and attendance data of school which have experienced strikes between 1992-93 and 2006-07 and compared those schools which had not experienced strikes during the same period. He concluded, "This study supports prior research in finding that strikes are not associated with negative academic outcomes, measured here by district level PSSA test performance, attendance and graduation

Several reasons have been advanced to explain the prevalence of conflict in schools. To Ssekamwa (2001) the current education administrative structure in Ugandan schools, presupposes a participatory approach to decision-making. In Uganda, school councils were introduced to enable students participate in school administration. In addition, Parents-Teachers Associations (PTA) brings together teachers, parents and administrators to plan for the school, and evaluate its performance. Similarly, in universities and tertiary institutions, students, academic staff and non-teaching staff are represented on governing councils. All these developments facilitate participation in school management. However, participation has a potential to cause conflict. For example, well intended students councils can lead to strikes when students' representatives become pressure groups to influence management decisions. Participation and representative decision-making organs manifest benefits resulting from different points of view. In such a collaborative system, school leaders can no longer assume that it is desirable or possible to order the behaviour of staff and other stakeholders.

The head teacher of public schools seems to be faced with the dilemma caused by New Public Management (NPM). NPM demands for increased performance from public managers, but greater stakeholder participation complicates the process since public managers are expected to be creative, and responsive without the power to make decisions without involving other

stakeholders. During the 1990s the need for participation and empowerment of staff pervaded the thinking of public managers leading to a departure from the old hierarchical command structures in the public sector in order to create more fluid responsive organizations. No longer viewed simply as numbers and costs, staff became human resources who were the key to achieving the goals of public organizations (Pollit, 2003).

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Thirdly, most Headteachers in developing countries catapult from classrooms to positions of leadership without proper leadership training. They depend on charisma and socialisation from authoritarian cannon law and ex-servicemen-led-schools. Such a combination of head teacher characteristics is a recipe for authoritarianism and escalation of conflicts in school administration (Sarason, 2001).

Fourthly, the professional sophistication of school teachers is another cause of conflicts in schools. In organizations staffed with professionals, managers face a challenge of constructing an enabling working environment where professionals can perform with little interference from administrative control. Thus, the inherent conflict between administrative control and teachers' search for independence in the school setting may not be easy to resolve (Tjosvold, 2007).

Studies have shown that teachers spend less time in conflict than most people believe. Conflicts in which teachers were involved were largely cognitive and contributing to school improvement by questioning the status quo. Teachers tend to clash over inequitable distribution of resources, non-instructional responsibilities perceived as barriers to teacher performance and student

achievement, and confusion over who makes the final decision. Militant teachers were not only conflict-oriented but also catalysts for change. On this basis, Headteachers who want to use conflict constructively and maintain organizational harmony should be able to understand different perceptions, catalyse growth and efficiency and resolve issues that prevent individual productivity.

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Scanning through the information under this theme, one established that institutional culture is mainly reflected in good management practices. However, other than discipline as part of institutional culture, the literature rarely portrays specific institutional cultural responses that influence the prevalence of striking in secondary schools. Moreover, the literature under this theme lacked concrete local examples that would help the study to situate the study concepts. The study established how institutional culture influences striking in secondary schools taking a case of Mbarara Municipality secondary schools. This helped to address some of these research gaps.

2.5 Synthesis of Literature review

In summary, conflicts affect the accomplishment of secondary school goals due to their attending stress, hostilities and other undesirable factors when poorly managed. The issue of conflict management then becomes paramount for goal accomplishment. The term conflict carries a variety of definitions, depending on the usage and the context of its usage. Adams (2007) defines conflict as synonymous with dissention, antagonism, opposition, disagreement, discord, combat and encounter. This is echoed by the Advanced Learners' Dictionary which simply puts it as 'being in opposition or disagreement.'

If conflict is not properly managed, it could result to strikes and lock-out most especially in the Civil service which could have resultant effect on the Psychology of the staff. It can also affect the nation both politically and economically. If conflicts are not properly managed, it can result to bad feelings, low turnover and costly litigation but when properly managed, can result to increased individual participation, innovativeness and increased employee's productivity (Burns, 2008).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter is comprised of the research design, study population, sampling strategies, and data collection methods, tools and data analysis methods, limitations of the study as well as the ethical considerations.

3.1 Research Design

The study used both cross-sectional and descriptive research designs to understand the influence of conflict management approaches on the rate of strikes in secondary schools. Cross-sectional survey methodology was used where various sections of the school population were employed for the study. These included teachers, administrators, parents and students. Scores of conflict management approaches were correlated with scores on teachers and students satisfaction with the school climate. Surveys were considered to be particularly suited for researches that study the individual as a unit of analysis and it is an excellent vehicle in measuring individual attitudes (Oppenheim, 2002). The study utilized both qualitative and quantitative methodologies. Quantitative data was collected from teachers using a questionnaire. Self administered interviews were used to collect qualitative data from Headteachers and teachers, while focus group discussions were used to collect qualitative data from students. Descriptive research design had been used because it described the relationship between variables under the study which enabled effective data collection.

3.1 Study Population

The study was conducted from five secondary schools of Mbarara Municipality that comprised of Ntare School, Mbarara High school, Cleveland high school, Mbarara modern secondary school and Mbarara secondary school. The Municipality was selected because it has a high concentration of schools of different categories. Besides, schools in Mbarara district have experienced a number of strikes in the recent past. The study population comprised of teachers, Headteachers, school top management organs such as Parents Teachers Association (PTA) and Board of Governors (BoG), Municipality Inspector of Schools, District Education Officer,

parents, and students leaders that represented population of the five secondary schools in Mbarara Municipality. Teachers were selected because they are the implementers of school programmes and facilitate learning. The inclusion of Headteachers was premised on the fact that they are the day to day managers of the selected secondary schools and have a direct technical role in guiding the other school management units. Top management organs were included because they are the overall decision makers and formulate school policies. Student leaders are the central point of strikes either as facilitators or as controllers and hence had knowledge on what key factors influence striking in secondary schools. This made them part of this study. The Inspector of Schools and the DEO were selected to generate their technical expertise since they are the supervisors of these secondary schools.

3.2 *Sampling Strategies*

While selecting the target schools, the researcher ensured representation of government and private schools, single-sex and mixed schools, female-headed and male-headed schools. The researcher also ensured that selected schools were representative of different foundation bodies such as Church of Uganda, Roman Catholic Church, and non-denominational schools. These strata were chosen using stratified and simple random sampling method in order to gain precision in the representativeness of the sample and to investigate differences among sub-groups according to known categories of variation in the population of schools in Mbarara Municipality. This technique was preferred because it is used when the population is not homogenous and it ensures fair representation (Sekaran, 2003).

Out of the 45 secondary schools in Mbarara Municipality, the researcher sampled only 5 schools namely Ntare school, Mbarara High school, Cleveland high school, Mbarara Modern secondary school and Mbarara secondary school. The sampling and selection of secondary schools was done purposively basing on the performance levels and type of the school (government and private schools, single-sex and mixed schools, female-headed and male-headed schools). The respondents were randomly selected from each school to fill the research questionnaire. To ensure that respondents are familiar with the schools in question, only those teachers who have worked at the schools for a period of not less than six months participated in the study. Students were considered as respondents simply because they were the most targeted respondents, while

teachers and Headteachers were considered simply because they could provide data in addition to the one provided by the students.

3.3. Sample size

Following the Krejcie and Morgan's criteria, a sample of 112 respondents was selected from a total population of 140 considering time and resources that were available for this research. Ninety two respondents were the student leaders from all 05 secondary schools while 20 respondents were Mbarara municipality secondary school administrators that composed of 10 teachers, 01 PTA representatives, 02 representatives of Board of governors. 05 headmasters, 01 Inspector of schools and 01 DEO. Data was collected mainly from five secondary schools of Mbarara Municipality namely Ntare school which had 30 student leaders, Mbarara High school with 30 student leaders, Cleveland high school with 12 student leaders, Mbarara modern secondary school with 10 student leaders and Mbarara secondary school with 10 student leaders. For representativeness, the selected number of student representatives was based on the size of the school which also determined the size of the prefectorial body. Furthermore, from each of the selected secondary schools, 2 secondary school teachers and one head teacher were selected for the study.

Table showing study population and sample size

Population category	Study population	Sample size
Student leaders	120	92
Teachers	10	10
PTA representatives	1	1
BOG Representatives	2	2
Headmaster	5	5
Inspector of schools	1	1
District education officer	1	1
Total	140	112

Source: R.V. Krejcie & D. W. Morgan (1970). Determining sample for Research Activities; Educational and Psychological Measurement

3.4. Data collection Methods

These included both primary and secondary data methods that assisted the researcher during the process of data collection as explained below.

3.4.1 Primary Data Methods

3.4.1.1 Interviewing

This is a method of data collection where the investigator gathers data through direct verbal interaction with participants (Amin, 2005). Interviews provided the researcher with an insight into the Headteachers 'thoughts, ideas and memories in their own words rather than those of the researcher. Furthermore the face to face interaction helped the researcher to delve deeper into the issues conflict management approaches and striking in secondary schools and to clarify any doubts that arose. The interview method used semi-structured guided interviews and comprising of pre-determined questions with specific topics of discussion.

3.4.1.2 Questionnaire method

A questionnaire is one of the methods that were used to collect primary information from the respondents. The method was used because the target population was largely literate and was unlikely to have difficulties responding to questionnaire items (Oso and Onen, 2008). The method was considered efficient in terms of research time, cost and energy. The questionnaire was used to collect data from all school administrators.

3.4.2 Data Collection Instruments

3.4.2.1 Structured Questionnaire

Amin (2005) describes a questionnaire as a self report instrument used for gathering information about the variables of interest in an investigation. The researcher used semi-structured questionnaires to generate data from school administrators and it was self administered by the respondents. The method was used because the target population was largely literate and unlikely to have difficulties responding to questionnaire items (Oso and Onen, 2008) and also the method was considered efficient in terms of research time, cost and energy. To get a second opinion, teachers filled a self-administered questionnaire comprising 77 items (32 items dealt with identifying the conflict management approaches used by Headteachers; 29 items sought to

identify teacher satisfaction with the school climate; 07 items dealt with the bio-data of respondents; and 8 items asked about characteristics of the school).

