

**SUSTAINED DIALOGUE: A MEANS OF CONFLICT MANAGEMENT IN
SECONDARY SCHOOLS IN NDOLA DISTRICT, ZAMBIA**

by

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A dissertation submitted to the University of Zambia in collaboration with
Zimbabwe Open University in partial fulfilment for the award of the degree
of Master of Science in Peace, Leadership and Conflict Resolution

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AUTHOR'S DECLARATION

I, **Kaonga Grace**, do hereby solemnly declare that, this dissertation represents my own work and, has not been previously submitted for a degree at the University of Zambia or any other University for a similar purpose. Where other people's work has been used, acknowledgements have been made.

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APPROVAL

This dissertation of **Grace Kaonga** is hereby approved as fulfilling the requirements for the degree of Masters of Science in Peace, Leadership and Conflict Resolution by the University of Zambia in collaboration with Zimbabwe Open University.

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ABSTRACT

This study was conducted to investigate Sustained Dialogue approaches as a means of managing conflicts in secondary schools on the Copperbelt Province in Ndola district. A well-tested but little known approach to conflict management whose design transform relationships into more constructive ones could be applied. It was through such transformation of perceptions, attitudes and relationships that the parties themselves became capable of constructively dealing with factors that caused conflicts. This approach was called Sustained Dialogue. The study was guided by the following research questions. What were the main causes of conflicts in secondary schools in Ndola district? , How were conflicts managed in secondary schools in Ndola district? , How effective was sustained dialogue as an approach of conflicts management in secondary schools in Ndola district? and the last question was, are school administrators in Ndola district trained in conflict management methods?

This study used descriptive qualitative research design. A sample comprising of the District Education Board Secretary (DEBS), Head teachers, Heads of departments(HoDs), Guidance and counselling teachers and teachers , was used to investigate the extent to which sustained dialogue approach was been used in their respective schools. These categories of officials in the school were purposively selected because they were key persons believed to be reliable for the study, participants were assumed to be information-rich, and they were to provide research sought data as they were involved in the administration of their respective schools as well as in conflict management. The research instrument used was a semi structured interview guide which was administered to the respondents and a purposive sampling procedure was applied. The data collected was presented in emerging themes and subjected to qualitative analysis where, Frequency distribution tables, percentages, and charts were used to present data.

The findings showed that, the concept of “Sustained Dialogue” referred to a situation where by people kept on talking over an issue that occurred between two or more parties with the view of preventing the escalation and minimizing the occurrence of conflicts until a solution to a problem was found. The concept of “Conflict” was viewed as a misunderstanding between or among people who fail to agree on a certain issue. The study showed that school administrators managed conflicts through trial and error as they were no specific guidelines to how conflicts could be managed. The findings also showed that some school administrator used reflections, retreats, talks,

outings and meetings to manage conflicts in their respective schools. Conflicts were also managed through transferring of teachers from one school to the other and even surrendering of teachers to the DEBS by their head teachers. It was however, important to note that when conflicts arose in schools the culprit in most cases was transferred or surrendered. This actions caused conflict spiral. It was therefore important that sustained dialogue be applied because it transforms and build a relationship which was cardinal for a good pupil-teacher performance. Relationships should be mended even after conflicts. Effective communication was therefore, essential in analysing conflicts in secondary schools as well as in identifying their root causes. The findings showed that the causes of conflicts in secondary schools varied. These include, lack of proper communication, failure to meet deadlines, dictatorial tendencies on the part of school administrators, differences in perceptions on management of certain issues in the school and laxity in implementation of school policies; favouritism among teachers by administrators and lack of respect and belittling of others. These causes of conflict need to be dealt with through continuous talking.

School administrators had been adversely affected by lack of knowledge of conflict management therefore they needed to be trained in conflict management methods, since the root causes might be unique.

In conclusion, this study showed that administrators in secondary schools were not using sustained dialogue as a conflict management approach. This was reflected in the responses given by the participants during interviews. There was no single method which could be used on its own. Conflict management methods supplemented each other in managing conflicts. The same was true for strategies and activities employed in conflict management. No single strategy or activity was said to be responsible for managing conflicts on their own. Most participants were in agreement that they did not use Sustained dialogue approach; but the situation just dictated to use whatever was workable at that particular moment. However, even with that situation dialogue and counseling seemed to be clearly identifiable as conflict management approaches and within each one of them there was Sustained dialogue embedded. This study had revealed that, the DEBS was central to mediating conflicts. When the head teachers had failed to reach an agreement with some teachers the DEBS came in to resolve the existing conflict through arbitration of which the result could be a transfer.

It is recommended that, the DEBS should facilitate the holding of workshops in Conflict Management for all administrators (Head teachers and HoDs). This would equip the administrators with the necessary skills in conflict management. Time and resources can be set aside for such training. On the other hand courses in conflict management and Human relations should be included in the curriculum for teachers in teachers college of Education so as to prepare them for conflict management in school administration.

DEDICATION

This dissertation is dedicated to my parents, Mr and Mrs Kaonga and to my sisters and brothers, Elizabeth, Beatrice Bernadette, Collins and Pearson for their great understanding and tolerance during the period I spent preparing this dissertation. I also dedicate this dissertation to Sr. Angela Mwaba OP, Sr. Christine Mwale OP, Mr Kapungwe, Mr E. Chanda and Mr Makupe for the support rendered to me in the process of writing my dissertation, and all the respondents whose co-operation made it possible for me to compile this report.

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ACRONYMS AND ABBREVIATIONS

APU	Academic Production Unit
CPD	Continuous Professional Development
CSO	Civil Society Organisation
CR	Conflict Resolution
CRS	Conflict Resolution studies
CM	Conflict Management
DC	Disciplinary Committee
DEBS	District Education Board Secretary
GCT	Guidance and Counselling Teacher
HoD	Head of Department
MoGE	Ministry of General Education
NAME	National Association for Mediation in Education
NGOs	Non-Governmental Organisation
PAS	Performance Appraisal System
PEO	Provincial Educational Officer
UNICEF	United Nation International Children's Emergency Fund
SD	Sustained Dialogue

CHAPTER ONE

INTRODUCTION TO THE STUDY

Overview

The chapter presents a general introduction of the study. It includes the background, the statement of the problem and the purpose of study. It also addressed the research objectives and research questions. The chapter also contains the significance of the study, operational definition of terms, ethical considerations, delimitation and limitations of the study, theoretical and Conceptual frameworks; the structure of the study and finally the summary.

1.1. Background

Conflict is an essential and unavoidable human phenomenon because, where there is human interaction; there is a likelihood of personal likes and dislikes. These agreements and disagreements among individuals and groups may lead to conflicts. It is therefore normal to expect conflicts in the administration of secondary schools. Conflicts can be either constructive or disruptive, but the way these conflicts are handled make them either positive or negative (Gaffer 2016).The United Nations International Children’s Emergency Fund (UNICEF, 1995) postulated that “conflicts when not dealt with constructively often explode into violence “.Managing conflict in school has been an age-old challenge for educators “Amaize (2007), Onoyume (2007).Therefore the problem associated with management in schools has been of great concern especially in conflict management approaches that are used by educational officials and Head teachers in particular.

In Ndola district, a lot of conflicts have been reported to the District Education Board Secretary’s Office (DEBS). According to DEBS office Ndola (2016), about 60% of the cases such as absenteeism, absconding from work, insurbonation, drunkardness among others were from secondary schools. The nature and types of conflicts that occur in secondary schools seem to vary from one school to another. These include interpersonal, personal and intrapersonal. These conflicts are between and among teachers and the school administrators which could have contributed to transfers for both teachers and head teachers while some teachers were surrendered to the DEBS office by their head teachers due to conflicts that could not be resolved in their respective schools. There is a need to manage these conflicts in order to have an amicable position to reduce and mitigate incidents of disputes and violence. If these conflicts go unmanaged, they are likely to damage relationships, undermine

institutional stability, teaching and learning process. Conflict in schools may reduce strength and resources such as social support and integration among teachers and all those involved in education with ultimately increased problems in schools which affected many pupils (Omoko 2010).

Many approaches of conflict management have existed and among them include Mediation Negotiation and Arbitration. Mediation means the process in which a neutral third party assists the parties in a conflict to reach a solution. Under mediation the conflicting parties listened to each other, communicate more clearly, reach a common understanding of the problem and come up with their own solutions to the conflict. It follows a process where: Participants introduce themselves, the objectives of the meetings are explained, and interruption is not allowed when the other party is explaining his/her views. Each party would tell a story of her/his side. The mediator would give a summary for each side. The mediator would then note the point of agreement and disagreement so as to pin point the cause of conflict, parties are then asked the way forward for resolution acceptable to all. The two parties would finally agree to a solution (Brown and Ayres 1994) .To compare it with Sustained dialogue, mediation end when the conflicting parties reached a consensus while sustained dialogue would continue to build relationships.

On the other hand negotiation has been recognised by various authorities as a direct process of dialogue. This is where two parties in a conflict reach a settlement themselves that they can both agree on without an involvement of a third party. Both parties should be aware that by talking to each other, they would find a solution to a problem. The emphasis is on building sustainable relationship. Negotiation is a principle of conflict management based on dialogue. It is one of the key approaches to peaceful resolution of dispute that might occur. Negotiation requires parties who are ready to reach an agreement while Sustained Dialogue could help parties not yet ready to negotiate, but who are willing wanted to change a conflictual, dysfunctional or destructive relationship (Brown and Ayres 1994)

Arbitration is a process where the decision is made by a third party. The arbitrator hears the case as presented by the parties in conflict and makes a decision in the same way the judge would and it is binding .The conflicting parties have no control over the problem instead; the arbitrator makes a decision (Brown and Ayres 1994). For example teachers in conflict might not agree on a certain issue, the head teacher as an arbitrator would impose a solution in favour of either party's final position. In the education sector arbitration may come in when

the head teacher takes the problem to the DEBS office for final judgement. Sustained dialogue deals with the persons, the problem and solution to the problem come from the parties themselves. Arbitration looks at the problem to be solved and judgement is imposed.

This study was centred on sustained dialogue as one of the approaches of managing conflicts in secondary schools. Sustained dialogue focused on transforming and building relationships so that they might effectively deal with practical problems. In the process of sustained dialogue, people repeatedly discussed over extended periods of time to build the relationships. The concept is set out as on details by Harold sounder (2001). In this study Sustained dialogue focused on relationships that might have toned the community apart, which might be dysfunctional because of the way they had evolved over time, relationships that might appear calm on the surface but they were under pinned by destructive interactions for a variety of reasons. Sustained dialogue provided a sense of purpose, direction, and destination for participants willing to come together time after time in an open-ended process. This approach is not limited to use in managing conflict; it is also integral to peace-building after conflict and to malfunctioning relationships not preceded by violent conflict.

