



Conflicts among Teaching and Non-Teaching Staff and its Influence on their Work Performance in Public Secondary Schools in Arusha

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Abstract: This study investigated the conflicts among teaching and non-teaching staff and its influence on their work performance in public secondary schools in Arusha District. The objectives were to; identify the causes of conflict among teaching and non-teaching staff in public secondary schools and to find out the intervening measures on conflict among teaching and non-teaching staff in public secondary school in Arusha District. The study was guided by Conflict Theory. Concurrent triangulation research design and mixed methods approach were adopted. Sample size consisted of 169 where 110 teaching staff, 50 non-teaching staff, 5 school heads and 4 Ward Education Officers. Respondents were obtained through simple random sampling and purposive sampling techniques. Data collection was done through questionnaires, and interview schedule. Validity was established through expert judgment whereas reliability was determined using test-retest technique. Reliability index, $r = 0.75$, was obtained using Cronbach Alpha Method. Credibility of qualitative data was ascertained through multiple analysts, whereas dependability was established through reporting of research process. Descriptive statistics was used to analyze quantitative data in the SPSS version 20 and results were presented in tables, while qualitative data were analyzed using content analysis. The results show that poor communication, discrimination, limited resources, intimate relationship, difference in opinions, overlapping responsibility and bad working environment are the main causes of conflict among teaching and non-teaching staff. The study recommended mediation, regular meetings, collaboration, seminar and workshops as measures to address conflicts among teaching and non-teaching staff in public secondary schools.

Keywords: Conflicts, Teachers, Performance, Schools, None-teaching Staff

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1. Introduction

Conflict is a struggle or contest between people with opposing needs, ideas, beliefs, values or goals. Similarly, Isabu (2017), referred to conflict as a disagreement or struggle between two or more people in a relationship. In

the same vein, Bakala (2020) asserted that conflict is unavoidable in any given organization, consequently managers should be able to recognize the source of conflict in terms of constructive and destructive effects and hence being able to handle conflict accordingly before it is too late. Conflict is a general scenario experienced in

the management of any social institution (Nyasio, 2015). It is considered as one of the major problems in the management of schools worldwide. In human life, conflict has become unavoidable and most organizations and individuals have invested sufficient resources in place to curtail such an occurrence (Nguvumali, 2016). The modern conflict theories state that a conflict with a low or medium intensity and short duration could stimulate teacher's creativity and their overall professional performance while a conflict with a high intensity and long term duration is not beneficial neither to the organization nor people involved in conflict. Atieno (2016) stated that, conflict is a state of opposition, disagreement or incompatibility between two or more people or groups of people which is sometimes characterized by physical violence or assault.

Literature has shown the existence of conflicts in different institutions, including secondary schools worldwide. Conflicts in schools existed in both developed and developing countries. For instance, in the developed countries like USA conflicts in school manifest in different scenarios. For example a study by Limbo (2018) pointed out existence of several conflicts in schools in state of California. Tracing the history of the conflicts; the study found that racial segregation, and discrimination and prejudice in California schools were the main sources of the problem. Educational stakeholders in both developing and developed countries have made a number of reforms to improve education but teaching and learning in schools continues to experience a number of challenge (Paschal and Mkulu, 2020). One among the things that shake school goal in today's communal world is the school interpersonal conflicts among the members of school community.

Tanzania is not exempted from conflicts in its schools. In recent years, a series of conflicts were observed in Kagera region, Iringa region, Kilimanjaro region, Tabora region and Arusha region. In Arusha district, there have been a number of reported incidences on conflicts among teaching and non-teaching staff. For instance, Ekpong (2021) reported the incident of conflicts between teachers and watchmen in one of the public secondary school in Arusha district. This conflict occurred due to persistence late reporting of teachers in school every day and head of school ordered the watchmen to close the gate at 07:30 am. Thereafter, teachers decided to force their way in the school. This resulted in fighting among teachers and watchmen, which in turn led to some teachers arrested by police and sent to Arusha central police station. Also, the emerged conflict affected negatively the whole process of teaching and learning. Moreover, in Arusha district, the dominance of conflicts among teaching and non-teaching staff is increasingly and negatively affecting work performance among staffs and the rights of students to learn in safe environment (Kaufman, 2016). From the foregoing, there is need to conduct a study to investigate the conflicts among teaching staff and non-teaching staff

and its influence on their work performance in public secondary schools.