3.4.2.2 Interview guide

An interview guide is a set of questions that the interviewer uses when interviewing is utilized (Mugenda and Mugenda, 2005). The interview guide with mainly open ended questions was used to generate detailed information to supplement data that was obtained from the questionnaire. The instrument involved meeting the respondents face to face, it allowed probes in addition to asking pre-determined questions so as to create a rapport between the interviewer and guide the respondents. The instrument was preferred because it has a better completion response rate and respondents with low levels of education but with useful information is tapped and in details. It was intended to generate variety of ideas, detailed and in depth information from respondents, this was different from questionnaire since answers were pre determined and hence limited space for detailed answer. The instrument was administered on secondary school students.

3.5. Secondary Data Methods

3.5.1. Reviewing of data

Secondary data was collected from libraries by referring in the books, journals and unpublished reports written by other people. The secondary data was supported by primary data in presentation and interpretation of the study findings.

3.6. Data Quality Control/Pretesting

Data quality control was very important in enabling the researcher to ascertain whether the used data collection instruments had ability to collect the required information. It was important in establishing the degree of to which the instruments collected accurate and consistent data. In this case, validity and reliability of the data collection instruments was determined as presented below.

3.6.1. Validity of the Instruments

In order to ensure validity of data collected, two experts in academic research rated each item on the scale: very relevant (4), quite relevant (3), somewhat relevant (2) and not relevant (1). Validity was determined using Content Validity Index (CVI).

The Content Validity Index (CVI) was then calculated using the formula below;

$$CVI = \frac{n}{N}$$

Where n = the number of items rated as quite relevant or very relevant by both experts (3 or 4)
N= Total number of items in the questionnaire (Oso and Onen, 2008). The items in both the questionnaire and the interviews were taken to be valid if the CVI for each instrument was 0.7 and above (Amin, 2005).

The CVI for the Headteachers and teachers' questionnaire was calculated as follows.

$$CVI = \frac{n}{N}$$

$$CVI = \frac{9}{12} = 0.75$$

$$CVI = 0.75$$

The CVI for the students interview guide was calculated as,

$$CVI = \frac{10}{14} = 0.78$$

$$CVI = 0.78$$

The CVI for the Board, PTA, Inspector of Schools and DEO's interview guide was calculated as,

$$CVI = \frac{8}{10} = 0.8$$

$$CVI = 0.8$$

The CVI for the parent's interview guide was calculated as,

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

$$CVI = 0.8$$

Given the obtained values for all the data collection instruments were above 0.7, it meant that the data collection instruments were valid for data collection.

3.6.2 Reliability of Data Collection Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. Reliability of research instrument was studied using Cronbach alpha coefficient. The reliability of the instruments was computed using SPSS to determine the Cronbach Alpha Coefficient. The closer it is to one, the higher the consistency (Sekaran, 2003). The questionnaire was pre-tested in the areas not intended for research using Test/re-test because it permits the instrument to be compared with itself, thus avoiding the sort of problems that could arise with the use of another instrument (Kumar, 2011).

The Cronbach Alpha formula below was used:

$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum SD^2_i}{SD^2_t} \right) \text{ Whereby; } K = \text{Number of items in the instrument}$$

SD^2_i = Variance of total instruments

SD^2_t = Variance of a single individual item

α = Alpha

The scores found at 0.7 and above alpha values indicated good credits hence better for use (Amin, 2005).

To determine the reliability of the questionnaire, a pilot study was carried out on 10 respondents and their responses were entered into the computer and computed using SPSS. The value of the reliability co-efficient was calculated using Cronbach’s Alpha Co-efficient values. The results of the computation are summarized in the table below.

Reliability Statistics for the Headteachers and teachers’ questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.970	12

Reliability Statistics for the students’ interview guide

Reliability Statistics

Cronbach's Alpha	N of Items
.92	14

Reliability Statistics for the parents’ and Board, PTA, Inspector of Schools and DEO’s interview guide.

Reliability Statistics

Cronbach's Alpha	N of Items
.84	10

From the table above, since the values of the alpha co-efficient in each instrument were greater than 0.7 the data collection instruments were considered reliable for use in the data collection.

3.7. Data Analysis

3.7.1 Quantitative analysis

Quantitative variables were generated from the field and a software package SPSS was used to summarise field data on numerical variables and later was entered into computer and later tables were generated for further use during data presentation and interpretation. Descriptive statistics

were presented to explain the magnitude, trends and relationships on Conflict Management Approaches and Striking in Selected Secondary Schools.

3.7.2 Qualitative data analysis

Qualitative data collected from the field was analysed using thematic content analysis where objectives were developed into themes and sub themes for easy analysis and presentation of findings. Data that was collected from the field was progressively organised into categories, sorted and arranged following the research themes. This was done right from the field findings so as to create a meaningful data. Progressive analysis method minimised response errors and irrelevant information that would affect the validity of data presentation stage. It was also essential in maintaining the objectivity and logical flow of the study findings. Coding of data was used to help in identifying the key narrations from respondents which later formed quotations during data presentation and discussion.

3.8. Limitations of the Study

There were confounding variables such as the respondents' honesty and personal biases which were beyond the researcher's control. This was minimized by clearly explaining the purpose of the study and building research rapport in addition to being urged to be as honest as possible and avoid biases in answering the questionnaires.

The time of administration, understanding of the items in the questionnaires and explanations given to the respondents varied for each research assistant. To resolve this limitation, the research assistants were oriented and briefed on the procedures to be followed during data collection.

3.8. Ethical Considerations

All the respondents were requested to verbally consent to the study. However students below 18 years verbally asked to consent with the assistance of their teachers and guardians. The teachers were thoroughly briefed on the study and its purpose and were assured of confidentiality of the students that would participate in the study. No written consent form was provided but the process of seeking for consent was followed in order not to bias them on data collected and this gave the respondents assurance and motivation in providing data in a shortest period of time. The

researcher assured respondents that the collected data would be kept in one place and analysed using codes such that the interest was placed on the responses rather than the participants' names and other identities. The names of participants would not be included on the data collection sheet.

No respondent was coerced to participate in the study. It should be noted that participation in this study was voluntary. Study participant, had a right to choose not to take part and if he or she joined, he or she could quit at any time during the interview process. his enabled them provide the required data to the researcher which made presentation of findings in a generalized manner for further researches.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF RESULTS

4.0. Introduction

This chapter presents and interprets results from the field. The first section presents the demographic characteristics of the respondents. This is followed by results under the key thematic areas that include; the effect of administrative responses on striking, the role of school committees in addressing striking, whether staffing influences striking in secondary schools and the influence of institutional responses to the prevalence of striking in secondary schools of Mbarara Municipality. Data from both the quantitative survey and qualitative interviews is presented and interpreted in this chapter.

4.1 Demographic Characteristics of the Respondents

Demographic characteristics of respondents comprising school administrators and students included age and sex. The two important variables- age and sex were analysed and linked to striking in secondary schools. This is intended to give a picture on the influence of age and gender on the current rate of strikes.

4.1.1. Age of the Respondents (school administrators and students)

Age was considered a very important factor for the study. The researcher considered age of the respondents so as to relate it to the problem under investigation and the age categories are presented in Table 1. This was intended to ascertain the influence of age on striking.

Table 1: Age of the respondents

Age of the respondents	Frequency	Percentage
Students		
Below 20	92	82
Teachers		
21-30	02	02
31-40	03	03
41 and above	05	4.5
Head teachers		
21-30	-	-
31-40	-	-
41 and above	05	4.5
DEO, PTA, BOG Representatives		
41 and above	05	4.5
Total	112	100

Source: Field Data, 2015

Results show that 82% of the respondents were below 20 years and these were students from five secondary schools of Mbarara Municipality in Mbarara District. They revealed that strikes in secondary schools are common and they are mainly caused by poor management by the schools' administration. Students at such an age were mostly in adolescence, a stage that is characterized by delinquency, stubbornness and discovery all of which clash with school administrator's interests and the school rules and regulations. This was confirmed in some of the secondary schools such as Ntare, Mbarara High school, and Cleveland high school which had recently experienced strikes. Hence the attempts by the school administrators to use appropriate conflict management approaches such as disciplining such students could be met with resistance in most cases which culminated into strikes. This further implied that school administrators needed appropriate management skills to control such students and avoid striking in their respective secondary schools.

Basing on the study findings 13.5% of the respondents had 41 years and above. These were mainly secondary schools administrators from Mbarara secondary schools in Mbarara Municipality in Mbarara district. These included DEO, PTA, BOG Representatives, teachers and head teachers. Results further show that strikes have been common in secondary schools due to poor management skills especially from top administrators. This makes school properties destroyed like glasses of classrooms, cars belonging to the administrators and school buildings. This affects students' academic performance in most secondary schools.

In addition, 03% of the respondents were aged 31-40 years of age. These were mainly the teachers of secondary schools of Mbarara Municipality. They noted that secondary schools strikes happen abruptly but at times people say that it is due to poor management among schools administrators and forget about other causes of strikes. This therefore still remains a question of what causes strikes in most secondary schools.

Last but not the least, only 02% of the respondents were aged between 21-30 years. These were mostly teachers from Mbarara municipality secondary schools. They revealed that strikes normally happen in secondary schools as a result of misunderstandings between the staff and students in schools. Hence they were able to tell some of the causes of strikes on the side of teachers, Headteachers and students themselves.

4.1.2. Sex of the respondents

In order to collect data effectively, the researcher considered sex of the respondents so as to relate it to the study findings under investigation as findings are shown in the table 2 below.

