

Influence of School Heads' Conflict Management Styles on Provision of Quality Education in Public Secondary Schools in Ilala District, Tanzania

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Abstract

This study examined the influence of school heads' conflict management styles on the provision of quality education in public secondary schools in Ilala District, the Head of Schools, and fifty (50) teachers. The research used a mixed approach with a sequential research design. It was found that integrating styles was the most preferred technique in solving conflict, followed by accommodating style, while accommodating, compromising, and dominating styles were used on a few occasions. Moreover, schools preferred regular staff meetings, followed by transparency and accountability of the school's financial resources; parent-teacher meetings; the use of guidance and counseling; descriptions of school roles, duties, and responsibilities; the use of the school management team; and the use of participatory leadership to solve conflicts. The conflict managed and resolved is found to have a positive influence on quality education, including the promotion of a peaceful atmosphere at school; increased cooperation between staff and parents; increased parental responsibility for students' school needs; and improved quality in the delivery of services at schools. On the other hand, poorly solved conflicts negatively influence the quality of education at schools, including teachers' mobility and disunity; demoralization of teachers leading to poor performance of work, and persistent irresponsibility among teachers. The study recommended abiding by ethics and school rules among teachers, transparency in school funds, integrating education stakeholders, and adopting a variety of techniques in solving conflicts.

Keywords: Conflict, Conflict Management Styles, Conflict Resolution Techniques, Quality Education

INTRODUCTION AND BACKGROUND TO THE STUDY

Conflict is a struggle between two interdependent parties who have incompatible goals or views (Ahmed, 2015). Larasati and Raharja (2019) and Saiti (2015) define conflict as a situation in which people or groups are involved in a serious disagreement or argument. Therefore, conflict is disagreement between two or more parties. Conflict is unavoidable in any given organization where there are human beings and other resources in the organization. Ositoye et al. (2012) classified conflicts into three categories, namely *intra-personal*, which occurs within an individual; the second is *inter-personal*, which occurs between individuals in the same organization. Interpersonal conflict is caused by individual differences in values, goals, and needs, and individuals competing for resources, such as promotions or work assignments (Kipruto & Kipkemboi, 2013). The third is *inter-group*; this occurs between groups as a result of their contact and interaction.

School heads are the school leaders; they are expected to perform complex tasks and act both as managers and leaders (Chandolia & Anastasiou, 2020). While at school, school heads perform different roles, including support to teachers, students, and parents, and liaising with parents and other stakeholders. As managers, can handle conflict according to their personality skills, organizational settings, and the context of the conflict. The head of schools' management styles and conflict resolution techniques affect the provision of quality education at schools. Farooqi et al. (2023) found that conflict management styles such as integrating and obliging had a positive impact on the job performance of teachers, particularly in terms of analytical capacity to make choices, supervision and guidance, and work. On the other hand, Mejia and Arpon (2021) found the use of collaborating style is effective in dealing with teachers; school heads choose to work hand in hand with their teachers in solving issues and concerns at school, resulting in a healthier working relationship and a productive organization. Consequently, it

achieved the significant relationship towards teachers' job satisfaction and efficiency since the teachers felt motivated at work and perceived comfortable in working with their school heads.

Quality education addresses a variety of issues, including student learning outcomes, teaching effectiveness, curriculum, physical facilities, human resources, management, and a variety of other elements that contribute to a positive learning experience (Arcaro, 2018). Quality evaluation in education may be carried out along four primary dimensions: input quality, process quality, output quality, and outcome quality. The existence of conflicts in schools weakens school management since school management ensures supervision of work and resources to achieve the realization of the fundamental goals (Allen, 2015). Therefore, school management styles and quality education are inseparable entities since quality education primarily strives to improve the active learning process for both academic and administrative excellence (Machumu & Agaptus, 2024). Conflicts are inevitable in any educational system. Usually, schools pressure teachers to work to achieve quality performance of education to achieve better results or maintain these results (Jamail et al., 2019; Shih & Susanto, 2010). Consequently, the negative impact of conflict in schools demotivates the teachers, leading to a decrease in performance among students (Saiti, 2015). Furthermore, when schools are poorly managed, the conflict can also affect the school's commitment, job performance, and productivity. According to Messarra et al. (2016), lack of communication is the most cause of conflict in the organization. From the little study conducted on the issue; therefore, the study investigated the influence of school heads' conflict management styles on the provision of Quality Education in Public Secondary schools in Ilala District.

