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THE LATENT AND PREVALENT MANIFESTATIONS OF VIOLENT CONFLICTS IN SECONDARY SCHOOLS IN UGANDA

A case study in Wakiso district, central Uganda.

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Abstract

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- Syfte:** The purpose of this study was to investigate the complex phenomenon of the latent and prevalent manifestations of violent conflicts in secondary schools in Uganda. It also seeks to explore and explicate students' conceptualization of violent conflicts in schools, the complex circumstances under which the phenomenon unfolds and handled; its repercussions to the teaching and learning processes in schools and to establish how the role of a school climate contribute to enhance or preempting violent conflicts in schools.
- Teori:** The study employed the theoretical lens of Galtung's A-B-C conflict triangle model (Galtung, 1996, p. 71). This model was used to analyze the causes and role of actors in violent conflicts in schools.
- Metod:** A case study was used with a triangulation of multiple data collection methods including, scanning survey questionnaires, semi-structured interviews and focus group discussion as tools of data collection.
- Resultat:** The interpretation of the findings led to thematically categorization of causes of violent conflicts in schools as follows: brutality, harsh punishment and use of excessive power by school staff and prefects, neglecting of students' welfare, bad food and sanitation, enforcement of strict rules with rigidity, failure to understand students, administrative deficit leading to school mismanagement, poor conflict management skills and denial of entertainments as major causes of violent conflicts. To these students reciprocate by using violence to communicate to school management. It was also found that some students engage in violent conflicts because of indiscipline, bad upbringing and use of drugs.

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TABLE OF CONTENTS	PAGE
Abstract -----	i
Acknowledgement -----	ii
Table of contents -----	iii
List of figures and Tables-----	iv
List of abbreviations and acronym -----	iv
INTRODUCTION -----	1
Snapshot of the chapters -----	4
BACKGROUND OF THE STUDY, LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK-----	6
Educational system and violent conflicts in Uganda -----	6
Theoretical frame-----	13
Literature review -----	14
Summary of the literature review-----	20
RESEARCH DESIGN AND METHODOLOGY-----	22
Data collection methods -----	28
Ethical consideration -----	34
PRESENTATION OF THE RESEARCH FINDINGS-----	38
Definition of conflict and violence-----	38
Experiencing conflicts and violent conflicts in school setting -----	41
Dealing with conflicts in the respondents’ schools -----	43
Synthesis of what happened in the respondents’ schools and other schools-----	49
Dealing with conflicts in the neighboring or other schools -----	55
Conflicts and school climate -----	57
DISCUSSION, SYNOPSIS, CONCLUSIONS, RECOMMENDATIONS AND FURTHER RESEARCH-----	62
Discussion -----	62
Summary of the Thesis -----	64
Recommendations and further research -----	66
REFERENCES-----	69
Appendix 1 -----	72
Appendix 2 -----	74
Appendix 3-----	77
Appendix 4 -----	78
Appendix 5-----	81
Appendix 6-----	83
Appendix 7-----	84

FIGURES AND TABLE

page

Figure: 2.1. Model-chart of school management -----	7
Figure: 2.2. Summarized chart of the system of education in Uganda-----	8
Figure: 2.3. Conflict triangle -----	14
Figure: 2.4. Theoretical model -----	21

TABLES

Table: 4.1. Definition of conflicts-----	39
Table: 4.2. Respondents' definition of violence-----	40
Table: 4.3. Conflicts in the respondents' schools -----	42
Table: 4.4. Those who dealt with conflicts in the respondents' schools -----	43
Table: 4.5. The aftermath of the conflict in the respondents' schools -----	46
Table: 4.6. The respondents' view of conflicts in other schools-----	48
Table: 4.7. What caused conflicts in other schools -----	48
Table: 4.8. Aftermath of conflicts in other schools -----	55
Table: 4.9. Those who handled conflicts in other schools -----	56

LIST OF ABBREVIATIONS/ACRONYM

ANPPCAN	Africa Network for the Prevention and Protection against Child Abuse and Neglect
A' LEVAL	Advanced Level
EPRC	Education Policy Review Commission
B.O.G	Board of Governors
GCSE	General Certificate of Secondary Education (British)
MoES	Ministry of Education and Sports
O' LEVEL	Ordinary Level
PLE	Primary Leaving Examination
PPP	Public Private Partnership
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UNEB	Uganda National Examinations Board
USE	Universal Secondary Education
WAKISSHA	Wakiso Secondary Schools Head teachers' Association

CHAPTER ONE

INTRODUCTION CHAPTER

1.1. AN OVERVIEW OF THE CHAPTER

The main contents of this chapter include the problem statement, aim and purpose of the study, rationale and motivation of the study, research questions and arrangement of the Thesis report. This overview is intended to guide the reader through the unfolding segments of the entire content of the report by providing a snapshot to every chapter. The researcher will commence with the problem statement which entails the gist of the content underpinning this report.

1.2 PROBLEM STATEMENT

Conflict as both constructive and destructive:

Despite the view that conflict is normal and a hallmark of progress in all human organizations to which schools are not exceptional, it can also be destructive if not handled properly (Deutsch, 1969; Johnson and Johnson, 1996; Johnson, 1971; Galtung, 1965). According to Johnson (1971), conflict is necessary in schools to open ways to creativity, innovation, get rid of stagnation and thus a golden opportunity to enhance change.

Prevalence of high level of violent conflicts in secondary school in Uganda:

While conflicts inevitably occur in homes, public places and all other human organizations, schools have been identified to be specifically more prone than others. Coleman & Deutsch (2001), not only argued that the actions and goals of educational actors are necessarily interdependent, but they also took the argument a step further and argued that schools are a unique social system and it is this uniqueness that contributes to distinctive, school-based conflicts. They further noted that destructive conflicts occur in schools because of their stressful and competitive environment where teachers are not equipped with adequate support and training in conflict handling and students are not afforded with sufficient opportunities to fully cooperate. This coupled with a high ratio of teacher student population, and intense pressure to perform, inevitably exacerbates conflicts in school setting. Other scholars have also observed that the existence of rampant authoritarianism, stringent discipline, restriction of students' freedom and their inability to make decisions on matters concerning them, make schools hot spots for violent conflicts (Sekamwa, 2001; Johnson, 1971; & Chesler & Franklin, 1968). No wonder therefore, that prevalence of violent conflicts in secondary schools in Uganda has become pervasive and incessant, thus posing a formidable challenge of handling to practitioners.

Violent conflicts negatively influence the learning and teaching activities:

Despite the view that conflicts can be positive and lead to progress, in Ugandan secondary schools they have occasionally turned violent and thus tremendously interfere incapacitate the teaching and learning process. This has affected the quality of education and threatened to foil its mission and objectives. It has also inflicts a lot of psychological and social torment to all the stakeholders in educational institutions where it has occurred coupled with loss of property and resources.

Inadequate scientific study of violent conflict in secondary schools in Uganda:

While violent conflicts in secondary schools in Uganda have become a perennial problem of concern, there is no clear evidence that enough has been done to carry out scientific studies of the root causes of this phenomenon and comprehend the complex circumstances under which it is manifested. There is a glaring absence of literature in this field of conflict and peace education in Uganda. To make it worse, even the scanty literature existing is so fragmented and lacks rigorous methodology to be comprehensive enough, to delve into the complex phenomenon and form a theoretical framework to illuminate and understand the root cause of violent conflicts in secondary school in Uganda. Thus, there is a need for a holistic approach of study and to fully incorporate and adequately explore students' experiences and how they make sense of the conflicts that occur within their schools. It can also be argued that the prevalence of perennial violent conflicts in many secondary schools in Uganda over two decades is a vivid indicator of a serious problem within the education system. This apprehension necessitates a thorough and rigorous empirical investigation for proper diagnosis and prognosis to find a remedy.

1.3. MOTIVATION AND RATIONALE FOR THE STUDY

The motivation for this study can be traced back to the personal and professional experience of the researcher as both educator and administrator for a period of over twenty years in Ugandan secondary school system. It is here that latent and prevalent violent conflicts have become a common and perennial phenomenon in many schools. The researcher has become increasingly aware of the disturbing levels of students unrest in secondary schools in Uganda for over two decades and have virtually failed to attract substantial attention of scholars. This situation has always been not only intriguing but also challenging to the researcher, something that has aroused his interest in the field of conflict resolution and subsequently opting to carry out a research study.

The researcher harbors vivid memories when he joined high school at Kako senior secondary school in central region of Uganda where the shock of a fatal violent conflict had plagued the school only three years back. There were flesh memories as the school was recovering from the shock of the dreadful incident. Students who witnessed it and were still in the school narrated how it was premeditated and planned to cause maximum destruction to school property and injuries to school personnel. This was subsequent to the guerrilla war that overthrew the renowned Ugandan dictator Idi Amin in 1979. What is irritating to the researcher is the fact that no trace of any documentation of this impasse is available.

Violent conflicts have become more rampant in the last two decades than ever before and no effectual redress has been forged by either the Ministry of Education and sports (MEoS) or practitioners.

Another motivating factor for the study has been related to the literature review that made the researcher more intrigued and curious to carry out the study. This will be discussed in the literature review in the next chapter.

1.4. SIGNIFICANCE OF THE STUDY

The researcher anticipates that once this study is done, its findings will contribute substantially to the establishment of a theoretical understanding of the phenomenon of violent conflicts in secondary schools in Ugandan context. This will probably form a new insight and contribute to the current ideas of non-violent conflict resolution in secondary schools in Uganda which is apparently elusive. Also the study can be of paramount importance to inform policy makers and school managers on the necessity to equip head teachers and teachers with skills in non-violent conflict resolution in schools. The study can also be an eye open to the need for conflict resolution and peace education¹ in all schools in Uganda.

1.5. AIM OF THE STUDY

The aim of this research study is to explore in-depth, comprehension and experiences of students' violent conflicts in secondary schools in Uganda and their root causes. This study can be of used to contribute to developing pro-social, non-violent conflict management strategies in schools in the future. This will possibly help to pave the way to preempt this pervasive and perennial problem.

The study can also contribute to the elusive knowledge in the field of conflict resolution and peace in secondary schools in Uganda and pave the way for further scientific investigation in this field. Finally, this study will be a fulfillment of the partial requirement of the investigator's master's program in educational research.

1.6. RESEARCH QUESTIONS

Two overarching and five sub questions are set as guidelines to the research study themes:

1. *How do students comprehend and experience violent conflicts that occur both in their schools and in the neighboring or other secondary schools in Uganda?*
 - i) How do students comprehend and distinguish between violent and non-violent conflicts in secondary schools?
 - ii) *What are the students' experiences of the conflicts that occurred both within their schools and in other schools and how were they are handled?*
 - iii) *What are the student's views of the aftermath of violent conflicts in secondary schools?*
2. *How does school climate help to avert or enhance violent conflicts in secondary schools in Uganda?*
 - i) *What are students' and administrator's views of a good school climate that can preempt violent conflicts?*

¹ Peace education is taught in schools in northern Uganda. Jayanni Webster carried out a study in Northern Uganda between; 2010 – 2012, to evaluating the impact of peace education in the region as one of the programs designed to address the issues of peace and conflict resolution in post war recovery and education.

- ii) *How can violent conflicts be avoided in secondary schools in Uganda according to students and administrators?*

1.7. ARRANGEMENT OF THE THESIS REPORT

The thesis is divided into five chapters coherently linking all the segments of the study. The first chapter entails the problem statement, motivation and rationale of the study, significance and aim of the study, the research questions and the overview of the arrangement of the report.

Chapter two contains the contextual background, theoretical frame and literature review.

Chapter three contains the research design and methodology

Chapter four entails the presentation and analysis of the collected field data.

Chapter five contains discussion of the research findings, summary of the thesis, conclusions, recommendations and further research.

1.7.1. SNAPSHOT OF THE CHAPTERS

CHAPTER ONE: INTRODUCTON

The chapter introduces the main concept of the research study in the problem statement. It also entails the researcher's motivation and rationale for the study, significance and aim of the study, research questions and a snapshot to all the chapters in the study report.

CHAPTER TWO: CONTEXTUAL BACKGROUND, THEORETICAL FRAMEWORK AND LITERATURE REVIEW

The chapter gives the background of the study, underpinning and contextualizing violent conflicts in secondary school in Uganda. It offers a reflection of Uganda's complex cultural, economic, socio-political context in which school violent conflicts unfold. The purpose of this chapter is to establish a theoretical background that partly epitomize and explicate the sordid trend of violent conflicts in secondary schools in Uganda. The contextual background in this chapter manifests the view that schools are a miniature of a larger community and do not exist in a vacuum. This chapter also entails the conceptual framework underpinning the study. Finally, there is a literature review underpinning the theoretical framework of the study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

The chapter entails the philosophical stance underpinning a qualitative study under a case study design. It further explicates the rationale for purposive sampling and the methods used to collect primary data in the field between June and August 2015, in Wakiso district, central region of Uganda. The detailed description and justification for the use of a variety of methods including the survey questionnaires, semi-structured interviews, focus group discussion and the details of their administration. There is also information about the key informants in the study; who were students and school administrators.

The chapter also corroborates the fact that the study was carried out following the ethical requirement as approved by the University of Gothenburg. The key areas entailed the issue of

informed consent, anonymity and confidentiality. It reveals how there was unequivocal consideration of the ethical issues throughout from data collection, coding, analyzing, interpreting and the final writing of the thesis report. Lastly, it examines the limitations of the study and the overall comments of the research process.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

This chapter deals with data presentation and analysis from the informants' perception and experience of conflicts that happen in their schools and other schools. It will entail the research findings in a form of answering the research questions as portrayed in the survey questionnaire, semi-structured interviews and focus group discussion. For the quantitative data generated from the closed and multiple questions in the survey questionnaire, percentages will be used to draw out qualitative meaning. Similarly the qualitative data from open ended questions in the survey questionnaire, interviews and focus group discussion will be analyzed thematically and synthesized to delineate the emerging themes in the study. The A-B-C conflict triangle will be used to analyze the data on conflicts that occurred in the student respondents within their own schools and other schools.

CHAPTER FIVE: DISCUSSION, SUMMARY, CONCLUSIONS, RECOMMENDATION AND FURTHER RESEARCH

This chapter entails a discussion of the research findings explicated from the theoretical framework and literature review. This chapter seek advance and establish the view that violent conflicts in secondary schools in Uganda are multi-faced and context specific. There is need for relevant response tailored to address the issue in reality of the dynamics of the context in the society. The findings can serve as a guideline to develop criteria for the need to establish relevant and effective peace education initiative. It high lightens the need for non-violent conflict resolution for both teachers and students.

CHAPTER TWO

2.0 BACKGROUND OF THE STUDY, LITERATURE REVIEW AND THE CONCEPTUAL FRAMEWORK

2.1 INTRODUCTION

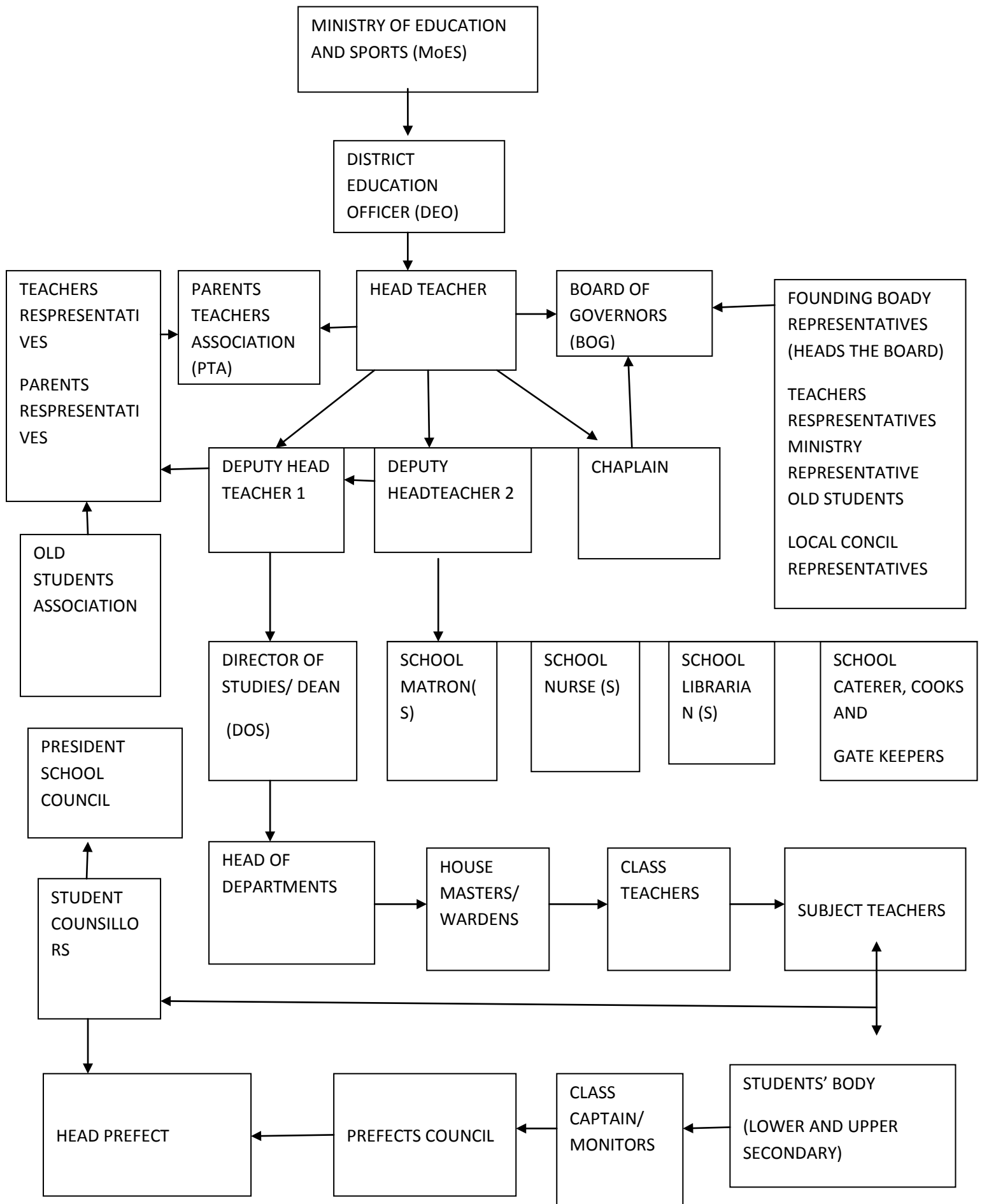
This chapter is intended to give contextual information to the readers especially those who are foreign and not acquainted with the Ugandan context, to help them to understand the background of the study and to be able to follow the unfolding of the complex context under which the phenomenon of violent conflicts in secondary schools occur. This chapter will be introduced with a brief overview of the education system and school management in Uganda, the general aim of education and how it is perceived by the people, genesis of the problem of violent conflicts and its context. It will also include discussion of the literature review and the conceptual framework.

2.2 EDUCATIONAL SYSTEM AND VIOLENT CONFLICTS IN UGANDA

Globally, education is considered not only to be a human right but also vital in shaping the destiny of any country. According to Gikungu & Karanja (2014), education is a holistic process that leads to balanced growth in students. The student is expected to acquire physical, intellectual, moral, psychological and emotional growth after going through educational processes. In Uganda the current system of education hinges on the white paper of the Education Policy Review commission (EPRC, 1992). And the main objective is to lead the country to transformation of society by leading to greater unity among people, high moral standards and an accelerated growth of national economy.

In the same vein, schools play a vital role to enable the country to realize its broader goals of education. According to Okumbe (1999), a school is the functional unit of an education system and a processing device through which the government meets the aspirations of the society. Therefore schools play a vital role in the socialization process of children, to learn to regulate their conduct and respect of others in order to become active, useful and responsible citizens. The society has great expectations to have competent, educated and qualified citizens who will be entrusted with the responsibility for the production of material and for its social and culture transformation. For this aspiration to be accomplished, schools need to be well managed and to be safe for the teaching and learning process to be effective. Below is a model chart of how most secondary schools in Uganda are managed.