Table 2: Sex of the respondents

Age of the respondents	Sex		Frequency	Percentage
	Female	males		
Students	34	58	92	82
Teachers	6	4	10	8.9
Head teachers	2	3	5	4.5
DEO	1	0	1	1
PTA	1	0	1	1
BOG Representatives	0	2	2	2
Inspector of schools	01	0	1	1
Total	45	67	112	100

Source: Filed Data, 2015

As table 2 indicates, 67 (60%) of the respondents were males while 45 (40%) of the respondents were the females. Most of the respondents were males compared to the females. This implied that most of the selected secondary schools have got higher number of males in leadership and teaching positions than females according to the study findings. The male respondents were able to point out specific attributes of characteristics that serve to spearhead or promote strikes in schools. Some of these included the attempts to escape and visit girls' schools, attempts at alcohol drinking, and need for sustained better feeding all of which were impossible to achieve especially from the rigid school administrations. The demand for fulfillment of such interests versus the need to protect the status quo has always culminated into strikes.

The females on the other hand explained the unique features exhibited by them some of which promote strikes in schools. These included the sexual urge and the need to date boys in other schools, need to enjoy free time through watching films among others. Hence they were able to share their views on whether they had fallen under such category or not in addition to mention some causes and conflict management resolution. All respondents in regard to their sex noted that, strikes are mostly caused by poor management emphasized by schools' administrations.

4.2. *Influence of administrative responses on striking in secondary schools of Mbarara Municipality*

The researcher considered the administrative responses on striking in secondary schools of Mbarara Municipality. This is because it was predetermined that the approaches that administrators use to manage schools may have an influence on the rate of strikes in schools.

Table 3 presents the findings from the field.

Table 3: Influence of administrative responses on striking in secondary schools

Name of school	Influence of administrative responses	Frequency	Percentage
Ntare School	Administrative management skills	10	30.3
	Teaching process	12	36.4
	Collaboration of teachers and students	6	18.2
	Control of strikes	02	6.1
	Strike resolutions	03	9.1
	Total	33	100
Mbarara High School	Collaboration of teachers and students	8	24.2
	Use of student leaders	5	15.2
	Strictness on rules and regulations	14	42.4
	Administrative management skills	6	18.2
	Total	33	100
Mbarara Secondary School	Punishments to wrong doers	3	23.1
	Strike resolutions	4	30.8
	Collaboration of teachers and students	4	30.8
	Control rather than preventive responses	2	15.4
	Total	13	100
Cleveland High School	Control rather than preventive responses	6	40
	Strictness on school rules	4	26.7
	Dictatorial management of problems	2	13.3
	Dialogue	3	20
	Total	15	100
Mbarara Modern Secondary School	Collaboration of teachers and students	3	23.1
	Dialogue	5	38.5
	Warnings on strikes	5	38.5
	Total	13	100

Source: Field Data, 2015

In Ntare School, majority (36.4%) of the respondents noted that the teaching process among the staff has an influence on striking in most secondary schools of Mbarara Municipality. The respondents revealed that when the teaching is extreme, it increasingly showed signs of striking among students. They clarified that in instances where teachers exhibited laissez faire type of teaching characterized by frequent absenteeism without reason, frequent late coming and slow pace in relation to covering the syllabus, such attitudes by the teacher towards teaching angered the affected students and culminated into striking in such secondary schools.

It was also on the other hand clarified that in secondary schools where teachers became workaholic by pumping too much work to students in form of notes, assignments, tests and exams, students also felt overworked and were not happy with such kind of teachers. They thus demanded for free time and teaching according to time table some of which such demands were expressed in form of strikes. This implied that if the teaching process is serious, then the strikes can happen at a very limited rate compared to when teaching process is not effective.

Administrative management skills according to 30.3% of the respondents in Ntare School also had an influence on striking in secondary schools. It was established that Headteachers who had good management skills had the ability to curb down strikes because they were able to discover potential strikes early enough and use friendly means to handle the impending strikes. This therefore implied that administrative management skills have an influence on striking in most secondary schools of Mbarara Municipality. Results further indicate that management skills such as mobilization skills, conflict resolution, dialogue between conflicting parties were still lacking among most administrators mainly Headteachers, deputy Headteachers, director of studies and teachers, a factor that has silently kept striking in secondary schools occurring.

Furthermore, (18.2%) of the respondents noted that collaboration of teachers with students matters a lot and has an influence on striking responses in secondary schools of Mbarara Municipality and Uganda as a whole.

More so, (9.1%) of the respondents noted that conflict resolutions are all the best in schools administration. This implied that with good conflict resolution strategies, strikes may be minimized in schools compared to when there are no good strategies. It was revealed that in Ntare School, a committee was set up to identify the likely conflicts and later work out ways of resolving them before they adversely affect the school. Hence where such committees have worked well, most of the school conflicts have been detected and resolved and where the committees have not performed to their expectations, conflicts and strikes had surfaced.

Results revealed that 6.1% of the respondents in Ntare School noted that administrative responses aim at controlling strikes and this can bring school development in all aspects of life. The respondents revealed that with the control of strikes, the staff and students create a very good relationship that leads to conflict management and limited occurrence of strikes in secondary schools. The administrative responses that controlled strikes involved creating a conducive and free working relationship between administration and students leadership such that whenever there were issues affecting students in general they were discussed and resolved democratically, leaving students satisfied. Such responses also involved having good communication channels such that students and school administrators were always updated of what was transpiring and having no information gap.

In Mbarara High school, 42.4% of the respondents pointed out strictness on school rules and regulations as one of the administrative responses used to influence striking in the school. It was learnt that being strict on school rules and regulations sometimes demotivated students hence ending up in a rebellious mood which consequently led to striking against certain rules and regulations. More 24.2% of the respondents also showed that collaboration of teachers and students also had an influence on striking in Mbarara high school. Administrative management skills and use of student leaders and were cited by 18.2% and 15.2% of the respondents as other administrative responses that had influenced striking in Mbarara high school. It was learnt that reliance on student leaders as a form of administration of sometimes controlled strikes once their demands presented from students were appropriately handled but would cause striking once a distance was created between student leaders and school administrators.

In Mbarara Secondary School, 30.8% of the respondents cited conflict resolution mechanisms for likely strikes as one of the administrative responses that influenced striking in the school. It was learnt that when conflict resolution was adhered to, striking was greatly reduced in the school. Furthermore, collaboration of teachers and students was cited by the same 30.8% as having an influence on striking in this school.

Punishment of wrong doers was cited by 23.1% of the respondents as also having an influence on striking in Mbarara secondary school. Heavy punishments imposed on students such as expulsion, indefinite suspension, fines were found to leave students dissatisfied which consequently led to increased incidences of strikes in the school.

Last but not least, administrative management skills was cited by 15.4% of the respondents as influencing striking in Mbarara secondary school. In relation to the findings, as one teacher of Mbarara secondary school said;

“If the school administrative management skills are poor, conflicts become inevitable and vice versa”. This is where in secondary schools characterized by strikes school administrators always want to use autocratic means of dealing with strikes. Hence conflict resolution experience and knowledge were needed to permanently resolve conflicts in schools to deter them from translating into strikes”

(pers. com. teacher Mbarara secondary school, October, 2015).

In Cleveland High School, 40% of the respondents cited control rather than preventive responses as having an influence on striking among students. More 26.7% of the respondents revealed strictness on school rules and regulations as influencing striking in the school.

More 20% of the respondents revealed used of dialogue as having an influence on striking in Cleveland high school. It was learnt that a committee was set up to identify the likely conflicts and later work out ways of resolving them before they adversely affect the school. Hence where such committees have worked well, most of the school conflicts have been detected and resolved and where the committees have not performed to their expectations, conflicts and strikes had surfaced.

The least 13.3% of the respondents pointed out use of dictatorial management of problems as influencing striking in the school. The use of dictatorial management of students' issues was found not to be sustainable in management of striking in the school as this usually left the students on the defensive hence devising means of striking against what they termed as poor administrative policies in the school.

In Mbarara modern secondary school, dialogue was also used as an administrative response which influenced striking in the school as cited by 38.5%. It was learnt that use of dialogue in most cases calmed the situation as a lasting solution was created for the benefit of students and administrators hence reducing striking in the school.

In Mbarara Modern secondary school like in Cleveland, a committee was set up to identify the likely conflicts and later work out ways of resolving them before they adversely affect the school. Hence where such committees have worked well, most of the school conflicts have been detected and resolved and where the committees have not performed to their expectations, conflicts and strikes had surfaced.

Furthermore warnings on strikes was also used in Mbarara modern secondary school as cited by 38.5% of the respondents and this also influenced striking in the school.

The remaining 23.1% of the respondents pointed out collaboration of teachers and students as having influence on striking in the school as one teacher of Mbarara Modern secondary school aged 30 years lamented;

"If collaboration of teachers and students is good, strikes are less likely to happen compared to when the collaboration process is bad. This could be mostly demonstrated in class especially on how the teacher always related with his or her students. If the teacher became accommodative and tolerant by only providing guidance and counseling rather than wanting to punish the wrongdoers, then students would definitely like such a teacher and cooperate with him in most of the

school academic activities”(pers.com. teacher, Mbarara Modern secondary school, October 2015).

4.2.1. Frequency of use of various conflict management approaches in addressing striking in secondary schools

Descriptive statistics were used to find out the frequency of various conflict management approaches used in the sampled schools. A simple majority (up to 51%) reported that their Headteachers did not often use the avoidance strategy to manage conflict. This implied that such Headteachers in most cases used other conflict management approaches such as compromising and collaborative approaches to deal with the existing conflicts in their school, a factor that kept striking controlled in the affected schools.

On the other hand, 35% said their headteachers use avoidance sometimes. This was representative of a significant number of secondary schools that relied on avoidance strategy. Such an approach was said to have its own disadvantages such as reoccurrence of conflicts, worsening of conflicts resulting into striking and its related adverse effects. However the fact that such Headteachers were using this conflict management approach in some cases meant that at times they could use other strategies that were more sustainable in dealing with conflicts.

Furthermore, 9% reported that they never applied avoidance strategy within their respective secondary schools. These entirely relied on other conflict management approaches such as dialogue, suppression among others as they did not look at avoidance strategy as appropriate in avoiding striking in their respective secondary schools. This when over used would end up putting the students on the defensive side hence leading to re-occurrence of striking in secondary schools by the affected students.