PROBLEM STATEMENT

School leaders have a significant role in responding to the rising demands of modern society for effective school management (Blair, 2018). However, conflicts in schools bring vulnerable moments of fear and anxiety to both educators and students (Molla et al., 2019). This will affect the effectiveness and efficiency of curriculum implementation. Conflicts make staff dissatisfied with the working environment, salaries, and the teaching process in the classroom. This will result in negative effects on safety issues, poor management of discipline in the classroom, and professional development.

General Objective

To investigate the influence of school heads' conflict management styles on the provision of quality education in public secondary schools in Ilala District.

LITERATURE REVIEW

The reviewed literature has described diverse conflict management styles used by heads of school in managing conflicts in secondary schools. Mageni and Tangi (2022)

found that heads of schools employed different styles in managing conflict, including avoidance style, accommodating, collaborative style, and compromising style of conflict management. The study by Kasenge (2020) also found that the use of ignoring conflict management style among head of schools helped to the maintenance of peace in these schools. Moreover, ignoring style proved as the best way of minimizing quarrels and also time saving. Also, Kalai and Njiro (2022) established that the head of schools employed avoiding, controlling, accommodating, collaborating, and compromising conflict management styles. On the other hand, Mejia and Arpon (2021) found that head of schools use collaborating style in dealing with teachers.

In finding out the techniques used to solve conflicts in secondary schools; the study by Ulimboka (2021) found that the schools solve conflicts by using techniques such as class meetings and *school Baraza*; effective communication and the use of ignoring and keeping silent style. Also, Mnjokava (2022) found that the head of school employed conflict resolution techniques, including mediation, regular meetings, seminars and workshops, in-service training, as well as guidance and counseling. Moreover, Msangi (2024) revealed that, heads of school employed regular staff meetings and were transparent in communicating with staff; they also conducted regular staff meetings to discuss school issues and conflict. Also, the heads of school employed letters and parent-teacher meetings as platforms to share approaches with parents. On the other hand, Mlay and Otieno (2023) revealed the use of regular staff meetings, negotiations, redress in courts, and termination of contracts with the teachers. Additionally, Adam and Kumburu (2022) found that heads of schools use guidance and counseling; avoidance and other effective techniques such as participatory, warning letters, and verbal warnings.

In examining the extent through which conflict resolution techniques influence quality education; Mejia and Arpon (2021) found that head of schools use collaborating style in dealing with teachers the style has a significant relationship towards teachers' job satisfaction and efficiency. Mwamatandala and Muneja (2020) found that school conflict resolution techniques are effective in solving teachers' problems, ensuring good working conditions, and ensuring that teachers are promoted on time. Also, Farooq (2023) found that the use of integrating and obliging styles had a positive impact on the job performance of teachers. Ekpang (2021) revealed that the conflict resolution techniques improve communication and collaboration, and promote the well-being of students and staff. While Agbor et al. (2022) found that the prevalence of conflict in schools makes teachers dissatisfied with the working environment, salaries, and the teaching process in the classroom, thus it affects the quality of education.