Figure: 1 A MODEL CHART OF SCHOOL MANGEMENT IN UGANDA



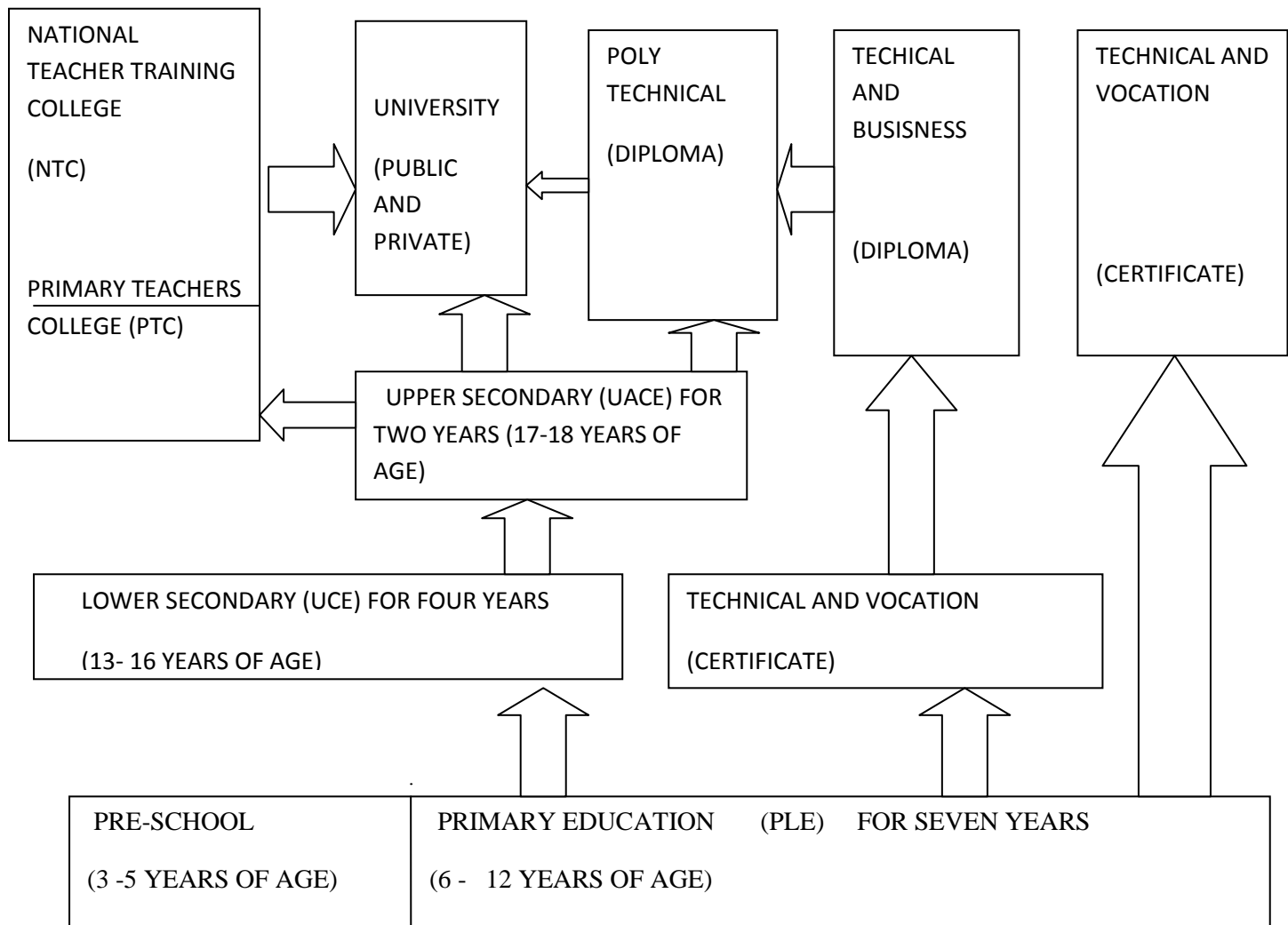
2.2.1. EDUCATION SYSTEM IN UGANDA

The school system in Uganda is structured in a hierarchical order of: 3- 7-4-2-3 system. That is, pre-school, ranges between 3 years – 5 years of age and is entirely in the hands of Private individuals. Then children follow seven years of primary Education from the age of 6 – 12 years, divided internally into lower, middle and upper primary. At the end of these 7 years, candidates do their Primary Leaving Examination (PLE).

After primary school, students have four years of lower Secondary education from the age of 13- 16 years-old; candidates do their Uganda Certificate of Education (UCE) examination, which is an equivalent to GCSE (General Certificate of Secondary Education in the UK). Lower secondary is popularly referred to as ‘O’ level (for ordinary level).

In addition there are 2 years of upper Secondary from the age of 17- 18 years-old, and at finishing candidates do a Uganda Advanced Certificate of Education (UACE) examination. This level is popularly referred to as ‘A’ level (for advanced level).

ASUMMARISED CHART OF THE SYSTEM OF UGANDA EDUCATION IN UGANDA



2.2.2. TYPOLOGY OF SCHOOLS IN UGANDA

1. Government schools are founded by the central government which has the responsibility for staff recruitment, payment of salaries and capitation grant.
2. Private schools are started by Religious bodies, individuals, community or Companies. The government has no any financial obligation for the running of these schools.
3. Government aided schools are faith founded schools by Church or Mosque as the foundation body but were taken over and funded by the government. Many oldest and traditional schools in Uganda can be positioned in this category.
4. Boarding Schools; these are residential to all students admitted and can either be government/ government aided or private.
5. Day schools; here students commute daily from home to school and then go back after the day.
6. Day and Boarding schools; these give opportunity to parents to choose whether their children are residential or commute from home to school daily.
7. Single sex schools; these can be exclusively for girls or for boys. Schools under this category are mainly “faith” founded schools, and they are purely boarding.
8. Mixed schools; these are co-education schools which admit both sexes. Majority of schools in Uganda follow under this category and can be day or boarding, government aided or private.
9. Universal Secondary schools (USE); these are government aided secondary schools which give free secondary education. There are also private schools in USE programme under public private partnership (PPP).
10. Schools can also be categorized (informally) according to their status, quality and reputation of examination scores. These have been dubbed as: First world, Second world/ medium and Third world schools.
 - a) First world; are elite schools with a reputation of high examination scores and well established infrastructures. These are very few traditional schools.
 - b) Medium schools, these follow the elite first world schools in reputation of high examination scores and physical infrastructures.
 - c) Third world schools are mainly in the rural areas and can be government or private, day/ day and boarding usually with poor boarding facilities. Most USE schools fallow into this category. These are mainly schools for peasants’ children.

2.2.3. UGANDA'S SCHOOL CALENDER

There are three terms during the academic year. The first term usually commences in February and end in April, slightly over 80 days. The second term usually begins in early May and ends in August, covering approximately 90 days. This term is usually longer than the rest. Yet the third term begins in early September and ends in early December. This covers 80 days or fewer days. These are punctuated with holidays with a totally of approximately 100 days (MoES, 2015).

2.2.4. CONTEXTUAL BACKGROUND AND STUDENTS' VIOLENT CONFLICTS

From the researcher's point of view, the rampant and perennial occurrence of violence conflicts in secondary schools in Uganda has remained a puzzle to fully comprehend and account for its complex context. Many reasons have been advanced on various forums, especially from electronic, print and social media within the country to explicate the occurrence of this phenomenon in schools.

While the white paper on education policy review commission (EPRC, 1992), recommended for students to be given equal space and place at levels of decision making in institutions of learning in Uganda, this has not been adhered to by educational institutions. The system has completely failed to treat students as formidable stakeholders in schools and instead a culture of oppression, repression and impunity has been perpetuated.

Apparently, system was only applicable when information was a privilege to a few people, but not in the current era of technological advancement and globalization, where internet and social media are openly accessible and useable by students. This puts many schools which are still using the old system into a precarious and fragile position of hotspot for violent conflicts, leading schools to behave like dormant volcanoes which can erupt anytime. Thus the use of violence by students to solve unresolved conflicts could be a spontaneous response to deep rooted frustrations and feelings of powerlessness.

With that conceptual inference in mind, the researcher has a strong view, that the causes of the rampant violent conflicts in secondary schools in Uganda still lack appropriate diagnosis of the phenomenon which can meticulously consider the contextual analysis underpinning the occurrences. Such a diagnosis need to involve adequate understanding of the students' perspective to avoid all the previous accusations and blames directed to student.

There is widespread popular opinion available on electronic social media and news papers, revealing wide spread discourses concerning student unrest by Ministry of Education and Sports (MoES) officials, different education stakeholders and parents. These discussions endeavor to explicate students' violent conflicts as "students' indiscipline" or "rebellious nature" of students; "disgruntled" or "spoilt", driven by Western influence and their behavior is described as "madness of the youth". According to Okuda, of the monitor News paper, (July 25, 2013)², the blame starts and ends with students.

² <http://www.monitor.co.ug/artsculture/Reviews/-/691232/1925486/-/3j8wxi/-/index.html>

While emphasis in popular opinion and social media put the blame on students' behavior and administration flaws as causalities, this has been inadequate to fully account for the persistence of violent conflicts and translation into possible solution to redress the phenomenon. These views do not only oversimplify a complex phenomenon but also decontextualize it from the social-cultural, economic and political dynamics in Uganda which deserve a thorough investigation, where students' perspective and revelation deserve sufficient attention. The researcher believes that students' involvement and participation can offer untapped resource to understand the complex phenomenon and help to forge a permanent avenue for peace building in Ugandan secondary schools. According to Schwartz (2010), students as youths are active actors with the potential as agents of social change that should not be underestimated. Therefore, in this study, it has been in the interest of the researcher to fully utilize students' perspective and experiences to adequately explore and explicate the root causes of violent conflicts in secondary schools in Uganda.

2.2.5. CONTEXT OF VIOLENCE OUTSIDE SCHOOLS IN UGANDA

The researcher also believes that understanding the perennial and rampant violent conflict incidents within the society outside the school environment can be of tremendous importance in effort to comprehend the root cause of violent conflict in schools. Outside schools in Uganda, it is common for the media to report on political activists, traders and workers protesting and being whipped and tear-gassed by the police on streets. These rampant running battles on street by people and police reveal a high intolerance to divergence and unwillingness to concede injustice.

It is not a secret for anyone living in Uganda to realize that the entire society is always trapped in a perennial quagmire of land wrangles, where the rich constantly buy land where the peasants live as squatters. This culminates into violence and death as the peasants retaliate and try to resist the evictions. The story is not different in politics where violence is a common phenomenon at all levels. The inter party and intra party violence has always imbued the political scene in Uganda. This has always culminated in burning of vehicles, buildings, destruction of property and loss of human life. There are a number of studies done in Uganda on violence against children both in homes and in schools. These show an alarmingly evidence of rampant violence inflicted on children especially physical and emotional violence in terms corporal punishments (Naker, 2005; ANPPCAN, 2011; 2013, Davries, et al. 2013; Davries, et al. 2014).

This phenomenon manifested in cultural, structural and direct violence according to Galtung (1969), has contributed to the perpetuation of a violent culture to which children are exposed from a very tender age. This presence of violence is breeding a spiral of violence in the society which may inevitably influence violent conflicts in secondary Schools.

Despite the directive from the Ministry of education and sports (MoES) banning the practice, corporal punishment is still at large existing in schools, with 81% of school children in Uganda still beaten and alarming number of children face different forms of violence in schools (ANPPCAN 2011, 2012, 2013).

2.2.6. SCHOOL CURRICULUM AND VIOLENT CONFLICTS IN SCHOOLS.

Apart from the prevalence of structural and cultural violence in homes and schools, the curriculum and system of education in Uganda are other risk factors of violence. The researcher's view of Uganda's situation is that, the summative examination driven curriculum has intensified the competition to vie for the required high examination scores to be eligible for selection to the next level of education. This has posed a higher risk to students as schools compete to get better grades than others in Uganda National Examinations by UNEB. Violence against children in schools is intensified as children are drilled beyond normal limits to get high UNEB grades. Students are caned to motivate them to read hard and produce good grades and no one seems to be caring as the curriculum exacerbates violence against children in schools.

This worsens during second term (between May and August) as schools prepare for mock examinations for UCE and UACE as schools prepare candidates for the final examinations which are towards end of the third term. In addition it is again during this term when most schools organize their music dance and drama festivals at house levels at which runs up to District and culminates into national. At the same time it has become a tradition for schools to have sports days where the preparations involve parade which has been dubbed as “muchaka muchaka³”. While the practice has become popular in many schools, it is strenuous and abhorred by many students. The tight and overlapped programs during the second term create another form of physical and emotional violence to students which ultimately make life melancholic. This raises a question whether there is a connection between the implementation of the school curriculum during second term which has been identified as the most susceptible period when most violent conflicts occur in schools. The researcher compiled a table of the incidents of violent conflict that occurred in schools that he was able to access on social media where thirty-one schools across all the regions in Uganda were captured (see Appendix1).

From what has been discussed form both what is happening within and outside the schools in Uganda from the researcher's point of view, student unrest in secondary schools should not be viewed as an isolated incident but rather as a social phenomenon which can probably help us to understand the social dynamics of the entire country. In this regard schools should be treated as a mirror that reflects society. This phenomenon is not peculiar for Uganda only but to many other developing and less developed countries, where students' demonstrations, strikes, riots and other forms of protest have continued unabated.

It is unfortunate that Ugandan scholars have not paid attention to students' activism as a field of serious study. While research has been done into various aspects of education, not much has been done to understand students' culture and social phenomenon. Students are never seen as a formidable force of change except within framework of established authority where they are deemed as future leaders. By considering the contextual background of violent

³ The term “muchaka muchaka” was borrowed from the military training in the national political school in Kyankwazi. Here students learn parade and military skills which are exhibited on school sports day.

conflicts the researcher will endeavor to explicate the latent and prevalent violent conflicts in secondary schools in Uganda from the perspective of student respondents.

2.2.7. MANIFESTATION OF LATENT AND PREVALENT VIOLENT CONFLICTS IN SCHOOLS

The rampant and perennial prevalence of violent conflicts in Ugandan secondary schools has been dubbed and sometimes described using different terms such as, student unrest (Omari & Mihyo, 1991; Cheloti, Obae & Kanori, 2014), student strikes or riot (Gikung & Karanja, 2014; Kinyanjui, 1976), student indiscipline (Ofayuru & Too-okema, 2011), students' violent behavior or disturbances (Nkinyangi, 1981) and student protest (Cooper, 2014). This is apprehended as a scourge that threatens to adulterate and veer the intended goals of education in general and schools in particular. Kinyanjui (1976) attributed this to the structure of authority inherited from the colonial era which does not provide students with a channel for feedback, poor leadership style, lack of commitment and ability of the head teachers to exercise emotional intelligence and the relationship between teachers and students. He further acknowledges that school administrators sometimes act contrary to students' expectations which undermine students' trust.

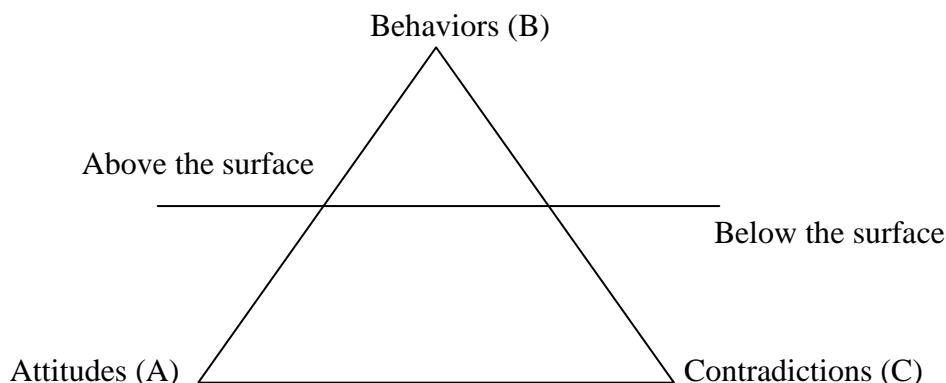
2.3.1. THEORETICAL FRAME

The study will be guided by the conflict triangle theory of Galtung⁴. The researcher found this model to be suitable for a systematic analysis of the actors and dynamics of conflicts in secondary schools in Uganda. According Galtung (1996, p.71) conflict has a manifest and latent side. The manifest side of conflict is identified with behavior and the latent side with attitudes and contradictions. Galtung (1996, p. 72) argued that a fully articulated conflict consists of all three elements interacting with each other namely; behavior which is manifest, attitudes and contradictions which are latent and invisible. Galtung (1996, p.74) contended that awareness of a conflict situation is the most important step towards pro-social conflict handling. Once actors are aware of their participation in a conflict, they can transform the conflict (situation of contradictions of social incompatibilities) into an opportunity to improve relationships and address social inequalities. But as long as actors are unaware of their involvement in a conflict situation, conflicts can escalate into violence.

⁴ Johan Galtung is a renowned professor in peace and conflict studies from Oslo Institute of Peace in Norway, whose works have been very influential in the area of conflict and peace education.

FIGURE 2.3: A-B-C CONFLICT TRIANGLE

(*Conflict Triangle (Galtung, 1996)*)



Conclusion can be drawn that awareness and a positive orientation towards conflicts and its actors is a prerequisite of constructive non-violent conflict handling. Despite the fact that this theory was developed in a western world, it is Pertinent to this study since it seeks to investigate the latent and prevalent (invisible and visible) aspects of violent conflicts in secondary schools in Uganda. It will be used to analyze conflicts basing on the three corners of the triangle model; attitudes, contradiction and behavior and seek to explicate how these corners interact in school conflicts. It also emphasizes the need to investigate the causes of the contradictions which results into negative attitudes of the actors in a conflict situation and the ultimate escalation into behavioral responses.

2.4. LITERATURE REVIEW

2.4.1. INTRODUCTION

From anecdotal evidence it is apparent that conflict resolution and peace studies in Uganda, have not yet attracted sufficient disciplined and scientific inquiry and the literature in this genre is still extremely fragmented and elusive. In contrary, elsewhere in the world there is ubiquitous plethora of literature to explicate the nature and causes of conflicts in general and schools in particular. In the western world studies of conflict and peace education have become very popular and there is vivid proliferation of literature readily available and accessible. In contrast, no sufficient inquiry in this field has been done in Uganda. At present, most of the accessible literature is based on the frequent reporting of incidents of violent conflicts that occur in secondary schools, by electronic, print and social media. Therefore to anchor this study into relevant literature the researcher considered works of scholars from the western world for explication of the general concept of conflict and subsequently turned to African scholars for specific context. In this case the researcher took advantage of the Kenyan scholars who apparently have done more research studies and the availability and accessibility of literature in this genre are greater than in Uganda, where the author was born and raised. However, both countries share a lot in common in social, political and economic dynamics as

well as in experiences of the genesis and trend of violent conflicts in institutions of learning in the recent past.

2.4.2 DEFINITION AND TYPOLOGY OF CONFLICTS

The concept of conflict is considered by several scholars in the field of conflict resolution as multidimensional and multifaceted. It is a complex concept which is used by different actors in different disciplines among others, psychology, political science, sociology and education. Several authors in the field of conflict resolution and peace have written a plethora of literature about the nature of conflicts that occur in social organizations including schools (Deutsch, 1965; Johnson, 1971; Coleman & Deutsch, 2001; Bickmore, 2010). In all these, there is a clear manifestation and confirmation that conflicts are a hallmark, ubiquitous, normal and unavoidable in social organizations. In other words conflict is perceived as inherent feature of human existence and it may be difficult to conceive a situation of human life which free of conflict (Longaretti & Wilson, 2006; Deutsch, 1965; Johnson & Johnson, 1996).

According to Coleman & Deutsch (2001) the unique social structures of school environments, that encourage and reproduce cultures of competition, authoritarianism, coercion and contentions exacerbate conflicts and make them more ubiquitous and unavoidable than elsewhere in social organizations. On the other hand, conflicts can be a goldmine and a positive phenomenon that encourages personal, organizational, facilitates problem solving, prevent stagnation and enhance social change (Johnson, 1971).

Morton Deutsch, a renowned social Psychologist and often referred to as one of the founding father of conflict Resolution studies stated in his early work that conflict exists whenever incompatible activities occur (Deutsch, 1969). The notion of incompatibility of contradictions is expressed by other authors (Galtung, 1996; Longaretti & Wilson, 2006). They described conflict as a result of individuals' or groups' incompatible goals and overt opposition of one person to another person's actions or statements. Galtung (1996) elevated further the concept of social incompatibilities when he underscored the need to understand the cause of a conflict.

Similarly, Pondy (1972 as cited in Adeyemi, 2009 pp. 419) stated that conflict has been described as the art of coming into a collision, clash or be in opposition or variance with one another. It is the tension that is experienced when one group of people feels that their needs or desires are likely to be denied. Similarly, Amason (1996) distinguished two types of conflicts, basing on either task or affect. The first ones are affect conflicts which are related to disagreements that emanate from personality clashes or emotional interactions among team members. The second are cognitive conflicts which are task-focused, related disagreements among team members who focus on a common objective (Amason, 1996).

2.4.3. CONSTRUCTIVE AND DESTRUCTIVE CONFLICT

According to Amason (1996) cognitive conflicts enhances performance, while affective conflicts reduce performance. Conflict can lead to health and growth within the organization or destruction depending on how it is managed (Johnson, 1996). In his elaboration of the

concept of conflict, Deutsch (1973) proposed differentiating between ‘destructive’ and ‘constructive’ conflicts. According to him the former will lead to dissatisfaction of parties and the latter would facilitate members involved to stay focused on the issue which will lead to mutual satisfaction. Similarly, Jonson & Johnson (1996) observed that conflicts occur frequently in schools and argued that these conflicts are predicted upon social interdependence, where individual actions and goals necessarily affect the actions and goals of others. And if these conflicts are framed as mutual problems and handled through cooperative effort they yield constructive results.

Despite the fact that conflicts frequently occur in schools, there is general lack of skills by school personnel and student training in pro-social conflict handling strategies which often leads to undesirable outcome (Johnson & Johnson, 1996). The same view was expressed by Johnson (1971). On the other hand, Galtung (1965) contends that poor handling of conflict often lead to destructive and non-constructive behavior. Hence conflict behavior tends to become destructive behavior because of frustration-aggression cycle. Destructive behavior tends to be self-reinforcing and induce destructive and violent behavior in others. This notion explains the logical connection between conflict, aggressive behavior and violence. In the next section the researcher considered some specific studies carried out in Kenya and Uganda on causes of conflicts in secondary schools as will unfold subsequent sections.

2.4.4. CONFLICTS IN SCHOOLS

While many scholars have attempted to investigate the causes of violent conflicts in secondary schools, it still remains a puzzle why they occur and the manner in which they occur. Sekamwa⁵ (2001) made a similar remark and wondered why violent conflicts still engulf schools where the present education and school administrative structure in Uganda presupposes a participatory approach to decision making in schools. (See the chart for the model school management page. 7)

In this section the researcher examined the different reasons advanced by different scholars to explicate the prevalence of violent conflicts in secondary schools.