The only 5% said their Headteachers apply avoidance most of the time. These were rarely concerned with issues of the aggrieved parties such as students' academic and other demands, teachers' demands among others. In such cases such Headteachers instead ignore upcoming grievances and threaten to harshly deal with students who want to incite violence that would lead to and strikes. This method of dealing with conflicts was not likely to be sustainable in

handling the would be strikes such the conflicting parties did not be allowed to sit on the table and resolve the issues democratically. In such cases, such an approach was more likely to promote of fuel strikes in the affected secondary schools. This implies that we can confidently conclude that avoidance strategy is rarely used in all the schools surveyed.

The findings showed that majority (95%) of the Headteachers did not entirely depend on avoidance strategy in managing conflicts within their schools. This implied that the strategy could have more loopholes in trying to ensure conflict resolution and later deter impeding strikes in secondary schools.

With regard to the use of collaboration strategy, majority of teachers (50%) felt that collaboration was used most of the time. This showed that most of the secondary schools had realized the need to establish the cause of the conflict from the affected party before devising means of dealing with any conflict. This involved collaborating with the aggrieved party with the intention of reaching a common understanding.

More 29% reported that it was used sometimes, implying that few of the secondary school Headteachers and school administrators used collaboration more often. In such instances, such Headteachers relied on other conflict management approaches that they deemed suitable to the conflict situation.

While a few (19%) of the respondents said it was used all the time. This showed that such schools were aligned to more democratic means of dealing with prevalent conflicts other than more of authoritarian methods. Such secondary schools were thus able to permanently resolve the conflicts and avoid striking in their respective schools. None of the respondents said the strategy was never used. Chi-square test was significant at 99% confidence level.

With regard to compromising style, results indicate that 48%of the teachers reported that the style is used sometimes, and 43 percent said it is used most of the time. The secondary schools that used compromising style more often were relatively fewer, implying that they did not

entirely approve of the style as appropriate in dealing with conflicts and controlling strikes. They either used it in addition to other styles of managing conflicts or used it on few occasions.

Under the accommodating style, 67 percent of the teachers reported that their Headteachers used the strategy sometimes, and 16 percent said it was used most of the time. This showed that accommodating style did not work in a significant number of secondary schools on a regular basis but was rarely used. This implied that such schools possibly relied on other styles such as compromising, collaborative or avoidance to manage conflicts within their respective secondary schools.

The results have shown that controlling, compromising, collaborating and accommodating are important approaches of conflict management that are frequently used while the least frequently used strategy is avoidance. Thus out of the five conflict management approaches only avoidance is rarely used by the Headteachers. Avoidance here meant underestimating the magnitude and complexity of a strike that is building up in a school on assumption that it will gradually phase out with minimal effort. The remaining four are widely used with different frequencies. A few Headteachers never use controlling and a few always use collaboration. The findings showed that each secondary school used a different conflict management strategy depending on the Headteachers' interests, knowledge in conflict management and nature of the conflict existing in the school.

4.2.2. Causes of Strikes in secondary schools

Students were asked if they had witnessed a strike during their stay at the school. Out of 80 students, it was only one student who said they had not experienced a strike. In some private schools, students said they had witnessed a strike in form of a peaceful demonstration. In the other schools students had witnessed violent strikes involving destruction of school property and resulting into closure of the school after police intervention to disperse students.

The first key cause of strikes was the problem of poor communication between students and administration. Where students reported that the head teacher did not listen to students views, strikes were more likely to take place. In such instances, the Headteachers and other top school

administrators took an authoritarian kind of conflict management which in most cases ended up angering students and fueling their grievances. Once the students were not clarified on their demands such as type of punishments given, teaching methods used, they remained uncertain and worked on their assumptions which consequently led to striking in the school.

The study findings also noted that lack of quality food causes strike to students and this could lead to their poor performance in academics. Quality food in the context of the study meant food that is poorly stored to the extent that it has been infested with pests and also food that lacks balanced diet. In most cases such poor quality food comprised of beans with weevils and smelling posho. It was learnt that more often students have complained of poor quality food in some of their schools and the persistence of this problem usually resulting in students mobilizing against the school authorities in form of demonstrations and strikes. This implied that in such schools, the school administrators have not done much in listening to the students' problem on food quality. Moreover some of the school administrators do it intentionally by procuring poor quality food (posho and beans) with an intention to save some money for their personal use and this puts them in position of not handling the strikes.

Lack of entertainment facilities and opportunities was among the causes of strikes in secondary schools. Students particularly pointed out that they needed to watch football on pay-to-watch channels. In some schools such as; Mbarara Modern secondary school, Cleveland and Mbarara High school, students complained that they were not allowed to have dancing parties especially with schools of the opposite sex. This showed that students given their age bracket of teenagers and in early twenties were still interested in enjoying entertainment events such as films, music and dances and football watching. This meant that Headteachers that did not try to accommodate some of these interests and reach a compromising stand on how the students should balance them with other co-curricular activities, strikes were most likely to occur. Moreover, students had collaboration with other schools who gave them such knowledge of striking as the only option of having their interests and needs fulfilled by school administrators.

Poor sanitation in dormitories and lack of toilet facilities were mentioned as another cause of strikes in secondary schools. Students revealed that when pit latrines were full, administration

sometimes took long to construct new ones or empty the filled ones and this left students living in filthy and stinking environment making them vulnerable to sanitation related diseases. In instances where school administrators did not seem to listen to students' demands and timely work on issues of sanitation, students were able to mobilize themselves to attack and force the administration to work on the problem by staging a demonstration or strike. In relation to this finding, one student had this to say;

"In most cases the administration shows less concern for the students' sanitation as they focus more on issues of administration. As a result, we as students have found ourselves in very poor healthy conditions characterized by filled and stinking latrines and uncontrolled garbage all of which have demoralized students and sometimes motivated us to stage strikes"(per.com. Mbarara Modern Secondary School student).

The other cause of strikes that students mentioned was heavy punishments by teachers and administrators. In two of the selected schools, students reported that teachers and administration in general used corporal punishments such as caning students, forcing students to work in the shamba for more than a day and this was a source of dissatisfaction about the school climate. Results from students' interviews revealed that, they do not refuse punishments but they objected to heavy punishments and unfair implementation of the school rules and regulations. It also emerged that some students who are earmarked for dismissal for poor academic performance deliberately influence others to strike. On the issue of corporal punishments, one of the students had this to say;

"Some of our administrators and teachers have been using heavy punishments that are unbearable to students. The corporal punishments have ended up injuring some of the students and nearly caused permanent damage to our bodies. After students complaints to the headteachers for redress nothing serious has been done to solve the problem. This has made students angry and consequently decided to strike against such unbecoming practices" (pers.com.Mbarara High school student).

4.3. Role of school committees on striking in secondary schools of Mbarara Municipality

The study analysed the role of school committees towards striking in secondary schools of Mbarara Municipality. The findings were presented under committees and management organs

in the schools, functions of school committees, knowledge of functions and roles, what have been done to combat strikes and challenges that have been faced in controlling strikes by school committees.

4.3.1 Committees and management organs in the selected secondary schools

The study established some of the committees and management organs of selected secondary schools in Mbarara Municipality. From the study findings, majority of the respondents constituting 54% cited Parents Teachers Association (PTA) as one of the school committees that have been instituted in the secondary schools to work towards good academic standards in the school. It was learnt that PTA committee was responsible for promoting discipline in school and classroom particularly. Given that teachers and parents were more close to the students, they were able to discover the trend of students' behaviors and how best they could intervene to avoid strikes. Through the PTA meetings that happened twice a term in most schools including Mbarara secondary school, Mbarara high school, Ntare school, the school administrators were updated on the students' demands, behaviour and from this information they were able to make resolutions or recommendations and submit them to other organs for action. In other schools such as Mbarara Modern secondary school, this was not the case.

Board of Governors (BOG) was the other mentioned school committee by 46% of the respondents. This committee was responsible for general planning of the school to keep it focused and running. This was ensured by implementing annual general meeting resolutions and recommendations from the PTA committees. These included setting up school rules and regulations that govern students' discipline while at school, inspecting teachers and Headteachers to establish whether they were doing their tasks that are required and interacting with students to establish their interests and what they needed to be done for them. The committee was responsible for making strategic plans and mobilizing other committees and school administrators to successfully implement them. Hence they also had a stake in issues related to students' academic performance in school.

This showed that the ability of the BOG to prevent or control any strike in school depended on the efforts they invested in terms of time allocation to the activities, rate at which they meet them

to discuss students' issues among others. Since discipline was the core of students' performance, the BOG also emphasized discipline and devised measures of ensuring harmonious co-existence between students and administrators particularly teachers in a bid to avoid clashes, conflicts or strikes in case some of their grievances were not handled.

4.3.2 Functions of School Committees in relation to striking in secondary schools

Results show that 40% of the respondents believed in PTA as a committee that monitors and evaluates the relationship between students and the schools administration. Results further indicate that PTA should suggest to administration to open up communication channels and pay attention to student's grievances. Through monitoring and evaluation of what is transpiring in the school, the school committee was able to identify what is not going well and look for solutions to make the learning environment conducive rather than torturous to students.

The 30% of the respondents noted that the board of governors as a committee should advise administration to provide entertainment facilities to students such as DSTV, school clubs and periodic dances. Results show that BOGs should ensure that punishments are fair and proportionate to the type of offence committed. Hence in schools where the BOG knew their roles and later implemented as planned they were more likely to resolve conflicts and strikes from the students compared to those that were not.

Furthermore, 30% of the respondents noted that the school committees should advise administration to improve on the quality of food and introduce variety in the menu. It was recommended that students who perform badly should not be punished with dismissal; instead they should be helped to improve their academic performance. Students felt that dismissal of poor performers creates a sense of despair among weak students, thus forcing them to cause chaos before they are expelled.

Results indicate that school committees had great tasks to perform within their selected secondary schools whereby some of the roles were jointly performed by all the committees. It was through the collaborative link among the existing school committees that the existing school

committees were able to achieve substantially in terms of improving students learning environment and controlling strikes among students.