The differences of Sustained dialogue from other approaches in conflict management were that, it focused on how people related and changed their ways of relating (Harold Saunders 2001). It focused on transforming the relationships that caused problems, created conflict and blocked change, it worked within careful defined concepts of relationship. Negotiation required parties who were ready to reach agreement. Sustained Dialogue could help parties not yet ready to negotiate, but who wanted to change a conflictual, dysfunctional or destructive relationship. Sustained Dialogue could change relationships in ways that create new grounds for mutual respect and collaboration, rather than negotiating over rights. Sustained Dialogue also seek to allow the emergence of new content, common to both parties, rather than allow one party to prevail over another. Using Sustained dialogue, a space can be created that allowed diverse elements of the conflict to be presented over time, and explored in a safe environment, which if otherwise examined might lead to open violence (Saunders 2009)

Lohmann (2011), postulated that “Sustained Dialogue has been developed and tested in many circumstances, for example in zones of conflicts such as the Soviet-US relationships, the civil war in the former Soviet republic of Tajikistan, transitional South Africa, the interaction between the Muslim Arab world and the west Iraq and US, colleges and high

schools". A study conducted by Morrison (2007) and McCluskey (2008) revealed that, in Australian, Canadian, United Kingdom, and United States schools, conflict had been transformational in that it engaged hearts as well as minds, and supports development of skills and healthy relationships. The study further revealed that, recent research in Canadian schools suggested that dialogue increased teachers' positive relationships. Dialogue participants show significantly greater motivation to bridge differences and greater increases in empathy.

Sustained dialogue has been successful in countries like Botswana where high schools applied Sustained dialogue approach which helped them bring cultural immersion and service through Sustained Dialogue workshops and trainings (Lazarus 2016).

Sustained dialogue has been used in the South African in education sectors during the apartheid for example IDASA got involved to discuss race relationship (VOA 2006).

In the Zambian education system, various codes of conducts served as guidelines for management and administration of educational institutions. However, at the time of this study, there was no literature on Sustained Dialogue as a conflict management approach. Handled properly through an appropriate approach of conflict management, conflict could enhance administrator's efforts in reaching school goals. In order to suppress conflicts in secondary schools, effective approaches should be used so as to avoid the reoccurrence of conflicts which mostly negatively affected the pupil, teacher and administrators performance.

1.2. Statement of the problem.

Many approaches of conflict management exist; among them include avoidance, compromise, stimulation, smoothing and problem solving (Robbins 2003). However, many secondary schools still record unprecedented levels of conflict. Despite such conflict management approaches, conflicts have not reduced. It is not known whether or not sustained dialogue approach is applied in managing conflicts in secondary schools. However, there has been tremendous amount of researches about conflict management in secondary schools. These included; Kogo (2002), who studied head teacher's perception of conflict in secondary school administration in Uashin Gishin District in Kenya. Another study was conducted by Sang (2009) who discussed the perceived causes and effects of conflict management in church sponsored schools in Kipkeren. Okoti (2003) carried out a study on conflict

management in secondary schools in Osun States. Nevertheless, most of existing literature and research tend to focus on conflict resolution strategies, but little is known on sustained dialogue as a conflict management approach. However, the studies reviewed did not provide clear evidence as to the conflict management approach used in secondary school. It was against this background that the researcher proposes to investigate the extent to which sustained dialogue is used in conflict management in secondary schools in Ndola, Zambia.

Conflicts in schools have become a major problem that all stake holders in education should take a great concern (Government of Kenya 2001). Therefore, the problem associated with management in secondary schools in Zambia has been of great concern especially in conflict management methods used by Head teachers. In the Zambian education system various codes of conduct serve as guidelines for management and administration of educational institutions. However, most secondary schools had been less successful in managing conflicts.

In Ndola district, there had been a lot of cases reported to the District Education Board Secretary's Office (DEBS). According to the Ndola DEBS (2016), many cases were reported from different schools and about 60% of the cases were from secondary schools. The report indicated that, out of 18 secondary schools in Ndola districts, 10 % of the schools reported different conflicts to the DEBS office on conflicts between and among teachers, as well as head teachers and teachers. This contributed to transfers of teachers, deputy heads and head teachers. Additionally, some teachers were surrendered to the DEBS office by their head teacher. This also played a negative role on the academic performance of pupils and teachers.

- The issue of unresolved conflicts then needs to be addressed, hence the desire to research and come up with an appropriate way of resolving these conflict.
- The transfers of teachers and head teachers destabilises the educational system as it might not resolve any conflict but create confusion.
- The failure rate of pupils, of failure to attain the required pass rate as a result of conflict is unhealthy to the educational system pupils and the community. Hence this research.

1.3. Purpose of study

The purpose of this study was to investigate sustained dialogue as a means of conflict management in five selected secondary schools in Ndola district.

1.4. Specific objectives

The objectives that the study sought to achieve were;

1. to find out the major causes of conflicts in secondary schools in Ndola district.
2. to determine the methods used in conflict management in secondary schools in Ndola district
3. to evaluate the effectiveness of sustained dialogue approach in conflict Management in Secondary Schools in Ndola district.
4. to find out whether school administrators are trained in conflict management methods in Ndola district.

1.5. Research questions

The study was guided by the following research questions.

1. What are the main causes of conflicts in secondary schools in Ndola district?
2. How are conflicts managed in secondary schools in Ndola district?
3. How effective is sustained dialogue as an approach of conflicts management in secondary schools in Ndola district?
4. Are school administrators in Ndola district trained in conflict management methods?

1.6. Assumptions of the Study

The study was carried out with the following assumptions.

- i) Secondary schools in Ndola district experience conflicts in varying degrees.
- ii) Each school has a code of conduct and regulations explaining how conflicts should be Managed and resolved.
- iii) Effective conflict management leads to stability in school.

1.7. Theoretical framework.

Henning et al (2004:25) stated that a theoretical framework provides an orientation to the study at hand in the sense that, it reflects the stance the researcher adopts in his or her study. This means that a theoretical framework “frames” the study because when the research is conducted, it will remain within the boundaries of the “frame” .In this way a theoretical framework becomes a structure that guides the research constructed by using established explanation of certain phenomenon and relationships. This theoretical framework leads logically to a certain conceptual framework (Henning et al 2004:25), maintained.

This study was therefore guided by the group conflict process Theory developed by Robins (2003),that indicates that most organizational conflicts are managed through approaches to conflict management such as negotiations, reconciliation and stimulation. Robins further identified cooperativeness and assertiveness as the two dimensions in conflict-handling intentions. From these two dimensions, he further generated and identified five conflicting handling as compromising, competing, avoiding accommodation and collaboration. These dimensions were therefore generated as conflict resolution techniques in the study. It is against this background, that this theory was of relevance to the study in helping investigate conflict management approaches in secondary schools in Ndola district.

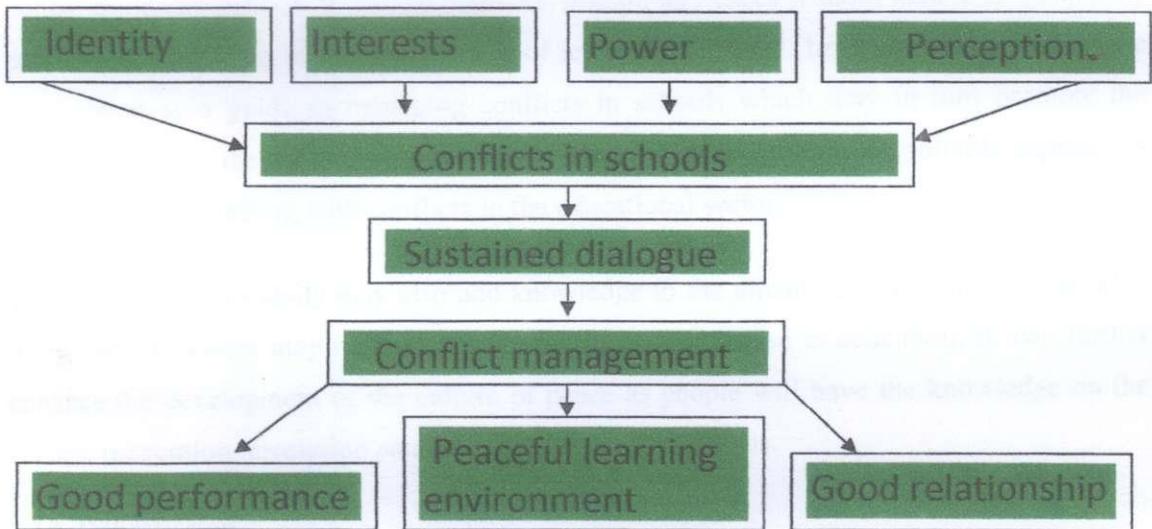
1.8. Conceptual Framework Model

Orodho (2009) defined a conceptual framework as a model of presentation where a researcher represents the relationship between variables in the study and shows the relationship diagrammatically. In this study, the model in figure 1.1 identified the variables under study and showed their relationships. Sustained dialogue in this model was an independent variable whereas identity, interests, power, perception / misperception, and pattern of interaction were dependent variable. Dysfunctional relationships in secondary schools evolved over time due to historical, political, social and economic factors. In some cases, these relationships remained latent and manifested themselves in discord and ineffectiveness and a general state of tension that prevailed in schools. Sometimes, due to catalytic conditions, both internal and external, these dysfunctional relationships emerged in the form of an open conflict that in some cases, might take a violent form. In both of these scenarios, these relationships should be attended to in order to bring harmony in school and to establish the grounds for a permanent and sustainable management of conflicts. Freire (1970) discussed participatory methods, where different parties had the freedom to contribute and

dialogue in the processes and this brought about desired outcomes. This required a lot of communication skills and abilities such as active listening, ability to use non-defensive language, behaviours and ability to articulate personal views of the situation and interest in decisions.

In secondary schools, there are conflicts between and among teachers, teachers and HoDs as well as teachers and head teachers. These conflicts are caused by different factors such as identity, interests, power, perception / misperception, and pattern of interaction as shown in the model. Such conflicts should be managed through conflict management approaches such as sustained dialogue, to enhance a peaceful environment that would result in to good performance, order, good relationship among teachers and administrators.

Figure 1.1. Conceptual Framework Model on Sustained dialogue.



The presence of sustained dialogue may influence conflict management. By probing these components in a sustained dialogue process, individuals in dialogue can change their relationships in ways that generate the capacities and associations needed to design and implement change in schools.

1.9. Significance of the study

The findings of this study may provide solution to reduce conflict in the Ministry of General Education and schools in particular. This may assist schools in improving academic achievement not only by providing more time spent on teachings dealing with discipline challenges but also through the teaching of important life skills and problem solving approaches necessary for improving academic performance.

The beneficiaries from the findings may be the Ministry of General Education, Heads teachers, teachers and pupils. The Ministry of General Education may be expected to have fewer conflict and disciplinary cases. The study is likely to assist the ministry of general education in developing a curriculum that can be used to enhance the capacity of the administrators, teachers, and students in handling conflicts in schools. This would help reduce organizational school conflicts.

The findings of this study are likely to help head teachers of various schools both private and public secondary schools to handle conflicts, disciplinary cases without transfers, spend time profitably on learning in class as a result of reduced conflicts. They may be able to use the information as a guide in managing conflicts in schools which may in turn promote the culture of peace; the school management may be helped in determining suitable approaches to be used when dealing with conflicts in the educational sector.

The findings of this study may also add knowledge to the already existing one so that other researchers in future may make reference to it especially those in education. It may further enhance the development of the culture of peace as people will have the knowledge on the causes, prevention, resolution and the management of conflicts.

1.10. Delimitation

This study delimited itself to secondary schools in Ndola District. As conflicts exist in schools the study focused on conflict management methods used by head teachers and concentrated much on sustained dialogue. Only five secondary schools participated in the study, these were public schools. This enabled ease access as well as the fact that the district had a large teacher population whose findings represented the district scenario.