2.4.4.1. SCHOOL SOCIAL ENVIRONMENT AND VIOLENCE IN SCHOOLS

Kirioba (2012) concentrated his study on the influence of social environment factors in schools and students’ participation in violent conflicts. His findings were as follows:

When students reported that their administration was friendly they were unlikely to participate in violence. On contrary when students reported that their administration was not friendly, they were likely to participate in violence. Head teachers’ unfriendliness is ultimately related to lack of communication which plays a major role

⁵ J.C. Sekamwa is a renowned professor in pedagogy at Makerere University and has extensively written on the history of education in Uganda. He was a personal tutor to the author of this research paper.

in dissatisfaction and frustration of students as opposed to head teachers' friendliness which led to student satisfaction (page. 8102).

Similarly, in schools where students were not free to express their problems to their teachers, there was unfriendliness and students felt not taken care of hence were likely to take part in violence as a way of expressing their dissatisfaction. Yet where students felt free to express their problems they were not likely to participate in violence (page. 8102. *ibid*)

Lastly students who reported that their prefects were unfriendly were more likely to participate in violence than those who reported that their prefects were friendly. Prefects who prescribed and administered punishment were likely to be unfriendly and often caused student unrest and violence. He cited an example where in Nyeri high school in Kenya four prefects lost their lives in violence when they were burnt in a building by fellow students. Thus a friendly social environment in schools was found to be necessary to preempt tendencies of violent conflicts in secondary schools. (page. 8103)

2.4.5. CONFLICT MANAGERMENTS STRATEGIES AND VIOLENT CONFLICTS IN SCHOOLS

Another research that was done in Uganda specifically examined the role of school management style in averting or exacerbating violent conflicts in schools (Tumwesigye & Basheka, 2008). The study considered collaborative and control orientation management strategies in secondary schools. According to Cunningham (1998) collaboration is the best way to resolve institutional conflicts as it promotes commitment by incorporating the concerns of all institutional stakeholders. This style of management aims at solving conflicts by focusing on the roots of the problem. The features associated with collaborative management (Cunningham, 1998), including sharing of information, investigating underlying problems and seeking for a situation where all parties feel satisfied.

2.4.5.1. CONTROL ORIENTATION STYLE OF CONFLICT MANAGEMENT

A study done in western Uganda by Tumwesigye & Basheka (2008) revealed that all schools where head teachers used control oriented management strategies teachers and students tended to be dissatisfied with the school climate⁶. Subsequently, students who reported a high level of dissatisfaction with school climate were more likely to be involved in violent conflict or strikes against the school administration.

Control management style give rise to authoritarian type of management in schools. Sekamwa (2001) observed that many head teachers in secondary schools who seem to have inherited an authoritarian style of management from the colonial and missionary rigid and canon laws face a formidable challenge in current world of greater awareness about human

⁶ 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 describes the essence of an organization.

rights and democracy, which makes many secondary schools in Uganda prone to constant violent conflicts and unrest.

2.4.5.2. COLLABORATIVE STYLE AND CONFLICT MANAGEMENT

On contrary, schools where head teachers used collaborative management strategies, with open communication, and problem solving stance when dealing with conflict situation; teachers and students tended to be satisfied with the school climate. Students in such schools were not only less likely to organize or participate in school violence but were also willing to report to administration any plot of violence in the school.

2.4.5.3. SCHOOL CLIMATE AND VIOLENT CONFLICTS

Like in other human organizations, school climate is important because it sets the tone for meeting the goals and solving problems; foster mutual trust, respect and clarity of communication; determines attitude towards 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 behavior within an organization (Pashiardis, 1998). Likewise, Pashiardis (1998) identified four parameters pertinent to school climate. These are: communication, collaboration among school participants, organization structure and administration and students' affairs. Where students' affairs were measured by facilities that supported students' welfare and learning such as accommodation, meals, classrooms and availability and quality of learning materials. Similarly, communication was measured by the amount and quality of information received, while collaboration was measured by extent to which peers, subordinates and superiors interact in harmony for the achieved school performance (ibid).

2.4.6. DISCIPLINE AND VIOLENT CONFLICT IN SCHOOL

Many researchers in this field considered violent conflicts in secondary schools as a discipline problem. According to Mbiti (2007) discipline is used to refer to moral capacity or disposition, which is ingrained into human personality. Similarly, discipline is viewed as the capacity that enables the person to use the voice of reason in making the right decision. In another perspective Mwangi (2006) argued that discipline is a set of procedures designed to eliminate behaviors that compete with effective learning in the schools. The role of discipline is envisaged as to correct faults, prevent bad habits, to restrain unruliness (Mbiti, 2008). This perspective considers violent conflicts in secondary schools as a result of lack of discipline among students. Hence violent conflicts in secondary schools have been attributed to unruly and undisciplined students.

2.4.6.1. STRATEGY FOR DISCIPLINE AND VIOLENT CONFLICTS

On contrary a research done on strategies of managing discipline in secondary schools in Northern Uganda revealed that, the escalating problems of indiscipline (violent conflicts) in schools could not be attributed to a lack of requisite strategies of managing student discipline in schools because they were in place (Ofoyuru & Okema, 2011).

This justifies the contention that the prevalent and pervasive issue of violent conflicts in secondary schools in Uganda is more complex and should not be over simplified as indiscipline, because it has continued to escalate regardless of discipline strategies put in place.

2.4.7. CONTEXTUALIZING VIOLENT CONFLICTS IN SECONDARY SCHOOLS

According to Cooper (2014), student unrest and protest is as old as the inception of formal education in Africa. These protests have always aimed at improve the quality and justice of students' education. In Maseno boys' school in 1908, students protested the refusal by their principal to give them instructions in English and later there were more protests in 1920s in Kenya. Cooper (2014) contends that the prevalence of violent actions including arson by students in their schools should not be seen as a mere a problem of 'indiscipline', but rather an important challenge to existing disciplinary status quo in secondary schools. This view envisages and recognizes students' destructive collective actions as efficacious in winning a response from authorities, concerning the ills of bad governance and injustices prevailing with in Institutions of learning. According to Cooper (2014) the burning of school buildings (arson) is used as an effective mode of protest by students that attract media and government attention. In a research carried out in selected schools in Kenya, students who compared the boarding school conditions to prison and considered violence and arson as the only option to make their principals listen (Cooper, 2014: 596). Violence is used as an instrument of power to negotiate with authorities.

2.4.7.1. VIOLENT CONFLICTS IN SECONDARY AND VIOLENCE IN SOCIETY

Many researchers concur, the prevalence of violent conflicts in secondary schools to be a way of students' protest against injustice and undemocratic tendencies by school management (Kirioba, 2012; Mwangi & Birgen, 2008; Cooper, 2014). It is this behavior that in the past shaped the political trajectory in fighting for independence and social justice in many African countries like Kenya and South Africa (Cooper, 2014). This set precedence which has been emulated by students, who not only witnessed but some took part in it. Students learned from what happened in their society that the use violence is a formidable weapon to fight opponents and this reflects the broader context of politics in the wider society where violence has been part and parcel of political activism and it is not unique to Kenyan situation alone but also to other African countries like Uganda, South Africa Ethiopia, Zambia and others (Cooper, 2014; White, 2007; Ohsako,(2007). What happens in secondary schools in Uganda is not unique but reflects the society and students are often important barometers of opinion and consciousness for their societies as they do not exist in a vacuum (White, 2007). Therefore the issue of violent conflicts should not be decontextualized from the rest of the Ugandan society where violence is manifested in homes and public places by different perpetrators

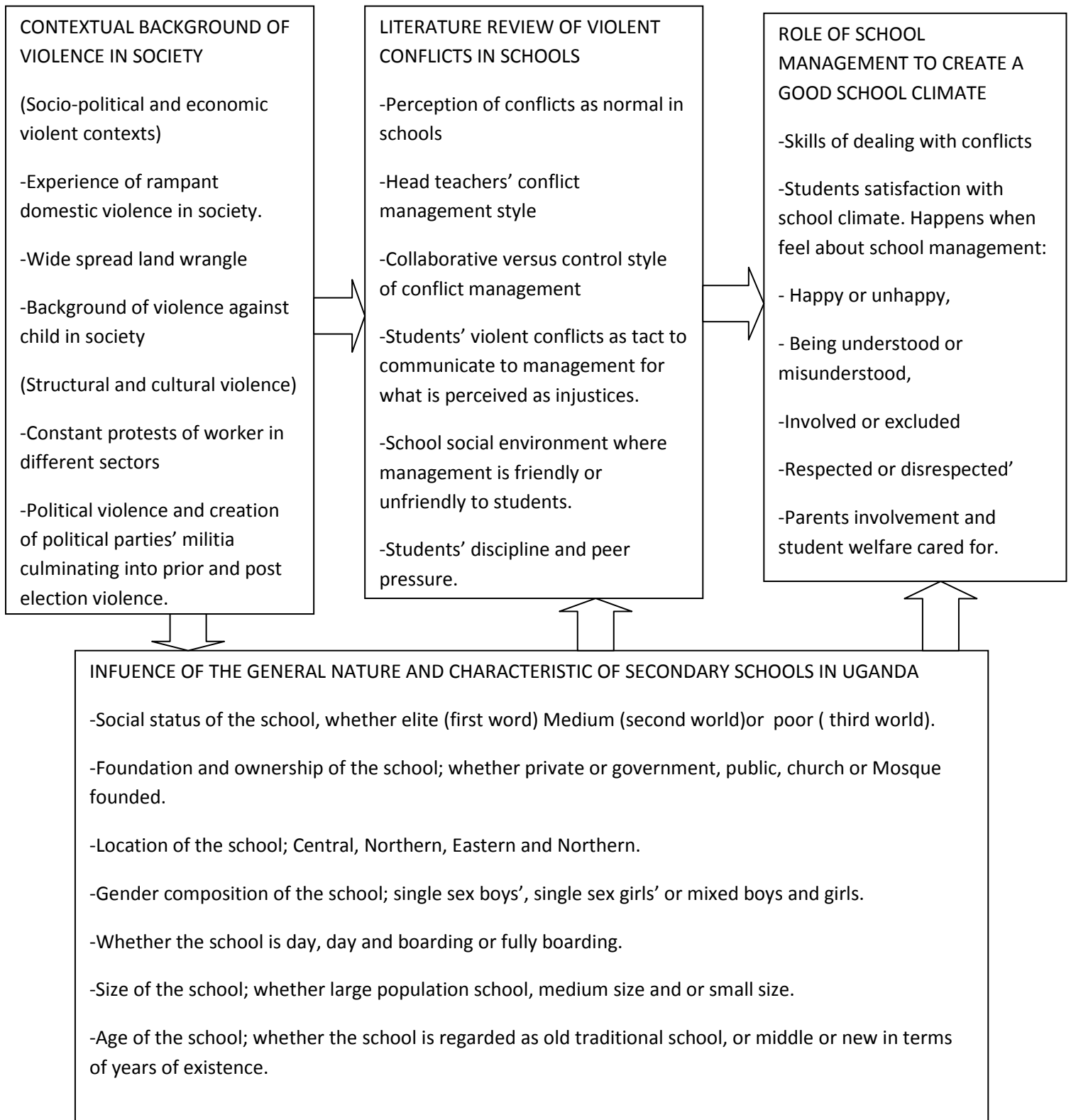
2.5. SUMMARY OF THE LITERATURE REVIEW

From the literature review, a vivid picture is painted, that conflicts are ubiquitous, normal, and unavoidable in social organizations to which secondary schools are not exceptional. But also conflicts can be both constructive and destructive depending on the manner in which they are handled. Poorly handled conflicts often escalate and lead to aggressive behavior and violence in schools. The review has underscored the importance of social environmental factors in the schools which subsequently determine whether students participate in violent conflicts or not. In the same vein the role of conflict management style by administrator is exalted as it plays a vital role in establishment a good school climate that leads to satisfaction or dissatisfaction to all school participants. Finally, the contextual aspect underpinning violent behavior is explored in the review, that schools do not exist in a vacuum but a good reflection of what happens in the wider society.

2.6. CONCEPTUAL FRAMEWORK FOR VIOLENT CONFLICTS AND MANAGEMENT IN SCHOOLS

The conceptual frame is an illustration of the interrelated aspects that are pertinent to what will ultimately prevail in school. This will recapitulate all the cardinal aspects raised in the review of literature namely: the contextual background underpinning violent conflicts in secondary schools, the ubiquitous presence of conflict in school and the administrator style of management which subsequently lead to school climate. The typology of schools has catalyzing influence to all other aspects that form a school climate.

FIGURE: 2.4. CONCEPTUAL FRAMEWORK OF VIOLENT CONFLICTS IN SCHOOLS IN UGANDA



CHAPTER THREE

3.0. RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This chapter is central in the study as it exhibits the approach adopted by the researcher to conduct the study. It will illuminate the broad epistemological, ontological and methodological framework underpinning the design and approach of the study as well as the logical connection and justification of different methods employed in data collection in relation to the research aims and questions. It will also focus on the issues of validity, reliability and generalizability, ethical consideration and close with the overall comments on the research process.

3.2. METHODOLOGICAL AND EPISTEMOLOGICAL CONSIDERATION

Creswell (2009) described research methodology as the overall approach of the design process of conducting research including all phases from theoretical underpinning to the collection and analysis of data. Similarly, Denzin & Lincoln (2005, p. 157) argued that a research paradigm refers to the ethics, epistemological, ontological and methodological beliefs that will give direction to an action to the research.

3.2.1. PHILOSOPHICAL PERSPECTIVE OF THE STUDY

According to Yin (2009) research philosophy is concerned with the way in which things are viewed in the world. This mainly refers to epistemological and ontological stance that influences the choice of research methodology. Yin (2009) asserted that understanding a research philosophy and agreeing to adapt to a particular perspective for a proper research paradigm in the study is regarded as the first step in setting the research parameters. Scholars have identified and described four different paradigms underpinning different philosophies of research designs: positivist, post-positivist, interpretivist or constructivist and critical theory (Cohen et al., 2007; Denzin & Lincoln, 2002; Henning et al., 2004). In the present study, the researcher positions himself within the interpretivist epistemological stance and ontological perspective of multiple realities, which have tremendously influenced the choice of approach and design of the study.

According to Denzin & Lincoln (2002) ontology constitutes how we think and understand a phenomenon and the nature of its reality, while epistemology constitutes the way we look at knowledge and methodology describes the approaches we use to search that knowledge. These philosophical aspects will be explained further in the next section.

3.2.2. ONTOLOGICAL AND EPISTEMOLOGICAL BELIEF

The ontological assumptions in qualitative research view the problem of reality as being constructed by the persons involved in the research. This means that the researcher, the individuals being researched and the reader are expected to interpret information differently (Creswell, 2009). On contrary, the quantitative researcher views reality as being ‘objective’ and the study, independent of the researcher (Creswell, 2009). In the present study, reality is not considered as an objective entity; rather, a multiple of interpretations of reality (Merriam, 1998, p. 6).

In the same vein, epistemological consideration of what is acceptable knowledge and what constitutes acceptable knowledge in the field of study, the researcher conceives knowledge as being socially constructed and emerging from peoples' social practices. In this study, the researcher identifies himself with the constructivist paradigm conceptualizes social reality as being generated and constructed by people and existing largely within people's minds. This view is supported by Crotty (1998, p.67), who argued that in the qualitative paradigm, the researcher's endeavors are geared towards seeking for culturally derived and historically situated interpretations of social life in the world. This philosophical perception inevitably compels the researcher in this study to adapt to a qualitative paradigm. Creswell (2009) argued that within the qualitative approach, the researcher networks with those he or she learns from, by interviewing or observing participants over a long period of time for a genuine partnership for the study. In contrary, the researcher in quantitative research remains distant and independent from what is researched, attempting to control for bias, selecting a system of sample, and hence, being objective in assessing a situation. These concepts are crucial in the study design as it will further be substantiated in the next section.

3.3. THE RESEARCH DESIGN

Research design encompasses the way the research study is going to unfold in order to answer the research questions. It precisely describes how the research is going to be conducted. Birks & Mills (2011, p 15) argued that a research design is a blue print of a study. The design helps the researcher to identify the philosophical and methodological positions within the study, and the methods necessary to attain the research goals (pp.24. *ibid*). Therefore a research design is a logical sequence that connects the empirical data to the study's initial research questions to its ultimate conclusion. The steps for data collection will be discussed in detail in the subsequent sections of this chapter.

In addition, the research design defines the domain of generalizability; that is whether the obtained interpretation of the findings can be generalized to a larger population or to different situations (Kvale, 1996, p. 233). In this study, analytical generalizability will be used involving reasoned judgment about the extent to which the findings from one study can be used as a guide to what might occur in another situation. The empirical findings of this study can be a formidable guide to the readers in making informed judgment of what might occur in another situation. In this study, a case study was opted for, to offer basis for generalizability (Yin, 2003, p.10). Case study design will be discussed in details later in this chapter.

3.3.1. QUALITATIVE RESEARCH

In this study a qualitative approach which utilized a single holistic embedded case study was opted for. The researcher found the qualitative approach suitable as it facilitates the study of things in their natural settings, attempting to make sense of, or interpret a phenomenon in terms of the meaning people bring to them (Denzin & Lincoln, 1998, p.3). This offers opportunities for the researcher during data collection to interact with the respondents and capture the perception of their world view and how they explain their experiences. Qualitative approach was found to be pertinent, where the researcher intended to explore the phenomenon of violent conflicts in secondary schools in Uganda, from the perspective of the students who are the main informants of the study.

Also, Creswell (2009) emphasized that a qualitative researcher is naturalistic as he or she examines the place where the events are naturally occurring and in this way, the researcher attempts to understand the factors that cause, the occurrence of a phenomenon from the experiences and explanations of the participants. This is enhanced by the technique of mainly using words rather than numbers to allow the researcher to retrieve an in-depth description of the observed phenomenon. Henning et al. (2004) argued that a qualitative researcher relies on the language used and looks at ways of how meaning can be constructed from aspects of the language that presents the data.

Also McMillan & Schumacher (1993) explained that within qualitative research the researcher deeply immerses in the natural setting of the phenomenon and is able to capture the richness of the complex behavior associated with the phenomenon. Similarly, the researcher tries to get close to participants so as to understand their view points, referred to as “empathetic understanding” (Johnson & Christensen, 2012).

Reid & Smith (1981) argued that in qualitative approach the researcher gains first-hand understanding of the phenomenon studied, with intention to have a strategy in place, in order to solve the problem envisioned. In qualitative research raw data can be converted to ‘thick’ data that gives an account of the phenomenon. Henning et al. (2004) argued that the advantage of using qualitative approach is that it is flexible and allows the freedom to change, representation and action. This in addition to its essential characteristic of explorative strategy, used to understand how people explore, describe and relate to the phenomenon in their natural setting. According to Mcmillan & Schumacher (1993) contended that in qualitative research approach, the researcher is the primary data collection instrument. In other words the researcher in qualitative study endeavors to construct a picture that will eventually take shape as the different parts are collected.

In a nutshell, the researcher opted for a qualitative research strategy initially because his study deals directly with people. This view is vividly supported by his constructivist epistemological orientation, which makes it logical and vital to go to the field where the phenomenon of violent conflicts occur and ask people who ultimately gave their views and experiences of the phenomenon within their context. The above justifications of qualitative

strategy made it appropriate in this study. The researcher therefore chose an in-depth qualitative approach to be designed in a case study.

3.3.2. CASE STUDY

Robson (1993, p. 146) defined a case study as a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its life context using a multiple source of evidence. Merriam (1998, p.18) defined a case study as a design employed to gain an in-depth understanding of the situation and meaning for those involved. The interest here is mainly in the context rather than the specific variable in discovery. Case study can be a holistic single or a multiple (a few cases of the same units) or to have embedded sub cases within a holistic case or cases (Merriam, 1998). The researcher apprehended a case study design to be the most appropriate for this study. The study aims and research questions as well as it are the philosophical perspective inevitably made the option for case study of crucial importance. A case study is suitable for the exploratory and explanatory approach of a study to answer the ‘how’, ‘why’ and ‘what’ questions (Yin, 2009).

While the case study design does not provide opportunities to influence or change the attitudes or procedures of the participants, it permits the researcher to explore the behavioral patterns of the participants in natural settings (Yin, 2009). This further made the case study appropriate because of its idiosyncratic nature and flexibility in design that enabled the application of embedded cases and the multiple data source to be used.

3.4. DATA COLLECTION

This outlines the rationale for purposive sampling and the methods used to collect primary data in the field. Data collection occurred between June and August 2015, in Wakiso district in Uganda. Wakiso is located in the central region in the peripheral of the urban center of the Kampala capital city of Uganda. It is one of the most populous of 112 districts in the country with over four hundred secondary schools. All schools selected for the study are located within a radius of about twenty kilometers from the centre of Kampala the capital city.

3.4.1. PURPOSIVE SAMPLING

The researcher used purposive sampling for the selection of secondary schools and subsequently the participants of the study: students and administrators. According to Robson (2002, p.265) purposive sampling allows selecting people who are considered to be critical for the production of valuable data.

Because of good acquaintance with the schools and head teachers in the district, the Wakiso district became a rational choice. In this district, the researcher served as a teacher and head teacher for over twenty years. He took advantage of his long service and experience within the district where he even served as a member of the executive committee of Wakiso district head teachers’ association (WAKISSHA). In addition, he had incisive prior knowledge of specific challenges of handling students in some of the schools selected.

Four secondary schools were selected on basis of specific characteristics that were considered to offer diverse and all embracing information on the topic of study. He also considered of

contribution to diversity. In addition, the location, geographical proximity and accessibility of the schools were included in the selection process.