4.3.3 Knowledge of functions and roles by committee members

The knowledge levels were established among the different committee members on different school committees. Seventy two (72%) of the respondents revealed that the committee members were adequately aware of the functions and roles of committee members. It was learnt that committee members who attended meetings regularly had gained exposure to these functions through training under Ministry of Education. Examples of secondary schools where school committees regularly attended meetings at different fora included Mbarara high school and Ntare school. Hence they had adequate knowledge of their functions and roles and consequently their mandate in the school.

Furthermore, 21% of the respondents claimed that committee members were inadequately aware of the functions and roles. This showed that some of the committee members were still new of the committee or were not attending orientation workshops and other trainings on capacity building for committee members. In such cases, some of the committee members were likely to misfire in dealing with pertinent issues involving students' grievances, a factor that led to strikes.

The remaining 7% of the respondents were of the view that committee members were not aware of their functions and roles towards management of conflicts within their respective secondary schools. The fact that they were not aware meant that little or nothing was being done in such schools to empower the committee members with required knowledge on what they are supposed to do, when to do it and why to do it among other important aspects. Consequently in such schools, the existing school committees were unlikely to resolve the likely conflicts or strikes in schools leading to frequent strikes and poor performance among students.

4.3.4 What committees have done to combat strikes in secondary schools

The study established that a number of measures have been used by the school committees in an attempt to combat strikes in secondary schools.

Table 4: Role of school committees in combating strikes in secondary schools

Name of school	What committees have done to combat strikes	Frequency	Percentage
Ntare School	Addressing students demands	12	36.4
	Timely response	5	15.2
	Monitoring school activities	6	18.2
	Regular stakeholder meetings	10	30.3
	Total	33	100
Mbarara High School	Partly addressing students demands	3	9.1
	Preventive measures	16	48.5
	Regular stakeholder meetings	15	45.5
	Total	33	100
Mbarara Secondary School	Addressing students demands	3	23.1
	Warning against violent strikes	4	30.8
	Monitoring school activities	2	15.4
	Regular stakeholder meetings	4	30.8
	Total	13	100
Cleveland High School	Addressing students demands	5	33.3
	Timely response	3	20
	Monitoring school activities	3	20
	Regular stakeholder meetings	4	26.7
	Total	15	100
Mbarara Modern Secondary School	Addressing students demands	6	46.2
	Monitoring school activities	3	23.1
	Regular stakeholder meetings	4	30.8
	Total	13	100

Source: Field Data, 2015

In Ntare School, one of the strategies used by the school committees to deal with strikes in the school has been through addressing students demands as cited by 36.4% of the respondents. It was learnt that school committees have always established from the students the issues that were bothering them from time to time. This was done in collaboration with teachers, Headteachers and deputy Headteachers who generated such issues from students and submitted them to the different committees for discussion and redress. This has enabled the school committees to address some of these issues bothering the students before they culminate into demonstrations and strikes. These included poor feeding, raising of school fees and other expenses among others.

Regular stakeholder meetings was cited by 30.3% of the respondents as one of the ways in which school committees in Ntare school have dealt with strikes. It was established that school committees have ensured that regular meetings are held to discuss a range of issues and such meetings have involved parents and foundation bodies to have everybody's views captured and addressed. This has led to discussion and resolution of different issues affecting the school. The regular stakeholder meetings have been able to keep the teachers, students and school administrators informed

Monitoring school activities was cited as a measure of combating strikes in Ntare School as represented by 18.2% of the respondents. It was learnt that as a result of the committees intensifying the monitoring activity in the respective schools, the school administrators who included Headteachers', teachers were now working according to the set time table and work plan for teaching. Monitoring has involved demanding accountability from the different authorities in the school whereby poor performers have been warned and some transferred to other school all aimed at improving performance and consequently students' academic excellence.

Timely Feedback to students was mentioned by 15.2% of the respondents as one of the measures used by Ntare School, committees to control and manage strikes in their respective secondary schools. It was established that committees have tried to give feedback to the students and ensured that the same feedback is generated from the students by students' leaders in time for appropriate action. It was established that schools that had made this a habit were able to drastically minimise the rate of strikes compared to those who were not doing it at all and those who rarely did it.

In Mbarara high school, majority 48.5% of the respondents cited use of preventive measures as one of the means through which school committees have combated strikes in the school. Such measures included dialogue, attempting to provide necessary services to the students such as good meals, good learning environment and scholastic learning materials. This has in turn reduced on students demands some of which would lead to striking in the school, a factor that

has minimised striking in the school. More 45.5% of the respondents also cited regular stakeholder meetings as one of the means through which the school committees have combated strikes in the school. It was learnt that regular stakeholder meetings enabled students through their leaders to present their grievances and seek for solutions before problems escalate, a factor that has drastically reduced striking incidences in the school. The remaining 9.1% of the respondents pointed out Mbarara high school committees have partly been addressing students' demands.

As far as Mbarara Secondary School was concerned, warning against violent strikes was cited by 30.8% respondents as one of the means through which school committees combated strikes in the school. More 30.8% of the respondents revealed regular stakeholder meetings as another strategy of combating strikes used by the school committees in the school. Furthermore, 15.4% of the respondents pointed out monitoring of school activities such as curricular and co-curricular activities as a means to combat striking in the school. This strategy enabled the relevant school committees to identify the students' problems some of which could lead to striking if undressed. The least 23.1% of the respondents cited addressing students demands as one of the strategies used by school committees to combat striking in the school.

In Cleveland High School, the school committees also tried to address students' demands as cited by 33.3% of the respondents. This was done in collaboration with student leaders who presented such demands to the relevant committees for discussion and resolution. As a such most of the students demands were being catered for or were promised to be solved in the near future, a factor that has kept students at peace with school administrators rather than engaging in strikes.

Regular stakeholder meetings was cited by 26.7% of the respondents as a strategy of combating striking in the school. these meetings provided a platform for students to express their grievances and to seek the right redress keeping them at peace to facilitate a learning environment free from strikes.

More 20% of the respondents revealed provision of standard education services as another means through which Cleveland school committees combated strikes in their respective secondary schools. The school committees have been able to influence school administrators to provide standard education service as reflected in availing adequate scholastic materials, text books, lab equipments, spacious classrooms and qualified teachers. All these were intended to provide holistic and quality education such that students had nothing to complain about in terms of academic deliverables.

The remaining 20% of the respondents cited monitoring school activities as another role played by school committees to combat striking in the school. It was learnt that in Cleveland high school, attempts were being made to monitor and streamline school activities such that weak areas are improved upon to keep the learning environment safe and peaceful to the students.

In Mbarara Modern Secondary School, 46.2% of the respondents cited efforts to address students' demands as one of the strategies used by school committees to combat striking in the school. More 30.8% of the respondents cited regular stakeholder meetings as one of the means to combat strikes in the school. the remaining 23.1% of the respondents cited monitoring of school activities.

4.3.5 Challenges faced by school committees in combating strikes in schools

Poor leadership was cited by 42% of the respondents as one of the challenges faced by school committees in combating strikes in schools. This poor leadership was manifested in poor leadership skills by Headteachers, deputy Headteachers and teachers which they exhibited towards students. The poor leadership meant that Headteachers were not able to listen to students' problems and handle them in a non- violent way but rather used autocratic leadership that attracted reaction from students in form of strikes in cases where their demands were being suppressed.

Another challenge was about presence of stubborn students as revealed by 30% of the respondents. It was learnt that in some cases, there were badly behaved students who tended to incite their fellow students to strike even when their demands did not necessitate striking. This

meant that even when school administrators were ready to work on the students' problems, such characters within the students' body tended to rally fellow students to engage in strikes.

Poor communication from administrators was revealed by 19% of the respondents as another challenge faced by school committees in combating strikes in schools. It was learnt that as a result of poor communication between school administrators and students, mistrust and suspicions came up whereby students tended to think that their problems were not being addressed. In such cases, the school committees which come to school from time to time find that the situation is already tense and almost out of hand for them to handle hence culminating into strikes.

The least of the respondents constituting 9% revealed poor planning as another challenge faced by school committees in combating strikes in secondary schools. It learnt that some of the school administrators exhibited poor planning within their schools whereby some of the school programmes were either delayed or not implemented yet they were vital for students. Some of these programmes have ranged from expansion of learning facilities such library, laboratory, putting up lights in classes among others. When these are not timely planned for and provided, then tensions rise up forcing students into strikes. This was seen as a challenge on the side of school committees in that they found it difficult to ensure appropriate planning when they were not always at school.

4.4. Influence of staffing on striking in secondary schools of Mbarara Municipality

The researcher also assessed the influence of staffing towards striking in secondary schools of Mbarara Municipality. This was intended to understand whether the recruitment of staff and their quality relates the strikes rate in secondary schools of Mbarara Municipality.

4.4.1 Procedures of staff recruitment used in secondary schools

One of the procedures of staff recruitment in government aided secondary schools was that they had to be recruited by education service commission while in private secondary schools it was done by either the Director or Head teacher. This was pointed out by 45% of the respondents. These types of staff were mainly the teachers whereby the education service commission was charged with all issues pertaining education in the district. It was assumed that the commission

was competent in recruiting and posting the teaching staff that were aware of students' academic needs including students' behavior management. Hence by following such a procedure, competent teachers would be recruited and these would help in controlling strikes in schools.

More 33% of the respondents pointed out the fact that staff were recruited based on competency and knowledge. Competency was one of the attributes required from any employee and this was associated with knowledge, experience and qualifications. It was learnt that in most cases, the recruitment was based on one's qualifications and skills. Since the staff in their education process were educated on how to handle students in order to avoid strikes, they were expected to work to the required.

The findings further showed that the recruitment procedure was based on interview process as cited by 15% of the respondents. This showed that for every staff to be recruited into the school, he or she had to be taken through the interview process so as to be screened to identify the competency for the job applied for. This implied that the recruited staff were thoroughly examined to ensure that the right staff were recruited and these could help in handling students conflicts and avoid strikes in their respective secondary schools.