1.1 Research Questions

The research questions were;

- i. What are the causes of conflicts among teaching and non-teaching staff in public secondary schools in Arusha District?
- ii. What are the intervening measures to the conflicts among teaching and non-teaching staff in public secondary schools?

2. Literature Review

The researcher reviewed the Conflict Theory to guide the study.

2.1 Conflict Theory

The theory posits that the key source of conflict in the society is strictly economic (Glesne, 2015). The theory further argued that in all stratified societies there are two major social groups, a ruling class and a subject class. The ruling class exploits and oppresses the subject class. As a result there is a basic conflict of interest between the two classes. This constant competition between groups forms the basis for the ever-changing nature of society. The theory ultimately attributes humanitarian efforts, altruism, democracy, civil rights and other positive aspects of society to capitalistic designs to control the masses, not to inherent interests in preserving society and social order (Ignace, 2015).

Among the classical philosophers, Plato and Aristotle stated the following about conflict. They said "order makes the good life and disorder the opposite, conflict is a threat to the success of the state and should be kept off an absolute minimum and removed all together if possible. Firstly, the theory seeks moral ends from the emancipation of humanity from false claims of universality. According to Glesne (2015), Universality is when one group takes power and seeks to justify it on the grounds that it represent. Secondly, the theory acknowledges the role of oppression and seeks to balance the scale through advocacy and resources. It points out the inconsistencies in resources amongst those who have power or resources and those who do not. Thirdly, the theory sees social life as a competition and focuses on the distribution of resources and power. Furthermore, the theory views social and economic institutions as tools of struggle among groups or classes.

2.1.4 Applicability of the Conflict Theory

Thus, the study opted to use conflict theory since the theory maintains that all members in school setting do not have the same powers, values, interest or expectations.

According to conflict theory, inequality exists because those in control of a disproportionate share of society's resources actively defend their advantages. Those with the most resources exercise power over others. Conflict theorists note that unequal groups usually have conflicting values and agendas, causing them to compete against one another (Ignace, 2015).

2.2 Causes of Conflicts among Teaching and Non-Teaching Staff in Public Secondary Schools

A study by Matenga (2015) on tracing the history of conflicts in California schools, found out that there are interpersonal conflicts among teachers as well as between teachers and students. The study reported that racial discrimination and favouritism among individuals are the main sources of such interpersonal conflicts in school setting. A research by Ozgan (2016) found that in the United States of America (USA) high schools, conflicts are caused by resource sharing, discrepancies in priorities, discrepancies in values and ideas, disparities in job necessities and complex inferiority.

A study by Mwidege (2021) on conflict management in secondary schools in Tanzania employed ex-post facto design and qualitative approach. The findings revealed that there are common causes of conflicts in secondary schools such as poor physical working conditions, lack of proper communication, negligence of duty, indiscipline among workers, low salary, and shortage of teaching and learning resources. The study by Ntide (2015) also revealed that most of the school conflict is caused by lack of proper communication, lack of transparency of school budget in term of income and expenditure as well as overlapping responsibilities.

Nyasio (2015) affirmed that there are some common factors for conflicts in the workplace such as communication breakdown, age differences, inadequate resources, difference in opinions as well as intimate relationship. The study employed semi-structured questionnaires which were both open and closed-ended questions and documentary analysis to obtain data.

2.2.3 Intervening Measures on the Conflicts among Teaching Staff and Non-Teaching Staff in public Secondary Schools

Crossfield and Bourne (2018) in Jamaica conducted a study on management of interpersonal conflicts between principals and teachers in selected secondary schools. The study revealed several measures that can be used to manage interpersonal conflicts in school setting. The measures include collaboration, negotiation, mediation, communication and avoiding certain actions. Sompaa (2015) conducted a study on management strategies of interpersonal conflicts between teachers and head teachers

in selected secondary schools of Lusaka province in Zambia. The findings concluded that head teachers were able to supervise conflict through different supervision strategies such as discussion, education, guidance and counseling as well as collaboration.