1.11. Operational Definitions of Terms

Conflict: refers to being in opposition or hostility, which leads to either passive or violent resistance in educational management.

Arbitration: is a third party intervention method where the parties fail to agree and a third party imposes a judgement on them.

Collaborating: is a situation where by conflicting parties become partners or pair up with each other to achieve both of their goals.

Conflict management: refers to ways of resolving conflict between two conflict parties.

Conflict resolution: refers to strategies that eliminate the sources of the conflict and, Optimally, that finds the best outcome for all involved.

Dialogue; refers to as “a process of genuine interaction through which human beings listen to each other deeply enough to be changed by what they learn.

Mediation: is an intervention of a third party where conflicting parties listen to each other, reach a common understanding of the problem and come up with their own solutions to the conflict.

Negotiation: is a process where by the parties within the conflict seek to settle or resolve their conflict.

Sustained dialogue: is a process for transforming dysfunctional and conflictual relationships.

1.12. Structure of the study

This study is organised into chapters. Chapter one includes introduction, background of the study, statement of the problem, purpose of the study, research objectives and research questions. It also explains the theoretical and conceptual frameworks, significance of the study, limitation and delimitations. Additionally, operational definition of terms, acronyms, organisation of the study and finally a summary of the chapter was included.

Chapter two is literature review. This is where past researches and studies related to the same study have been reviewed. Since there is no much literature on the study done in this country,

the literature reviewed focused on the studies done internationally. Finally a summary of the chapter.

Chapter three presents methodology of the study. This includes, research design, target population, sample size, sampling procedures and research instruments. It further presented data collection procedures, data analysis and finally a summary of the chapter.

Chapter Four presents the findings of the study, while Chapter Five discusses the research findings. Lastly is Chapter Six which gives a conclusion and recommendations as well as a suggestion for the further research. This was followed by the references and appendices.

Summary

This chapter presented an introduction to the study, background of the study, statement of the problem, purpose of the study, which was to investigate Sustained dialogue approach in conflict management in secondary schools, research objectives and research questions. It further explained the conceptual framework as well as theoretical framework by Robins (2003), significance of the study and delimitations. Additionally, operational definition of terms, the structure of the dissertation that gave a summary of all the chapters contained and finally the summary of the chapter. The next chapter presents literature review.

CHAPTER TWO

LITERATURE REVIEW

Overview

The chapter presents literature related to the study. This chapter gives a general overview of conflict, conflict management and sustained dialogue. The chapter further explores literature related to the study on sustained dialogue as a conflict management approach at an international and local level in order to understand what other scholars have researched and written on the study. Lastly, a summary of the study is discussed.

2.1. General Overview on Conflict

Conflict is natural, necessary, and normal. It has become part and parcel of human organizations world over. Conflict exists in all areas of humanity and at every level of society. If managed non-violently, it can be positive, a source of immense creativity and social progress (Sanam and Stanski, 2008). Conflict had been defined differently by different scholars. The varied definitions would depend on one's intellectual persuasion and professional interest.

Best (2006: 19) defined conflict as "the pursuit of incompatible interests and goals by different groups .The researcher viewed conflict as a struggle over values or claims to status, interest, power, and scarce resources in which the aim of the conflicting parties was not only to gain the desired values, but also to neutralize, injure, or eliminate the rivals". Conflict entails discord in actions, lack of concordance in opinion in order to achieve one's own goal. It connotes disagreement, distortions, inconsistencies, and antagonisms existing in a particular system. Obi (2004: 15) perceived conflict as "human and social problems which involve mutual hostility, differences, disagreements, opposition resulting to man's inhumanity to man, use of violence, and turning point or crisis, which can escalate to the level of psychological warfare, or physical". In all human interactions and organizational behaviour, conflicts were bound to occur.All organizations, such as schools, have conflict potentials since they are a collection of people with diverse personality. Whenever two people come together, there are bound to disagreements at times and that is natural (De Cenzo 1997).

Conflict is an essential and unavoidable human phenomenon because, where there is human interaction; there is a likelihood of personal likes and dislikes. These agreements and disagreements among individuals and groups lead them to conflicts. Conflicts are either constructive or disruptive, but the way these conflicts are handled makes them either positive or negative (Gaffer 2016).

In other words, conflict is an inbuilt aspect of the organizational behaviour system. Hence, Flippo as cited in Edewusi (2003) and Akinwonmi (2005) pointed out that a total absence of conflict in any organization would be unbelievable, impossible, undesirable, and boring, and a strong indicator that such conflict was suppressed. The existence and prevalence of such conflicts and their traumatic effects cannot be ignored. It needs to be managed because when this mutual hostility was not managed, the effects were disharmony and death of peace. conflict is one of those phenomena that are experienced by everyone but that can be defined completely and accurately by no one'. From a variety of definitions presented above, a logical conclusion that can be made is that conflict involves; parties, goals, behavior, competition and incompatibility of objectives or interest. It was also clear that conflict was inevitable and had both functional and dysfunctional roles to play in secondary schools.

According to Oputa (2003:13), "peace advances development, growth, and progress. Peace is order, peace is brother-hood, and peace is life itself. The consequences of conflicts on the school organization have been regrettable ". Part of the repercussions on secondary schools was disruption of academic programmes due to emergency transfers of subject teachers, inadequate staffing as a result of unplanned transfer, hostility, suspicion and withdrawal from active participation in school activities. Hence, there was a need for managing conflicts in secondary schools.

2.2. Conflict management

The term conflict management refers to processes and programs that teach individuals concepts and skills for preventing, managing, and resolving conflicts non-violently. Conflict management programs could teach life skills, "win-win" negotiation strategies, mediation skills, and violence prevention strategies. Conflict management approaches were implemented in elementary, middle and high schools to help students, teachers, administrators and parents resolve conflicts effectively. It involved the application of

knowledge, skills, tools, techniques and system to define, visualize, measure, control, report and improve processes with the goal to harmonious environment of co-existence (Romani and Zhimini 2010:243).

Conflict management programs could help create safer more supportive learning environment for schools where all, teachers and administrators could learn and succeed. Although conflict was a natural part of human existence, many teachers and administrators lacked the skills necessary to effectively resolve conflicts. However, they could learn new conflict skills and could learn to rely upon them when in conflict situations. Teachers could quickly learn to use effective problem-solving concepts and skills, if they were given an opportunity to practice the new skills. People in authority could also learn and implement effective problem-solving skills. The acquisition of conflict management skills empowers individuals to take responsibility for their own conflicts and for the resolution of those conflicts (Terrence Wheeler 1995).

Henderson and Coning (2007) argued that “conflict management is aimed at preventing the conflict from escalating or, if a violent conflict has already broken out, is designed to limit its impact on innocent civilians, and to try and stop the violent hostilities as swiftly as possible”. What the proponent seemed to suggest in simple terms was that, conflict management should not be misconstrued to be aiming at eliminating all conflict or avoiding conflict in totality but largely to minimise its negative impacts. According to Ropers (2002) conflict management had become a major cross-cutting theme during the last few years. Conflict management was the attempt to regulate a conflict by acting to help prevent or end violence. It sought to bring about constructive solutions from which all the parties involved benefited. Conflict was not the problem; it was when conflict was poorly managed that was the problem (Abdul Ghaffar 2013).

The basic principles of conflict management were that conflict was natural, necessary and normal hence, how it was handled or managed determined whether it was functional or dysfunctional, proactive or destructive.

2.3. Sustained dialogue

“Dialogue is a communication process that aims to build relationships between people as they share experiences, ideas and information about a common concern. It also aims to help people take in more information and perspectives than they previously had, as they attempt to forge a new and broader understanding of a situation” (Schirch & Camp, 2007:6). Rather, for

the purposes of this study, dialogue would be defined as “the very act of developing relationships with other people (Shields, 2009:159). It was the two acts of speaking and listening, and brings out new and previously hidden meanings and understandings” (Davies, 2004: 216).

Sustained dialogue is a process of transforming dysfunctional and conflictual relationship. (Lohmann and Till 2011:2). It focuses on practical problems and issues of concern to all participants (they are what bring people together) and simultaneously focuses on the relationships that create and block resolution of those problems. Since sustained dialogue focuses on relationships that divide groups, it operates within a carefully defined concept of relationships. Relationship was defined in terms of five components of interaction. Identity, interests, power (the capacity of acting together to influence events), perceptions and stereotypes about others, and patterns of interaction among those involved. The mission of sustained dialogue was to develop everyday leaders who engaged differences as strengths to improve their schools. Its difference from other approaches of conflict management is its focus on how people relate and in presenting a process that conceptualises how people change their ways of relating. (David Robinson, 2003).

Therefore, this study would present literature review under the following themes: main cause of conflict in secondary schools in Ndola, how conflicts are managed in secondary schools , the extent to which sustained dialogue approach was used in conflict management in secondary Schools and whether school administrators are trained in conflict management method.

2.4. Researches related to the study

2.4.1. Causes of conflicts in secondary schools.

Like any other organizations, schools are said to be influenced by a combination of factors and have their own organizational culture of change and development. According to Kirkwood (2002), various types of conflict that exist in organizations include data conflicts, structural conflicts, relationship conflicts, and interest conflicts. Conflicts can lead to disputes, grievances, lawsuits, complaints, strikes, and disciplinary actions.

Mbiti (1974) as quoted by (fasili 2015). An attempt to redesign a school, in the way that would adapt to the changes within and in the external environment or achieve the goal sometimes results into conflicts. Fisher (1997) noted, "...both individuals and groups have undeniable needs for identity, dignity, security, equity, participation in decisions that affect them. Frustration of these basic needs become a source of social conflict".

Nyamajiwa (2000:4) cited several sources of conflicts as goal incompatibility, unavailable of resources, competition for unlimited resources. Goal incompatibility is said to be the most frequent conflicts in secondary schools. It is where there is lack of agreement concerning the direction of evaluating task accomplishment. Individual teachers may bring with them different time and goal orientation that may create a state of high differentiation. In many cases, conflicts are obvious and visible. Such conflicts could be arguments, perceptions, raised tempers, emotions, possibly even fighting and/or formal disputes (Billisbery 1999:28). From the above stamen, the writer argues that there were also some hidden conflicts which were submerged, however there were also some that were visible.

Hitt. et al (2008), A common cause of conflicts in secondary schools was poor communication, which can lead to misunderstanding and allow barriers to be erected. Probably the best way of preventing conflicts in schools is to ensure good communication. However both too much and too little communication can lead to conflicts. On one hand where there is too little communication, associates do not know enough about each other's intentions goal or plans, and coordination becomes difficult and misunderstandings are more likely to occur, which can result in conflicts. On the other hand too much communication can also cause misunderstanding to the extent of experiencing conflicts. For instance the head teachers should be clear in details when informing the teachers.

Griffin (2012), stated that opposing positions, competition tension, power struggle, ego, pride, and jealous cause conflicts in organisations. Unresolved power conflict usually recycles and escalates to the point of relationship breakdown and termination (Fisher 2000). From the above list, it was clear that everything caused conflicts.

Winfield (2010) argued that the reality was that, the root cause of most conflict was poor communication poor inability of one to control emotions. When there is a clear channel of communication conflicts can be prevented. Griffin (2012) postulated that conflict can improve communication as people feel they were in a position where they feel they need to

voice their opinion and this usually results in the setting up of formal conflict channel to deal with future conflicts.