The other recruitment procedure was in form of orientation on their profession. It was learnt from 7% of the respondents that upon recruitment, the new staff were always oriented through induction training on the best practices that should be exhibited in teaching, the role of the teaching and non-teaching staff in the posted school among others. This was intended to give the staff capacity to teach effectively while maintaining discipline in the respective secondary schools. Some of the schools where orientation of new staff was done included Ntare School, Mbarara high school and Cleveland high school.

4.4.2 Relationship between staff and school managers

For further analyses of the influence of staffing on strikes in secondary schools, the relationship between staff and school managers was established, with respondents reacting differently on the issue as presented in table 5.

Table 5: Respondents' responses on the relationship between staff and school managers

Influence of staffing	Frequency	Percentage
Good	32	32
Very bad	18	18
Fairly good	35	35
Very poor	15	15
Total	100	100

Source: Field Data, 2015

According to Table 5, majority of the respondents (35%) revealed that there was a fairly good relationship between staff and school managers. This meant that there was at least collaboration between school managers – PTA members and board of governors and staff that included teachers, Headteachers and non- teaching staff. This consequently had a positive effect on control of strikes since there was a platform to resolve the impending conflicts and strikes.

More 32% of the respondents were of the view that the relationship between staff and school managers was good. This showed that there was harmonious relationship in form of management, teaching, enhancing students' behaviours among other school activities. It further implied that whenever there was an issue to be handled, the school managers and staff were informed and they worked together to exchange ideas on how best to resolve the issue. In such schools, strikes were found to be rare compared to schools where relationship between staff and school managers was poor.

Furthermore, 18% of the respondents cited the fact that the relationship between staff and school managers was a very bad one. This meant that there was rarely no cooperation between the staff and school managers. This was caused partly by differences in ideologies over how the school should be run and differences in experience and knowledge whereby some school managers were not highly educated and exposed to education issues.

The least 15% of the respondents pointed out that the relationship between staff and school managers was very poor. This type of relationship involved parties having disagreements over

the course of action to take in the event of conflicts in the school. In such cases, the staff worked separately from the school managers.

4.4.3 Challenges faced by staff in controlling strikes

One of the challenges revealed was lack of seriousness from the school managers. It was learnt that in some schools, whenever the staff raised issues affecting students to the school managers, the school managers kept a deaf ear or delayed to respond yet these were pressing needs according to students. In such instances, the strikes were bound to come up despite the staff's attempts to curb them down.

The other challenge faced by staff in controlling strikes was pointed out as lack of adequate resources in the school. In secondary schools where resources were scarce such as scholastic materials, lab equipments, the students were more likely to become fed up and demand for adequate resources in form of demonstrations and strikes. Therefore even if the staff tried to cool the students' tempers, as long as there was nothing done to increase the scarce resources the situation could not improve.

The remaining respondents revealed another challenge as lack of cooperation from fellow staff in running the school. This was said to affect the education standards as each of the staff was acting on his or her own hence becoming a challenge in implementing school programmes and activities. In the event that students expressed their demands, the staff have not been able to handle such conflicts hence a challenge.

4.4.4 Influence of Staffing on striking in secondary schools

The study also established the influence of staffing on striking among secondary schools. The respondents came with a number of views as shown in table 6.

Table 6: Influence of Staffing on striking in secondary schools

Name of school		Influence of staffing on striking	Frequency	Percentage
Ntare School		Strict supervision	7	21.2
		Lack of managerial skills	9	27.3
		Lack of seriousness at work	5	15.2
		Poor planning among some staff	12	36.4
		Total	33	100
Mbarara High School		Inadequate conflict resolution skills	10	30.3
		Lack of coordination	8	24.2
		Lack of seriousness at work	5	15.2
		Poor planning among the staff	14	42.4
		Total	33	100
Mbarara Secondary School		Poor staffing motivation	7	53.8
		Lack of managerial skills	3	23.1
		Lack of seriousness at work	2	15.4
		Poor planning among the staff	1	7.7
		Total	13	100
Cleveland High School		Poor staffing motivation	4	26.7
		Lack of managerial skills	2	13.3
		Lack of seriousness at work	2	13.3
		Poor planning among the staff	7	46.7
		Total	15	100
Mbarara Modern Secondary School		Poor staffing motivation	5	38.5
		Lack of managerial skills	2	15.4
		Lack of seriousness at work	3	23.1
		Poor planning among the staff	3	23.1
		Total	13	100

Source: Field Data, 2015

Looking at Ntare School, 36.4% of the respondents revealed that staffing had influenced striking in the school through poor planning among some staff. Lack of proper planning skills especially by some school administrators ended up affecting other sectors in the school leading to poor education service delivery which sometimes influenced striking in the school. The respondents revealed that poor planning cause's strikes since it makes both students and staff suffer in all aspects of life.

In addition, 27.3% of the respondents noted that some staff members in Ntare school lack managerial skills and therefore fail to manage schools duties. This in turn influences strikes in secondary schools since the staff does not satisfy the students' needs and at the real time.

More 21.2% of the respondents showed that strict supervision also generated negative attitudes by students towards some school administrators hence resenting their supervision styles and consequently leading to striking in the school. To these respondents supervision that was neither strict nor very relaxed was needed to maintain cooperation from students in a bid to avoid striking in Ntare School.

The least 15.2% of the respondents noted that some staff members in Ntare school lack seriousness at work and therefore influencing striking in secondary schools. This implied that some school administrators were not playing their roles as expected such as teachers on duty.

In Mbarara High School poor planning among staff was also cited by 42.4% of the respondents as one way in which staffing has influenced striking in the school. more 30.3% of the respondents showed that staffing in Mbarara high school has been associated with inadequate conflict resolution skills, a factor that has sometimes fuelled striking in the school due to use of poor approaches to conflict resolution. Lack of coordination among the staff and students was also cited by 24.2% of the respondents as an indicator in which staffing had led to striking in the school. The least 15.2% respondents revealed that staffing has influenced striking as reflected in lack of seriousness at work.

In Mbarara secondary school, contrary to Ntare and Mbarara high school, the most common effect of staffing on striking was reflected in poor staffing motivation. It was learnt that in most cases the staff were paid poorly and their allowances were delayed yet they were expected to work as per their job description. Respondents from Mbarara secondary school noted that when the staff members are poorly motivated, they don't perform school duties accordingly thus influencing strikes in secondary schools. It was pointed out further that the more qualified and motivated most staff were, the more they collaborated with Headteachers to curb strikes in their respective schools and hence there was need to ensure staff motivation in all the secondary schools.

Other effects of staffing on striking in Mbarara secondary school were lack of managerial skills and lack of seriousness at work as cited by 23.1% and 15.4% respondents respectively. The least 7.7% of the respondents revealed that staffing affected striking through poor planning among staff.

In Cleveland high school, poor planning among the staff was the most cited effect of staffing on striking by 46.7% of the respondents. It was learnt that planning was always centralized hence leading to uncoordinated activities in the school some of which generated discontent among students causing strikes.

Other 26.7% of the respondents mentioned poor staff motivation as the effect of staffing on striking in the school. Lack of managerial skills and lack of seriousness at work were mentioned as other effects of staffing on striking in the school by 13.3% each respectively.

From the study findings 38.5% of the respondents from Mbarara modern secondary school noted poor staffing motivation as one of the effects of staffing on striking. It was learnt that that poor staff motivation caused by dilemma from new public management also influences striking in most schools of Mbarara Municipality.

Basing on the study findings other 23.1% of the respondents noted that some staff members lack planning skills especially Headteachers and thus messing up in every sector. The respondents revealed that poor planning cause's strikes since students will miss out on some of the vital services such good meals, adequate lessons, scholastic materials among others.

Lack of seriousness at work and lack of managerial skills were also mentioned as other effects of staffing on striking by 23.1% and 15.4% of the respondents respectively.

4.5. *Influence of institutional culture to the prevalence of striking in secondary schools of Mbarara Municipality*

The influence of institutional culture was also considered so as to relate it to the study findings under investigation. The findings are shown in table 7.

Table 7: Influence of institutional culture to the prevalence of striking in secondary schools of Mbarara Municipality

Name of school	Influence of institutional culture on the prevalence of striking	Frequency	Percentage
Ntare School	Institutional discipline	11	33.3
	Institutional unrests	5	15.2
	Academic effects of strikes	3	9.1
	School culture	14	42.4
	Total	33	100
Mbarara High School	Institutional discipline	15	45.5
	Academic effects of strikes	9	27.3
	School culture	9	27.3
	Total	33	100
Mbarara Secondary School	Institutional discipline	4	30.8
	Institutional unrests	3	23.1
	Academic effects of strikes	2	15.4
	School culture	4	30.8
	Total	13	100
Cleveland High School	Institutional discipline	4	26.7
	Academic effects of strikes	9	60
	School culture	2	13.3
	Total	15	100
Mbarara Modern Secondary School	Institutional unrests	4	30.8
	Academic effects of strikes	3	23.1
	School culture	6	46.2
	Total	13	100

Source: Field Data, 2015

From the study findings in Ntare School, 42.4% of the respondents cited school culture as one of the effects of institutional culture on prevalence of striking in the school. it was learnt that the school culture was characterized by good academic record compared to other secondary schools

in Mbarara municipality and to achieve this necessitated good learning environment. Hence this served to deter students from striking as administrators work hard to prevent such strikes.

Furthermore, 33.3% of the respondents noted that institutional emphasis on discipline influences students' strikes in Ntare School and this is because the institution does consider discipline as their first priority and this has got an influence on striking in most secondary schools of Mbarara Municipality. Most students take things for granted and end up planning demonstrations and strikes. This is related with Karanja and Bowen (2012) who assert that discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. They further report that a democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. Besides, students and teachers in schools affected by unrest found it difficult to restore working relationship after the unrest. The emotional and psychological trauma that characterizes the aftermath of students' unrest strains further interaction amongst the people

Basing on the study findings 15.2% of the respondents noted that Institution's unrests lead to the prevalence of striking in secondary schools of Mbarara Municipality. This implied that unrests cannot make leave the teachers and students stable thus leading to the prevalence of strikes in most secondary schools. These unrests were in most cases related to sour relations with other neighbouring schools especially during competitions in foot ball and other games.