3.4.2. RATIONALE FOR SCHOOL SAMPLING

Purposive sampling is an acceptable method of selecting participants in qualitative research studies (Robson, 2002). All schools selected were within the peripheral of the urban center which made accessibility easy and advantageous to carry out the study effectively. This also enabled the researcher to cope with the financial constraints under which he operated without any sponsorship. The selected area provided multi-cultural and multi-ethnic schools, with heterogeneous characteristics which deemed pertinent to the researcher's scrutiny for the study. For instance, there were single sex boys, single sex girls, mixed secondary schools, boarding and day, which entailed both private and government aided schools.

3.4.3. DESCRIPTION OF THE SCHOOL THAT PARTICIPATED IN THE STUDY

The four schools selected were identified by colors; Red, Blue, Yellow and Green. These schools had distinct characteristic features and could be described as follows:

The Red school; was private, Roman Catholic Church founded, mixed, day and boarding, medium secondary school. This school was used as the main case of the study. The Blue school; was government aided, Roman Catholic church founded, single sex boys, first world (elite), purely boarding. The Yellow school; was Government aided, Roman Catholic founded, single sex girls, medium purely boarding school. The Green school Green; was government aided, Church of Uganda founded, single sex girls, first world (elite), and purely boarding school. The researcher selected the fourth girls' school out of curiosity to collect data that could contrast the third choice of the Yellow school which had remarkable challenges of handling students.

From every participating school, the researcher purposively wanted twenty students from the upper secondary (aged between 17 years and 18 years of age). He assumed upper secondary students would be easy to deal with since he expected them to be having a good command of the English language which was used in the study. There was also the assumption that their five to six years acquaintance in secondary school as students would offer a wide and good source of knowledge and experience of school based of conflicts.

The twenty student respondents in every school were randomly chosen by the respective school administration, depending on the class that happened to be free at the time when the researcher wanted them. Respondents from the administration part entirely came from the Red school; the head teacher, deputy head teacher and head prefect. A total of eighty- three respondents participated in the study.

3.4.4. PILOT STUDY

Initially, a pilot study was carried out in a secondary school within the same district to test the questions of the questionnaires and interviews. Ten students from upper secondary referred to as a pilot study informants participated in answering the questions of questionnaires and interviews. The main purpose of the pilot study was to identify problems, refine and perfect

the research tools and techniques which were later used in data collection. The pilot study was conducted before and after the researcher left Sweden. In the first phase, questionnaires were filled out, scanned and emailed back to the researcher. These formed the threshold for the initial refining of the designed questionnaires.

On arrival in Uganda, more refining of the survey questionnaires and interview schedules was done for further clarity and comprehension as this helped to review the wording of questions to make them easy, precise and specific. This synchronized with the views of Gray (2009, p. 359) who observed that questions in the questionnaire needed to be simple, comprehensible and concise. The researcher kept on modifying the question to make them simple, clear and in straight forward language to make it easy for the respondents to quickly comprehend and use the shortest time possible to answer. The questions were made in such a way that they were more open ended than closed. The first questions were closed to guide and give an easy start to informants and the subsequent parts of the questions were open ended to elicit as much qualitative data as possible (see. Appendix2).

The main aim of the scanning survey questionnaire was to capture a variety of views from a wide range of respondents rather than generation of similar responses. Some parts of the questionnaire were used to develop interview schedules to carryout semi-structured interviews afterwards and the schedules for focus group discussion for student respondents, (see Appendix3 and 4). A total of fifty-eight question were set in all; twenty-five questions for the questionnaires, eleven questions for focus group discussion and twenty-two questions for semi-structured interviews.

3.4.5. RESEARCH QUESTIONS

Before turning to the data collection procedure, it is necessary to revisit the research questions which were intended to be answered during the process of data collection. The research questions presented here are of more general investigatory themes, followed by more specific questions. Two overarching research questions were set entailing five sub- questions. The first question: *How do students comprehended and experienced violent conflicts that occurred both in their schools and in other schools or neighboring schools?* This question intended to elicit exploratory qualitative data on violent conflicts in secondary schools in Uganda. Sub-questions (i) to (iii). The first sub-question sought to capture students' definition and understanding of conflict and violent conflict in secondary schools. The Second sub-question is intended to retrieve data on students' experience of conflicts and violent conflicts that occurred within their schools and at the neighborhood or other schools. The third sub-question intended to retrieve data on students' experience of the aftermath of conflicts both in their schools and in other schools. The overarching question number two intended to collect data on student respondents' and administrators' view of the role of school climate to avert or enhance violent conflicts in schools. The first sub-section intended to get data from students and administrators on how a good school climate in necessary to avert violent conflicts in schools. The last sub-section intended to capture both students' and administrators' opinions on how violent conflicts can be voided in secondary schools. (See detailed research questions in chapter one, page 3)

3.5. DATA COLLECTION METHODS

Data collection was done by using multiple source methods which was predominantly qualitative data but also to a lesser extent there was quantitative data (Merten, 1998). Initially, scanning survey questionnaires, person-to-person interviews, and focus group discussion were used as data collection tools. The researcher chose these different instruments for purpose of triangulation, which will be explained further in the next section.

3.5.1. TRIANGULATION

Triangulation, which is the cross-validation of qualitative data, was used in this research to verify information and ensure that the weakness of one methodological approach is compensated by the strength of another. By so doing, the credibility of the finding of this study would be enhanced (Merten, 1998, p.181). This is in agreement with Marshall & Rossman (1995, p.144) who argued that a study in which a multiple cases, multiple informants or more than one data gathering methods are used can greatly strengthen the study's usefulness for other settings. Also triangulation of methods is vital if one is to make comparisons, or to complement or verify the collected data or to enhance the understanding of the studied phenomenon.

3.5.2. QUESTIONNAIRE

According to Robson (2002, p.233) a survey questionnaire is an effective approach for studying attitudes, beliefs and motives of the respondents. A questionnaire was found to be appropriate for this study as it provides a relatively simple and straight forward approach ensuring complete anonymity and confidentiality for the respondents. This was regarded as an advantage for the respondents' views on violent conflicts in schools. To ensure that the questionnaire was compatible with the epistemological perspective of constructivist paradigm fraught in this study; the researcher included more open-ended than closed questions. This enhanced flexibility and capturing of more qualitative data in form of discourses covering a wider scope of students' perception and experiences of the phenomenon of violent conflicts in secondary schools.

According to Bryman (2008, p.232) this strategy proved invaluable, that helped the researcher to capture the respondents' experiences and understanding and explored salient issues of conflicts in secondary schools. Particular questions in the questionnaires were logically organized around the themes the researcher intended to get students response. In preamble the questionnaire entailed questions to help students define conflict and violence. The purpose of these questions was to prompt students to give their general understanding of the concept of conflict and violent conflict before they turned to issues of conflicts experienced in their school environment. Thus questions 4 to 10 concentrated on students' experience of conflict within their schools. This entailed a question whether a student had ever experienced a conflict; then the nature of the conflict, whether it was violent or non-violent. Next the respondent gave what caused the conflict and a brief description of what happened, who handled the conflict and how? What was the aftermath of the conflict? The respondent was required to state whether he or she was happy with the way the conflict was handled. And why he or she was happy or unhappy.

Questions from 11 to 21 concentrated on the students' experience of the conflicts that occurred in neighboring school or other schools. This section started with a question whether a student had any experience of violent conflicts the neighboring or other schools. If yes; then the respondent would choose the type of school by status, sex composition, ownership and location. Then subsequently; when the conflict occurred, what caused it, who were the students involved by level and sex composition, who dealt with the conflict and what were the aftermath of the conflict. Lastly whether students were happy with the way the conflict was handled. The responses here were; yes, no or I don't know. For yes and no the respondent would provide extra information why he or she believed that students were happy or unhappy with the way the conflict was handled. To ensure that there was flexibility with regard to multiple response questions, steps were taken to ensure that the students could provide their own responses, under the option of "others".

The use of self-completing questionnaire in this study could be problematic as the researcher may be ignorant of the factors that influenced the respondent's choice of responses to the questions (Robson, 2002, p.253). Similarly, Gray (2009, p.166) argued that the researchers' choice of survey questions, those they select and those they leave out reflect their world view in both design and individual questions no matter how objective they try to be. Bearing this in mind the researcher had to take extra care to ensure that he remained objective throughout the research process to avoid biases. Nevertheless the questionnaire served as an important tool that was used as groundbreaking which was further complemented by focus group and person to person interviews.

3.5.2.1. ADMINISTERING OF THE QUESTIONNAIRES

The questionnaires were distributed by the researcher and he personally received them after completion. In every participating school, the gender element was considered for the twenty respondents, except for the single sex schools. Most respondents used 30 and 40 minutes to complete the questionnaire. Thereafter, the researcher collected the completed questionnaires, put them in an envelope and sealed it in the presence of the respondents. This reassured all the respondents in all schools where the questionnaires were filled out so that no one in their schools would have access to their completed questionnaires. Students appeared to be content with the arrangement and from their response they took the questionnaire to be very useful to handle their conflicts and afterwards all the respondents wanted to know how their schools will get the feedback of their responses. The researcher assured them that after writing the study report, their schools would get a copy. However from the facial expression many respondents appeared to be happy because they had expressed their discontentment without intimidation or fear and this was vividly revealed in the narrative they wrote down.

3.5.3. FOCUS GROUP DISCUSSION

Focus group discussion was comprised of twenty students who had participated in filling out the questionnaires in only one school identified as Red. The discussion took approximately 1 hour and 20 minutes. Due to absence of any vacant classroom the focus group discussion and the in-depth interviews were conducted outside on the school compound. The rationale for using focus group discussion was to study the general perception and attitude of the participants about the topic which appeared to be very sensitive and at the same time

interesting to the participants. Right away the researcher made effort to establish a rapport to encourage the respondents' willingness to participate as recommended by Bryman (2008, p.201).

Eleven open-ended questions, clearly related to the research questions dominated the discussion. By establishing a good rapport, the first question focused on a clear understanding of the participants' conceptualization of conflict and violent conflict in their school. This was followed by questions; whether conflicts are normal in a school environment, the nature of conflicts they encounter, the causes of conflicts, the people they would consider in school management, what they liked about their school climate and what they disliked about their school. The continuing questioning tackled what the participants knew about conflicts in neighboring or other secondary schools.

The participants eagerly and actively participated in the discussion. Whenever one of them was talking, others would respond to by humming phrases like 'yes', 'that is true', 'yeah' and so on. The researcher also detected the use of non-verbal communication by participants like thumb up signs, smiles, or nodding of the head to express approval or frown on the face, shaking the head to show disapproval.

However, focus group discussion had its flaws, like participant with dominant voices influencing others who did not wish to be different (Krueger, 1998, p. 44-47). Similarly, it was quite obvious that some participants did not feel free to express themselves independently, on sensitive issues like corporal punishments in the school, injustice, diet, entertainment and prefects' use of power. This concurred with what was observed by Bryman (2008, p.489) that group discussion as compared to one-to-one structured interview, may be inappropriate in situations where unease may occur, when participants may feel uncomfortable in each other's presence.

In addition, focus group discussion posed a challenge to control, where for instance more than one respondent would wish to talk at the same time. However the researcher being a teacher by profession and administrator by background used the opportunity to bring the discussion to order. The researcher's experience with young people and his communication skills were utilized effectively to ensure the discussion remain cordial and warm yet not derailed. The focus group discussion provided the researcher even with opportunity to select respondents to participate in person-to-person interview to counteract the limitations that were posed by the focus group discussion.

3.5.4. IN-DEPTH INTERVIEW

The term interview refers to the interchange of views between two persons conversing about a common theme or a dialogue between two partners about a topic of mutual interest (Kvale, 1996, p.42-44). This method was opted for due to its convenience, flexibility and for triangulation. One main goal of interviews is to provide a way to retrieve rich data, where at times participants are unwilling to share confidential information on a sensitive topic like the one of violent conflicts in schools. Therefore, interviewees felt more secure and confident in a one-to-one interaction as compared to the focus group discussion. De Vos (2002) argued that

person-to-person interview allows the interviewees to express themselves as clearly and as freely as possible about their personal experiences.

Patton (1990) argued that to understand people's perceptions of their world and enter into their perspectives, it is necessary to ask them. In the same vein, Gray (2008, p. 373) observed that interviews are a way of getting the subjective meaning respondents ascribe to concepts and events. These views fit within the constructivist perspective, which is fraught with in the design of this study. It concurs with the constructivist view that knowledge exists in the relationship between the person and the world.

According to Yin (2003, p.92) interviews are an essential source of case study evidence because most case studies are about human affairs which should be reported and interpreted through the eyes of specific interviewees and well-informed respondents who can provide vital insights into a situation. The researcher therefore chose interview as a method of data collection in this case study to capture the participants' views, perceptions and experiences of violent conflicts in secondary schools.

The researcher considered this method to be pertinent to the study since it directly meets the dynamics encountered in human interactions. While conducting interviews the researcher was compelled to alter the questions or the mode of asking where he detected that the question was not clearly understood by the interviewees. On other occasions the method enhanced the capture of non-verbal communication of information like facial expressions and gestures which could be transcribed into relevant data.

However, despite the fact that interviews are one of the most effective and dynamic ways of collecting data, in a qualitative study, the researcher was equally mindful of the challenges which could limit the validity of the acquired data. For instance as observed by Yin (2003, p. 92) interviews are considered to be verbal reports and subject to common problems like biases, wrong information due to poorly constructed questions, access may deliberately be blocked, interviews only give what the interviewer wants to hear and poor articulation of issues. Similarly, Creswell (2003, p. 186) made the same observation about the weaknesses of interviews. Kvale, (1996) was also concerned about the danger of making ambiguous, contradictory or asking questions leading to "yes" or "no" answers.

Bearing in mind the challenges of the interview method, the researcher incisively designed his questions in compliance with qualitative study. Hence the questions were put to a pre-test of the interview guide in a pilot study⁷. All the questions were open-ended, seeking deeper illustrations from any informant. The researcher also exercised the quality of being a good listener and following up the data collected by asking the informants for clarity whenever it was necessary. Language barrier could have posed another challenge of proper interpretation, but all the informants were adequately fluent in English, the language the researcher preferred to use in the study. The researcher purposively chose informants from upper secondary⁸, because they were presumed to be well-acquainted with the English language since it is the

⁷ This was fully dealt with in previous discussion on page 27.

⁸ This was fully explained in previous section on how sampling was done on page 26.

official language of instruction in Ugandan secondary schools. Robson (1999) argued that interview requires a lot of time through arranging visits, securing necessary permission, confirming arrangements, appointment and rescheduling, together with the time required to analyze the immense data accumulated. In order to adequately deal with this challenge the researcher organized interview guides in advance, carefully and conscious preparation and rehearsed them during pilot study, which enable the researcher to be well prepared to manage time. This together with his prior experience and acquaintance in the area made preparations less time consuming.

3.5.4.1. INTERVIEW GUIDE /SCHEDULE

An interview guide refers to the list of questions used by the researcher to explore the course of the interview (Patton, 1990, p. 293). According to Kvale (1996) an interview guide helps in indicating the outlines of the themes and sub sub-themes to be covered and offers guidelines to the interviewer on how to conduct the interview within the confines of the themes and the time planned for. This will be illustrated further in the subsequent section.

3.5.4.2. PRE-TEST INTERVIEW GUIDE

For the researcher to be prepared for the final interview, he cross-examined the interview guide during the pilot study. As mentioned earlier pre-test was done in a secondary school not selected for the study. This was conducted with ten respondents. The pilot study provided the opportunity to the researcher not only to rephrase the questions but also to rehearse on the administration of the method of interview. This also enabled the researcher to get acquainted with the recording devices some of which he was using for the first time (recording using iphone) and practicing the timing of interview sessions.

3.5.4.3. ADMINISTERING OF INTERVIEWS

Interviews were conducted on two different days. On the first day, four respondents were interviewed. These comprised of two girls and two boys were selected from the sample that had filled out the questionnaires. On another day, the head prefect, deputy head teacher and head teacher were interviewed.

Permission was requested for, and granted to use both audio and video recording. However, the head teacher appeared not to be comfortable with the recording so the researcher decided to jot notes on a short interview that lasted for approximately twenty minutes since most of the information concerning administration and school climate was already given by the deputy head teacher. For the deputy head teacher and the head prefect, only audio recording was used.

During the interviews, in addition to a good rapport the researcher used a flexible interview schedule in order to create a free, non-threatening and relaxing informal atmosphere. The researcher played the role of a moderator referring to the interview guide to make sure that the interviews remained within the scope of the study. This was intended to elicit the respondents' views and experiences in discourse as much as the researcher could.

Throughout the interview process the researcher took notes in addition to the recording. The reason for this was that the researcher felt insecure to entirely rely on the recording only in

case there was a technical hitch with the devices. He would then base on the written data and his memory. This view was suggested by Kvale (1996, p. 160) who observed that methods of recording interviews for documentation and later analysis include audiotapes, videotapes recording, note taking and remembering.

The interviews lasted for approximately 40 to 45 minutes except with the head teacher as the head prefect which took approximately twenty minutes. During interviews the researcher divided the questions which were asked according to different categories. The researcher purposively selected student respondents who participated in person-to-person interview after the focus group discussion. The focus group discussion session, gave the researcher a clue he used to identify the participants who subsequently participated in person-to-person interviews. This was based on the way different respondents exhibited interest in different categories during the discussion. The researcher thought this would help to get wider views of the respondents. And also dividing the questions in categories would reduce on repetitions that would be made on similar views by different respondents.

The interviewees were identified by numbers as follows:

Interviewee 1 was a boy. He was asked on what he liked and disliked about the school and whether he had ever been involved in a conflict with the school management.

Interviewee 2 was a girl. She was asked on students' role in school management and whether she was satisfied with their level of involvement.

Interviewee 3 was a girl and the question she was asked concentrated on clubs in school and their roles in creating a good school climate and students' discipline.

Interviewee 4 was a boy and the question he asked rotated around his experience of the causes of violent conflicts in secondary school based on his previous experiences. He was new in the school but he had experience of numerous violent conflicts from his previous school and region in Western Uganda.

Interviewee 5 was the school head prefect. He was interviewed on the causes of conflicts in the school; how his office helped in solving conflicts in the school and to ensure that there is a harmonious relationship between students and the school management.

Interviewee 6 was the deputy head-teacher (DHM) and he was asked at length about his experiences of the causes of students and school management based conflicts. He was also interviewed on the school climate and culture; channels of communication and strategies for preempting violent conflicts in the school.

Interviewee 7 was the head teacher (HM) he was interviewed on the general school climate, and why he thought he is doing well to gag conflicts in his school, what other administrators do or fail to do that causes violent conflicts.

3.5.5. WORKING WITH DATA ANALYSIS

Merriam (1998, p.178) defined data analysis as the process of making sense out of the data. And making sense out of the data involves consolidating, reducing and interpreting what people have said and the researcher has seen and read. This definition of qualitative data analysis is more applicable to constructivist epistemology which is typical of this particular study. Merriam (1998) expounded upon the simultaneous data collection and analysis as a

quintessential attribute of qualitative research design as opposed to positivist oriented research design. According to Merriam (1998, p. 155) analysis is not finished when data has been collected, instead it becomes more intensive as the study progresses and once all data has been completed. Henning et al (2004) expressed a similar view, that data analysis in qualitative research is an on-going, emerging and non-linear process.

In this study, the researcher developed a strategy for data analysis right from the start of data collection. Data collected by focus group discussion and interview was transcribed from audio text to word document as recommended by Cohen et al. (2007). This gave ground to the researcher to literally analyze words and phrases to scrutinize what is important. This process made it possible to organize the data into pertinent categories.

Data in questionnaire was analyzed, coded, summarized and juxtaposed to make it easy to comprehend. Synthesis and key concepts were finally identified. In addition data was organized around the research questions to make it easily comprehensible with reference to the participants' point of view. After incursive reading through the final version of transcribed text, it was kept marked clearly with identity code of the data. Pseudonym was used to distinguish between each documented participants' responses.

In conclusion, qualitative data analysis procedure based on interpretivist perspective helped the researcher to scrutinize and make sense of all the data by detecting patterns, themes, differences and similarities relating to the proposition of the study (Cohen et al., 2007). By culling and summarizing data into pertinent themes the bulkiness of the data was handled.

3.5.6. DATA VALIDATION (VALIDITY, RELIABILITY AND GENERALIZABILITY)

According to Merriam (1998, p.202) data validation is achieved through the philosophical assumptions underlying qualitative research, that reality is holistic, multidimensional, and ever changing, it is not a single fixed, objective phenomenon waiting to be discovered, observed and measured as the case in quantitative research. Hence the basis for validation in this qualitative study lies in the details provided for the reader in the presentation of empirical data, which show that the author's conclusion 'makes sense' (Merriam, 1998, p.199) and as such increasing the credence of the interpretation. In addition, the researcher used triangulation to enhance the validity and reliability of this study. Merriam (1998, p.206) argued that triangulation can be used by qualitative researchers to enhance validity and reliability.