Similarly, in Charsadda district, Pakistan, Shah et al., (2018) carried out a comparative study to evaluate the view-points of conflict resolution among both public and private high school principals. The research adopted a descriptive research design and used questionnaire as data collection tool. The analysis showed that the principals of the two groups of schools used similar methodology to contain conflicts in their institutions. They employed collaboration strategy, which was their favourite conflict management style. Furthermore, the research suggested that the appropriate form of managing conflict must be followed by all the principals based on the circumstance at which conflict occurs. It also suggested that before employing any management strategy, it is necessary to identify the root causes of that conflict at hand so as to be effective and efficient when addressing them.

A study by Yassin and Khalid (2015) investigated conflict management styles that are frequently used by the professionals working at various organizational hierarchies to reduce the conflict to save the organizational environment. The results of the study showed that teachers mostly used the avoiding conflict management style. Moreover, professors used compromising conflict management style but assistant professors used accommodating and lecturers used avoiding conflict management style. According to Messanga (2021) on effectiveness of managerial strategies in Handling interpersonal conflicts in public secondary schools in Tarime urban, Mara region-Tanzania, the study revealed managerial strategies applied by the heads of school in handling interpersonal conflict in school setting, such strategies included meeting, negotiation, communication, collaboration, mediation, guidance and counseling, education, scolding and warning.

3. Methodology

In this study, concurrent triangulation research design was used. This design enabled researcher to collect both qualitative and quantitative data at the same time (Creswell and Creswell, 2018). Similarly, the study adopted mixed methods approach to collect data. The study targeted a population of 134 respondents, which comprises; 33 heads of schools, 1050 teaching staff, 231 non-teaching staff, 27 Ward Educational Officers in 33 public secondary schools. The selection of sample size was based on Vasileiou (2018) who stated that, a sample of 10% to 30% of the target population is representative enough for the research study. Therefore, the study involved a total of 169 respondents from 05 public secondary schools in Arusha District, 110 Teaching staff

out of 1050 which is 10% , 50 non- teaching staff out of 231 which is 21.6%, 05 heads of schools out of 33 which 15% and 4 ward educational officers (WEO) out of 27 which is 14%. Respondents were obtained through simple random sampling and purposive sampling techniques. Data collection was done through questionnaires, and interview schedule. Validity was established through expert judgment whereas reliability was determined using test-retest technique. Reliability index, $r = 0.75$, was obtained using Cronbach Alpha Method. Credibility of qualitative data was ascertained through multiple analysis, whereas dependability was established through reporting of research process. Descriptive statistics was used to analyze quantitative data in the SPSS version 20 and results were presented in tables, while qualitative data were analyzed using content analysis.

4. Results and Discussion

Discussions of the findings were based on research objectives as follows:

4.1 Identifying the Causes of Conflicts among Teaching and Non-Teaching Staff in Public Secondary Schools in Arusha District

The objective identified the causes of conflicts among teaching and non-teaching staff in public secondary schools in Arusha district. Tables 1 and 2 summarize the findings.

Table 1: Responses from Non-Teaching Staff on the Causes of Conflicts in Public Secondary Schools in Arusha District (n=50)

Statements	Frequency	Percentage (%)
Limited resources		
SA	15	30
A	33	66
U	2	4
Poor communication		
SA	10	20
A	40	80
Discrimination		
SA	12	24
A	36	72
U	2	4
Unfairly treatment		
SA	12	24
A	36	72
U	2	4
Personal Preferences		
SA	3	6
A	5	10
U	2	4
D	21	42
SD	19	38

KEY: Strong Agreed (SA), Agreed (A), Undecided (U), Disagreed (D), Strongly Disagreed (SD)

Source: Field data (2022)

The results in table 1 indicated that the respondents identified the causes of conflicts as follows; 80% of the respondents identified poor communication, 72% of the respondents mentioned discrimination and unfairly treatment while 66% agreed that limited resources cause conflicts in Public Secondary Schools. These results are supported by the finding in a study carried out by Nyamajiwa (2016) in Zimbabwe. The study reveals that competition over resources is among causes of conflict in school organization. The findings indicated that lack of transparency over school resources affects the relationship between management and subordinate in the school

organization. In the same vein, a study by Angela (2015) in Kinondoni municipality revealed that majority of school conflicts is caused by lack of proper communication and commitment.