Kiwia (1984), perceived conflict as the result of the absence of administrators course in conflict management, that lead to poor approach for getting resolution, the essence here was to see that the head teachers of secondary schools were able to meet with the daily routine challenges happening at their service area, strategies used to calm the conflicting parties currently are of negative result or do not help resolve conflict in secondary schools.

Role conflict involved very real differences in role definitions, expectations or responsibilities between individuals who were interdependent in a social system. If there were ambiguities in role definitions in school or unclear boundaries of responsibilities, then the stage was set for interpersonal friction between the persons involved. The emotional intensity is often quite high since people are directly involved as individuals and there is a strong tendency to personalize the conflict.

According to Plunkett and Attner (1989), the sources of conflict include; shared resources, differences in goals, differences in perceptions and values, disagreements in the role requirements, nature of work activities, individual approaches, and the stage of organizational development. Other sources, such as, Individual differences (some people enjoy conflict while others don't), Unclear authority structures (people don't know how far their authority extends), differences in attitudes, Task symmetries (one group is more powerful than another and the weaker group tries to change the situation, differences in time horizons (some departments have a long-run view and others have a short -run view) (Gray and Stark 1984).

Some conflicts in secondary Schools were caused by external factor. These included Government, Trade unions, and even economic conditions (Van WR 1989).

2.4.2 Methods used in conflict management in schools

The key to preventing, managing and resolving conflict effectively is the ability to respond appropriately to the situation. Individuals choose the approach that is appropriate for the conflict situation. Approaches used vary depending on a variety of factors, such as the relationship between the disputants and the importance of the subject of the conflict to each individual.

Dzurgba (2006) opined that “conflicts could be settled through dialogue and also could be persuaded to peace without further problems “.Thomas (1971) examined conflict management strategies by focusing on general strategies used by administrators in an educational setup. Head teachers use competitive and authoritarian methods to manage conflicts. However, there is a definite effort by some head teachers to employ problem solving methods to manage conflicts in schools (Ngongo, Rejoice Phumelele, 1993). The existing strategies, such as the school disciplinary committees are no longer efficient in managing conflicts, therefore, there is need to find ways of managing conflicts among administrators and teachers. In peace studies, peaceful methods of managing conflicts are encouraged so as to create a peaceful environment in which everyone feels comfortable to live in.

Hargreaves and Fink (2003) showed the importance of involving of secondary school head teachers in managing conflicts, since were the administrators on behalf of the government body (government or owners of the school in case of private owned).In that sense the head teachers have responsibilities of managing conflicts, since are the ones who had taken oath to managing schools, in any situation.

Bentley (1996) described mediation as a form of problem solving process, where a neutral third party assists disputes to reach a mutually acceptable agreement. Mediation proves as an effective method because it involves democratic and structured process that enables disputants to resolve their own conflict, with the assistance of trained personnel. Deutsch (2005) argues that mediation follows these steps (a) They establish a working alliance with the parties (b) they improve the climate between the parties, (c) they address the issue, and that (d) they apply pressure for settlement. Miller (2003) saw mediation as the intervention of a third party. The objective was to help parties to a conflict within an environment of controlled communities to reach a solution to their problems.

Umstot (1987:16) listed four strategies that could be used to manage or resolve conflicts as: “avoiding, accommodating, compromising, and collaborating” .This was supported by Hodge and Antony (1991)

In a research, carried out by Kipyego (2009) on conflict management methods used by secondary schools head teachers, revealed that, the most commonly used techniques were smoothing (playing down differences while emphasizing common interests between conflicting parties), avoidance (withdrawal from or suppression of the conflict), compromise

(each party to the conflict gives up something of value) and authoritative command (use of formal authority to resolve the conflict) all in varying degrees .

Thomas (1976).There is no one effective method used in conflict management and even resolution in secondary schools because; each method suits its own conflict situation and most administrators use try and error method. Each of the method identified may be effective depending on the situation.

Bodin and Crawford (1999) maintained that, since a school is an entity which composes of different people with different generational ages then, negotiation must be identified as the best strategies for managing conflicts.

A research conducted by Makaye (2012), in Zimbabwe, revealed that, different strategies have been used in order to address conflict situations between teachers and head teachers in secondary schools, one of them being confrontation techniques. It was done in the hope that the parties in conflict are ready to face each other amicably, and entails intercession and bargaining. Research done by (Salizman, 1979) in Canada also agrees to this method of confrontation. This method brings about dialogue between the conflicting parties.

Ramani and Zhimin (2010) carried out a study on conflict management mechanism used in secondary schools and five main approaches were identified. They include: having regular meetings where the aggrieved parties can air their grievances; inviting resource persons from the provincial education office; dialogue with the parties involved in conflict with the guidance department; regular consultation with to identify areas of conflict; and punishing the involved parties by assigning them harsh tasks, corporal punishment, and giving suspensions. The researcher argues that punishment could not manage nor build relationship. Hence conflicts should just be managed because unmanaged conflict destroyed the schools climate. Canavana and Monahan (2001) argued that unresolved and poorly managed conflicts were a major blockage to school development.

A study carried out by Phumelele (1993), looked into the methods which teachers and principals use to handle student-student, student-principal and student-teacher conflicts in Kwa Zulu secondary schools. It revealed that, teachers tend to use authoritarian and power based methods to manage conflicts with students and teachers. Authoritarian methods rely on coercive and position power to force students as well as teachers to comply. They include punishment and force of different kinds. This study looked at methods that can fuel more

conflict Literature has also shown that authoritarian and power based methods of managing conflict in schools tend to have short term benefits only.

2.4.3. The effectiveness of sustained dialogue approach for conflict management in

Secondary Schools

Sustained Dialogue has its roots in a high-level, U.S. Soviet, now USSR-Russia dialogue known as the Dartmouth Conference, that first met at Dartmouth College in 1960 and in October 2015 held its 137 th session. It focuses on transformation of relationships which enables Sustained Dialogue to be effective in addressing a very wide range of conflict, from a civil in Tajikistan, to tension among Israeli Arabs and Jews, to ethnic and racial tension on 60 College Campuses and high schools around the world and to intra-community and intra-institutional conflicts. (Philip 2015)

A study conducted by Morrison (2007) and McCluskey (2008) revealed that, in Australian, Canadian, United Kingdom, and United States schools, conflict dialogue has been transformational in that it engages hearts as well as minds, and supports development of skills and healthy relationships. For example, on interpersonal communication skills, Sustained Dialogue (SD) gives those most invested in improving school climate the skills and space to generate community solutions to questions such as educational access, although issues related to relationships, race relations, socio-economic tension, gender dynamics, and school commitments don't change overnight, they need continuous talking.

Sustained Dialogue was applied to bring two different races together in a school. Saunders (1999) Stated that, 'intractable problems which divided people could not be solved if people could not relate and communicate with each other. Teachers of colour were less happy than the whites. So sustained dialogue was applied at a school which spreads to other schools and campuses .This inspired a lot of staffs from high schools. There must be a multitude of distinctive voices, these voices must hear each other, and there must be some moments when these voices become 'purely human. In other words, schools must create conditions where multiple voices can be heard and there is mutual listening and understanding of all voices. Similarly, Shields (2009:111) supported the notion of dialogue and connected the idea to educational leadership when she stated, "As educational leaders, we must be present through initiating and facilitating the dialogue that permits all voices to be heard". Thus, a strong need for sustained dialogue is evident, school leaders need to provide space for dialogue to occur.

Dialogue is much more likely to occur if people are exposed to all voices in constant interaction and not just one dominant voice.

Dzurgba (2006) stated that; conflicts could be settled through sustained dialogue and also could be persuaded to peace without further problems. The aim of this approach was to help parties to a conflict within an environment of controlled communities to reach solution to their problems. In conflict, sustained dialogue is an important component of both peace-making and peace-building, for handling conflicts after they arise inside schools and also as a component of education for peace-building citizenship in society. 'Restorative' approaches to conflict, clearly, rely heavily on facilitated Sustained dialogue (Bikmore , 2011) . However, recent research in Canadian schools suggests that Sustained dialogue increased teachers' positive relationships. Participants showed significantly greater motivation to bridge differences and greater increases in empathy.

The International Institute of sustained dialogue (IISD), applied sustained Dialogue in high schools, colleges and campuses. By using sustained dialogue in schools, most relationships had been mended. Teachers were leaders, who should engage differences as strengths so as to improve their schools, Lohmann (2011), postulated that, Sustained Dialogue had been developed and tested in many circumstances, for example in zones of conflicts such as Soviet- US relationships, the civil war in the former Soviet republic of Tajikistan, transitional South Africa, the interaction between the Muslim Arab world and the west Iraq and US, colleges and high schools.

Sustained dialogue had been successful in countries like Botswana where, high schools in Botswana applied Sustained dialogue which helped them bring cultural immersion and service through Sustained Dialogue workshops and trainings (Amy Lazarus 2016).

Sustained dialogue had also been used in South Africa in education sectors during the apartheid e.g. IDASA got involved to discuss race relationship (VOA 2006). In Zimbabwe sustained dialogue was used in talking to the parties who began to relate well. The aim was to reduce youth involvement in violence.

Amy Lazarus (2016) postulated that 91% of teachers who went through sustained dialogue reported thinking critically to improve other's experiences .They reported a high willingness to speak out their identity from (78% to 96%) and engaged to change group norms. A Californian organisational director said 'Thanks to sustained dialogue... we can work

together in ways I never imagined possible” .Given the power in versatile context, there was every reason to see similar results in secondary schools

Secondary schools are the primary institutions where diverse populations meet to prepare for a collective future; they are also logical places to facilitate learning and practice of thoughtful, Inclusive conflict dialogue, as a key element of creating positive, sustainable peace. However, for various reasons schools do not necessarily do so in managing conflicts that arise, schools may emphasize reasserting control through punishment and exclusion. Dialogue in Schools picks up, to try to understand what impedes and supports implementation and sustainability of conflict dialogue practices, within and beyond classrooms, in the current social and political environments of public schools.

The United Nations Democratic Dialogue Project was bringing together ethnic groups steeped in long-standing conflict who are beginning to see each other as individuals (UNDP, 2008).

2.4.4. Training of school administrators in conflict management methods

A head teacher is a manager of the school and is accountable for all the happenings in a school. He or she is in charge of a community of variety of staff and students and it is to her/him that they look upon for guidance and direction (Iravo, 2002). Conflict management methods should therefore be a fundamental part of the schools’ curriculum, discipline approach, and management style (Jones, 2000).

School administration had been adversely affected by lack of knowledge of conflict management. Most administrators handled conflict by a trial and error approach, because there were no specific procedures and methods of resolving conflicts (Olu & Abosedi, 2003). Teachers were not trained in conflict management as extensively as they were in their subject areas. Institutionalizing conflict resolution theory and practices by absorbing them into the administrative and managerial structure of the school, and infusing them into as much of the curricula as possible, would not only help contain costs. It would help everyone in the school (staff, parents, and students) integrate conflict management skills into their lives (Deutsch, M. 1987).

Ideally, all school personnel, parents, and community members should receive conflict management skills training. Although this goal could not be accomplished immediately, it

could be a long term goal of school and community leaders. The more individuals who possessed conflict management skills, the more likely it was that the skills would be valued, modelled encouraged, and used by individuals in conflict situations. Effective implementation of conflict management strategies required various skills and abilities for addressing conflict.