3.5.7. ETHICAL CONSIDERATION

Ethical considerations refer to correct behaviors and procedures that are necessary and in line with the recommended legal and ethical conduct the researcher must adhere to (Cohen et al. (2007). Ethical considerations are always of primary concern when working with human research subjects. It was therefore necessary to ensure that the study strictly adhered to the ethical considerations in accordance to the requirements of the University of Gothenburg. The researcher requested for a letter of introduction from the University of Gothenburg through his supervisor and this acted as ethical clearance. In addition, the researcher endeavored to seek informed consent of all participants throughout the study. Informed consent form was

designed by the researcher in close collaboration with his supervisor; it entailed strong statement on confidentiality. (For the letter of introduction and informed consent form, see appendix 5 and 6 respectively) The researcher maintained the participants' anonymity and confidentiality by withholding information that may identify the participants in research publications including names or schools. Relating to the participating schools, at first acronyms was used but this proved not to be very safe, hence colors Red, Blue, Yellow and Green substituted the acronyms which could easily give a hint to the names of participating schools. And for those participated in interviews, numbers 1 to 7 were used to identify them. Participants who filled the questionnaires were not required to write down their names on the papers and after answering, the questionnaires were carefully sealed in the presence of all participants to give them confidence. Subsequently, precaution was taken to safe guide the raw data collected on different devices and strictly be kept away from access to other people during and after the study as recommended (Cohen et al.,2007).

To ensure that the study was conducted in line with ethical consideration, the researcher did thorough briefing, debriefing, and counseling and provided all the relevant information regarding the study and its benefits to the participants. Finally, participants were assured of their liberty to willingly participate or decide to withdrawal from participating in the study at will, at any point without any obligation.

3.5. 8. LIMITATION OF THE STUDY

Despite the fact that the field study went on as planned, it was both exciting and challenging. The researcher found the study enriching from his interactions with the study participants. Below are some of the limitations of the study:

Findings from a case study with four schools is apparently too small a sample to be generalized to the entire country of over four thousand secondary schools. However, the researcher endeavored to counteract this by emphasizing quality rather than quantity to provide in-depth study.

There was a notable challenge associated with the use of questionnaire. Although survey questionnaire is useful tool for data collection because it ensures anonymity and reaches a wide range of participants, it also has some flaws / shorting comings. One notable short coming is that it can direct the research in a way that can influence the respondent. This can affect the credibility of the findings. For instance the outcome is determined by the particular choice of questions asked and the multiple choice answers offered. However this was counteracted by structured interview and focus group discussion.

There is also a general concern that qualitative research can be biased where elements of subjectivity may have been present. This was checked by using multiple source of data collection for triangulations. Also the case study design underpinned by interpretivist paradigm, acknowledge the difficulty of separating the researcher's own biases and feelings from the study that was conducted. The recognition of this philosophical lens is necessary to exonerate the researcher from falling into the trap of claiming to have established an absolute truth, but rather revealed a trend or framework to help establish a better understanding of problem space (Creswell, 2009).

In addition the researcher had to endure financial constraints as he depended on the good will of his family members who provided transport and other necessities that had financial implications. However, regardless of the constraints encountered, a wealth of data from the survey questionnaires and interviews was generated during the field study that lasted for approximately two months.

3.6. OVER ALL COMMENTS ON THE RESEARCH PROCESS

The process of data collection was a challenging and exciting exercise for the two months the researcher spent in the field in Uganda. The exercise was ushered in with challenges, when the researcher was denied access to the school that was intended to be the main case of the study. This happened because the head teacher, the researcher had contacted before travelling from Sweden to Uganda, had left the school for another job. Despite all the effort he made to introduce the researcher, the new head teacher vehemently denied access for the study in the school. The new head teacher, who appeared to have started with some stiff discipline challenges, demanded to look at the questionnaire and after reading through, she subsequently apologized for not being able to help. The researcher soon realized that the school was trapped in many discipline problems as some students were being caned and others were in police cells and the parents were outside waiting with apprehension to discuss their children plight with the administration.

The researcher immediately turned to another head teacher who was contacted and without hesitation he was given appointment to meet and plan for the study. This head teacher who at the same time doubled as the chairperson of a zone, not only warmly welcomed the researcher but also introduced him to another school where he was received without hesitation. For the two other schools the researcher capitalized on his previous acquaintance with head teachers in the district and selected two schools headed by former close associates. Having gained access into the schools, the researcher enjoyed an amazingly warm and cordial cooperation of heads of schools and study participants.

Another big challenge yet strategically pertinent to the study was the timing of the second term. As indicated in chapter 2, this is a very busy term in Uganda, and it is when most violent conflicts usually occur (see Appendix 1, page 73). In all schools that participated in the study, it was hard to find a free week day to conduct the interviews or fill out the questionnaires. The only available possible alternative left was weekends on Saturdays. The same happened for the pilot study, where focus group discussion and interviews were also conducted at night. Another point of interest noted as the study was going on, several cases of violent conflicts were reported by the media in a number of schools. In the neighborhood where the researcher was residing two schools experienced violent conflict where one was mild and students only smashed the glass windows of some of the school buildings and in the other school it was so catastrophic where students burnt two big dormitories (the researcher took the video recording of the incident).

Despite all this the study process went on very well and the researcher thrived on the good preparation he made while still at the University of Gothenburg prior to the study. This included acquisition of the letter of introduction, consent forms and interview schedules and

questionnaires designing. In addition the researcher kept in close contact with his supervisor who was constantly consulted and would immediately respond. And last but not least the researcher enjoyed good health throughout the data collection process and considered the exercise tremendously enriching, challenging and exciting.

In conclusion the researcher perceived this chapter as profoundly vital for one to comprehend the research findings to be presented in the next chapter. It vividly spells out the research design closely embedded in the philosophical perspective of the research which delineates pertinent research techniques that allowed data collection, interpretation analysis.

4. PRESENTATION OF RESEARCH FINDINGS

4.1. INTRODUCTION

The findings presented in this chapter based on the research topic entitled, “the latent and prevalent violent conflicts in secondary schools in Uganda”. The gist of the study is to carry out a holistic investigation on the root causes of violent conflict in secondary schools, the manner in which they occur and their aftermath. A qualitative imbedded case study with four secondary schools which were given colors names; Red, Blue, Yellow and Green. This was to conceal the real names of these schools in accordance to the ethical consideration. Where the Red school was used as the main case and the student respondents participated in survey questionnaires, semi structured interviews and focus group discussion. The remaining school; Blue, Yellow and Green participated only in the survey questionnaires.

The chapter entails the presentation, interpretation and analysis of the data retrieved from the survey questionnaires, semi structured interviews and focus group discussion, with the intent to answer the research questions and to explore the nature under which violent conflict occur in school. The first part was to establish the respondents understanding and explication of conflict and violent conflicts in a school setting. The next phase was to retrieve data from respondents on conflicts that occurred within their schools, how they were handled and their aftermath. Another phase was to retrieve data on student respondents’ experience of conflicts that occurred in the neighboring or other schools which they knew of. The respondents’ reporting on both conflicts that occurred within their school and other school would ultimately lead to synthesizing the finding from all data collection methods and to create categories thematically. For the quantitative data generated from the questionnaires, tables were used to show the student responses and percentages and to draw inferences in qualitative sense. The last part was intended to answer the second major question based on the school climate. The answers to this part of the study were based on the respondents’ answers from the focus group discussion and the interviews.

The collected data was analyzed through the lens of Galtung’s theory of A-B-C conflict triangle (Galtung, 1996) and the researcher’s experience based on the contextual background presented in chapter two of this thesis.

4.2.1. DEFINITION OF CONFLICT AND VIOLENCE

From the onset, the researcher aimed at finding out how the respondents understood and conceptualized conflict and violent conflict by defining these key concepts in the study. This had far reaching implication on the way student respondents described the conflicts they reported on in their schools and other schools in subsequent questions. The researcher formulated multiple questions responses in the questionnaires based on his experience of the theoretical and contextual background of the study. The rationale for the option was twofold. First, to delineate the researcher’s interest in the respondents’ cases and the weighting they gave to a particular option(s). Therefore the percentages given according to the responses will be used to show the emphasis the respondents put on particular option(s). Secondly, multiple answer responses were intended to make it easy for the respondents to answer by choosing from the options, thereby relieving them of the burden to find the applicable vocabularies. The student respondents were free to choose more than one responses which in their opinion

manifested their understanding of the concept of conflict. The table below gives a summary of the student respondents' definition of conflict.

Table 4.1 definition of conflict by 80 student respondents

Definition of conflict in the respondents' opinion	Responses	Percent
Disputes that can be both violent and non-violent	56	70 %
Disagreement between two or more people	43	54 %
Fight between different parties	15	19 %
Inter-personal or group fights	09	11 %
Violent event	04	05 %
Quarrels between family members or friends	03	04 %

Of all the respondents; 70 percent chose "disputes that can be violent or non-violent", 54 percent chose "disagreement between two or more people", while 19 percent chose "fight between different parties", 11 percent chose "inter-personal or group fight" 5 percent chose "violent event" and 4 percent chose "quarrels between family members or friends". The choices suggest and reflect the common types of conflicts that exist in the society and emphasize from the onset that these can be both violent and non violent. These definitions will further be synthesized with respondents' own views in the focus group discussion in later subsequent section of this report.

On the definition of violence, out of the 80 student respondents, 50 percent chose “ use of physical force”, 44 percent chose “physical aggression”, 33 percent chose “ beating/ fighting” while 9 percent chose “ Killing” and “destruction of property” respectively and 5 percent chose “ Rampaging”. The answers are illustrated in the table below.

Table 4.2 Student respondents’ definition of violence

How respondents defined violence	Responses	Percent
Use of physical force	40	50 %
Physical aggression	35	44 %
Beating/ fighting	26	33 %
Destruction of property	07	09 %
Killing	07	09 %
Rampage	04	05 %

The respondents’ definitions of violence suggest the respondents’ perception of violence. This will be crucial in paving the respondents’ understanding and description of the nature of conflicts that occurred in both their schools and the neighboring schools or other schools. The respondents based on this understanding to identify whether the conflicts were violent or non-violent. This will probably help the readers to grasp the respondents’ conceptualization of violent conflict, on which the subsequent discourses in the study will hinge.

4.2.2. DEFINITION OF CONFLICT AND VIOLENT CONFLICTS IN FOCUS GROUP DISCUSSION

The twenty respondents in focus group discussion came from the sample that filled out the questionnaires from the Red school. The nature of questions discussed was open ended. In effort to synchronize with the definition given in the questionnaire, the student respondents were required to define or describe what they understood by the term conflict. This gave a chance to respondents to give their different personal conceptualization and understanding of the concept. Different respondents gave their definitions as follows:

“A conflict is a misunderstanding between two parties”. To another, *“A conflict can be a disagreement or a quarrel”*. *“It can be verbal or physical. For example, I may make a foul in basket ball game, where I hurt my friend when it was not my intention. He becomes angry and a conflict begins from there”* *“A conflict can be a misunderstanding between two parties or an argument; it can be an aggressive expression, a controversy, a quarrel or a fight”*.

The respondents accepted that quarrels and fighting were common nature of conflicts in their school. In effort to probe further the respondents and deepen their conceptualization of conflict and violence, a question was asked: *Are conflicts normal in school?* The respondents had this to say:

“Conflicts are normal, where there is good there is bad, we can’t live in a society where people agree in everything, conflicts become inevitable”; “Sometime we may intent to do something good and end up annoying others and thereby causing a conflict”.

These expressions clearly indicate the respondents’ sentiments that conflicts are inevitable and that it is difficult for people living together to avoid conflicts. In addition they indicated that there can be something good in a conflict. On this, one respondent said:

“Conflicts can be good because they can make us know what others like or dislike”

However, some respondents expressed negative views on conflicts. They argued that conflicts were not normal and could be avoided; but they all agreed that it was necessary to seek for solutions to the conflicts, through dialogue. Respondents also opined that if a conflict is not amicably solved it can lead to violence; fighting or strikes and can even lead to loss of life.

4.3. EXPERIENCING OF CONFLICTS AND VIOLENT CONFLICTS IN SCHOOL SETTING

This section will focus on answering the question: *What are the students’ experiences of the conflicts that occurred both within their schools and in other schools and how were they handled?*

The respondents’ experience and knowledge of the conflicts they had observed or participated in within their schools were retrieved from the survey questionnaires.

As a way of guiding the respondents, a closed question was asked: *Have you ever experienced a conflict in your school?* Overwhelmingly, 99 percent of all respondents who filled out the questionnaires agreed by choosing “yes” and this confirmed that they had experience of conflict(s) in their schools. Only 1 percent chose, “No”. A second step was to describe the nature of conflict: 75 percent described the conflicts that occurred within their schools as “non-violent” and 24 percent identified them as “violent conflicts”. Although the results suggest that most conflicts that were experienced were non violent, this cannot be taken by surface value. It may depend on how the respondents interpreted violent conflicts or alternatively, the respondents were shy to reveal the nature of conflicts that happened in their own schools.

In the next phase, the researcher wanted to get a picture of how often conflicts occurred. To probe the respondents, three options were given to choose from: 33 percent chose “this year” (which was 2015), 16 percent chose “one year ago” (2014) and 51 percent opted for “more than two years ago” (before 2013). This helped the researcher to capture the glimpse of how often conflicts occurred in schools. The results suggested that conflicts are a perennial problem in secondary schools in Uganda as they occurred frequently.

Having established that background, another question with 12 multiple choice responses was given to get the general view on what caused the conflicts in the respondents’ schools. All respondents chose from 8 possible responses. 44 percent chose “lack of understanding from

the school administration”. (Of interest to note, in the Yellow school 17 responses out of 20 opted for this choice) Then, 16 percent chose “poor diet/ insufficient food” and “strict rules and regulations” respectively (Of those who opted for poor diet and insufficient food 13 percent came from the Red school) 11 percent chose “denial for entertainment”, 10 percent opted for “harsh / corporal punishment”, then 9 percent chose “lack of teachers / bad teaching” and lastly 3 percent chose “poor boarding facilities”. The respondents were in addition given opportunity to include “other” as another option and this evoked, irregularities in games and sports and the relationship between O’ level and A’ level students especially at the Blue school, as other causes of conflicts.

The fact that 44 percent chose “lack of understanding from school administration” is an indicative of a serious problem that cuts across all schools, reflects a serious pedagogic problem that hinders the administration personnel to perceive reality from the perspective of the students. From the results it can also be noted that the causes of conflicts are tied to the types of schools. For instance issues related to meals and boarding facilities were only relevant to the Red school and not others. The respondents’ results are illustrated in the table below.

A table 4.3 causes of conflicts in the student respondents’ schools

What caused conflicts in respondents’ schools	Respondents	percentage
Lack of understanding from school administration	38	44 %
Poor diet/ insufficient food	13	16 %
Strict rules and regulations	13	16 %
Denial of entertainment	09	11 %
Harsh/ corporal punishment	08	10 %
Others (clashing between students and irregularities in games)	08	10 %
Lack of teachers / bad teaching	07	09 %
Poor boarding facilities	02	03 %

4.3.1. DEALING WITH CONFLICTS WITHIN THE RESPONDENTS' SCHOOLS

In order to find out who dealt with the conflicts within the respondents' school; an eleven multiple choice response question was given to identify those who dealt with the conflict in the school. Nine options were selected by all respondents. 45 percent of the respondents chose "head teacher", 19 percent chose "prefect", while 10 percent chose "deputy head teacher". In the same vein, 9 percent chose "board of governor", "master on duty" and "others" respectively, where others included "school chaplain" and other staff members. 5 percent chose "matron" while 1 percent chose "police" and students themselves respectively.

The results suggest the important role head teachers play as the kingpin in managing school conflicts. The results also suggest that prefects play a vital role in handling conflicts in schools. The reason for this could be because prefects are all the time close to fellow students. The results are illustrated in the table below.

Table 4.4 illustrate those who dealt with conflicts in the respondents' schools

Who came in to solve the problem	Responses	Percentage
Head teacher	36	45 %
Prefects	15	19 %
Deputy Head teacher	10	13 %
Board of Governors	07	09 %
Others (Chaplain)	07	09 %
Master on duty	07	09 %
Student themselves	01	01 %
Police	01	01 %
Matron/ House master/ mistress	06	08 %

4.3.2. RESPONDENTS' PERCEPTION OF HOW CONFLICTS WERE HANDLED

To understand the way conflicts were handled within the respondents' schools, a closed question was asked whether the students were happy or unhappy. If the respondents were happy they would choose "yes" and if they were unhappy, they would choose "no". 61 percent chose "yes" and 35 percent chose "no". This indicates that a bigger percentage were happy with the way the conflicts were handled in their schools.

The second part of the question was open-ended and was to prompt the respondents to explain why they were happy or unhappy. Respondents wrote that they were happy whenever a solution was found to the conflict and unhappy whenever there was no solution to the conflict

or what was done, was deemed as injustice. Respondents from the Red school were unhappy when students were unfairly punished and the persistence of harsh corporal punishments. Alternatively, respondents expressed satisfaction when students complained for bad teaching and the bad teacher was replaced. Also when they complained about bad food, poor sanitation and water scarcity, there was immediate solution or promise was made to improve; Prefects who were harsh were cautioned and subsequently changed; the teachers who injured students were arrested by police and faced the law. Respondents thought this was a good lesson for the teachers. Also when a teacher who delayed students in class pleaded with the master on duty and students were not punished for being late for meals. Surprisingly, respondents were happy when student whom they thought were undisciplined were punished for what they saw as causing mayhem.

In the Blue school, respondents were happy because of the way the head teacher handled the conflict of clashing between 'O' level and 'A' level students. One respondent wrote;

“I was happy because there was dialogue and reconciliation instead of violence and police was not involved”.

Also respondents reported that they were happy when meals were slightly improved and students and undisciplined were punished. On contrary respondents were unhappy and expressed dissatisfaction for the school administration forcing students to trim their hair without any rational explanation, they perceived this as unfair and injustice. They were also unhappy because the teacher who injured students was not punished.

In the Yellow school, respondents reported that students were happy in the first place when they lacked a teacher and this was solved. In the same way, the death of a student in the sick bay brought some positive change in school. One student wrote;

“I was happy not because our fellow student died in sick bay, but because it was a lesson to the school administration concerning excessive strictness and rigidity”.

In the same way students were happy when the school chaplain told them all the truth about the death of their fellow student that had triggered off the conflict and finally the administration apologized to the school.

On contrary, student respondents were unhappy because the students who were labeled as ringleader for the rampage mayhem in protest were suspended and those who were doing their final examinations had to commute daily from home. Also students felt unhappy for continued use of police to threaten them. One student wrote in the questionnaire:

“I was not happy because the school nurses should have been expelled due to negligence, but instead they remained and continued to be rude and to use derogative language to students”.

In the same school, respondents expressed more dissatisfaction because of the administration imposing cutlery on students in the dining hall. Other respondents reported dissatisfaction because there were students who failed to do assignments and were not given a fair hearing, but were expelled. Generally, students felt that they were not listened to, the administration

continuously ignored their grievances, there was victimization of students who were falsely accused that they wanted to beat a teacher and they were expelled.

In the Green school, the administration's decision to confiscate students' grub (snacks and drinks) was reported as the worst conflict student respondents had experienced in this school. This could be an indication that conflicts were not very common in this school compared to the Yellow school. One respondent wrote,

“Students were happy because the headmistress stooped low and apologized for being too ruthless in settling the matter”.

Some of the respondents felt that the administration was fair to take away extra grub from those who had too much, because it was unfair to those who didn't have. However, some respondents expressed dissatisfaction with the way the administration handled the conflict. Those who resisted and protested were punished and others suspended.

Using the lens of A-B-C conflict triangle one can vividly see the contradictions in C corner emerging from the school management's efforts to achieve their goals and clashing with students needs and justice which evokes negative attitudes from students and causing escalation of resentful behavior as a way of communication.

4.3.3. AFTERMARTH OF CONFLICTS IN THE RESPONDENTS' SCHOOLS

The researcher wanted also to capture the aftermath of the conflicts. A question of multiple choices of responses was given. Of the 80 respondents, 41 percent, chose; “ some students faced suspension/ expulsion”, 39 percent, “ studies were interrupted”, 26 percent “some students were punished”, 18 percent “destruction of school property” 5 percent parents paid damages and 1 percent “ police arrest” and “some teacher faced disciplinary action” respectively. The table on the next page will illustrate these results.

However, the results suggest that conflicts can become destructive if the actors are not fully aware of their involvement in a conflict as suggested in Galtung's A-B-C model. And destructive conflicts lead to losses in terms of finance and time spent; interruption of teaching and learning process.

Table 4.5 illustrate aftermath of the conflict in the respondents' schools

Effects of the conflicts in the respondents' schools	Responses	Percentage
Some students face suspension / expulsion	33	41 %
Studies were interrupted	31	39 %
Some students were punished	21	26 %
Destruction of property	14	18 %
Parents paid for damages	04	05 %
Some teachers faced disciplinary action	01	01 %
There was police arrest	01	01 %

4.4. CONFLICTS THAT OCCURRED IN THE NEIGHBORING OR OTHER SCHOOLS

As a guide into conflict that occurred in the neighboring or other secondary schools, the respondents were asked a closed question: *Do you know of any conflict/ violent conflict that have occurred in neighboring/ other secondary school/schools in the past few years?* If the answer was “yes”, this was followed by other questions concerning the type of school: “Day”, “boarding”, or “day and boarding”; composition of school by sex; whether “single sex girls”, “single sex boys” or “mixed boys’ and girls”. Also the researcher was interest in investigating the ownership of the school, “government”, “private” or “others”. This was followed by a question on location of the school; “central, northern, western or eastern”. When the conflict occurred, “less than one year”, “2 to 3 years” or “more than 4 years” and the researcher wanted to capture the nature of the conflict or conflicts that took place. Also wanted to find out the composition of the students involved in the conflict by sex: “boys only”, “girls only” or “both girls and boys” and finally by level: “O’ level”, “A’ level” or “both ‘O’ and ‘A’ levels”.

The results go as follows: Whether the respondents had any knowledge of a conflict that occurred in other schools; 97.5 percent of the respondents chose “yes” and only 2.5 chose “no”. The results indicated that student respondents were well acquainted with the conflicts that took place in the neighboring schools or other schools.