Theoretical Framework

Conflict Theory, founded by Karl Marx and others like Max Horkheimer, Theodor Adorno, Herbert Marcuse, etc. This theory states that tensions and conflicts arise when resources,

status, and power are unevenly distributed between groups in society and that these conflicts become the engine for social change (Crossman, 2018). The conflict theory emphasizes class struggle; in this study, the critical theory described the uneven distribution of power among heads of schools, and the dominance of power may create conflict among them with the teachers. The conflict may arise as teachers fight to transform the power of their heads to achieve social justice and equality in the workplace. Therefore, heads of schools should employ this theory to minimize power dominance over subordinates to cultivate a harmonious situation in the working environment.

Human Relations Theory, founded by Elton Mayo, it stresses the necessity of valuing employees and their relationships as a means to enhance productivity, efficiency, and effectiveness in the organization (Omolawal, 2021). The theory values, recognizes, and appreciates efforts made by staff individually and in group relationships in decision-making processes as well as teamwork, positive attitudes among employees, and participative management. Thus, school managers should motivate the team in the workplace environment so as to minimize and prevent conflicts among teachers and management or between teachers. The theory considers the individual needs rather than the organization's needs; therefore, a staff such as a teacher, may be the source of conflict when demanding the fulfillment of the individual needs. The human relations theory can be implemented in managing conflicts among heads of schools in secondary schools so as to create a harmonious situation.

METHODOLOGY

Research Approach

This study employed a mixed approach where quantitative and qualitative approaches were used in a single study. The researcher obtained numerical data, opinions, and attitudes from the qualitative approach. Quantitative approach dealt with numerical data such as facts from closed-ended questionnaires, and presented them in figures and tables. The study employed a convergent parallel design. Where qualitative and quantitative designs were integrated in a single study. (Creswell & Creswell, 2018).

Population Sample and Sampling Techniques

The sample of sixty (60) respondents was selected from the population of Head of Schools, Ward Education Officers, and Teachers. Therefore, the sample involved for the study included five (05) Head of Schools, five (05) Ward Education Officers who were selected by purposive sampling to provide credible information, and fifty (50) Teachers who were selected through simple random sampling. **Research Tools of Data**

Collection

An interview was used to collect information from Ward Education Officers and Head of Schools as it allowed probing to get in-depth information (Kothari & Garge, 2014). On the other hand, **questionnaires** of open and closed-ended questions were supplied to teachers.

Instruments' Validity and Reliability

To ensure validity, the researcher employed content validity to ensure that the content that was measured. While face validity was used to check whether the instruments were appropriate to the study objective and the content area. On reliability of the instruments; split-half method was employed to split 12 teachers into two groups from two schools based on even and odd numbers then filled questionnaires which later marked manually then test 1 and test 2 were correlated to see the coefficient of correlation. The coefficient of correlation was 0.7; thus the instruments were consistent and reliable for data collection.

Data Analysis Plan

Qualitative data were analyzed thematically alongside the research questions and presented in narrative forms; coding and content analysis were made relating to research objectives. Also, quantitative data was analyzed by using software and statistical methods – Statistical Package for Social Sciences (SPSS), in which percentages and frequencies of the responses were counted. Also, Microsoft Excel was used to calculate numerical data.

PRESENTATION, ANALYSIS, AND DISCUSSION OF THE FINDINGS

Conflict Management Styles Used by Heads of Schools in Managing Conflicts in Secondary Schools in Ilala District

Responses from the questionnaire administered to teachers revealed that 70 percent of participants commented that heads of schools manage conflicts by ensuring that both parties in conflicts benefit from resolution. 10 percent highlighted that the head of schools please others in order to maintain peace, while 6 percent commented that head of schools show great concern for self and low concern for others in managing conflicts at schools. On the other hand, 8 percent of teachers commented that heads of schools show concern for self and others when managing conflicts, and 6 percent commented that heads of schools show low concern for self and high concern for others. This finding implies that heads of schools make sure that both parties in the conflict benefit from the conflict resolution. However, some of them make sure that they please others in order to maintain peace (10%), and others show concerns for self and others (8%). Therefore, most of the teachers commented that heads of schools prefer the application of integrating style and managing school conflict.