From the study findings 9.1% of the respondents noted that the academic effects on strikes increases the prevalence of strikes in secondary schools. This implied that strikes in schools affect the academic progress of most schools of Mbarara Municipality. It was noted that in Ntare School, whenever students were involved in many strikes, their performance at ordinary and advanced level reduced.

In Mbarara high school, the effect of institutional culture on the prevalence of striking was also analysed whereby 45.5% of the respondents cited institutional discipline as one of the determinants of prevalence of striking in the school. it was learnt that whenever institutional

discipline was observed, striking reduced drastically while striking increased whenever institutional discipline was not well followed and emphasized by school administrators.

Furthermore, 27.3% showed that academic effects of strikes also determined the prevalence of striking in the school. It was learnt that whenever students performed poorly in previously years due to strikes that happened in the same year, the staff and students tried to minimize strikes with the aim of improving academic performance in subsequent years. This would be done by tackling some of the key issues that caused strikes in the school. The same 27.3% of the respondents cited school culture as another determinant of the prevalence of striking in the school. It was noted that the school culture was characterized by minimal strikes, and hence striking prevalence was being kept low.

In Mbarara secondary school, 30.8% of the respondents showed that institutional discipline determined the prevalence of striking in the school. The institutional discipline was generally found lacking characterized by poorly motivated staff who seemed not to perform their duties as expected. This has consequently denied students their entitlements at school causing strikes more often. More 30.8% of the respondents revealed that school culture also affected the prevalence of striking in the school. The school culture was characterized by laxity by school administrators to perform their duties leaving students to always demand for their rights. This scenario has led to increased prevalence of striking in the school. Institutional unrests and academic effects of strikes were cited by 23.1% and 15.4% of the respondents respectively as effects of institutional culture on prevalence of striking in the school.

In Cleveland high school, majority of the respondents constituting 60% revealed academic effects of strikes as a driving factor influencing prevalence of strikes in the school. Others effects of institutional culture were mentioned as institutional discipline and school culture

In Mbarara modern secondary school, 46.2% of the respondents revealed school culture as an influencing factor towards prevalence of strikes. More 30.8% of the respondents pointed out institutional unrests while the remaining 23.1% of the respondents pointed out academic effects of strikes as the influencing effect to the prevalence of striking in the school.

It was established that in most of the selected secondary schools, school culture and institutional discipline were the major factors influencing the prevalence of striking. Once these factors were favourable in these secondary schools, the prevalence of striking would be kept low and once they were not favourable, then the prevalence of striking was likely to be high.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter presents the discussion, conclusions and recommendations of the study findings as per the study objectives and research questions. The conclusions and recommendations are derived from the study results.

5.1. Discussion of Results

5.1.1. Effect of administrative responses on striking in secondary schools

Basing on the study findings and objectives, the effect of administrative responses on striking in secondary schools were given out like poor staffing motivation, lack of managerial skills, lack of seriousness at work, poor planning among the staff. It was found out that administrative responses' provided are not properly followed by the school administrators thus leading to the occurrence of strikes. This is related with Drawers and Holland, (2009) that conflict management strategy is an operational plan to achieve a conflict goal. Conflict management strategy can also be defined as the behaviour towards the intensification, reduction and resolution of conflict identified. There are three primary strategies that leaders use to manage conflict, namely openness (or collaboration), distribution (or non-confrontation), and control. Although other authors have suggested additional strategies, a three-dimensional model could effectively characterize supervisory conflict management.

On the issue that that administrative responses' provided are not properly followed by the school administrators thus leading to the occurrence of strikes, Taylor, (2001) noted that traditional management theory emphasised organisational goals, managerial control and rationality. Conflict was seen as a problem attributable to some regrettable cause, troublemakers interfering with organisational goals. The initial studies of conflict, therefore, stemmed from the belief that it was dysfunctional to organisational harmony and performance. The elimination of conflict seemed to be the primary goal of any manager confronted with a conflict situation. The back of a traditional manager's mind, there is always a warning tone that once conflict is allowed to exist, it will get out of control and manifest as destructive. However research has shown that the negative aspects

of conflict arise when conflict is affective and when team members engage in blocking behaviour. In such a situation team members feel defeated and demeaned, there is a climate of mistrust, parties concentrate on their own narrow interests, poor quality decisions are made and achievement of organisational goals is blocked.

It was established that administrative management skills influence striking in secondary schools in that once school administrators especially Headteachers have the appropriate management skills, they will deal with students in the right manner and be able to work out solutions to students' challenges some of which result in strikes. This is based on the fact that such management skills enable the head teacher or other school administrators to negotiate with students. This is in agreement with Pondy (2007) who asserts that a manager who uses the compromising strategy is moderately assertive and moderately cooperative. Compromising is a lose strategy in which each of the contending parties gives up some of his or her original demands. It may be implemented through negotiation when the contenders look for tradeoffs and solutions acceptable to all in a give and take spirit. Compromising is used when opponents with equal power are committed to mutually exclusive goals.

It is no wonder that majority of the students showed that there was poor communication between themselves and the school administrators which caused or fuelled strikes in the schools. Yet effective communication was part of the New Public Management (NPM), which emerged over the last two decades and complements the use of collaboration strategy in conflict management. NPM according to Hood (2000) is a move away from bureaucratic administration to more customer oriented and flexible management style grounded in private sector approaches to service delivery. Thomson and Jones (2004) and Osborne and Gaebler (2002) also included decentralization of decision making to the description of NPM. This showed that management skills were important in controlling striking in secondary schools.

It has also been established from majority of student respondents that Headteachers rarely use avoidance strategy to manage conflicts. The school administrators on the other hand showed that they were using collaborative strategy of managing conflicts in their respective secondary schools. In agreement with the findings, Cunningham (2008) contends that collaboration aims to

resolve the conflict by means that are analytical and that get to the root of the problem. Managerial behaviors associated with collaboration include sharing information, investigating the underlying problems, searching for situations where all can win and seeing problems and conflicts as challenges.

5.1.2. Role of School Committees in managing conflicts

Basing on the study findings, the role of school committees in managing conflicts were identified. Results show that PTA monitors the performance of the staff members while the Board monitors the overall governance of the school. It was found out that the school committees do not play roles to the required standards having failed to implement appropriate conflict management approaches provided by the administration. This is related with Walker (2001) who noted that conflict is disagreement within an individual, between individuals, between an individual and a group, or between groups. The term conflict originally meant a battle or struggle or physical confrontation between parties, but its meaning has grown to include incompatible behaviour between parties. Conflict arises as a process of social interaction involving a struggle over claims to resources, power, status and beliefs. Conflict permeates all human relations and its potential can be a source of health and growth as well as destruction. Thus, whether participants in an organization like it or not, conflict is inevitable and understanding its inevitability helps managers improve the organizational climate.

According to teachers, School committees such as PTA are involved in monitoring and evaluating the relationship between students and the schools administration in which they suggest that administration should open up communication channels and pay attention to student's grievances. Through monitoring and evaluation of what is transpiring in the school, the school committee has been able to identify what is not going well and look for solutions to make the learning environment conducive rather than torturous to students. According to Ssekamwa (2001), the current education administrative structure in Ugandan schools, presupposes a participatory approach to decision-making. In Uganda, school councils were introduced to enable students participate in school administration. In addition, Parents Teachers Associations (PTA) brings together teachers, parents and administrators to plan for the school, and evaluate its performance.

Another role of school committees has been through organising regular stakeholder meetings at school whereby they have ensured that regular meetings are held to discuss a range of issues and such meetings have involved parents, foundation bodies among others to have everybody's views captured and addressed on matters affecting students.

5.1.3. Staffing influence on striking in secondary schools

Basing on the study findings and objectives, influence of staffing on striking secondary school such as; administrative management skills, teaching process and collaboration of teachers and students are crucial in influencing strikes in secondary schools. It was found out that staffing was not practiced to the required standards by the school administrators which could affect service delivery and teaching process leading to strikes in secondary schools. This is related with (Pollit, 2003) who noted that the Headteachers of public schools seem to be faced with the dilemma caused by New Public Management (NPM). NPM demands for increased performance from public managers, but greater stakeholder participation complicates the process since public managers are expected to be creative, and responsive without the power to make decisions without involving other stakeholders. During the 1990s the need for participation and empowerment of staff pervaded the thinking of public managers leading to a departure from the old hierarchical command structures in the public sector in order to create more fluid responsive organizations. No longer viewed simply as numbers and costs, staff became human resources who were the key to achieving the goals of public organizations.

It is also related with Sekamwa (2001) who noted that secondly, the education system in Uganda follows governance structures inherited from the colonial establishment contends that the headmasters of pre-independence secondary schools were British and French ex-servicemen who had participated in the Second World War. Others were Christian missionaries who submitted to authoritarian cannon laws. Headteachers of today's schools were socialized in these schools from which they inherited the authoritarian style they use. Sekamwa (2001) argued that the use of authoritarian style in a changed world with greater awareness about human rights and democracy makes schools and colleges prone to conflicts and violent strikes.

The findings have established that there staffing has been characterized by poor staff motivation, lack of managerial skills and lack of seriousness at work all of which have fuelled striking in secondary schools. Relatedly, Sekamwa (2001) contends that the headmasters of pre-independence secondary schools were British and French ex-servicemen who had participated in the Second World War. Others were Christian missionaries who submitted to authoritarian cannon laws. Headteachers of today's schools were socialized in these schools from which they inherited the authoritarian style they use. Sekamwa (2001) argued that the use of authoritarian style in a changed world with greater awareness about human rights and democracy makes schools and colleges prone to conflicts and violent strikes.