Wheeler (1995). Training in the various skills, assist individuals more effectively in managing these types of encounters. The core abilities and skills included: Orientation skills that was values, beliefs and attitudes that were compatible with effective conflict management. Orientation abilities include: Perception skills with the understanding that conflict lied not in objective reality, but in the perceptions that individuals had of that situation, circumstance, or event. Perception abilities include: Emotional skills include behaviours to manage emotions and feelings such as anger, frustration, hurt, fear, confusion and other emotions effectively. Emotional abilities include: Communication skills include listening and speaking which allows for more effective exchange of facts and feelings. Communication abilities include: Creative-thinking skills enable individuals to find new ways to view and address challenges as they arise.

Substantial training is encouraged (Kreidler, 1984; Bodine et al. 1994; Schmidt, 1994). Training is viewed as necessary due to the difficulty in changing adult attitudes and behaviour. Without sufficient training, there was danger that the adults' words would not match their actions. When the school is doing fine, mostly all the praise go to the Head teacher. So the Head teacher should be able to make sure the school atmosphere was contusive for all the people in that school. An administrator who lets any form of conflict out of his hands was risking trouble. This meant that the school management should create an environment in which members were able to cooperate with each other.

MoE (2015), postulated that education management is top-down in orientation. Decision makers in provinces, districts and schools are looking for solutions to come from the top. As Zambia moves to effect fiscal decentralization, education managers will require support in developing problem solving skills. Most education managers have risen through the ranks without exposure to management practice. Therefore involvement, participatory and dialogue were a fact of managerial life and effective managers must increasingly be skilled in participatory approaches such as sustained Dialogue.

2.4.5. Gap created by existing literature

Studies on sustained dialogue approach in conflict management were completely based on what was obtained outside Zambia. Even though, studies done outside Zambia only gave a general view on the conflict management methods used. For example, (Kipyego 2009), (Phumelele 1993). In countries where sustained dialogue approach was used, it was a success in that people were transformed and relationship built. Literature showed how sustained dialogue as an approach of managing conflicts in secondary schools was used and how successful it was which not a case for Zambia was. For example, (VOA 2006), (Shields (2009:111), (Lohmann 2011) and (Lazarus 2016). Literature also showed that School administrators were not trained in conflict management methods and managed conflicts by trial and error ,this could have been the reason why in most secondary schools ,conflicts were not reducing ,except that teachers were transferred and surrendered every time (Olu & Abosedi, 2003). This gave a reason why this study was carried out

Summary

The chapter presented literature review related to the study on Sustained dialogue a means of managing conflicts in secondary schools .This chapter presented the concept of conflict, conflict management, dialogue and sustained dialogue in general so as to give an overview understanding of the concepts. The chapter further addressed the concept of conflict management and sustained dialogue as used in schools, where it has been used and how successful it has been, from international and African perspective and finally a summary of the chapter.

From literature reviewed, most conflicts were caused by lack of communication between teachers and administrators, financial issues, role conflicts, responsibilities and many more. It was noted that there was no literature on Sustained dialogue in Zambia except outside in countries such as U.K, Canada, Australia, and also from Africa in Botswana, South Africa and Zimbabwe. Where ever, this approach was used, it was a success. Literature also showed that school administrators were not trained in conflict management skills; hence conflicts were managed and resolved through trial and error. The next chapter presents the Methodology.

CHAPTER THREE

METHODOLOGY

Overview

This chapter presents the methodology as used in the study. A research methodology is defined as various steps that pertains the rationale to data collection. It entails steps or sequence that is followed in a research study (Cooper and Schindler 2014). This chapter presents the research approaches which include the research design, target population, sample size, sampling procedures and research instruments. It further addressed data collection procedure, validity and reliability of instruments, ethical considerations, data analysis, and finally the summary of the chapter.

3.1. Research Design

According to Bless and Orodho (2003), a research design is a scheme outline or plan that is used to generate answers to research problems. In this study a descriptive research design was preferred. A descriptive design attempts to describe characteristics, of subjects, phenomenon, opinion, attitude preferences and perception of person of interest to the researcher (Orodho 2009). As argued by Duncan et al., (2009) it is advisable to choose a qualitative research approach when one is unsure of what answers to expect and also when one wants to maintain an open realm of response. It is a way of organising educational data and looking at the object to be studied as a whole (Kombo and Tromp 2006:72). This design helped the researcher to gather accurate information from Head teachers, heads of departments (H.O.Ds), teachers, counselling teachers and the DEBS on sustained dialogue method in conflict management, in Secondary Schools.

3.2. Study Location

The study was carried out in Ndola. Ndola is a city found on the Copperbelt in Zambia. It is the third largest city in Zambia and second on the Copperbelt, with 451,246 inhabitants. Copperbelt is divided into two regions, namely the southern region where Ndola is found and the Northern region. It is therefore surrounded by four districts, which are Kitwe and Mufulira to the north, Luanshya and Masaiti to the south. The district is made up of nine Zones and is found in the ninth zone. Ndola is an industrial and commercial centre of the Copperbelt, Zambia's copper- mining region. It has a total of 227 schools with a total number

of 3085 teachers. From which 18 are secondary schools with 2720 teachers which is the target population for the study.

3.3. Target Population

A population is a group of individuals, objects or items from which samples are taken for measurements (Kombo and Tromp 2014). The target population of this study comprised of the District Education Board Secretary, all head teachers, all heads of departments, Teachers and Guidance and counselling teachers in public secondary schools in Ndola District. There were 18 secondary schools in Ndola district with a total population of 18 Head teachers, 18 counselling teachers and 2,720 teachers.

3.4. Sample Size

A sample is a subgroup of the target population studied for the purpose of generalizing about the target population (Creswell, 2008). The population for the study came from five selected secondary schools with a population of 5 Head teachers, 20 Heads of departments, 10 Teachers, 5 counselling teachers and the District Education Board Secretary (DEBS) at the time of study. Hence, the total sample size was 41 respondents with 8 respondents from each school.

3.5. Sampling Procedure

Sampling is a process of selecting numbers of individuals or objects from a population such that the selected group contains element representative of the characteristics and in the entire group (Orodho and Kombo 2002). This study used purposive sampling to identify participants in the study. According to Kothari (2003), purposive sampling is applied where the researcher intends to pick subjects that satisfy a given criterion. The choice of the DEBS, head teachers, and heads of departments, teachers and counselling teachers was guided by this sampling technique. These categories of officials in the school were purposively selected because they were key persons believed to be reliable for the study, participants were assumed to be information-rich, and they were to provide research sought data as they are involved in the administration of their respective schools as well as in conflict management. A purposive sample is obtained when a researcher uses his expert judgement based on available information to choose the sample for the study. According to Kombo and Tromp (2014:82), purposive sampling, purposely targets a group of people believed to be reliable for the study. The study also used convenience sampling procedure. Convenience sampling was

also used in this study. It is based on using people who are a captive's audience; these are people that the researcher meets haphazardly (Kombo and Tromp 2014). In this case, the sampling procedure was used to sample the heads of departments and disciplinary teachers.

3.6. Research Instruments

This study used two research instruments, an interview guide (see appendix A and B) and an electronic recording system. It used a semi structured interview guide. Semi structured interviews are based on the use of an interview guide (Kombo and Tromp 2014). Interviews are person to person verbal communication in which one person asks the other intended questions so as to get information. According to Mugenda and Mugenda (2003:83) 'an interview is an oral administration of a questionnaire or an interview guide' which makes it possible to obtain detailed information required to meet specific objectives of the study, as one question provokes the other question for more details. This was supported by Taylor and Lindlof (2000) who stated that 'the advantages of semi structured interview guide is that it allows for new questions to be brought up during the interviews as a result of what the interviewee said. The reason for using semi structured interviews was that semi structured interviews may help the researcher to gather in-depth information and that the researcher may get a complete and detailed understanding of the issue under research. Semi structured interviews guide were administered to the DEBS, head teachers, heads of departments, teachers and counselling teachers as they fitted the purpose of the research. Semi structured interviews were used so as to get the respondents give more information. The researcher was able to ask follow up questions which were not listed on the interview guide.

The study also used an electronic recording system with permission from the respondents so that the interview could be played over and over again during data analysis. This helped in having accurate and exact data as and when needed.

3.7. Data Collection Procedure

The researcher sought an introductory letter from the University of Zambia and a research permit from the Ministry of General Education through the District Education Board Secretary (DEBS) in order to facilitate interviews with the selected informants (see appendix C and D). Once permission was granted the researcher booked appointments with the selected

schools through the head teachers, which was verbally granted. The researcher visited each of the sampled schools and collected data using personal interview.

3.8. Reliability and Validity

Validity of the test or instrument is a measure of how well an instrument measures what it is supposed to measure. Reliability on the other hand is a measure of how consistent the results from an instrument are (Ndhlovu 2012). In order to ascertain reliability of the instrument used, respondents' validation was done by verifying the responses given by different respondents. In order to ensure that the results were valid, the researcher compared the respondents responses with those of the other respondents obtained. For example, data collected from the school administrators was compared to the data collected from the DEBS, teachers and guidance teachers.

3.9. Ethical Considerations

Ethical issues are a matter of principled sensitivity to the right of others and that while truth is good; respect for human dignity is better (Cohen 2007).

3.9.1. Researcher and participants Relationship

Before conducting this study, the researcher sought permission from the District Education board Secretary (DEBS) and head teachers of the selected schools for the study and from the respondent for recordings (See Appendix C and D). The researcher scheduled the work based on appointments obtained from school heads. Respect, treating respondents fairly and confidentiality was the basic guiding principles at all stages of the research as the researcher ensured privacy during interviews because it was ethical to do that. Principle of respect is the most important ethical issue which require strict adherence (Wimmer and Dominick 1994).

3.9.2. Assurance of Confidentiality

Before an interview, verbal consent was sought from all the participants. For example, the participants consent to use an audio recorder for an interview was sought before interviews were conducted. The researcher therefore, assured the respondents that their responses to the questions were to be treated confidentially and that the information collected was for academic purposes only.

3.10. Data Analysis

Data was analysed thematically, this is where the findings were categorized and reported in emerging themes. As defined by Watson (1994), qualitative data analysis is a systematic procedure followed in order to identify essential features, themes and categories. It was interpreted at two different levels. Firstly, the first interpretation was done by the participants themselves as they narrated their experiences. Narratives were used to further present the data (Nzeneri, 2002). Secondly, the researcher interpreted the participants' responses statistically in form of tables, bar charts and pie chart which was used to facilitate the interpretation of the findings.