Table 4.2: Teachers' Responses on Conflict Management Styles Used by Heads of Schools in Managing Conflicts in Secondary Schools (n=50)

Conflict Management Styles	Frequency	Percent
Both parties in the conflict should benefit from resolution	35	70
Pleasing others to maintain peace	05	10
Showing great concern for oneself and low concern for others	03	6
Showing low concern for self and great concern for others	03	6
Showing concern for self and others	04	8
Total	50	100.0

Source: Field Data, July 2025

Responses from the interviews with head of schools and Ward Education Officers (WEOs) revealed that conflict management styles are applied in flexible ways depending on the nature and the agent of the conflict. Two out of three Ward Education Officers confirmed that they apply an integrative style in managing conflicts when they have handled cases. One commented that when an indiscipline case of conflict among teachers is submitted by the head to the school, the conflict is managed in favor of the head of school and the respective teacher.

The other one argued that the use of integrating style in managing conflict aimed at maintaining peaceful co-existence among parties for the well-being of the schools, rather than applying a dominating style, which is totalitarian in nature, as quoted:

It is better to manage the conflicting parties by giving them what they want if possible. I prefer doing so as an administrator in my area. But if relying on rules and regulations, sometimes you may find that they are all guilty; however, the school may benefit from the conflict resolution. (Interviewee A, July 2025)

Furthermore, the head of school clarified that he applied an integrative style so that a teacher is given an incentive, like a living room at the school compound, to minimize late coming tendencies, as he was quoted: Some of the teachers come late to the working station; when reminding them about rules and regulations, they retaliate with grievances and blame when reminded frequently; others appear to scold me. Sometimes they are dissatisfied with the administrative procedures taken against their indiscipline. It is surprising. As a head of school, I used to offer them a room within the school's houses when it was available

Additionally, the head of school claimed that some of the conflicts that occurred were resolved by creating a chance to talk to each other and agree. This implies that the use of integrating style creates a win-win situation between the school and the teacher when fulfilled effectively. According to Zakaria et al. (2023), employees who apply an integrating style are likely to be more committed to the organization, which subsequently allows them to form a stronger organization and encourage cooperativeness.

The other responses the Ward Education Officers found that when handling a conflict between a student and teachers, a compromising style is used where a student, teacher, head of school, and parent of a student sit together and discuss each other toward mutual agreement among them. Therefore, on one hand, when the compromising style is applied, both conflicting parties may offer and accept a solution at the same time to reduce problems that give benefit to both parties (Dermaku & Balliu, 2021). On the other hand, Wanyonyi et al. (2015) argued that the use of a compromising style results in higher value effort of organizational commitment.

The other head of school argued that when there is a conflict that threatens the school, she used to please the agent of the conflict so as to cease the conflict, which may affect the entire school community. The school management used to please them by allowing them to attend it with the close supervision of delegated teachers. Similarly, WEO exposed that an accommodating style is useful. She explained that most of the conflicts she manages are related to teachers and students in relation to students' behavior modification, which makes some of the teachers opt to ask for transfer from the workplace to prevent themselves from humiliation. In turn, the WEO used to accommodate a teacher by not asking for a transfer, as he posited:

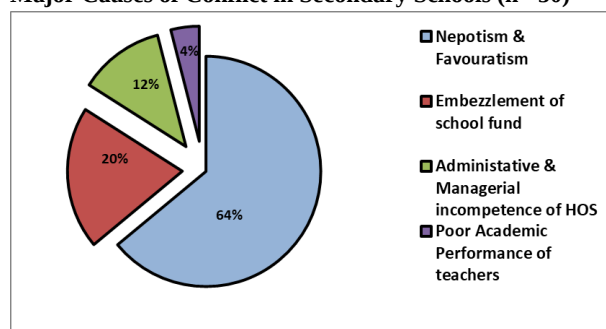
"Meanwhile, as the teacher engages in conflict with a student, he asks for a transfer to another school. But I usually try hard to please and guide him to stay back at school," – Ward Education Officer 4.