On the type of schools where conflict occurred, 78 percent of the respondents chose “boarding schools”, 20 percent chose “day and boarding” while none opted for day school. This clearly suggests that most violent conflicts occur in boarding school.

Then by sex composition, 64 percent of respondents chose “single sex boys” 26 percent chose “boys and girls mixed schools” and 05 percent chose “single sex girls”.

This according to the respondents suggests that most violent conflicts took place in single sex boys' boarding schools, followed by day and boarding mixed schools and to a lesser extent boarding girls' school.

On school ownership, three options were give, 79 percent of respondents chose "government aided schools", 18 percent "private school" and none for "others". According the results here, it is suggested that most violent conflict happened in government aided schools.

The researcher wanted also to capture the respondents' view of the location of schools where conflict occurred in terms of regions: 43 percent had their choice in "Western Uganda", 35 percent in "Central region", 18 percent in "Eastern Uganda" and 03 percent in "Northern Uganda". The results suggest that there was uneven occurrence of conflicts in schools according to region, where the Western region took the lead.

During the focus group discussion student respondents concurred that violent conflicts were very common especially in Western Uganda and during second term. They also said that most violent conflicts occurred in single sex boys' boarding schools, although mixed and single sex girls' schools had also experienced violent conflicts. The findings from the respondents agree with the compilation of conflicts that took place in secondary schools in 2015 (see appendix 1 on page 73).

Concerning the period when conflicts occurred, 38 percent reported on conflicts that occurred between "2 and 3 years" 28 percent reported on conflicts that occurred in "less than a year" and 10 percent reported on those that occurred "over four years". The results suggest that violent conflicts happened in government aided schools more than private.

In order to capture the respondents' view of the nature of conflict whether they were violent or non-violent, basing on what happened, a question with six multiple choice responses was given. 43 percent chose "physical fighting" and "destruction of school property" respectively. 40 percent chose "students refused food", 24 percent chose "students went on rampage and shouting", 20 percent chose "students boycotted lesson" and none opted for "others". The results are illustrated in the table on the next page.

However, the results suggest that the nature of conflicts that occurred in other schools depending on what happened were more violent than those that happened in the respondents' own schools. This is indicated in more "destruction of property" followed by more "physical fighting" and others as indicated in the table.

Table 4.6 respondents' view of the nature of conflicts that occurred in other schools

Respondents' of the nature of conflict in other schools	Responses	Percentage
Destruction of school property	34	43 %
Physical fighting	34	43 %
Students refused food	32	40 %
Rampage and shouting	19	24 %
Students boycotted lessons	16	20 %

To find out what caused the conflicts in other schools, a question with multiple choice responses was given with 10 alternatives. The respondents were free to choose more than one options. 50 percent of the respondents chose "poor diet or insufficient food", 26 percent chose "lack of understanding between students and administration" 25 percent chose "denial of entertainment" and "others" respectively. 10 percent chose "lack of teachers' commitment" and "inadequate teachers" respectively. 09 percent chose "poor boarding facilities" while 09 percent chose "hiking of school fees", 01 percent chose "lack of books in the library" and none opted for "students' trip cancelled". The results are illustrated in the table below.

Table 4.7 illustrating what caused the conflict in other schools

What caused the conflict in other schools	Responses	Percentage
Poor diet/ insufficient food	40	50 %
Lack of understanding from school administration	21	26 %
Denial of entertainment	20	25 %
Others	20	25 %
Inadequate teachers	08	10 %
Lack of teachers' commitment	08	10 %
Poor boarding facilities	07	09 %
Hiking of school fees	06	08 %
Lack of books in the library	01	01 %

The results suggest that food related issues dominated the causes of conflicts in other schools, followed by lack of understanding between students and school administration. This also

reflects the distinctive characteristics of the schools, where for instance food related problem were an issue as contrasted to the “elite” schools, where food was not an issue.

4.4.1. SYNTHESIS OF WHAT HAPPENED IN RESPONDENTS’ SCHOOLS AND OTHER SCHOOLS

The researcher used this section to synthesize and thematically identify the categories related to the causes of conflicts / violent conflicts in both the respondents’ schools and the neighboring or other schools they reported on, in the questionnaire, interviews and focus group discuss.

The synthesis of the causes of conflicts was used to create categories as will be discussed below. From the respondents’ perspective, students faced: brutality, harsh punishments and use of corporal punishment; neglecting students’ welfare; denial of leisure and entertainment; experience of rigidity, alienation and excessive use of power, which was reciprocated by students’ use of violence to communicate to the administration.

By using the lens of the A-B-C conflict triangle theory of Galtung (1996) the researcher was able to identify all the three corners of the conflict. In corner C all conflicts started with contradictions as school management set goals and procedures of how to achieve these goals. What happens in corner C precipitates attitudes in corner A. It is here that students feel that their needs and liberty are frustrated. What happens in corner A results into both cognitive (with assumptions) and emotive (strong feeling of resentment) attitudes. Subsequently, the contradictions in C and attitudes mounting in A inevitably cause students’ behavioral reactions and action in corner B.

The contradiction and attitude corners are always in latent form and they are invisible yet the behavior corner is manifest, direct and visible. This theory will run through synthesis of causes of conflicts as reported by respondents in their own schools and in neighboring or other schools.

4.4.1.1. BRUTALITY, HARSH PUNISHMENT, AND USE OF EXCESSIVE POWER

The respondents from the Red school reported in the questionnaire that when students were delayed in class and were late for “muchaka muchaka”⁹, they faced harsh punishment. They were locked-up in dormitories and caned. Other corporal punishments reported included digging of anthills. These were meted out to students by prefects, school matrons and teachers. Matrons beat students and gave them hard labor as part of punishment. In the same school, a teacher one day beat a student and broke his bone. While another teacher punched a students’ eye and injured it.

Also respondents from the Blue school reported on how a teacher beat students and injured them when he was trying to force them out of the dining hall. In the Yellow school, one respondent wrote:

⁹ Muchaka Muchaka refers to military parade ground drills which of late has become popular for display on school sports day. The term originated from the national political school called Kyankwazi.

“There are teachers in this school who pose as though they were superior and cane students every time”. ‘There is a lot of harsh punishment in this school and the administration is very inconsiderate, a student can be suspended on a very slight offense’.

During the focus group discussion¹⁰ respondents cited various cases of brutality and harsh punishments from school management staff and these were identified as follows: gate keepers, matrons, wardens, then the teaching staff, deputy head teachers and Head teacher at the peak. The respondents argued that, despite all the good things in the school, there was too much canning of students. One of the respondents said; *“Sometimes teachers have no good reason for canning”*.

All the respondents agreed that in the school, there was an official canning academic assembly.¹¹ Most of the respondents expressed resentment for being canned in public. One respondent said; *“Being caned in public when even the lower class students a watching is very embarrassing”*. They also noted the impartiality exhibited, where prefects¹² are canned in privacy, like in head teacher’s office and not on assembly. However, the group was divided on whether canning helped to improve academic performance of individual students or not. Others described it as illogical and irrational. Some respondents preferred being counseled by the school counselor rather than being canned.

In the same way, respondents expressed resentment of the unjust punishment of students. Whereas part of the respondents seemed to have compromised and justified academic canning, most of them expressed dismay for teachers who harshly and unjustly punish students, either by canning or other types of corporal punishments to simply pleasing their ego. One of the respondents said in focus group:

“Here there are teachers who are naturally harsh, they come from home when they are angry with their partners and they transfer problems from home to students’”. And another one said, ‘other teachers are biased, they always think students are bad and they deserve being canned all the time’.

The group also noted that brutality can worsen if students attempt to report the cruel teachers to the administration.

¹⁰ All the twenty students that participated in the filling out of the questionnaire from school A were part of the focus group discussion.

¹¹ Academic assembly according to the respondents in the focus group discussion, it was special assemblies where all students who fail to get the required scores in periodic tests are canned (beaten with a stick) in the presence of others.

¹² Prefects are students’ leaders who help in the administration and enforcing of discipline in schools.

4.4.1.2. NEGLECTING OF STUDENTS' WELFARE

Respondents from the Red school reported in the questionnaire on “*bad and ill-prepared meals or insufficient food*”. In addition, respondents reported poor sanitation; dirty and smelling toilets and lack of water at times as a cause conflicts in their school. When reporting on the neighboring or other schools, respondents cited many case of food related issues that escalated conflicts in school. They even cited school policies where in some schools; students were refused to use electricity for ironing their clothes.

4.4.1.3. STRICT RULES, RIGIDITY ALIENATION, AND FAILURE TO UNDERSTAND STUDENTS

From the questionnaire respondent reported prefects' use of excessive powers in the Red school. While in the Blue school, respondents reported on the rigidity of the administration to force students to trim their hair, yet students liked it and felt good without trimming. From the Yellow school, the respondents stated in the questionnaire, that students were not listened to. When students failed to do an assignment because they did not understand what they were taught, this caused a conflict and students were labeled as stubborn by the administration, which led to their expulsion. In the same school, the administration imposed cutlery on students who preferred using their personal cutlery in the dining hall. This caused tension and students considered it to be rigidity and lack of understanding of the administration. In the same school students were falsely accused of attempting to beat a teacher and they were expelled. Also, respondents reported on a girl who died in the school sick bay in 2011, after being denied permission by the administration to go for proper treatment and when she died her body was taken to a hospital to disguise that she had died from the hospital. Almost every respondent in the Yellow school mentioned this incident. In the same vein, respondents from this same school reported poor communication, which at one time caused a clash between a prefect and staff. Students complained of administration's lack of care and interest in students' affairs.

The respondents reported use of threats and derogative language in both the Yellow school and the Green school. In the Green school almost all respondents reported on the incident when the administration confiscate students “grub”, and those who responded aggressively were punished or suspended.

In the focus group discussion, the respondents said that there was a lot of discrimination existing in the school that caused students' alienation and this was based on; ethnicity, Social background/ status of a student and religion. One student had this to say,

“...there is discrimination in school, where teachers discriminate between students. Students are categorized according to tribes or social status. Those from poor families are the ones being caned all the time”. “Attention is given to those who come from rich families and the bright students”.

All respondents were bitter on the school policy of streaming students according to mental ability. They said,

“Streaming students according to their intelligence creates discrimination between students and students and also between teachers and students”.

During structured interview, this system of streaming according to ability was again castigated. Interviewee 1 said:

“... the system demoralizes students who are put in classes of those who are regarded to be academically weak. This makes them despair as they feel openly condemned to be dense or stupid”. And on matters of religious discrimination he added; *“I am Muslim and I hate the school policy of forcing non Catholic students to attend the Roman Catholic prayers and service. We should instead be given opportunity to have more time for devotion in our own religions”*¹³

Yet interviewee 5 (the head prefect) had also this to say; *“while as the school management is willing to work with students, like elsewhere in Ugandan schools management inherited dictatorial system where the old people regard themselves as wise with all solutions to every problem. The missing link has always been the students’ participation in formulation of policies which makes them mere recipients. Thus students do not only fail to own these policies but also oppose them by putting up some resistance as they are suppressed to obey”.*

4.4.1.4. SCHOOL MISMANAGEMENT AND LACK CONFLICT MANAGEMENT SKILLS BY STAFF

In the questionnaire respondents reported on hiking of school fees without corresponding improved services which escalated violent conflicts. The same issue was reported in focus group discussion, where respondents identified poor administration as a major cause of violent conflicts in many school. One respondent had this to say,

“Many school administrators lack skills of resolving conflicts. They instead practice a lot of dictatorship, they are not committed, arrogant, and fail to listen to students’ grievances”.

They also cited instances where some teachers especially in government schools lack commitment which results into students’ frustration. The same sentiments were expressed by the interviewee 4 who said;

“Many teachers and administrators lacked the techniques to handle students and sometimes some administrators failed to stick to their promises, something that usually causes strikes in schools”.

The respondents in focus group discussion opined that some teachers fail to recognize that students are in their adolescence stage of development / growth, which makes most of them feel strong and rebellious. Therefore teachers need skills to handle such adolescents.

4.4.1.5. DENIAL OF ENTERTAINMENT

In answers from the questionnaire, respondents reported denial of entertainment as another common cause of violent conflicts in schools. There were several entertainment related

¹³ During person to person interview, the interviewee was comfortable to talk about the religious injustice in school which was concealed during focus group discussion (see page 58).

conflicts that were reported in schools. Also in focus group discussion all respondent recognized this as a serious problem. One respondent had this to say:

“It is very annoying when it is time for entertainment and all of sudden a teacher comes to say that, now there is no entertainment go for lessons”

In the same way interviewee 4 narrated a deadly violent conflict had experienced in his previous school. He said:

“...The problem started when the head teacher promised the school to watch the final world cup match on television. During the night the head teacher changed his mind. Students woke up at 1.00 am at night to watch the match and others did not sleep, anxiously waiting for this match. When they arrived at the hall, the head teacher communicated from his residence that he had changed his mind and there was going to be no watching of the match. He instead instructed students to go and prepare for tests, which he said were already scheduled for the following day. Students did want to hear this and out of anger and frustration, they rushed to the school building including the head teacher’s residence and smashed all the glass windows. By the time the head teacher called the police, massive destruction had already been done on school buildings. By the time the police arrived at school, we had already hidden ourselves, because we feared to be shot at as in the incident that took place in another neighboring school where in the same scuffle like that one, a student was shot dead by the police. Students were trying to disarm the Police”.

4.4.1.6. STUDENTS’ VIOLENT BEHAVIOR AS A WAY OF COPING WITH CONFLICTS

From all the four schools, respondents reported violent behavior of students in response to what they deemed as rigidity, harsh treatment, injustice and lack of concern to their needs. For example students from the Red school, smashed windows of buildings in their school. And the Blue school, some O’ level students destroyed school property and refused to be beaten. While in the Yellow school students protested the circumstances under which their fellow student died in the sick bay. They went on rampage, shouting all over the school. Also respondent reported in the same school on another occasion when students locked themselves in a dormitory and caused tension. Yet in the Green school, respondents reported how students become rebellious to the teachers and refusing to answer greeting from the headmistress in reiteration to the administration’s decision to confiscate their “grub”.

The empirical findings revealed that all the four schools that took part in the study faced conflicts unique to every school. These conflicts can be analyzed through the A-B-C conflict triangle theory lens. Where in corner C, there were contradictions and in corner A Students’ attitudes can be identified with feeling of resentment for what they perceived as injustice, exclusion, disrespect and marginalization from the school administration. This subsequently attracted communication with aggressive behavior which is identified in corner B. However, of all the four schools, respondents from school C manifested more vivid experience of frustration than others. This suggests that there is a need for the teachers and administrators to

revisit their style of conflict management. The level of frustration and resentment manifested is an indication that conflicts were not constructively handled.

4.4.1.7. STUDENTS'S INDISCIPLINE, BAD UPBRINGING AND PERMISSIVENESS

While the administration has always been accused for causing conflicts in schools, some respondents in the focus group discussions, and the interview with the deputy head teacher suggested that even student were not entirely innocent. They have identified lack of religious virtues among students as a major cause of violent conflicts. One respondent observed:

“Schools where strikes have occurred, lack the ability to rally students on Christian principles and manners and others are negatively influenced by their peers”. Another added, *“Students get involved in violent conflicts because they use drugs like marijuana and cocaine which makes them aggressive”*.

Also in focus group discussion, the student respondents argued that some students show disrespect to teachers and prefects which cause conflicts. Others opined that some students are simply not well brought up and others grow up in volatile environment and this shapes their character to be violent.

Furthermore, the respondents in the focus group discussion concurred that most violent conflicts occur in western Uganda and mainly in single sex boys' schools. One respondent attributed this to the freedom given to the students and when it is restricted, students protest by using violence. They cited Ntare School where every Friday afternoon students do not have lessons, instead they move to town which is in a distance of about one kilometer to do shopping. The moment this is altered, students would immediately resort to violence.

To get the views from the school administration on students' behavior, the deputy head teacher was interviewed and he had this say:

“There is a problem of the current permissive society to which students belong as contrasted to the traditional catholic discipline which the school management uses. Students feel that they should be given more freedom and this system of management is an infringement on their rights. Yet we believe that it is this system that has made people to be successful. However we make effort to reconcile the two and students generally respect what we tell them”.

4.5. AFTERMATH OF CONFLICTS IN OTHER SCHOOLS

To capture the respondents' view of the aftermath of the conflicts in other schools, a question with multiple choice responses was given. The respondents' choices are illustrated in the table below:

Table 4.8 illustrating the aftermath of conflicts in other schools

Effects of conflict in other schools	Responses	Percentage
Police arrested some students	28	35 %
Many students left the school	21	27 %
The school was closed	19	24 %
Parents paid for damages	19	24 %
Others (Punishment/ suspension)	10	13 %
Some teachers were transferred	08	10 %
Some buildings were burnt/ destruction of school property	07	09 %
Some people lost life	01	01 %

The findings of the aftermath of conflict in the neighboring or other schools suggest that the nature of the conflicts were more violent than in the respondents' school. For instance: 35 percent which was the highest; "police arrested some students", 27 percent, "many students left the school" 24 percent, "the school was closed" and "parents paid damages" respectively, 13 percent, "punishments/ suspensions", 10 percent, "some teachers were transferred" 9 percent, "some buildings were burnt/destruction of school property" and 1 percent, "some people lost life". All these are indication of the nature of violent conflicts that were experience.

4.5.1. DEALING WITH CONFLICTS IN THE NEIGHBORING/ OTHER SCHOOLS

In a bid for the researcher to investigate who dealt with the conflicts, a question with multiple choice responses was given and respondents were free to choose more than one responses. The respondents' choice on who dealt with the conflict from the highest to the lowest was as follows: 48 percent of the respondents chose "police", 41 percent chose "head teacher", 19 percent chose "board of governors (B.O.G)", while 15 percent chose " district education officer (DEO)" and only 03 percent opted for " deputy head teacher".

The results on who dealt with the conflicts synchronize with the findings for aftermath of the conflicts that were reported on other schools that were more violent than those in the respondents' own schools. While in the respondents' schools the head teacher played the key

role in solving the conflicts with the highest percentage, here it was the police that took the key role, with the highest percentage. The table below illustrates who handled the conflicts. Table 4.9 illustrating who handled the conflicts in other school

Who handled the conflicts in other schools	Responses	Percentage
Police	38	48 %
Head teacher	33	41 %
Board of governors	15	19 %
District Educational officer (DEO)	12	15 %
Deputy head teacher	02	03 %

4.5.2. RESPONDENTS' PERCEPTION OF HOW CONFLICTS WERE HANDLED

On whether students were happy with the way the conflict was handled, three questions were posed. 65 percent of the respondents chose "I don't know", 16 percent chose "yes" and 14 percent chose "no". Some respondents would choose both "yes" and "no" depending on their subsequent explanations.

Whenever a peaceful solution was made and progress was achieved after the conflict the respondent thought that students were happy. On contrary, where there was no peaceful solution and the problem persisted or students were harshly treated, the respondents preferred to say that students were not happy. But also since they were reporting their experiences on other schools it was common for some respondent to choose "I don't know". According to the respondents from the Red school, students were happy because after the conflict the entertainment which they wanted was granted and meals were improved. Where there were no teachers, they were later recruited and those who were not attending to their classes were transferred. Teachers who were over punishing students stopped doing so. On contrary, they were unhappy because when students refused to be canned, they were suspended.

In the Blue school, the respondents reported that students were happy because there were some reforms after the conflict. For instance the quality of food improved. On contrary, they were not happy because although entertainment was granted, the students who agitated for it were unfairly expelled from school and some conflicts remained unsolved.

In the Yellow school, respondents stated that students were happy in the first place because after the conflict there was a new administration in place with new and better policies. In other schools, students were unhappy because their grievances were not attended to and others faced expulsion, suspensions and more strict rules were introduced.

In the Green school, all respondents opted for “I don’t know” and so there was no subsequent explanation.

4.6. CONFLICTS AND SCHOOL CLIMATE

This section deals with the respondents’ perception on the role of school climate in enhancing or preempting violent conflict. The responses from interviews and focus group discussion were used to answer the second overarching question:

How does school climate help to avert or enhance violent conflicts in secondary schools in Uganda?

- i) *What are students’ and administrator’s views of a good school climate that can preempt violent conflicts?*
- ii) *How can violent conflicts be avoided in secondary schools in Uganda according to students and administrators?*

4.6.1. RESPONDENTS’ VIEW OF A GOOD SCHOOL CLIMATE

In the focus group discussion, when the student respondents were asked whether there were some good things they liked about their school which would ultimately lead to a good school climate. All respondents expressed satisfaction with the school administration and the head teacher in particular. One respondent in the focus group said:

“Our head teacher is a good person, he listens to each and everyone; he is very committed, impartial and open. He is not like other teachers who cane a lot and sometimes for nothing”.

Another one added; *“... The head teacher cares that we eat well, we are served with good food and we have a variety of diet at every meal”.* Yet another one quickly said; *“Our head teacher is good in everything, he gives attention to everyone, even when he is walking on school compound you can run to him and he will listen to you and if there was any plot for a strike in the school, I would not hesitate to run to him and tell him what students are planning”.*

And to this all respondents appeared to agree.

On school programmes, one respondent had this to say; *“Students like the school programs like carrier guidance where some professional are invited in the school to give us motivation. We are given a chance to develop our talents, in sports, Music dance and drama, debate”.*

Another one said;

“...We are proud of the academic progress of our school, our results are becoming better and better every year”.