Summary

The methodology was presented in this chapter. This includes, research design which was descriptive research design, target population which includes the DEBS, all head teachers, heads of departments, teachers and guidance and counselling teachers. The sample size was 41 respondents with 8 participants from each school, the study adopted purposive sampling procedure because the researcher wanted to meet the key informants. The research instruments used were semi structured interview guides and an electronic audio recorder. Semi structured interviews were used so as to get the respondents give more information. The researcher was able to ask follow up questions which were not listed on the interview guide. It further presented data collection procedures where the researcher sought permission from the University of Zambia and the DEBS office. Ethical considerations were observed and data collected was analysed thematically and finally the summary of the chapter was presented. The next chapter will present the research findings.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

Overview

This chapter presents the findings of the research on sustained dialogue approach in conflict management in five selected secondary schools in Ndola district of Zambia. In order to hide the identities of the schools and the participants, the schools were identified by referring to them as School 1, School 2, School 3, School 4 and School 5 while the participants were identified by their positions in schools, namely Head teacher, HOD, Teacher and Guidance and counseling teacher. The presentation of the findings was done under headings drawn from the objectives of the research. However, there were also headings to do with the demographic information relating to the participants classified under the following: age, sex, marital status, highest qualification, years' of experience in their positions. Other headings included: respondents' views on causes of conflicts, conflict management methods, extent to which sustained dialogue approach was used in schools, training of administrators in conflict management. The findings of this study aimed to address the four research questions, namely:

- i) What are the main causes of conflicts in secondary schools in Ndola district?
- ii) How are conflicts managed in secondary schools in Ndola district?
- iii) How effective is Sustained dialogue approach in conflicts Management in secondary schools in Ndola district?
- iv) Are school administrator trained in conflict management methods?

4.1. Demographics of Respondents.

The table below 4.1 shows the frequency of the participants. In this study the number of participants was drawn from the target population from which the sample size derived. The frequency of participants was forty-one (41) from five selected secondary schools, from which, five (5) were head teachers, twenty (20) were heads of departments, five (5) guidance teachers, ten (10) were teachers and one (1) District Board Secretary. The percentage valid was 100 with cumulative percentage of 100.

Table 4.1: Frequency and percentage distribution of participants according to Position in the Ministry of General Education.

Participants	Frequency	Percent Valid	Cumulative Percentage
Head teachers	5	12	12
HODS	20	49	61
Guidance teachers	5	12	73
Teachers	10	24	97
DEBS	1	3	100
TOTAL	41	100	100

4.1.2. Level of Education of the Participants

Table 4.2 presents information on the level of education of the participants which was obtained from the research question 4 of section one of the interview guide (see appendix A and B). The District Education Board Secretary had a master's degree, two (2) head teachers had Masters' degrees while the other three (3) had Bachelor's degree. For the HoDs eighteen (18) of them had Bachelors' degrees whereas two (2) had diplomas. Four (4) of the Guidance and counseling teachers had degrees while one (1) had a diplomas. For the teachers eight (8) had degrees and two (2) had diplomas.

Table 4.2 Frequency distribution of participants according to their positions and Academic qualification

Participants	Master Degree	Bachelors Degree	Diploma
DEBS	1		
Head teachers	2	3	
HODS		18	2
Guidance teachers		4	1
Teachers		8	2
TOTAL	3	33	5

4.1.3. Age Group and Gender of the participants.

In this study, information on gender was obtained by looking at the respondents and the ages of the participants were sub-divided into three age groups. The interview guide section I, question 1 showed the questions from which data came from (see Appendix A). For the head teacher, 3 were male and 2 were female with their age ranging from 40 to over 50 years. There were also 12 female HoDs and 8 males and their age ranged from 30 to 50 years. Out of 10 teachers, 6 were male and 4 were female, these fall under the age group of 30 to over 50 years and this was a case for guidance and counseling teacher participants who were 3 females and 2 male. The gender of the participants under study from the 5 selected schools was presented in Table 4.3

Table 4.3. Frequency distribution of participants according to their Age group and Gender

Respondents	Age		30 - 40years		40 - 50years		Over 50years	
	Gender	M	F	M	F	M	F	
DEBS				1				
Head teachers			1	2	1	1		
HoDs		3	3	4	5	1	4	
Teachers		2	2	3	2	1		
Guidance Teachers			1	1	2		1	
		5	7	11	10	3	5	

4. 1.4. Years of Experience of the participants in their positions

The participants had varying years of experience in their respective positions.8 participants had worked in the Ministry of General Education between 0-5 years while 19 participants worked between 6-10 years.Additionall,6 participants worked between 11-20 and 8 participants worked 21 years and above. The years of experience of the participants under study from the 5 selected schools were as presented in Table 4.4.

Table 4.4. Frequency distribution of participants according to their position and the Years of Experience in the Ministry of General Education.

Respondents	0-5 years	6-10 years	11-20 Years	21years and above
Head teacher	1	3		1
HOD	4	12	4	
DEBS				1
Teachers	2		2	6
Guidance teachers	1	4		
TOTAL	8	19	6	8

4.2. Research Question One.

In this section findings on the causes of conflicts in secondary schools in Ndola district of Zambia were presented. Each of the five (5) schools was presented as a case separate from the others, and then the findings from the schools were analyzed in relation to the findings from other schools. In presenting the findings from the schools, the views of the participants emerged into themes and were presented accordingly. These include, Lack of commitment to work by some teachers, favouritism and nepotism, lack of proper communication between teachers and the administration, misappropriation of school funds by the head teachers, lack of management skills by the persons in authority, lack of respect and belittling of others and change. All findings presented in this section were related to Research Question 1 from section II of the interview guide (see Appendix A)

What were the main causes of conflicts in secondary schools?

4.2.1. Lack of commitment to work by some teachers

The Head teachers were asked question 5 of section II of the interview guide (What could be the main causes of conflicts in your school?). The researcher asked this question so as to have an understanding on what causes unrest in schools. The head teachers indicated that;

Some teachers lacked commitment to work to such an extent that they reported for work not knowing even what they were to teach, for example, no lesson plan, no schemes of work, marking of books, exams and preparing report forms on time and so on. He further indicated that it was not the

teachers that caused conflict but that some HoDs were not willing to do their job and left the duty of supervising the teachers in their departments in the hands of the deputy head teacher. For example absenteeism and absconding from work.

The Head teacher for school two was clear in his response which indicated that:

Teachers left school when they were supposed to be in class teaching, and went to attend to their personal business without the concert of the administration and this is a source of conflict with the school administration

4.2.2. Favouritism and Nepotism

Favouritism and nepotism were other causes of conflicts in secondary schools in that most administrators seemed to favour certain teachers and this was seen in different ways. In some schools some teachers were to benefit from the events that occurred within and outside the school. In most cases old teachers felt the administration was favouring the new teachers resulting into misunderstanding between old and new teachers in school. For example, when there were workshops, meetings and other gatherings it was the same teachers who attended. Some were not confronted by the administration even when they did something wrong the administration would still support them. A teacher from school four explained and was supported by one of the teachers from school 5 who said that;

Administrators did not treat teachers well and not equally, she gave a situation that two teachers made mistakes while preparing a mock exam paper, the head teacher used different comments on the same such as being careless and not been serious, the teacher was strongly warned while the other was just told to be observant next time.

This brought a conflict between the strongly warned teacher and the head teacher which later shifted and became between the favoured teacher and the unfavoured teacher. One teacher pointed out that , permission was a source of conflict in that some school administrators did not want to reason with their teachers .Some teachers were granted permission to go to school while others were not , resulting in to removing them from the payroll. The respondent further said some teachers were so important than others. A teacher from school three indicated that;

They had a teacher who reported for work in intervals, this teacher goes to Tanzania to fetch vehicles for people, when he reported back for work; no

action was seen from the administrators. At the same time those who reported late for work were easily identified and confronted.

Six teachers had similar points and one teacher from school 1 said;

APU had also resulted into a number of conflicts as most teachers were for money, incentives, and workshops as they attracted allowances. Some teachers had more classes than others, For example one teacher had a difference of ten periods because he was in charge of APU. A query came when allocating APU classes to teachers, and the issue was when sharing the cake

Three HoDs from school 1 and four and 3 teachers had a similar point in common and one of them indicated that;

People fought for positions and the few that were there were not distributed equally, being a grade one school it had a lot of responsibilities, those that attracted allowance. For example sports master, clubs and APU coordinators and others. Such responsibilities were given to the same people while others also wanted to hold such positions, hence conflicts.

Favouritism had contributed to a bad working atmosphere, to the extent that groups formed in schools.

4.2.3. Lack of proper communication between teachers and administration

When the same question 5 of section two of the head teachers and HoDs interview guide was asked, one head teacher indicated that some HoDs would leak information before it was officially announced. In most cases during management meetings a lot of issues were discussed including appointments, secondments and other promotions. Some HoDs leaked information to the teachers concerned before the teacher involved was approached. With time the appointment changed due to circumstances while the teacher was waiting for the position to come, the moment that information was not confirmed true or the other teacher was appointed instead this resulted into conflicts among teachers, HoDs and administrators. He stressed that good communication channels would prevent the conflicts that prevailed in our secondary schools. The head teacher from school two had this to say;

Administrators had not effectively communicated to teachers. Bringing suspicion and causing teachers to rise against the administration.

The same question was asked to the HoDs and their responses were the same as those provided by the head teachers. One of the HoDs affirmed that;

The head teachers gave permission to the teachers without the HoD's consent. This resulted in to a misunderstanding between the Head teacher and the concerned HoDs and also between the teacher concerned and the HoD due to lack of communication

The HoD from school 4 expressed his disappointment to what had happened at his school. When she was asked what could be the causes of conflicts in her school. She gave an example of a conflict that occurred between the head teacher and the deputy head. He said that;

A circular came from the Ministry of General Education asking all schools to submit the names of all the teachers who were acting so that they can be confirmed. At that time the head teacher was not in school and the deputy head was not aware of the heads absence, he called the teachers concerned to fill in the performance appraisal system (PAS) papers for confirmation because they were needed the following day. Unfortunately one of the HoDs passed through the office and saw those papers on the table, in few minutes time the head called the deputy instructing him not to give the APAS forms in her absence, a conflict between the head teacher and the deputy head arose that resulted from poor /and or lack of proper communication and the issue reached the DEBS office for a solution.

In addition to what the HoDs and teachers said, lack of proper communication had caused a lot conflicts in secondary schools. The DEBS indicated that;

Certain information that concerned teachers was not availed to them for example a teacher was supposed to attend a workshop on a certain date but came to learn about it after the due date while the head teacher was aware about it. Such cases have contributed to a lot of conflicts that had been reported to this office. As a result there had been very bad relationship between the head teacher and the teacher, affecting the pupils as well.

4.2.4. Misappropriation of school funds by the head teachers

The question of causes of conflicts in secondary schools brought out a lot of answers including the misappropriation of school funds. About 18 respondents said, financial matters were another source of conflict in secondary school as there was lack of briefings on the way money was being used. The Head teachers did not want to follow the layout principles of budgeting. They ended up misusing the school money because they wanted to satisfy themselves at the expense of other people. On the other hand, some head teachers perceived conflicts in educational administration with absence of needed financial resources. Shortage of finances made it hard for head teachers to forge ahead in educational activities that included sports, exhibitions, games and others especially those that attracted an allowance. In view of the responses, this was what one of the head teachers had to say on financial matters;

Lack of funds made it very difficult to run the schools which teachers could not understand. Whenever there was no money in school it was believed by everyone that the head teacher was stealing money but failing to understand that parents also were a problem when it came to payments as well as the number of pupils enrolled mattered.

4.2.5. Lack of management skills by the persons in authority.

Another cause of conflict in secondary schools as indicated by the respondents was lack of managerial skills. 20-25 respondents expressed the view that, lack of management skills by the person in authority e.g. head teacher and HoD, had resulted in to failure to handle different problems in schools. This was coupled by bad leadership styles. Head teachers did not want to consult, they believed they knew everything. This resulted into making mistakes that brought about conflicts. Among the respondents one had this to say;

Head teachers displayed poor leadership qualities that created conflicts in most secondary schools. The head teacher could not even respond to certain issues as quick as they were expected by the other School members. The respondent further explained that at one time they had an incompetent head teacher who could not handle all school issues well, this caused us a lot of problems, and this scenario forced us to demand for the removal of the head teacher from our school.