These explanations imply that the head of school and Ward Education Officer apply an accommodating style so as to maintain good relationships with conflict parties, students, and teachers, and prevent further effects like destruction, transferring, or riots. Moreover, the other head of school applied a dominating style to allocate teachers' workload by dominating and dictating to them according to the rules, regulations, and procedures required by the government. However, a dominating style has negative effects on teachers' job satisfaction as teachers feel dictated and increasingly low morale among the teachers (Adam & Kumburu, 2022).

Causes of Conflict in Public Secondary Schools

Responses from the teachers revealed that 32 teachers (equals to 64%) commented that nepotism and favoritism of head of schools is a source of conflict at school; 10 (equals to 20%) commented that embezzlement of school fund as the source of conflict at school; 06 (12%) percent also commented that head of schools lack administrative and managerial competence and 02 (4%) percent commented that poor academic performance of a teacher is a source of conflict at school. This finding implies that the head of school's favoritism is a major cause of conflict at school, followed by the embezzlement of school funds among heads of school. Comert and Ergor (2025) add that those having nepotistic attitudes and behaviors harm the public interest and cause disruptions in the functioning of the organization, leading to the absence of

justice and equality. **Figure 4.2 Teachers' Responses to the Major Causes of Conflict in Secondary Schools (n= 50)**



Source: Field Data, July 2025

Also, the head of school and WEOs revealed the causes of conflict, including multiple views, including irresponsibility among teachers; disagreement between teachers and the head of schools, and improper behavior among students, are sources of conflict. The head of school clarified that some of the teachers do not fulfill their responsibilities timely while others fulfill responsibilities partially, including extremely use of mobile phones during working hours, leading to poor work output, as the head of school quoted said:

“You may find a teacher in the classroom communicating and chatting with her smartphone while leaving lesson notes for students to write. As I take responsibility to clarify the teacher’s ethics, she intervenes and responds harshly before I can. “I resolved the conflict between a teacher and a student...The teacher was attacked with a knife by a hooligan marijuana smoker student and causing injury to the teacher, who had caught him with marijuana in his pocket earlier that day at the school. Can you see how our teachers sometimes work under hostile conditions? (Interviewee A”, July 2025)

This implies that once a teacher fulfills his / her responsibility may face opposition from students, which results in conflict. Therefore, this finding implies that most of the schools face interpersonal and group conflicts as 43 out of 60 respondents (equal to 71.6%) argued that interpersonal conflict is a common type of conflict that seldom occurs at schools, while 7 (equal to 28.4%) argued that group conflict occurs at school. According to Annet (2025), most of the interpersonal conflicts that occur within a school tend to be bureaucratic, involving disagreements over office space, working hours, and curriculum development.

The Agents of Conflict in Secondary Schools

The study revealed that among the agents of conflicts are heads of schools who lack managerial, administrative, and leadership skills; young teachers and parents whose students are hooligans. When resolving conflicts, I found that teachers around 30s years old are the main agents of the conflict. This indicates that they are not well-matured, but many of them are ‘much know’ and disrespectful to their leaders and fellows. Additionally, the other Ward Education Officer argued that

some of the parents whose students are hooligans are the source of conflicts. The WEO clarified that when a student or a parent is called for any indiscipline case or is suspended from school, parents tend to blame and abuse teachers and the head of the school, feeling that a student is being treated unfairly. Consequently, they run for appeal to WEO.

1.1 Techniques Used by Heads of Schools to Solve Conflicts in Secondary Schools in Ilala District

58 percent of teachers revealed that heads of schools prefer much on the use of regular staff meetings in solving conflicts at school, followed by transparency and accountability of the school’s financial resources (42%). Also, the use of parent–teacher meeting (26%), the use of school board (18%), the use of school management team (28%), and the use of participatory leadership (14%). Also, the head of school’s description of roles, duties, and responsibilities of each staff member (28%) and the use of the students’ representative council, which counts 6 percent. The other techniques are the description of roles, duties, and responsibilities of each staff member and the use of the school management team (SMT). Whereas, other techniques were used, though not much preferred, such as parent-teacher meetings; the use of the school board, and the use of the students’ representative council.