From table 1, other causes of conflicts in secondary schools identified by the respondents include personal preferences as supported 10% who agreed while 30% strongly agreed. For instance, some none-teaching staff complained that the school administration openly motivates the teaching staff and ignores them. When they present their cases relating to domestic matters, the school

heads do not give them adequate attention compared to teachers. However, 4% of respondents were undecided on the element of limited resources, discrimination, unfair treatment and personal preferences. On the other hand, 42% of the respondents disagreed on the issue of personal preferences while 38% strongly disagreed on personal preferences. Thapa (2015) observed that school heads should realize that their success as managers is hinged on support by both auxiliary and teaching staff. Therefore, open discrimination will certainly negatively affect their success. There is need for transparency over the use of school resources that would eventually affect the relationship between management and subordinate in the school.

In addition, 20% strongly agreed on poor communication, 24% strongly agreed on the element of discrimination, 24% strongly agreed on unfair treatment. A related study by Valente and Lourenco (2020) enumerated causes of conflict such as lack of emotional intelligence, personality traits, poor communication and lack of support from colleagues. A study by Bakala (2020) on conflict management practices in secondary schools in Linnu Woreda, Addis Ababa concluded that conflicts in secondary schools are caused by discrimination, unfair treatment of individuals, incompatible goals and values, discrimination, disciplinary problems, competition for limited resources, overlapping responsibility and bad working environment. Another study by Angela (2015) in Kinondoni municipality revealed that majority of school conflicts is caused by lack of proper communication and non-commitment.

The researcher also established that personal preference causes conflict between the teaching and non-teaching

staff. In this regard, Kaluma (2017) conducted a study on conflict management in secondary schools in Tanzania in Shinyanga municipal council. The study concluded that conflicts in secondary schools are caused by a number of factors including, personal preference, goals not accomplished, scarce resources, poor communication, favouritism, conservatism and delay in decision making. Furthermore, the study suggested that there should be appropriate techniques and strategies to address emerging conflict in a school before it affects school organization.

The study by Yambo (2016) contends that conflict is an inevitable outcome of human interaction and is commonly caused by a variety of factors such as poor interpersonal relationship, subjective attitudes, and inadequate resources. Similarly, Nyasio (2015) affirmed that there are some common factors for conflicts in the workplace such as conflicting needs, conflicting styles, conflicting perceptions, conflicting goals, conflicting different personal values and unpredictable policies.

Finally, the findings are in congruent with the conflict theory by Karl Marx in 1818-1883. According to conflict theory, inequality exists because those in control of a disproportionate share of society's resources actively defend their advantages. Those with the most resources exercise power over others (Ignace, 2015). Conflict theorists note that unequal groups usually have conflicting values and agendas, causing them to compete against one another. This constant competition between groups forms the basis for the ever-existing conflict in the society. Further, the responses from teaching staff regarding intervening measure to the conflict in public secondary schools are summarized in table 2.

Table 2: Responses from Teaching Staff on the Causes of Conflicts in Public Secondary Schools in Arusha District (n=110)

Statements	Frequency	Percentage (%)
Intimate relationship		
SA	20	18.2
A	62	56.4
U	7	6.4
D	12	10.9
SD	9	8.2
Differences in opinions		
SA	27	24.5
A	73	66.4
U	8	7.3
D	2	1.8
Overlapping responsibility		
SA	27	24.5
A	73	66.4
U	8	7.3
D	2	1.8
Bad working environment		
SA	23	20.9
A	83	75.5
U	3	2.7
D	1	0.9

KEY: Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D), Strongly Disagreed (SD)

Source: Field data (2022)