Concerning the freedom of worship in the school one respondents who was a Muslim said,

“...this is a Roman catholic founded school but Muslims are admitted and are given opportunity to worship in their faith. When it is time for fasting the school provides all the necessities, and we are happy”.¹⁴

On freedom of expression in the school, one of the respondents said:

“Every Sunday after the mass, students are given opportunity to forward all their grievances or complaints to the head teacher. He answers all questions and where there are no immediate solution, he makes promises which he always fulfills”.

In addition all respondents said that there was a lot of peace in their school, and they love it. The findings in this section suggest that there is a clear manifestation of a good school climate, where the head teacher uses a collaborative style of management which brings satisfaction to all of the students in the school.

Also in interview with the deputy head teacher, he had a lot to say about the school climate. He started by giving his professional background and then his experience as a deputy head teacher in school A. He had been a teacher since 2000 and came to school A as a deputy head teacher in 2008. He expressed satisfaction with the school climate as something that had helped the school in the past to preempt violent conflicts or students' strikes. He had this to say:

“...we try to be as close as possible to the students. We give them the opportunity to speak out their grievances and we respond immediately. We keep our eyes and ears on the ground every time. In addition we use effectively all the administrative leadership units. The entire school has access to the head teacher at what is popularly known as Sunday conference after the mass prayer, which is the rap up of the week. Students write all their grievances / complaints and forward them to the head teacher who subsequently responds by giving explanation, promise or apologize instantly if it necessities. For instance If food was bad or there was something missing in the system he responds instantly”.

He also talked about the channels of communication like the suggestion-box which was effectively used by students to send their complaints to the administration. In the same way like the Sunday conference the papers written by students are read and explanations are given on regular assemblies. In addition he continued to say:

“...The administration holds weekly meetings with wardens and matrons who give report of whatever has transpired in dormitories in the week. Also there are class meetings organized by class teachers and in these forums students' complaints or problems are forwarded to the administration. And my office does the coordination”.

He continued to say:

“...there are also domestic meetings every Saturday morning, where all teachers on duty, the wardens, matron and discipline masters together with deputies and the head

¹⁴ This view of freedom of worship was later contradicted during the person to person interview where the interviewee expressed disguise for the school policy of forcing Muslim students to attend the Roman Catholic prayer mass and service. Perhaps, in focus group discussion this respondent felt uncomfortable to freely express his views (see page 52).

teacher meet and comprehensive reports of the week are given from every administrative unit. By the time the Sunday conference takes place the head teacher has already the full knowledge of what is happening in the school. This system does a lot to thwart any kind of violent conflict that would occur in the school”.

4.6.2. THE ROLE OF CLUBS IN CREATING A GOOD SCHOOL CLIMATE

During both focus group discussion and interviews student respondents acknowledged that the presence of clubs in the school, played a big role in controlling students discipline and creating a good school climate. Respondents identified the different clubs in school one by one: “*region of Mary*”, which promotes and edifies faith among students; “*debating club*”, “*peace and justice club*”, “*world life club*”, which helps to promote environmental conservation at the school, “*Interact club*”, helps to collect money and support the needy people outside the school; while the “*club for the needy*”, is students’ initiative to collect money and support their fellow students with financial problems; “*Nkobazambogo*”¹⁵, this meant to instill students’ love for their culture; “*Entrepreneurial club*”, helps students to develop entrepreneurial mind and skills in the school; then “*Red cross club*” and others. Respondents expressed the positive role clubs play in their school to create a good climate school. Interviewee 3 had this say:

“Clubs are very important in our school, they keep us busy, we learn to help others and develop a heart of feeling for others. Clubs also make our school popular when our leaders go out and meet other club leaders from other schools, this helps to strengthen bond with other sister schools and to develop leadership skill”.

She continued to say that she was a member the “*region of Mary club*” which helped to improve her discipline and spiritual growth and ultimately influenced positively her academic progress. In addition to clubs, she said that faith has played a big role in the school in creating a good school climate.

¹⁵ Nkobazambo is a cultural Club widely spread in Ugandan schools to inculcate nationalism for the Baganda students from Buganda which is the largest ethnic group in the country.

4.6.3. THE ROLE OF SCHOOL CULTURE IN CREATING A GOOD SCHOOL CLIMATE

Concerning the culture of the school and good school climate the deputy head teacher had this to say during the semi-structured interview:

“...the school is Roman Catholic founded and administration is well streamlined. It is owned by the Archbishop of Kampala diocese and it has a clear line of administration although it is private. The school has registered a lot of progress in discipline and academic performance; which makes it more attractive. Also as a culture, the school exists as a family where a strong linkage it has kept with the old students and a culture of discipline and academic excellence together with the religious tradition are exalted where the honor of God is exemplified”.

He made a remark that there was a family spirit that existed among students in the school. He added, *‘When students hear anything bad being mentioned or planned by other students in the school, they immediately run to the administration and report. Student love their school and generally feel well attended to and even when they are punished, they appreciate what is being done. We always make our communication clear on every aspect and whatever happens is clearly explained. Students’ opinions in running the school are respected and this makes them feel part and partial of the school system’.*

In the same vein, during interview one respondent who said that he had just joined the school, hailed the strong Christian background of the school to which he attributed the general tranquility and good discipline among students.

4.6.3. STUDENTS INVOLVEMENT IN THE MANAGEMENT OF THE SCHOOL

In interview with a second student respondent, she stressed that students especially prefects play a big role in school management. Interviewee 2 had this to say;

“I feel satisfied with the level of students’ involvement in school management in our school; Prefects and members of the school council play a big role in coordinating students with school administration. They are concerned with matters of students’ welfare and discipline which are continuously discussed”.

In the same way respondents from the focus group discussion reiterated the contribution of student leadership in school management. They said that among student leaders, there was a post of “women affairs”, who is female student responsible for collecting students’ complaints/ grievances and forward them to the administration. For the boys, there was the “internal affairs” student who performs the same duty as the “women affairs”. In addition the mess prefect (dinning prefect) is responsible for the collection of all food related complaints and forward them to administration.

In interview with the head prefect, (interviewee 5) who was still newly elected, he had this to say:

“As a head prefect, it is my intention to make sure that the students’ disciplinary committee becomes more efficient where cases under my jurisdiction; which included mild bullying, theft and quarrels are handled expeditiously. But cases like escaping from school, massive stealing, and violent bullying, fighting a teacher¹⁶ these are beyond my jurisdiction; they are handed by the school administration. However, there is need to give more powers to the students’ counselors to be able to handle more cases before they are handed over to administration where the victims who would deserve another chance can face immediate suspension”.

Since a lot had been handled by his deputy, the head teacher did not have much to say during interview. He however, made this summary;

“... Channels of communication are vital in school system, when students use suggestion box make sure you read them however feeble they appear to be and give instant response; give audience to every student and never undermine their age; even those you would think are young, they are full of maturity and their views can be very helpful in running the school. Students like openness and transparency, therefore explain to them whatever has happened in the school, they will be happy and feel involved; eating on the same food they eat, is a good check to the cooks. They will do their best since they know you eat on the same food. These are some of the measures that have kept the school safe from violent conflicts in the past”.

The findings in this section clearly suggest that the head teacher uses a collaborative style of conflict management in this school. The school system has a well prepared stage to handle conflicts constructively before they escalate. Several factors were found that make a good school climate; like students’ participation in clubs, the culture of the school which hinges on the background of faith, the channels of communication in the school and above all the collaborative conflict management style of the administration. The results suggest that students are satisfied with the school climate and are not likely to be involved in violent conflicts.

In conclusion, the results in this chapter suggest that conflicts are perennial and rampant and in secondary schools in Uganda. All types of schools, all students of both sexes and all levels participated in violent conflicts. It was also evident that what caused the conflicts in schools differed from one school to another depending on specific characteristics. It can also be concluded from the findings that the role of the head teachers in creating a good school climate and his or her conflict management styles played a big role in averting or escalating violent conflicts in schools.

¹⁶ On students fighting teachers, the head prefect explained that if a student makes any resistance to teacher this was interpreted as fighting the teacher.

CHAPTER FIVE

5.0. DISCUSSION, SYNOPSIS, CONCLUSIONS AND RECOMMENDATION FOR FURTHER RESEARCH

This chapter presents, the discussion of the findings, the synopsis of the thesis, conclusions and implications of the study (the contribution of the study findings) and finally recommendations and further research. The recommendations given here will mainly rely on the discussion considering other researchers who carried out relatively similar studies.

5.1. DISCUSSION

For the present study, two overarching research questions and a total of five sub-questions were formulated to guide the study. These research questions will be examined and revisited in this section to ascertain the extent to which the respondents contributed to answering them (from the survey questionnaires, focus group discussion and semi-structured interviews) in relation to the literature study. The first sub-question focused on conceptualization of conflict and violence and how students comprehended and distinguished between violent and non-violent conflicts in secondary schools.

A synthesis of the respondents' answers in the questionnaires and focus group discussion concurred that conflict was due to incompatible interests that could manifest in disputes which can be violent or non violent, disagreements between individuals and parties, where violence involved the use of physical force, aggression, beating and fighting which can lead to death. They also agreed that conflict was normal in a school setting. The respondent definition and conceptualization of conflict synchronized with earlier studies (Deutsch, 1973; Pondy, 1967; Amason, 1996; John and John, 1996), who also agreed that conflicts are due to clashing of incompatible interests. Some respondents also expressed negative connotation of conflicts. A similar view was expressed by Johnson & Johnson (2009) who maintained that conflicts can be destructive and hinder the realization of goals such as learning and development. Respondents agreed that solution was needed to resolve conflict amicably to avoid being destructive (Johnson & Johnson, 1996; 1998; Galtung, 1965; Deutsch, 1973).

The second sub-question focused on the students' experiences of the conflicts that occurred both within their schools and in other schools and how they were handled. In the answers from the questionnaire, respondents exhibited a good knowledge of the conflicts that occur both in their own schools and neighboring or others. The empirical findings indicated that 99% of the respondents overwhelmingly agreed that they had experienced conflicts in their schools and these were more non-violent than violent conflicts within their schools. This could however not be ascertained whether it was true that the conflicts that took place in the respondents schools were non violent or the respondents were shy to reveal the violent nature of the conflicts that occurred in their school. In the same vein 97.5% of the respondents knew about the conflicts that took place in other schools and only 2.5% negated. This corroborates that conflicts occur frequently in schools. It also agrees with other scholars that conflicts occur in schools frequently (Kinyanjui, 1976; Coleman and Deutsch, 2001, cooper, 2014; Cheloti, Obae & Kanori, 2014; Gikung & Karanja, 2014). The empirical findings of this study

also indicated that 78% of the violent conflicts were reported in boarding schools, 20% were in day and boarding schools. Single sex boys' schools had more prevalence of violent conflicts than others (single sex boys, 64%; mixed schools 26% and single sex girls' 05%). Findings indicated that violent conflicts had no exception whether schools were government or private run although the findings in this study indicated that there were more violent conflicts in government aided schools than in private school. The findings here are in consonance with a study carried out in Uganda by Anderson (1972. p.23-27 as cited by (Kinyanjui, 1976, pp.4). Anderson found out that most strikes in Uganda occurred in boarding schools. He also argued that these were due to inadequate boarding facilities. However, this cannot explain why there more conflict in medium than in third world schools where facilities are extremely lacking.

Findings indicated that violent conflict occurred in retaliation, when student experienced harsh irrational corporal punishments, alienation by not being understood and excluded, neglect of students' welfare including good food and sanitation, denied entertainment, brutal and totalitarian experience, hiking of school fees without corresponding quality services. They also expressed that where there was injustice and the school climate was not conducive. Students reciprocated by involving in violence conflicts against the school administration. Students believed that violence was the language the school administration would quickly respond to. This was in consonance with previous research done in Western Uganda, by Tumwesigye & Basheka (2008).

Many of the earlier studies done, especially in Kenya are in consonance with this study, where violent conflicts was due to brutality, harsh punishment and use of excessive power that students experienced; neglecting students' welfare and entertainment, mismanagement of schools and lack of skills of conflict management (Cheloti, Obae & Kanori, 2014; Gikung & Karanja, 2014; Kinyanjui, 1976; Ofayuru & Too-okema, 2011).

The results from the present study indicated that schools had unique causes of conflicts peculiar to schools and based on their characteristics. For instance, for the elite schools, food was not cited as a problem as compared to medium status schools. However, some causes were found to be common in all respondents' schools. All respondents agreed that lack of understanding from the school administration was a major cause of conflict in their schools. This concurred with the findings from a study done in Kenya, where it was found that conflicts that occurred in schools emanated from both specific and general causes within schools. (Kinyanjui, 1976; Mwangi & Birgen, 2008).

On the aftermath of conflicts, results from this study indicated both negative and positive effects, although negative effects outnumbered the positive. The negative effects ranged from destruction of school buildings and property, interruption of studies, police arrest, and closure of the schools, suspensions or expulsion of students, transfer of some teachers, parents paying damages and in some extreme cases loss of life. These were in consonance with the findings of earlier studies (Cooper, 2004; Kinyanjui; Mwangi & Birgen, 2008; Kirioba, 2012).

The second major question focused on the role of school climate to averts or enhance violent conflicts in schools. Findings indicated that head teachers played a big role as a kingpin both in creating a good school climate and management of conflicts in schools. In schools where there was a friendly environment, good communication between students and administration, students felt involved and their welfare was a priority, the school climate was good and students not only shun violent conflicts but also were ready to report to the administration if there was any plot of violence from students. These are in consonance with the previous studies (Basheka & Tumwesigye, 2008; Kirioba, 2012; Barnard & Lee, 1999).

Despite the fact that violent conflicts ubiquitously engulfed secondary schools in Uganda, the findings of this study makes it evident that the role of the head teachers to establish a good school climate with good communication channels, where democratic tendencies are predominantly a priority, violent conflicts can considerably be minimized.

5.2. SUMMARY OF THE THESIS

The thesis commenced by illuminating the aim, problem statement, justification for the study and a snap shot to all the chapters. This was meant to serve as a preamble for the study. Chapter 2 laid a theoretical foundation to the study by digging into the cultural, socio-economic and political context of violence in Ugandan society. This served to contextualize the study and as subsequently was used by the researcher to suggesting the need to regurgitate and review the epistemological, political and pedagogical approaches in response to students' violent conflicts in schools.

The literature reveals the ubiquitous prevalence of violent conflicts in schools as not confined to Uganda only but also a regional problem which is experienced by other neighboring countries like Kenya. Despite the efforts made there is yet no prognosis that leads to a sustainable solution and thus the ill continues unabated. The gap posed by the literature in previous efforts to study the phenomenon aiming at offering a solution has attracted this study to engage in a holistic approach to the understanding of the phenomenon and propose an alternative to the methodological approach by having students' participation at the center of the solution in contrast to the predominant quick-fix approach to the problem.

Chapter three entailed the methodological approach and design by using a qualitative case study. The rationale to opt for this strategy was based on the researcher's constructivist epistemology and ontology of multiple realities found to be compatible with the methodology in this study. The study was done in four secondary school, two elite and two medium schools purposively selected. Data was collected through a triangulation of multiple methods; questionnaire, structured-interviews and focus group discussion. The main informants of the study were the students, although administrators were also involved. This laid the basis for building the argument for the need to involve students for the study and interventions which are contextually based. The data gathered was analyzed through transcription, coding and identification of categories thematically on which implications and conclusions were drawn. The study adhered to the ethical issues of informed consent, anonymity, confidentiality, generally privacy of doing no harm principles

Chapter four is basically oriented to provide findings which are meant to provide empirical evidence to answer the research questions. Student respondents were given a platform to explicate their conceptualization of conflict and violence that exist in their schools. Basing on the narratives synthesized with triangulated data the following themes were developed from students' experiences; brutality with harsh punishment and excessive power by school staff and prefects, neglecting students' welfare this included food and sanitation, enforcement of strict rules, with rigidity and failure to understand students by teachers and administration which created students' alienation, administrative deficit leading to school mismanagement and lack of conflict management skills and lastly, denial of entertainments to these students. In reciprocal, students retaliated by involving in as a way of coping to communicating to school management. It was also found that some students engage in violence because of indiscipline, bad upbringing and drugs. These findings can be as basis for contextually oriented intervention and further research studies.

5.3. METHODOLOGICAL CONTRIBUTION AND LIMITATIONS

As analyzed in the previous chapter, the core of this research was to investigate latent and prevalent violent conflicts in secondary schools in Uganda. Methodologically the researcher decided to put students in the center of the investigation by making them the major study informants. The argument for this decision was based on pre-conceived notion that while as students are often neglected, their participation may be crucial in a study dealing with issues in which they are directly involved.

In order for the researcher to investigate and comprehend violent conflicts in schools, it was a theoretically and methodological strategy to harness their experiences in their narratives, in the questionnaires, interviews and focus group discussion. This served to refocus the analytical lens on Uganda secondary school experience to explicate the students' dynamics to a clue to the complex problem if they are given a platform to have their voice heard.

This study confirmed that there was a need to restructure the epistemological and pedagogical gaps existing in the current educational system, give space and engage the voices of the students.

Despite the nature of sensitivity the topic of investigation, the study gave platform to students' voices, something that boosted their confidence and sense of security that enabled them to narrate their experiences.

There were some limitations based on the methodological perspectives, since this study encompassed a small scale qualitative study of four secondary schools from one district, yet there are 112 districts in Uganda and over 4000 secondary schools. This may inhibit the credibility of the findings. Where the results such a small sample may hinder generalization. Being qualitative study subjectivity could not be ruled out, and also given the sensitivity of the study; some information given could not be taken at surface value.

The triangulation of the methods served a good check for the data collected to ameliorate the validity and reliability of the findings. However, the credibility of the study would have increased if the sample was bigger and also the views of other stakeholders, like parents and policy makers were included.

5.4. CONCLUSIONS AND IMPLICATIONS

The study reveals a devastating state of violent conflicts in secondary schools in Uganda. It portrays a clear manifestation for a need for peace initiative strategies in schools. This should be seen as a community-wide concern and its realization should be addressed by education in all its structures and should involve all the stakeholders at all levels.

Considering the contextual background of the study it is puzzling to work out whether it the community influencing violence in schools or the schools influencing violence in the community. However schools being organized institutions with a mission are easy to be used as a platform to initiate and enhance peace education programmes¹⁷ to ensure the initiation of a community free from conflicts and violence. The findings of this present and previous studies show that violent conflicts in schools are a growing public concern, yet there is insufficient systematic evidence based of scientific studies to determine the magnitude of the phenomenon (Mwangi & Birgen, 2008; Gikungu & Karanja, 2014). There is an urgent need to perceive this problem as a community concern.

Therefore, as observed from the findings this study can be another eye opener and can provide further insights for scholars, policy makers and practitioners on the dynamics and positive role students can play in providing a basis for handling violent conflicts in schools. Having discovered the root causes from the study respondents, this can be a firm ground to initiate strategies for interventions.

The involvement of students in the study and the sharing of their experiences is an indicator that they can also be used to find the solution which should be contextual and student centered. From this present study it is apparent that that students were not proud of violence they participated in and therefore even when they were reporting on conflicts within their schools the results indicated negation of violent conflict within their schools and when it came to reporting on other school the indication was that conflicts were violent. This cannot be taken by surface value it needs deeper scrutiny and explication.

5.5. RECOMMENDATIONS AND FURTHER RESEARCH

The recommendation will hinge on the findings of this study which reveals rampant violent conflicts in secondary schools in Uganda. The finding of this study revealed that violent conflicts in secondary schools can be a symptom of a much deeper problem facing the society not only schools. The researcher will use this platform to suggest both short term and long term measures basing on the findings. In short term the following can be done: Schools should ensure that students' welfare is of paramount importance. This will include food students feed on; the sanitation, water and electricity are all provided. Giving entertainment to students should not be neglected as it has been found to be one of the main causes of violent conflicts. There is a need to restructure the pedagogical perspectives to enable administrators and teacher to understand students and get rid of rigidity. Students need to feel

¹⁷ As was mentioned in chapter 2 there is a programme already running in northern Uganda. Although the motive was from a wider armed conflict that plagued the region to over twenty year. The programme seems to be productive, since fewer schools in this region have participated in violent conflict. See appendix 1.

included, trusted and respected; therefore tendencies that make students feel excluded and discriminated should be discarded. In the same way brutality, corporal punishment¹⁸ and use of excessive power towards student need to change. School programs should be revised especially during the second term where student appeared to be stressed with packed activities; sometimes overlap and students are supposed to be everywhere. The curriculum that enhances violence against children including being canned for academic should be rebutted. There is a need for the head teachers to put in place a good school climate, with clear communication channels and promote democratic values and also involve students in school management and policy formulation. This will help students to own the school policies where they have participated in formulation. Counseling¹⁹ should be done to students who seem to be having social problems and those who take drugs.

For long term recommendations hinge on the assumption from this thesis that seeks to have sustainable solutions which are specific and contextual based as opposed to quick-fix methods addressing the triggers of violence which are more or less symptoms. There is a need for curriculum reform in education to build a strong ground for peace²⁰ building initiative to counteract the growing culture of violent conflicts in schools. This should be included in the training of teachers at all levels. The education and training of teachers should address the issue of peace education in the programmes from a teaching and research perspectives where schools can be used as a platform to initiate and enhance peace education programmes. More efforts should be invested in research work in violent conflict related areas and develop strategies for conflict resolution. Scientific studies and the availability of research findings can be of a help to delve deep and explicate the phenomenon of violent conflicts.

5.5.1. AREAS OF FURTHER RESEARCH

There is a need to do a study with a larger sample preferably, applying mixed method approach which can be appropriate to validate the findings of this study.