Responses from head of schools revealed the use of participatory leadership, the use of guidance and counseling, and staff meetings. The use of participatory leadership involves appointing committees among teachers and delegating some responsibilities so as to keep teachers busy from being idle and gossiping.

This implies that if teachers are delegated with activities to supervise at school, they will be less likely to gossip or engage in unnecessary actions, which may lead to conflict. Saad et al. (2018) explain that if teachers are charged with various roles as school leaders, they can be able to handle stress and overcome some of the conflict.

The other head of school added that the use of participatory leadership helped in making inclusive decisions, but also improved teachers’ leadership skills and therefore exposed teachers to leadership realities in leading people, and thus minimized unnecessary blame to the school management. Furthermore, the study revealed the use of guidance and counseling by the head of schools helped in solving conflicts, especially internal school conflicts between students, parents, and the school. Consequently, guidance and counseling helped to raise awareness against parents who are reluctant to contribute voluntarily to students’ welfare. The use of guidance and counseling programs may sometimes be significantly fruitful, particularly in clarifying issues to parents when it comes to voluntary parental contributions, increasing awareness among parents by clarifying important issues of the Fee-Free Basic Education Policy. Moreover, the use of guidance and counseling techniques helped the school to solve some of the student–student and student–teacher conflicts at school by giving students orientations, problem-solving skills, life skills, and risk behavior skills. Since

guidance is a preventive action, counselling, on the other hand, helps a client to share and discuss issues and feelings with the counselor and thus assists the student in coping with the problems (Karan, 2023).

The use of staff meetings by heads of school was also the technique revealed by the study's findings. The use of staff meetings in solving conflicts, as described by the head of school, is that it enables achieving simultaneous communication to a large group of staff and also meeting common decision-making. According to Sheena (2025), staff meeting helps to improve communication among the school community by setting up feedback systems and encouraging a respectful and cooperative environment among them.

Responses from the WEOs revealed that the use of parent-teacher and student meetings, description of rules, regulations, and principles of doing work to teachers were effective. The parent-teacher and student meeting was found to be effective for collective bargaining between parties and resolve the conflict. One of the WEO clarified that when heads of schools submit the case to the WEO's office, she used to summon parents of the student and teachers and prepare the meeting immediately.

The other WEO opined that the use of descriptions of rules, regulations, and procedures to staff helps to identify the agent of a particular conflict, but also prevents staff from committing wrongdoing which may accelerate future conflicts. This finding implies that reminding oneself of rules, regulations, and principles of doing work helps in solving conflicts, but also in preventing future conflicts. According to Sheena (2025), conflict can be resolved by defining clearly the rules, expectations, and procedures, and defining them regularly so as to minimize confusion, misinterpretation, or non-compliance at school.

1.2 The Extent to Which Conflict Resolution Techniques Influence Quality Education in Secondary Schools in Ilala District

Positively, the study findings from the 66 percent of teachers revealed that the solved conflicts contribute to teachers' retention at the workplace; 50 percent commented on the increasing working morale among staff. 20 percent responded on the increase in teaching performance while 10 percent commented that there is an increase in job satisfaction. This finding implies that whenever the conflict is technically resolved, the quality of education will be achieved as teachers will opt to remain at the workplace, and also an increase in working morale among teachers. However, it is not guaranteed that teachers will be able to manage students' discipline.