The findings in table 2 show that, 74.6% of the respondents reported that intimate relationship is cause of conflict in education institution, 6.4% were undecided while 19.1% disagreed that relationship is a source of conflict in secondary institutions. Those who supported the item felt that it is important to observe professional ethics all the time and teachers should keep professional distance from female students. Some none teaching staff accused male teachers of having affairs with female students. This accusation was also confirmed by female teachers as a source of conflict between teaching and none teaching staff. In support of this finding, Hallak (2018) identified relationship as the main factor contributing to conflict in the school system. The relationship could be between school head and the secretary, male and female teachers or male teachers and female none teaching staff. On the issue of differences in opinions as one of the causes of conflict between teaching and none teaching staff, 24.5% of the respondents strongly agreed, 66.4% agreed, 7.3% were undecided while only 1.8% strongly disagreed. In addition, 24.5% of the respondents strongly agreed that overlapping responsibility is a source of conflict among teaching and none teaching staff. In this regard, 66.4% agreed, 7.3% were undecided while 1.8% strongly disagreed. On bad working environment as among the causes of conflict in school setting, 20.9% strongly agreed, 75.5% agreed, 2.7 were undecided while only 9% disagreed. The respondents reported that some staff members work in an improved environment unlike others. The findings are in congruent with the conflict theory by

Karl Marx in 1818-1883. According to conflict theory, inequality exists because those in control of a disproportionate share of society's resources actively defend their advantages (Glesne, 2015). Those with the most resources exercise power over others. Conflict theorists note that unequal groups usually have conflicting values and agendas, causing them to compete against one another. This constant competition between groups forms the basis for the ever-existing conflict in the society.

In the same vein 20.9% of the respondents agreed that poor working environment causes conflict among teaching and none teaching staff. Moreover, 75.5% were in agreement with the statement, 2.7% were undecided while 9% held contrary opinion that environment is not a cause for conflict among teaching and none teaching staff. Some members of staff are given incentives to appreciate their performance. The issue of poor working environment was also mentioned as a factor for conflict in public secondary schools. The findings agreed with related studies done by Tshuma (2016) and Bolarinwa (2017) respectively, which looked at factors influencing teachers' level of satisfaction. The findings indicate that poor working environment; differences in opinions and relationship are causes for conflicts among the teaching and none teaching staff.

The research discovered that teachers and heads of schools may face shortage of skills and exposure about how to

handle interpersonal conflict in public secondary schools. Any conflict situation is bound to inhibit the smooth running of the school and by extension its overall performance. Generally, conflict will exist or will occur even if the organization had paid the great sacrifice to prevent it. Though in contemporary view, conflict is seen to be good as it brings positive changes and vice versa is true (HakiElimu, 2014).

The response from the respondents in the open ended questions indicated that lack of respect among teachers and the non-teaching staffs, poor living standard of teachers and non-teaching staff and hard economic time as a result of global pandemic and conflict has contributed towards conflict in secondary schools. For instance, some teachers look down upon non-teaching staff such as security men/women while some well-established senior teachers, mostly female teachers do not respect their struggling male counterparts. This is common among female teachers married to senior government officials, they are untouchable, and they neither respect school head nor colleague teachers/non-teaching staff. Consequently, a conflict emerges in public secondary schools in Arusha District due to their conduct towards workmates.

Moreover, the findings are supported by Kaluma (2017) who conducted a study on conflict management in secondary schools in Tanzania in Shinyanga municipal council. The study concluded that conflicts in secondary schools are caused by number of factors including, personal preference, goal excluded, scarce resources, poor communication, favouritism, conservatism and delay in decision making. Furthermore, the study suggested that there should be appropriate techniques and strategies to address emerging conflict in a school before it causes harm to school organization.

Findings from qualitative data indicate the causes of conflicts among teaching and non-teaching staff and its

influence on their work performance in public secondary schools in Arusha District. In this regard one of the head of school in the interview session reported that;

There are several causes of conflicts among teaching and non-teaching staff in school setting such as lack of proper communication channel, irresponsibility, limited resources, and poor delegation of duties, poor perception and discrimination (Personal interview, 27th -05-2022).