4.2.6. Lack of respect and belittling of others

Another cause of conflict in secondary schools was belittling and lack of respect for others, when the question was asked to the teachers and HoDs on what were the causes of conflicts in secondary schools, about 10-15 participants brought out the issue of lack of respect as well as belittling of others by authority. It was said that some head teacher looked at other members in school as children despite those teachers being older than the head teachers themselves. Respect should be a two way thing, it should not be upward nor downwards but should balance, this resulted in to friction between teachers and administrators. For example there was a situation where an HoD felt not respected by his subordinate teachers when a teacher was given a charge letter surprisingly the teacher also gave the HoD a charge letter, this resulted into conflict between the teacher and the HoD as well as the teacher and the administration where the teacher felt the administration had favoured the HoD.

Among the respondents one of the HoDs clearly indicated that;

Some administrators were young in the system as well as by age; they were in the office at a tender age because of either the papers they acquired or through relationship. Because of that, they were not mature enough and handled issues childishly causing conflicts in school.

4.2.7. Change

Head teachers in all the 5 schools were required to give reasons for the causes of conflicts in their schools as one of the questions from the interview guide for head teachers (see Appendix A). In their explanation 3 head teachers expressed their views by bringing out change as one of the causes of conflict. Change as a cause of conflicts in secondary schools had a double face. One of the head teachers indicated that;

In his school, due to a lax type of attitude that he found, he thought of bringing about change so as to reduce late coming and promote punctuality which was to be followed by both pupils and teachers. However, that change was met with resistance from the teachers, to an extent that higher educational authorities had to intervene. Teachers decided to report the head teacher to higher authorities because they constantly reported late for work and the head teachers took a reaction of locking the school gate. This brought about a misunderstanding between the teachers concerned and the head teacher.

On the other hand 9 teachers indicated that change was a catalyst for most conflicts in secondary schools in the district, the teachers further explained that some administrators think that, imposing rules on teachers was one way of making teachers obey them. This was what one of teachers had to say;

One of the administrators was brought to our school, she thought she was a very good administrator because of her harshness as she thought she was better than the previous administrator. She wanted to bring change in a way that ended up frustrating everyone, she said, she would choose people who were ready to obey her. She further said she would make sure that all long serving teachers were transferred as they were sources of conflicts in school. This brought tension in school as those who seemed to be friends to her were enemies to the rest of the teachers and there was division in school.

Another cause of conflict as alluded to by the respondent, was a situation where teachers did things without the concert of the head teacher. The DEBS related this cause of conflict in schools to the failure of teachers to meet the dead line for submission of their teaching files as well as dead line for the duties assigned to them. This brought tension between the concerned teacher and the administrators in schools. The DEBS indicated that;

Imposition of rules and strict deadlines for various activities as well as inability to perform tasks assigned (failure to meet deadlines); this in most cases happened as a result of teachers lacking seriousness. Most work exceeded deadlines, so the moment the school administration imposed deadlines; it became an issue between them and the teachers concerned hence conflicts. In this case a teacher was considered to be lazy.

4.2.8. Differences in perception

Another cause of conflicts in schools according to the DEBS was differences in perceptions between the school management and the teachers over certain issues in the school and laxity in implementation of school policies set by the Ministry of General Education. The respondent explained that;

Most administrators tended to feel they knew everything from the way they did things. When certain issues are availed to the teachers they start debating or arguing over such issue for example, the 8 hour policy had brought a lot of conflicts in schools because teachers felt , 8 hour policy was for head

teachers This had also coupled with the log in and out policy. Concerned with the "know it all" attitude by some administrators, were the dictatorial tendencies on the part of some school administrators; the DEBS pointed out that "some administrators have been said to be dictators where they want to do everything by themselves Most teachers find it difficult to work with such administrators." What such administrators said was viewed to be final.

4.3. Research Question Two.

Research question 6 in the head teachers' interview guide required school administrators to identify and explain the methods that they used in managing conflicts in their respective schools. The findings concerning conflict management methods were presented as obtained from the participants. Some of the methods used were: negotiation, experience, through school activities and through guidance and counseling .All these methods emerged as themes from the findings. Each of the five (5) selected schools was presented, and then the findings from the schools were analyzed in relation to the findings from other schools.

4.3.1. Managing conflicts through negotiation

From the findings on how conflicts were managed in secondary schools, one of the methods used by administrators to manage conflicts in their respective school was negotiation. This approach was used by three administrators, this is where administrators talked to each individual teacher concerned and listened to both of them carefully. Later the two conflicting parties were talked to so as to find a solution to the problem.

One of the head teachers gave a situation that happened in his school and how he applied negotiation in managing a conflict, this is what he had to say;

There was a situation where by one teacher in the department used to consult the other teacher on certain topic he was not clear about. It happened that it became a trend, whenever that teacher had a problem with a certain topic, he would consult. The consulted teacher shared with the pupils on the consultation part. Pupils started comparing the two teachers which resulted into a conflict. Negotiation was used to manage this conflict that arose.

4.3.2. Managing conflicts through Experience

In addition to the findings from the school administrators on the methods used for managing conflicts in secondary schools, experience was one of them that the administrators used for managing conflict in schools. Two head teacher from school 1 and 4 mentioned in their explanations that, experience as a conflict management approach was effective in that they have been able to managed conflicts using experience and positive change had resulted. The head teacher from school five further indicated that the above method worked well in most cases .He stressed that,

Conflicts were managed through experience, after teaching and heading different schools for a long period of about 21 years, one would gain experience on how conflicts should be handled .In this case experience was used because conflicts that occur in secondary schools were similar . Teachers have been warned and those who failed to change were surrendered to the DEBS office so as to end the conflict.

In managing conflicts through experience, early warnings were used just to help teachers understand their mistakes. This was used in situations where there were possibilities of occurrence of conflicts. For example late coming, late submission of teaching files and lack of commitment to duties. Apart from that, early warnings were used to avoid conflicts from occurring especially on occasions concerning different behaviors that brought animosity in school.

4.3.3. Managing conflicts through activities

In some schools, conflicts were managed through different activities that included: faith sharing during staff meetings and retreats. The other three HoDs from School one had similar responses on how they managed conflicts in their school. One of the Hods had this to say;

Conflicts were managed through different activities such as retreats, faith sharing during staff meetings. The term was evaluated by looking at what life was giving and not life Special outings were also used where relationships were built through interaction despite peoples' positions.

The head teacher from school three affirmed that, the above methods of managing conflicts in school was effective in that they worked so well such that conflicts of a similar nature did not reoccurred. One of the HoDs supported the notion that; Retreats were used as a way of managing conflict as it controlled stress and helped people reflect especially on certain causes

of conflicts. Social outing on the other hand helped vent out stress and made one loosen up. It also built relationship between people/individuals because people did not look at positions; instead, they interacted to the fullest.

4.3.4. Managing Conflicts through counselling

In the counselling section conflicts were also managed to help parties resolve their conflict through an amicable way. One HoD affirmed that, would like to find out from the teacher what the problem was and what had caused the problem then guided the teacher in relation to the conflict on how to go about it. In other words this could be peeling the onion. One of the counsellors stated that;

In case of smaller disputes, teachers involved were called and counselled, the root cause of the conflict was identified and advice was given. In case of a conflict between the teacher and administration, at school level, the three man committee were involve, this include representatives from the three Unions (SESTUZ,BETUZ AND PROTUZ)so as to came up with a strategy then bargain with a bigger group and later came up with a solution which would be tabled. The district also was involved in cases that involved teachers and the administration as well as teachers and teachers if not resolved at the school level. Where teachers felt the head teacher had failed to resolve a dispute, outsiders would arbitrate (for example the DEBS) .Depending on the type of conflict, some conflicts were just avoided or ignored.

Concerning conflict management methods used in secondary schools, just as what the head teachers and other participants had alluded to, the DEBS also affirmed that;

Conflicts were managed through arbitration. This was where the DEBS came in to resolve a conflict by giving a final judgment to the conflicting parties who had no control over it but to accept. The respondent also transferred teachers from one school to the other so as to create a peaceful environment. Having regular meetings, where the aggrieved parties involved could air their grievances and dialogue with them was another method he used to manage conflicts in the district.

4.4. Research Question Three.

Research question 11 of section iv in the head teachers interview guide required the respondents to give their own understanding of sustained dialogue while question 12 of the same section required respondents to explain whether sustained dialogue was used for managing conflicts in their respective schools or not. From the same section question 13 also required respondents to explain how effective sustained dialogue approach was in managing conflicts in secondary schools. The respondents gave their own understanding of sustained dialogue as a process of discussing an issue, finding a solution without hating any party involved, discussions after resolving continued so that conflicts did not reoccur. It was also defined as a continuous discussion which would be applied with or without a conflict so as to create an atmosphere that would accommodate everyone in a work place.

4.4.1. Sustained Dialogue as used for conflict Management in secondary Schools

Most head teachers, 3 of them indicated that Sustained dialogue was an approach in conflict management which they applied whenever there was a conflict in school. For instance 3 head teachers had similar understanding of sustained dialogue, one of them had this to say;

It was an approach used after a conflict has been resolved as well as to build relationships. It helped People involved realize their mistakes until the best behavior was gotten out of it and gave them a chance to change.

The head teacher from school 2 added that sustained dialogue approach normally brought situations under control. The method was so effective in that it helped manage several conflicts. . Most participants agreed that, the approach was used to a lesser extent. The three man committee (SESTUZ, BETUZ and PROTUZ) was also involved whenever there was a conflict between a teacher and the administration. School 2 head teacher affirmed that:

Mostly conflicts were managed by calling the parties involved, If no change was evidenced such teachers were formally charged by writing to them. The respondent asserted that dialogue on its own was not effective because it was limited to just talking. Therefore something more was used for instance, a charge letter. One of the HoDs added that, dialogue was used whenever a conflict emerged between and among teachers in his department. He would mediate at departmental level and where it failed he took the issue at hand to the office so it became administrative. In a situation where a conflict was

between a teacher and HoD, the office handled it and mostly the same approach was used.

The respondent emphasized that dialogue could be encouraged as it aimed at bringing the parties together and establish the source of the conflict and then dealt with that.

4.4.2. Sustained dialogue not applied in conflict management in schools

From the same question of the extent to which sustained dialogue was used in secondary schools, The majority respondents about 90% of the respondents disagreed that they did not use sustained dialogue as a conflict management approach in their schools instead they used mediation, arbitration, experience and trial and error. Hence sustained dialogue was used on a lesser extent. Another HoD from school 4 further explained that;

Sustained dialogue was not applied as intended in the sense that just after finding solution, that marked the end of sustained dialogue, he said, sustained dialogue should continue even after conflicts in order to build relationships but this was not the case in schools. It was one of the best approaches if well implemented.

Nine teachers gave their views and said that;

Sustained dialogue was not used at all in schools except when there was violence that was when the head teacher would call the conflicting parties and sat them down to dialogue, and that is when it was emphasised during meeting.