The interviewed head of school also responded that resolved conflicts led to effective parental participation, promoting teachers' stability towards increasing staff commitment in working to raise good academic output, including increasing the supply of students' necessities needed for academic progress as a result of parent-teacher meetings, as the head of schools quoted said:

From these findings, it appeared that school-parent meeting has profound contributions to conflict resolution and mitigation. Godes (2025) opined that the establishment of open communication, fairness, and proactive measures is important to conflict management, peace and harmony at school, the staff will work collaboratively to achieve daily school objectives as Mlay and Otieno (2023) assert that the creation and well coordination of discipline among school stakeholders promotes collaboration in the learning environment, hence improving the quality of education.

Negatively, poor conflict resolution techniques influenced poor quality education in secondary schools. The interviewed head of schools revealed that unresolved conflicts left the school with instability, including teachers' mobility, poor performance of teachers, and fragmentation among teachers. Consequently, the effects were observed during the following three years when there was a high workload of teachers due to a shortage of teachers due to transfer. This finding implies that teachers' turnover, such as mobility, creates a shortage and thus affects implementation at the classroom level and consequently deteriorates the quality of education.

The other effect explained by the head of school is the underperformance of teachers due to late preparations and submission of academic reports to the academic office and the head of school's office. Also, negligence in the preparation of lesson plans and poor assessment of students among teachers.

Conflict at school makes the work disorganized; it reduces morale and internal motivation among teachers. The assertion of Goksoy and Argon (2016) justifies that conflicts in schools bring effects on the quality of the teaching and learning environment; also affect the teachers' performance and indirectly the students' performance.

Furthermore, it was reported that fragmentation due to a lack of cooperation and teamwork when doing work among teachers is another effect, as teachers refuse to volunteer for some of the school tasks when dissatisfied with the School Management Team (SMT). This finding implies that conflict leads to poor satisfaction with work; hence, low commitment to work. This means the low employees' commitment indicates that he/she is not satisfied with the job and organization (Comert & Ergor, 2025). Responses from WEO revealed that unresolved conflicts left the school with instability, including teachers' mobility, humiliation, and poor performance. Also, weaken the relationship between the school and parents.

CONCLUSION

It was found that integrating style was the most preferred technique in solving conflict, followed by accommodating style, while accommodating, compromising, and dominating styles were used on a few occasions. Moreover, schools preferred regular staff meeting followed by transparency and accountability of school's financial resources; parent-teacher meeting; the use of guidance and counseling, description of school's description of roles, duties, and responsibilities; the

use of school management team, and the use of participatory leadership to solve conflicts. Well-managed and solved conflicts found to contribute a positive influence of conflict in quality of education, including promotion of a peaceful atmosphere at school; increased cooperation between staff and parents; increased parental responsibility in students' school needs; and improvement of the quality delivery of services at schools. On the other hand, poorly solved conflicts negatively influence in quality of education at schools, including teachers' mobility and disunity; demoralization of teachers leading to poor performance of work and persistent irresponsibility among teachers.

Implication of the study

Conflict is the disagreement between members individual, a group, management, employers, etc. Not all conflict is negative. However, too much conflict may be harmful to teachers; it can cause teachers' attrition over time and thus create a shortage of teachers teaching environment.

RECOMMENDATIONS

The following recommendations were made based on the study findings: *first*, the school management and administration should identify the major sources of conflicts at school to mitigate them accordingly. *Second*, the school management to ensure that teachers' professional codes and school rules are followed and abided by so as to increase control and accountability of each party. *Third*, the school administration should engage teachers, parents, students, and SMT in solving conflicts through open, transparent methods to satisfy all stakeholders. *Also*, the school should adopt a variety of techniques, like the use of suggestion boxes, to ensure confidentiality in expressing grievances. *Moreover*, the schools should select transparent systems of managing school funds, including displaying income and expenditures on the school bulletin boards. *Additionally*, parents should be educated through school meetings on their roles as guardians, parents, and custodians of the students. *Lastly*, the school should establish a counseling unit and provide mentorship to younger employees to minimize conflicts as it may reduce the ethics gap among staff, and also will increase moral and ethical issues for young employees.

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