Also a comparative scientific study can be carried out in northern Uganda where peace education programme was initiated to find its impact on violent conflicts and compare with other regions where the programme has never been introduced. There is a need for a thorough study to scrutinize why violent conflicts are most common in some regions, in medium school and second term.

A more extensive scientific study is need to involving youth in and outside school can be considered and should put into account the cultural, socio-economic and political contexts, while engaging all stakeholders; teachers, parents, politicians and policy makers. This holistic study can bring together the causes of violent conflicts both in the society and in schools. It

¹⁸ In a book from (M.o.ES); entitled : creating safer schools series 1, a circular: No. 15/2006 with a ban on corporal punishments in schools and colleges was issued, Appendix 1 and 3, pages 61 to 70 (See. Appendix 7 in this report page 83)

¹⁹ The Ministry of education and sports started a mentoring program which seems not to be working as expected.

²⁰ There is already a programme in northern Uganda on peace education, and apparently it doing well since the findings and anecdotal evidence show that there is some sense of tranquility in the schools in this region.

can be a huge project but once it is done effectively and contextualize violence, it can pave the way for sustainable solution for peace not only in school but also in community at large.

5.5.2. CONCLUSION

As observed from the literature review and empirical findings in the previous chapter, it is evident that violent conflicts are rampant and perennial and pervasive in secondary schools in Uganda. The thesis argument is that, the largely unsuccessful responses in school violent conflicts are due to ignoring the concerns and views of the students who wish to have their voices heard. In turn, they reciprocate by participating in violent conflicts as a way of communicating to school management. Equally the role of administrators in creating good school climate with conflict management strategies and skills can lead to elimination of violence conflicts in secondary schools in Uganda.

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APPENDICES

APPENDIX 1, Summary of incidents of students' violent conflicts that occurred in 2015

	NAME OF SCHOOL	TERM/YEAR	REGION	MAIN ALLEGED CAUSE	ACTION TAKEN
1	Kanjuki Secondary school	First/2015	Central	School mismanagement	Marched to District Hqs
2	Muntuyera High School Kitunga	Second/2015	Western	Casual wear uniform	Marched to District
3	Booma International School	Second/2015	Western	Imposing head prefect Refusing girls to read prep with boys, canteen	Refused food/smashed windows
4	Cleveland High School	Second/2015	Western	Expulsion on students	Destroyed school property
5	Five Star High school	Second/2015	Western	Not clear	Destroyed school property
6	St. Paul Secondary school Rushoka	Second/2015	Western	Not clear	Destroyed school property
7	Kibingo Girls' Secondary school	Second/2015	Western	Revenge for expulsion	Attempted arson/ destruction of property
8	Kitagata Secondary School	Second/2015	Western	-do-	-do-
9	Plus Two High School	Second/2015	Western	Revenge for expulsion	Attempted arson
10	Makobore High School	Second/2015	Western	Not clear	Destruction
11	Kinyansano Girls' High School	Second/2015	Western	Not clear	Destruction
12	Kebison Secondary School	Second/2015	Western	Not clear	Destruction
13	St. Mary's Rushoroza	Second/2015	Western	S5 attached S 6	Destruction of property
14	Wakitaka Secondary School	Second/2015	Eastern	School mismanagement	Marched to District
15	St. Michael Ssonde Secondary School	Second/2015	Central	Mobile phone	Head prefect was stabbed to death.
16	Jinja Progressive Secondary school	Second/2015	Eastern	Unknown	Dormitory was burnt.
17	Mbogo Mixed Secondary school (CD)	Second/2015	Central	Brutality of Administration	Two dormitories were burnt
18	Namirembe Hill side	Second/2015	Central	Entrainment/TV in Common room	Smashed window glasses.

19	Ntare School Mbarara	Second/2015	Western	Alleged homosexuality	Went on rampage.
20	Role Model Secondary School	Third/2015	Northern	Arrogance and to total mismanagement	Marched to municipal office.
21	Matale Church of Uganda Secondary School	Third/2015	Central	Cancelled a candidates' thanks giving service	Pelted stones on windows.
22	Mpanga Secondary	Third/2015	Western	Candidates were denied to do UCE due debts	Destroyed school property.
23	Kilembe Secondary School	Second/2015	Western	Confiscated 54 mobile phones	Destruction of school property.
24	Basjjabalaba secondary sch	First/2015	Western	Not known	Three dormitories were burnt
25	Paramount secondary sch	Second/2015	Western	Entertainment	
26	Kazinda Parents school	Second/2015	Western	Not clear	Set fire on school building
27	Semuliki High school	Second/2015	Western	Harsh treatment	Destroyed school property
28	Kabatsi secondary school	Second/2015	Western	Not clear	-do-
29	Kagamba secondary school	Second/2015	Western	Not clear	-do-
30	Kajara Secondary School	Second/2015	Western	Not clear	Destroyed school property
31	Rwashamaire Trinity	Second/2015	Western	Not clear	

SOURCES FOR THE INFORMATION IN THE TABLE

<http://www.monitor.co.ug/News/National/Kayunga-school-closed-over-strike/-/688334/2627006/-/hnc72n/-/index.html> (for school number 1)

<http://www.monitor.co.ug/News/National/Ntungamo-school-closed-over-strike/-/688334/2723558/-/a2gqhrz/-/index.html> (for school number 2)

<http://www.chimpreports.com/mbarara-booma-school-closed-over-strike/> (In addition this reports also on schools in number:3, 4, 5,6, 7,8, 9, 10, 11 and 12 and included).

<http://www.newvision.co.ug/news/671317-120-students-suspended-from-kabale-school.html>

Schools number 14,16, 17, the stories were covered on a local TV and a CD was made and for number 18 the researcher visited the school on 4th August, 2015, at the neighborhood from where he was residing.

<http://www.newvision.co.ug/news/671227-sudanese-student-stabs-head-boy-to-death-over-phone.html>

<http://www.monitor.co.ug/News/National/Ntare-School-closed-over-anti-gays-strike/-/688334/2823018/-/meudy4z/-/index.html>

<http://www.monitor.co.ug/News/National/School-closed--police-arrest-owner/-/688334/2889368/-/bgypog/-/index.html>

<http://www.monitor.co.ug/News/Education/Priest-curses-candidates-on-eve-of-examinations/-/688336/2909138/-/e602o9/-/index.html>

<http://www.monitor.co.ug/News/National/Live-bullets-as-UCE-candidates-strike-over-exams/-/688334/2911770/-/2poomsz/-/index.html>

<http://ugandaradionetwork.com/story/kilembe-secondary-school-closed-over-students-strike-1>

<http://www.chimpreports.com/students-arrested-for-burning-basajjabalabas-school/> (and 25).

<http://www.monitor.co.ug/News/National/34-students-to-be-tried-over-strikes/-/688334/2777408/-/10q5g62z/-/index.html> (for 26 and 28).

<http://mknewslink.com/muntuyera-high-school-closed-over-yet-another-students-strike/>
Kabatsi , Kagamba and Muntuyera a second time.

<http://mknewslink.com/seven-ntungamo-schools-experience-strikes34-students-in-police-custody/> (for 28, 29, & 30)

Appendix, 2 Students' questionnaire

Students' questionnaire

A study on violent conflicts in secondary schools in Uganda

Occurrence of violent conflicts in secondary schools in Uganda

The purpose of this questionnaire is purely for research purpose on the causes of violent conflicts/ strike by students against school management in Ugandan secondary schools.

Therefore, the researcher seeks your utmost sincere and neutral opinion to make our findings neutral and credible. In so doing your confidentiality is of paramount importance.

Bio data of the student

School:

Form: ----- Age ----- Sex -----

Type of the school: (Tick what is appropriate) Single sex girls Single sex boys Mixed

Ownership of the school (Tick what is appropriate) Government aided Private others

QN.1. How would you classify your school? (From the list below, tick what is appropriate):

First world school medium school Third world school

QN.2. What do you think is the most suitable definition of your understanding of conflict? (From the list below tick what you think are most appropriate, you can choose more than one):

- Disputes that can be both violent and non-violent
- Disagreement between two or more people
- Fight between different parties
- Inter-personal or group fights
- quarrels between family members or friends
- Violent event.

QN.3. What do you understand by violence/ violent conflict? (From the list below you can tick one or more where appropriate):

- Use of physical force
- Rampaging
- beating/ fighting
- physical aggression
- Killing
- destruction of property
- Others ----- (For others state what it is)

QN. 4. Have you ever experienced a conflict in your school? Yes / No (If yes):

QN.5. How do you describe that conflict? (Tick what is appropriate):

- It was non-violent conflict
- It was a violent conflict

QN.6. When did the conflict/conflicts occur? (Tick the appropriate box or boxes):

- This year
- One year ago
- More than two years ago.

QN. 7a. What do you think could have led to the conflict in your school? (tick what is appropriate from the list below)

- Poor diet/ insufficient food
- Lack of books in the library
- students' trip was cancelled
- Hiking school fees
- Lack of teachers/bad teaching
- denial of entertainment.
- lack of commitment of teachers
- poor boarding facilities
- lack of understanding from the school administration
- strict rule and regulations
- harsh/corporal punishment
- OTHERS ---(If others, state what it was)-----

QN.7.b) Can you describe briefly what exactly took place? -----

QN.8.a) Who came in to solve the conflict or conflicts? You can choose more than one from list below where appropriate)

Master on duty Deputy Head teacher Head teacher Matron / house master / house mistress Board of governors Prefects Students themselves

The Police. District education officer Director of the school others---(For others state what it was) -----

8b) Briefly state how the conflict was dealt with. -----

QN.9. What were the effects of the conflict /conflicts? (You can choose more than one where appropriate)

Destruction of school property some students faced suspension/ expulsion police arrest Some teachers faced disciplinary action Parents paid for damages Some students were punished Studies were interrupted.

QN.10a. Were you happy with the way the conflict or conflicts were dealt with? Yes/ No

QN. 10b If Yes or No: State why you were happy or unhappy:

CONFLICTS THAT HAVE HAPPENED IN OTHER SCHOOLS OUTSIDE YOUR SCHOOL

QN.11. Do you know of any conflict/ violent conflict that have occurred in neighboring/ other secondary school/schools in the past few years? Yes No (If yes):

QN.12. What is the type of school? i) Day boarding Day and boarding

ii) single sex boys single sex girls mixed

QN.13a. Who owns the school? Government school Private school others

QN.13b. where is the school located in Uganda? Central Northern Western Eastern

QN.14. When was the conflict/ Conflicts? (choose from list below)

Less than one year between 2-3 years More than 4 years

QN.15. How did it happen? (You can choose more than one where appropriate) Students boycotted lessons students refused food physical fighting

Destruction of school property Rampage and shouting others ---- (State what it was)

QN.16. Who were the students involved?

i) Only boys only girls both boys and girls

ii) O' level students A' level students both O' level and A' level students.

QN.17a. In your opinion what led to the conflict? (From the list below, you can tick more than one if applicable)

- Poor diet/ insufficient food Lack of books in the library students' trip was cancelled
- School fees hiking Inadequate of teachers denial of entertainment.
- lack of commitment of teachers poor boarding facilities lack of understanding from the school administration OTHERS ----- (If others state what it was) -----

17b. Briefly explain the cause of the conflict. -----

QN.18. What were the most serious effects of the conflict?(From the list below, tick the appropriate):

- school buildings were burnt some people lost life the school was closed
- Police arrested some students Parents paid for damages Some teachers were transferred.
- Many students left the school Others -----

QN.19. (From the list below choose tick) who dealt with the conflict?

- Head-teacher board of governor District Education Officer DEO Police House master
- deputy head teacher others -----

QN.20. In your opinion, were the students satisfied with the way the conflict was handled? Yes No I don't know.

QN.21. (For only Yes / No, state why?)

Appendix3, Focus group discussion questions

FOCUS GROUP DISCUSSION HELD ON 27/06/2015 (out of those who filled the questionnaire 20 participated)

Unstructured questions were used and the researcher acted as a moderator

The first question for orientation and creating a rapport:

1. What do you understand by the term conflict?

2. Is conflict norm in school / (can students live in school without conflicts)?
3. How can conflicts be handled in school?
4. What happens if a conflict is not amicably solved?
5. What are the common types/ nature of conflicts in your school? Students versus students conflicts; student versus management conflicts.
6. What people would you include in school management? (HM, D/HM/ TEACHERS/ METRONS/ WARDEN/PREFECTS/ GATE KEEPER,ETC)
7. What are the things that you don't like about your school (that usually cause conflicts)?
8. What things do you appreciate and like about your school management?(that avert conflicts)
9. What clubs do you have in school and how do they help to create a good school climate?
10. Looking outside your school; what region in Uganda is mainly affected by violent conflicts/ students' strike?
11. Why do you think causes this (having more violent conflicts in that region?)

Appendix 4, Interview guide questions

Respondent 1 Boy

- How long he has been in school?
- What he likes about the school?
- What he dislikes about the school?
- Whether he has been involved in a conflict at school; what was it and how was it handled?

(Four unstructured interview questions)

SECOND RESPONDENT: Girl

- How are students involved in school management?
- How are contented with students involvement?

(2 unstructured interview questions)

THIRD RESPONDENT: Girl

- What are the clubs in school?
- How do clubs help to create a good school climate?
- How she has gained from clubs in school?
- How the school has gained from the role of clubs?

(4 unstructured interview questions)

FOURTH RESPONDENT: Boy

- How long he has been in the school?
- What he likes about his school?
- What is his experience of violent conflicts in other schools? (he had experienced violent conflict in his previous school in a region regarded a hot spot of violent conflicts)
- Why he thinks that region is hot spot of violent conflicts? (4 unstructured questions)

FIFTH RESPONDENT: HEAD PREFECT

- When did he become head prefect ? (A week ago 22nd June 2016)
- How does his office help in solving conflicts between students and management?
- How is the relationship between students and school management?
- What he thinks can bring harmony and avert conflicts in schools?

(four unstructured interview questions)

SIXTH RESPONDENT: DEPUTY HEAD TEACHER

- How long has he been in the profession? (since 2000)
- How long has he been in this school?(since 2008)
- How he likes the school?
- What school culture is helping to create a good school climate?
- What common conflicts the school encounters and how they are handled?
- What he considers to help the school preempt violent conflicts?

- What channels (mechanisms) of communication for students and management do exist in the school?

(Seven structured questions) only audio recorded

Head teacher- interview

- What he thinks can preempt violent conflicts in schools? (What he does to check violent conflicts in his school)? Why some schools are doing good and others are doing badly?

(one unstructured question)

Interview schedule had a total of 22 questions.

Questionnaire 25 question, Focus group interview 11 questions and Interviews 22 questions; total 58 questions. (For triangulation similar questions are repeated using multiple source data collection)

Appendix 5 Researcher's introduction letter

07/06/2015



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

Department of Education and Special Education

Ilse Hakvoort, PhD
Associate professor in Education
e-mail: ilse.hakvoort@ped.gu.se
Tel: +46 31 786 2485

To whom it may concern

My name is Ilse Hakvoort, associate professor in Education and program coordinator for the International Master's programme in Educational Research, Faculty of Education, University of Gothenburg, Sweden.

I am pleased to write this letter of support for Ernest Kakulira (e-mail: ernestkakulira@yahoo.com) in my capacity as supervisor for his master thesis. Mr. Kaulira is a master's student at the University of Gothenburg, Department of Education and Special Education. He has successfully completed his first year course works, including writing a research proposal for his master thesis. He recently started with the work on his master's thesis. This study aims at investigating causes and effects of conflicts between students and school management in Ugandan secondary schools; with a case study in selected secondary schools in Wakiso district. As senior researcher in the research field of conflicts and conflict resolution education in schools, I like to underscore the importance of his research topic. The topic is extremely relevant and will contribute to increase our insights in the occurrence of violent conflicts in the school context in a specific context.

I am therefore writing to you in support of his research plan. I only recommend students that I believe to be well-suited to conduct a research project. Mr Kakulira is one of those students and therefore, I highly recommend that he is given the opportunity to collect data in your school. Based on my own expertise in the field, and the research team I am working with, we will give him all the support needed to conduct a solid scientific study following the requirements of the scientific community. We therefore appreciate your support in helping him solicit the required data for his extremely interesting and tremendously valuable work.

Department of Education and Special education, Faculty of Education, University of Gothenburg
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www.ips.gu.se/english

1 (2)

The methodology of his study involves asking questions to students, teachers and administrators by questionnaires and interviews (individual as well as in focusgroups) about the way they understand and experience violent conflicts in school. If it is needed even observations will be used. For a more complete understanding of the situation, it is important for the research to shed light on the situations from the perspectives of different actors involved.

To conduct the questionnaires and interviews (both individual and in focusgroups) several schoolvisits are required. An interview will last for one hour approximately. The interviews will be conducted at a time that is agreed on and tape-recorded if permission is given for it. As Ernest Kakulira himself is from Uganda, he is familiar with the condition in the country and will be able to show respect and genuine interest in the students, teachers and administrators he interviews.

Confidentiality and Anonymity:


Several steps will be taken to protect their anonymity and identity. The interviews will be typed up and will not contain any information about names and other information about the interviewee's identity. Tapes will be destroyed. In addition, the collected data will only be used for the purpose of the study and analyses can be discussed in collaboration with the research team at the University of Gothenburg. The results of this study will be presented in form of a master thesis that is planned to be ready during the spring of 2016.

Control: Every respondent is free to give his or her views or to decline from giving his or her views. She or He is free to withdraw at any time from the study.

If you wish to receive a copy of this master thesis in 2016, you can inform Mr. Kakulira about your request.

If you have any questions for me regarding the contents of this letter please do not hesitate to contact me.

Sincerely,


UNIVERSITY OF GOTHENBURG
Ilse Hakvoort, Ph.D

APPendix 6



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

RE: PARTICIPANTS' INFORMED CONSENT

To participants

You are being invited to participate in a research study on violent conflicts in Ugandan secondary schools. The researcher is interested in investigating the causes and effects of violent conflicts between student and the school management in secondary schools, from the perspective of the different actors in schools, namely: students, teachers and school managers.

During this exercise you will be required either to fill a questionnaire, to be interviewed, participate in group discussion or to do all. The purpose of this is to get your personal opinion and experience about conflicts/violent conflicts occurring in secondary schools.

The interview will be conducted at a time agreed upon by the school management and participants. Interviews will be video/ tape-recorded, if the participants mutually agree upon it.

The person conducting this study is Mr. Kakulira, for the purpose of his master's thesis. He will give you his contact information, if you like to know more about the study in the future. Several steps will be strictly taken to protect the participants' anonymity and identity. Therefore the interviews will not contain any information about names and identity of the interviewees.

The collected data will only be used for the purpose of the study and analyses will only be discussed in collaboration with the research team at the University of Gothenburg -Sweden and thereafter will be destroyed. The results of this study will be presented in form of a master's thesis that is planned to be ready during the spring of 2016.

You are free to give your views on this topic or to decline from giving your views. You have the right to withdraw from participation in the study at any time you feel like.

I _____, have read the above information regarding this research project and consent to participate in this study

APPENDIX 7

1 of 2

Appendix 7

7th August 2006

CIRCULAR NO. 15/2006

To: Heads of Primary Schools
Heads of Post Primary Institutions
Heads of Tertiary Institutions
Heads of Colleges and Polytechnics

Re: BAN ON CORPORAL PUNISHMENTS IN SCHOOLS AND COLLEGES

1. The Ministry of Education and Sports has noted with great concern the increasing number of cases whereby teachers have been subjecting students to corporal punishments under the guise of disciplining the students. Whereas corporal punishment is prescribed in the Penal Code of Uganda Laws, and is usually accompanied with hard labour, the use of the cane in educational institutions is not equally governed by any law.
2. Traditional values derived from the use of corporal punishments as a deterrent and disciplining measure to be applied on growing children have been eroded through indiscriminate use of the cane. Moreover, the Children's Rights Act prohibits values and actions that undermine the health and dignity of the children. In practice, the use of the cane has deteriorated into random and irresponsible beating of students by the teachers and fellow students. Consequently, untold injuries, physical impairments and in some cases actual death, have been caused by corporal punishments meted to students. Even the use of bare hands has at times inflicted a disability of one form or the other on the victims.
3. The following measures must be observed by all the educational institutions, be they government-aided or private.
 - (a) Corporal punishments for students in schools and colleges must stop forthwith. This applies to meting out any other form of punishment or act that may cause injury, damage, defilement or disfigurement to the human body.

- (b) The use of the cane as a disciplining measure shall not be permitted even in Nursery Schools and infant classes. At this tender age, the children ought to be brought up in love and care rather than in brutality, violence and sadism.
- (c) Every educational institution should review its rules with a view of introducing more professional and acceptable sanctions to replace manual labour and caning. The Schools/ Colleges' Boards of Governors/ Governing Councils should approve the new rules. However, the measures to be taken should not in any way disguise other forms of brutality.
- (d) Any disciplinary action must be recorded in a punishments book, clearly indicating the type of offence, type of punishment, authorisation and the particulars of the person administering the punishment so that a regular system of records is maintained.
- (e) Where these guidelines are ignored or abused, the culprits will be held criminally responsible for their actions. They will have to face the law, including the Teachers' Code of Conduct.
- (f) It is expected that educational institutions will develop and apply more professional and refined methods of guiding and counseling students, teachers and parents in the use of alternative forms of punishment that are geared towards positive training in attitude formation and character building of the youth. The ultimate goal of the managers of the teaching/ learning process is to mould them into useful citizens.

Dr. J.G. Mbabazi
For: PERMANENT SECRETARY

CC All Chief Administrative Officers
All Town Clerks
All District Education Officers
All Municipal Education Officers
All District Inspectors of Schools
The Rt. Hon. Prime Minister

Appendix 7

2 of 2