Furthermore, on the issue of lack of managerial skills, Sarason (2001) revealed that most Headteachers in developing countries catapult from classrooms to positions of leadership without proper leadership training. They depend on charisma and socialization from authoritarian cannon law and ex-servicemen-led-schools. Such a combination of head teacher characteristics is a recipe for authoritarianism and escalation of conflicts in school administration.

On the issue of poor staff motivation, Adams (2007) observes that the position of the head teacher in the school gives him authority to issue instructions and demand compliance from teachers and students. The head teacher's office is the best and most defended space in a school. Access to the office is difficult and if the school is authoritarian, its employees are fully aware of the unpleasant consequences of disobeying the head teacher. Moreover, in a typical school, the head teacher is more powerful than any single stakeholder, even more powerful than the whole board. In Uganda non-compliance with the Headteachers' directives has many negative effects on teachers and students including causing striking in the affected secondary schools.

5.1.4. Influence of institutional culture to the prevalence of striking in secondary schools

Results show that institutional discipline is among the major determinants of striking in secondary schools. It is also related with Karanja and Bowen (2012) who noted that discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. They further report that a democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. Besides, students and teachers

in schools affected by unrest find it difficult to restore working relationship after the unrest. The emotional and psychological trauma that characterizes the aftermath of students' unrest strains further interaction amongst the people.

It has also been established that some schools have been characterized by unrests such as Mbarara high school, Ntare School and these have influenced striking in these secondary schools. According to a study carried out by Karanja and Bowen (2012), there is clear evidence that schools unrests are linked to poor academic performance of the students according to 86.2% of the respondents. In their findings, only 13.8% reported that strikes had no impact on academic performance. In the same study, 36.8% of the students indicated that strike ring leaders were poor performers (academically) when compared to 22.4% who reported that such ring leaders performed well academically.

It is also related with Mwangi (2003), there is a correlation between school organizations where there is discipline and academic performance. Mwangi argued that a school's climate that is characterized by social rewards for academic excellence and where discipline and scholastic achievement are valued by the teachers and students has a direct influence on students' performance.

In some few of the study schools such as Mbarara secondary school, academic results also impact on striking where students blame it on poor teaching methods and poor administration. Contrary to the above, in a study carried out by Harris (2007), about the potential academic effects of strikes, using Pennsylvania System of School Assessment (PSSA) test scores from 2003-04 to 2006-07 and several different statistical models, was unable to find any statistical relationship between the incidence of strikes and their duration and district level student performance on 46 different PSSA tests. His study supports prior research in finding that Pennsylvania school strikes are not associated with negative academic outcomes, measured by district level PSSA test performance, attendance and graduation rates.

Harris (2007) examined PSSA scores, graduation rates and attendance data of school which have experienced strikes between 1992-93 and 2006-07 and compared those schools which had not

experienced strikes during the same period. He concluded, “This study supports prior research in finding that strikes are not associated with negative academic outcomes, measured here by district level PSSA test performance, attendance and graduation

5.2. Conclusions

The effect of administrative responses on striking in secondary schools were given out as poor staffing motivation, lack of managerial skills, lack of seriousness at work, poor planning among the staff. Among the administrative responses on striking, the issue of possession of management skills has been part and parcel of good administration in most of the secondary schools. It has been discovered that once any school manager possesses appropriate management skills, he or she will in most cases be in position to handle any issue that comes up in the school. Once adoption of management skills is spread across all the secondary schools, there is optimism that the rate of strikes can drastically reduce. With management skills, the school managers are able to dialogue with students, identify their problems/challenges and use available resources to deal with them or most of them before they turn into strikes that come with adverse effects on the school.

More than any other committee, Parents Teachers Association (PTA) was pronounced as having a major role in addressing strikes in secondary schools. This committee however has not been much engaged in conflict management approaches. PTA harmonises parents and teachers concerns, monitors the performance of the staff members more than board members. However, the school committees do not play their roles between students and the staff relationship thus leading to the occurrence of strikes in secondary schools which affects the student’s academic performance. It is evident that stakeholder involvement is a very key aspect that can be relied on by school committees to effectively handle strikes in secondary schools. This practice has not been widely used in secondary schools, yet it would serve as a better management tool by school committees to control strikes in schools. Once all stakeholders including school committees come together issues are eventually handled jointly through brainstorming on the best measures to handle conflicts and later strikes in their respective secondary schools.

The influence of staffing on strikes has been evident. In most secondary schools there is still poor staff motivation, followed by lack of managerial skills and these have tended to demobilize staff against controlling strikes in secondary schools. From the findings, one gets a feeling that once the staff have the right qualifications and are well motivated to perform their duties, then they will always work hard and collaborate appropriately with Headteachers to curb strikes in their respective secondary schools. These can only be supplemented by availing adequate scholastic resources and cooperation from top school managers including Headteachers to effectively handle impending strikes in Mbarara Municipality secondary schools.

The institutional responses provided are not properly followed by schools administration leading to the occurrence of strikes in most secondary schools of Mbarara Municipality. Institutional discipline seems to be the most appropriate institutional response that can control the rate of strikes in secondary schools once it is well promoted. This is based on the notion that discipline is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge.

5.3. Recommendations

School administrators, especially headteacher and teachers are challenged to change from unitary control-oriented strategies of conflict management to the modern, pluralist view of conflict management which emphasizes compromise and prudent accommodation. It is important to note, however, that behaviors do not change without diffusing and unfreezing the underling belief and attitudes. By doing this, they will gradually change from authoritarian to democratic leadership style of managing the schools to consequently control strikes.

Collaborative management should be promoted in all secondary schools as the ideal administrative response in dealing with strikes. This is contrary to authoritarian and non-avoidance strategy and once collaboration between school administrators, teachers and students is promoted, lasting solutions to strikes will be reached and implemented in affected secondary schools.

The PTA committee should put in more efforts to solve the strikes in secondary schools. This can be made by reviewing the performance of the school administrators in relation to the students' needs. The PTA has been established in public schools to play various roles in the management of the schools. This study has limitations in that it did not investigate the role of the Board of Governors and PTA in resolving conflict and establishing the school climate. Further improvement on this study should investigate the contribution of these organs to various school outcomes, such as conflict management, satisfaction with the school climate, organizational citizenship behavior, and overall school performance.

The study findings emphasized use of collaborative strategy as a means of controlling striking in secondary schools by school administrators. This strategy should be strengthened whereby the staff members of the school should treat the students in a good manner with the aim of creating good relationship with them. This can lead to good performance of students since strikes will be avoided.

In secondary schools where resources were scarce such as scholastic materials, lab equipments, the students were more likely to become fed up and demand for adequate resources in form of demonstrations and strikes. In response to this challenge, the staff especially the teaching staff should be motivated financially and non-financially so as to easily mobilize them to effectively perform their duties. Once the staff is motivated they will feel proud to be part of the school and work towards protecting its interests including controlling strikes among students.

Lack of cooperation from fellow staff in running the school was among challenges faced by staff in controlling strikes. There is need for cooperation between the staff in trying to handle academic challenges facing their respective schools. The staff should exhibit high degree of cooperation such that they can jointly address the concerns of students with a common voice.

As a matter of policy, the study implies that modern management training programmes should be designed to prepare teachers for the managerial roles of a head teacher. Furthermore, refresher courses should be organized to serving Headteachers to equip them with conflict management

skills, explain the different aspects of conflict and the impact of various conflict management approaches on employee commitment, satisfaction and overall school performance.

Institutional discipline has been identified as a key strategy in controlling strikes in secondary schools. Hence there is need to promote, nurture and uphold this discipline and inculcate it among students such that it becomes part of their daily academic life. This will go a long way in reducing strikes in schools as students' behaviors is improved.

Also organizational cultural responses should provide legal advice to both school administrators and students on wrong decisions. This can automatically avoid/stop the occurrence of strikes in secondary schools due to misunderstandings on policies and rules in the school.

It was learnt that institutions unrests lead to the prevalence of striking in secondary schools of Mbarara Municipality. There is need to provide and promote a learning environment at school that is peaceful and geared towards preventing any unrests. This can be done by ensuring effective communication, timely feedback and efficient and equitable distribution of available resources in the school to keep the stakeholders satisfied with the status quo.

5.4 *Recommendations for Further Research*

As a limitation, since this study was conducted in Mbarara Municipality, further research should be conducted involving a bigger sample of schools to validate the findings of this study and shade more light on how conflict management approaches as part of administrative responses affect various organizational outcomes countrywide.

There is need for further in-depth research into the nature and forms of strikes in secondary schools so as to give policy makers a base for designing long term conflict management approaches for addressing students' strikes in the secondary schools.

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Appendix 1: Questionnaire for Head teachers and Teachers

KAMPALA INTERNATIONAL UNIVERSITY WESTERN CAMPUS
FACULTY OF BUSINESS AND MANAGEMENT

TOPIC: CONFLICT MANAGEMENT APPROACHES AND STRIKES IN SECONDARY SCHOOLS

This questionnaire is seeking information about conflict management approaches and strikes in secondary schools. The information you give will be treated in the strictest confidence.

Provide your answer either by ticking the correct answer or filling in the correct information.

Section A: Demographic Characteristics of respondents

1. Name and School.....
2. Your age.....
3. Sex: Male Female ☐ ☐

SECTION B: Influence of administrative responses on striking in secondary schools of Mbarara Municipality

- ~~4.~~ Describe to me the striking situation in this school.....
5. What are the administrative responses on striking do you have in this secondary school?
-
-
-
-
6. How have the above administrative responses addressed striking in secondary schools?
-
-
-
-
7. What have been the causes of strikes in secondary schools?
-
-
-

SECTION C: Role/influence of school committees on striking in secondary schools of Mbarara Municipality

8. What are the school Committees and management organs present in this school?
-
-
-
9. What have been the Functions of School Committees in relation to striking in secondary schools?
-
-
-
10. What is the level of knowledge of functions and roles by committee members?
-
-
-
11. What has been the role of school committees in your secondary schools?
-
-
-
12. How has the school management committees responded to striking in this school?
-
-
-
13. How effective have they been in addressing strikes?
-
-
-
14. What are the Challenges faced by school committees in combating strikes in schools
-
-
-