The respondent noted that poor communication channel and discrimination are potential sources of misunderstanding in the institution. If not well handled, it could lead to stress among teachers and none teaching staff. Bonkovskaya (2017) conducted a related study on development of conflict management strategies to increase the organizational effectiveness in West Africa. The finding shows that in spite of manager's satisfaction by the level of productivity of their employees, stress at work was sighted as a contributing factor towards disagreements. If the manager ignores those kinds of complaints it could lead to potential conflict.

4.2 Intervening Measures to the Conflicts among Teaching and Non-Teaching Staff in Public Secondary Schools in Arusha District

The objective suggested the intervening measures to the conflicts among teaching and non-teaching staff in public secondary schools in Arusha District. Table 3 and table 4 present the summary of the respondents' responses and the results of quantitative findings through questionnaires.

Table 3: Responses from Teaching Staff on the Measures to Resolve Conflict in Public Secondary Schools in Arusha District (n=110)

Statements	Frequency	Percentage (%)
Mediation		
SA	25	22.7
A	79	71.8
U	4	3.6
D	2	1.8
Use regular meetings with conflicting parties		
SA	22	20
A	81	73.6
U	6	5.5
SD	1	9
Motivation		
SA	31	28.2
A	68	61.8
U	7	6.4
D	2	1.8
SD	2	1.8

KEY: Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D), Strongly Disagreed (SD)

Source: Field data (2022)

The results in table 3 indicated that, 22.7% strongly agreed and 71.8 % agreed that mediation is a good step towards resolving conflicts. In this regard, 3.6% were undecided while 1.8% completely disagreed that mediation is a measure to resolving conflict in public secondary schools in Arusha District. The researcher found out that in most cases, school heads employed diplomatic approach to solving conflicts among teaching and non-teaching staff. School heads normally sermon the aggrieved parties for a meeting in the office where they pour their hearts out regarding the conflict. Guidance and counseling is then offered to the individuals or groups with different issues. A study by Shahmohammad (2015) on conflict management among secondary school students supported this finding by suggesting that the mediation as one of the methods for reducing conflict not only at work place or home but also in school setting. Similarly, Gyan (2016) carried out a study on conflict resolution in Ghanaian senior High school and the findings revealed that the use of stimulation techniques is among the measures that can be used in conflict resolution in school setting.

In addition, 20 % of respondents strongly agreed while 73.6% agreed that the use of regular meetings with conflicting parties will help to address the underlying issues. Meanwhile, 5.5% of the respondents were

undecided while 9% strongly disagreed. In the same vein, in Kenya a study by Ramani & Zhimin (2016) on conflict resolution mechanisms in Public secondary schools in Nairobi province, found out that it is important for school administrators to use regular meetings and dialogue with conflicting parties when resolving individual differences at workplace.

Likewise, 28.2% of respondents strongly agreed that motivation of staff members could be a measure to conflict resolution, 61.8% of the respondents agreed while 6.4% were undecided. A total of 3.6% of the respondents held contrary opinion. In other words, they viewed stimulation or motivation as a weak approach towards solving conflict. However, an overwhelming majority (90%) viewed motivation as an effective approach to conflict resolution. The study by Johdi & Apitree (2019) on the causes of conflicts and effective methods to conflict management at Islamic secondary school in Yala, Thailand, revealed that among the strategies used in managing interpersonal conflict was face to face discussion to clarify issues through motivation, negotiating and compromising within school setting. Additionally, the responses from non-teaching staff regarding intervening measure to the conflict in public secondary schools are summarized in table 4.

Table 4: Responses from Non-Teaching Staff on Measures to Resolve Conflict in Public Secondary Schools in Arusha District (n=50)

Statements	Frequency	Percentage (%)
Collaborating		
SA	15	30
A	33	66
U	2	4
Compromising		
SA	16	32
A	33	66
U	1	2
Seminars and workshops		
SA	11	22
A	35	70
U	4	8
Negotiation		
SA	25	50
A	21	42
U	1	2
D	3	6
Guidance and counselling SA		
A	14	28
U	31	62
SD	2	4
	3	6

KEY: Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D), Strongly Disagreed (SD)

Source: Field data (2022)

The results in table 4 revealed that, 30% of the respondents strongly agreed, 66% agreed while 4% were undecided with collaboration as a measure to conflict resolution. The non-teaching staff felt that there is a need to work as a team in order to achieve the targeted institutional goals and objectives. They observed that working in cooperation through partnership would help them complement each other's weakness as both teaching and non-teaching staff strive to achieve their best.

In addition, 32% of respondents strongly agreed, 66% agreed while only 2% were undecided that compromise could be applied to solve conflict in public secondary schools in Arusha district. Moreover, 22% of the respondents strongly agreed, 70% agreed while 8% were undecided on seminars and workshops as a strategy to manage conflict among the teaching and non-teaching staff in Arusha District. In Tanzania a study by Ignace (2015) in Kinondoni municipal recommended that district education officer should organize seminars for heads of schools on the ways of managing conflict in schools.

Besides, 50% of the respondents strongly agreed on negotiation while 28% of respondents strongly agreed on guidance and counseling as the measures of resolving conflicts in public secondary schools. The findings are supported by Limbo (2018) who explained that conflict supervision as well as managing organization should be organized through, guidance and counseling.

Through interviews done by ward education officers it was noted that majority of the respondents show their concern on mediation, regular meetings, seminar and workshop, in-service training as well as guidance and counseling are common strategies that can be used in conflict resolution and management in school setting. From the foregoing, one of the interviewee said:

In my school, we handle interpersonal conflict among teaching staff and non-teaching staff using mediation approach whereby we point a 'mediator' from our staff who would deal and handle the interpersonal conflict among the staff members who have differences and misunderstandings. The mediator is always appointed from among staff members who are ready and acceptable by both parties to resolve their conflict secretly. He or she should be a secret keeper (Personal Interview, 28th-04-2022).

In the same vein one among the interviewee was quoted saying: In our school, we do use guidance and counseling as well as seminars and workshops to handle conflicts among teaching staff and non-teaching staff (Personal Interview, 29th-04-2022).

The findings are in agreement with a study by Shahmohammad (2015) on conflict management among secondary school teachers. The study suggested the

mediation and guidance and counseling as the methods for reducing conflict, not only at work place or home but also in school setting. Also, the study by Ignace (2015) at Kinondoni municipalin Tanzania recommended that district education officer should organize seminars to the heads of schools on the ways of managing conflict in schools. Moreover a study by Kaluma (2017) points out the appropriate strategies to address conflicts in school set up such as, good communication, timely decision, fairness, in-service training, seminar and workshop.

5. Conclusion and Recommendation

5.1 Conclusion

The causes of conflicts among teaching staff and non-teaching staff in public secondary schools in Arusha District include limited resources, poor communication, discrimination, unfair treatment, and overlapping responsibilities. Similarly, differences in opinions, intimacy relationship and poor working environments were mentioned as sources of conflicts in secondary schools. From qualitative findings, differences in opinions, poor academic performance, intimate relationship, harshness by support staff, criticism by other teachers, communication breakdown were mentioned as causes of conflicts in public secondary schools. In some cases, conflicts among staff members accumulate gradually and immediate response to potential signs of conflicts is necessary.

The suggested intervening measures to the conflicts among teaching and non-teaching staff in public secondary schools in Arusha District include regular meetings, negotiation, collaboration, accommodating one another, seminars and workshop, mediation, compromising, stimulation, in-service training, as well as guidance and counseling. Likewise, school heads should treat all staff members fairly and equally in order to build mutual respect and trust among all members who make-up the work force in school setting and the surrounding community. Furthermore, all staff members should respect one another and avoid indulging in matters that can cause conflict. Finally, the study concludes that before employing any management strategy, it is necessary to identify the root causes of conflict at hand so as to be effective and efficient when addressing them.

5.2 Recommendations

Based on the findings, the following recommendations were forwarded:

- i) Head of schools should monitor the efficiency and effectiveness of teaching staff and non-teaching staff in discharging their duties and any signs of conflict should be addressed as soon as possible.

- ii) Heads of schools should use different techniques such as negotiation, mediation, communication, discussion and dialogues as well as compromising in resolving conflicts in school setting. The study recommends that education administrator needs to build up leadership innovation and creativity in handling conflicts and should have a mechanism in place to deal with conflicts.

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