Additionally, one of the teachers said that;

Conflicts were not managed at all until it became extreme. He gave a situation where two teachers could not understand each other, the head teacher was aware as well as the HoDs and even the rest of the teacher. No one could talk to them to find out what the problem was not until they fought that was when the head teacher called them, this showed that conflicts were not managed. From school 5, the guidance and counselling teacher responded that, the method was used just during the process of resolving conflict.

The guidance and counselling teacher further indicated that sustained dialogue was not applied in school at all. He emphasized that there were a lot of teachers who had gone on transfer. She stressed that;

Eight (8) teachers were given force transfers due to failure to understand each other with the school administration. No sustained dialogue approach was applied in managing conflicts in school because it was not continuous as it was supposed to be. The respondent added that issues were not tabled, instead were discussed in the staff room during staff meetings. The method commonly used was force and arbitration. Starting from a departmental to administrative level, there was no sustained dialogue of any kind. Most issues were tabled in the staff meeting without the culprit being talked to, a person was first talked to before others came to know about but administrators do it the other way round. Most administrators use their own decisions and dictator type of judging issues which left conflicts unresolved.

The DEBS gave his own understanding of sustained dialogue and explained how effective the approach was in managing conflicts, following research question 3, the DEBS defined Sustained Dialogue as a dialogue “where by people keep on talking to each other, until a solution to a problem was found.” The respondent further added that;

Sustained Dialogue was not applied in secondary schools, only when the head teacher went to the DEBS office together with the conflicting party, that's when sustained dialogue was used otherwise, it was not applied in schools at all, with this the researcher was assured.

The DEBS also supported what teachers had said concerning transfers and emphasised that, there were teachers and head teachers who had gone on transfer, although most head teachers were transferred especially when the person was seen to be a good focused head teacher, so that she or he could also help develop other schools, hence such a transfer was on merit. The respondents explained giving reasons for transfers and indicated that;

Due to lack of sustained dialogue in schools, teachers and head teachers were transferred and surrendered to this office. In this case, 11 teachers were transferred from one school to another due to conflict that could not be resolved, and off course one head teachers as well. 8 teachers were surrendered to the DEBS office by their head teachers due to absenteeism, drunkardness, Rudeness, bad working culture as well as lack of respect.

From the findings, it was observed that most of the participants were in agreement that Sustained dialogue approach was not used in managing conflicts in their schools. They

further said that it was not used on a continuous basis. Therefore sustained dialogue was been used in schools to a lesser extent in most of the schools.

4.5. Research Question Four.

Question 14 in the head teachers and HoDs interview guide required the respondent to explain whether they were trained in conflict management. Under this research question, two different groups emerged; one group was trained in conflict management though not in conflict management field but had some ideas and would like to be trained. The other group had not received any training in any related field.

4.5.1. Trained Administrators in Conflict management

Of all the head teachers interviewed, no one was trained in conflict management.

They indicated that they had received some training in management in one way or the other. The training was in different forms; some as part of their degree courses especially in educational management and others through seminars and workshops. They suggested that they together with other administrators (HoDs) be trained in conflict management because conflict were inevitable in life and in all relationships. They further said conflict management skills were very important because in some cases these relationships remain latent and manifest themselves in a discard and a general state of tension that prevailed in schools. Even those who had undergone training in Conflict Management at one time or another had a feeling of inadequacy among them especially those who were trained through seminars and workshops.

Among the HoD from all the five schools there were only two who had been trained in conflict management field. The first one explained that the course was so useful in that it had helped him understand even tiny things that he did not thought of causing conflicts. He further explained that,

By acquiring knowledge in conflict management, he realized that some approaches that were used in managing conflicts might not had been necessary to be applied in education system because they were more dictatorial than restorative in nature. The course also was necessary in that previously he understood conflict in a more confined to education or local level, but now he understood conflict in a more general way even the effects of global conflicts on education. He further explained that, the knowledge

obtained from the course made it clear that conflicts were never resolved hence made it difficult to be managed because teachers involved were merely transferred to other schools.

The other HoD also gave his view to say he was trained in conflict management and found the course to be so helpful. He said the course broadened his mind in the sense that whenever there was a conflict. The knowledge obtained from conflict management methods helped in finding ways of managing as well as resolving conflicts. Conflicts were natural and so the problem was not a conflict but failing to manage it.

4.5.2. Untrained Administrators in conflict management.

The question of training administrator had two faces as explained earlier. Apart from the respondents who received some training, the rest of the administrators indicated that they did not receive any training in Conflict Management from anywhere but had attained conflict management skills through their work experiences, trial and error and the knowledge obtained from guidance and counselling seminars. The head teacher from one of the schools said that,

He had been head teacher for a long period of time off course in different schools. He managed different types of conflict without attaining any conflict management skills, but has been successful through experience.

Teachers highlighted that conflict management should be one of the courses in the curriculum for teachers in teacher colleges and universities to equip teachers and school head teachers with technical human conceptual and diagnostic skills to enable them to handle, resolve and manage conflicts among themselves.

On the other hand when the same research question 4 was asked to the DEBS, he had the following to say;

He was not trained in conflict management. But he recommended that head teachers, HoDs and teachers be trained in conflict Management. The fact that most of the school administrators were not knowledgeable in conflict management, coupled with the absence of laid down procedures for conflict management in most schools Contributed to the high rate of conflicts in secondary schools.

The DEBS stressed that the issue of conflict management methods and sustained dialogue in particular were very important in secondary school administration which needed to be

emphasized because the school system was at a point where effective use of relevant strategies in conflict management could no longer be ignored.

Summary.

The Chapter presented the findings of the study which indicated that conflicts existed in secondary schools due to different reasons that varied from school to school. These included poor communication between teachers and administrators, teacher absenteeism, misuse of school finances by some head teachers, lack of meeting the due dates, lack of respect and belittling of others, Favoritism and nepotism and differences in perceptions among others. The findings further indicated that conflicts were managed through trial and error as most administrators were not knowledgeable in conflict management methods, transfers and movements of teachers from one school to the other were among the methods used to manage conflicts in secondary schools. Very few schools administrators used sustained dialogue approach, but to a larger extent sustained dialogue was not used in managing conflicts instead arbitration, force and experience were mostly used. School administrators were not trained in conflict management extensively making it difficult for them to handle different issue that rose in their schools. The discussion of the research findings will be in the next chapter.

CHAPTER FIVE

DISCUSSION OF FINDINGS

Overview

In this chapter the findings on sustained dialogue as a conflict management approach in secondary schools in Ndola district of Zambia and its effectiveness were discussed. The chapter was divided into four main sections based on the objectives. Section 5.1 discusses findings relating to the causes of conflicts in secondary schools in Zambia; Section 5.2 considered findings to do with Conflict Management methods used in Zambian secondary schools; Section 5.3 was concerned with the use of Sustained Dialogue as a Conflict Management approach and the extent to which it was used in managing conflicts in secondary schools and Section 5.4 examined the need for the training of administrators in Conflict Management methods. The chapter closed with Section 5.6 which discussed the DEBS' office reflections on Conflict Management and the use of Sustained dialogue in secondary schools.

5.1. Major Causes of conflicts in secondary schools

From the research findings it was clear that the major causes of conflicts in secondary schools of Ndola district could be classified into three: teacher caused conflicts, school administration caused conflicts and school community caused conflicts. The causes of conflicts were supported by the conceptual framework figure 1.1, which indicated the causes of conflicts as identity, interest, power and perception from which all the causes of conflict derive from. There were examples of causes of conflicts from the five participants' school. The researcher found that some causes of conflict were similar in each school especially conflicts between teachers and administrators.

5.1.1. Teacher caused Conflicts

The study showed that certain conflicts occurred more frequently than others. There were conflicts in schools which were caused by the teacher as an individual. Most participants noted that conflicts between teachers and administrators frequently happened.

Some teachers could be said to be "trouble makers." They lacked commitment to duty. These teachers had an attitude not only towards the administration but towards everybody: both pupils and fellow teachers. Their negative attitude was seen in their lack of commitment to work, perpetual absenteeism and non-adherence to the values, norms and rules of the school.

This was supported by Plunkett and Attner (1989) who stated that, 'the sources of conflict include; shared resources, differences in goals, differences in perceptions and values, disagreements in the role requirements, nature of work activities, individual approaches, and the stage of organizational development. Other sources, such as, Individual differences (some people enjoy conflict while others don't), Unclear authority structures (people don't know how far their authority extends), differences in attitudes, Task symmetries (one group is more powerful than another and the weaker group tries to change the situation, differences in time horizons (some departments have a long-run view and others have a short -run view).Such teachers even when they reported for work, they reported late and showed no signs of being ready for their classes; they went to their classes with no lesson plans, no lesson notes and no file in which they could keep documents necessary for teaching. This brought about conflict in that the school administration (HoD, D/Head and Head teacher) would not let such teachers go free without reprimanding them on such negligence of duty.

Disregard for authority. This was seen in such situations as a teacher left his/her classes unattended to, teacher left school during working hours to go and do their personal business without the permission of the administrator. This mainly happened in situations where the teachers had not accepted other people's authority. This was seen from the findings where the deputy head asked one the acting HoD to fill in the forms for APAS which the head teacher rejected, claiming it was her responsibility and not the deputy .It simply mean that the head teacher had not accepted the presence of the deputy head teacher in that school hence conflicts. In most schools this had resulted in to head teachers having his own group as well as the deputy head teacher. As seen from the findings where a head teacher want to have only new teachers and appoint teacher of her own. An organisation could only achieve an intended goal if people in that organisation worked together as a team. Selfish attitude, seen in such situations as a teacher always wanted the best for himself at the expense of the school or other teachers. For instance, failing to agree with the school time table until it favours him/her even if it meant rewriting the time table. Some teachers were perpetual complainants who did not appreciate whatever was done in school. To avoid such conflicts the head teachers should involve such teachers in making of the timetable.

5.1.2. School Administration caused Conflicts

Apart from the individual teachers, the school administration could also be a major source of conflicts in school. This was seen in many situations such as non-adherence to the values, norms and rules of the school. As much as teachers were expected to adhere to the values, norms and rules of the school, administrators were also to follow the agreed procedures of doing things. However, this was not always the case; sometimes administrators would want to overlook the guidelines of the school because they did not favor them but the rules seemed to favor the teachers. This was a source of conflict.

Most administrators did not treat their teachers equally. Favouritism was a recipe for conflicts. The findings fall under Griffin (2012) who observed that power struggle, competition, ego, tension, pride and favouritism could cause conflict in a school. This brought about misunderstandings between teachers and administrators. This was viewed as administrators favouring a certain group of teachers which is not supposed to be case. School Administrators sometimes displayed some elements of favoritism for certain teachers within the school. This was seen in the same teacher from the same department attending workshops and seminars, at times other teachers were not even aware that there was such a workshop. It was also seen from two teachers making mistakes on the mock examination papers, where one teacher was strongly warned while the other teacher was not. This caused tension within the concerned department. At times, the head teacher had a preference for new teachers over old teachers and involved the new teachers in school activities more than the old teachers. This brought about feelings of jealousy and resulted in conflicts between the old and the new teachers and also with the Administration. Head teachers who practice favoritisms were catalysts of conflicts in any given school, unfair head teachers tend to disempower competent teachers at the expense of quality teachers. This could be equated to one of the writers Orwell George who wrote a book titled *Animal Farm* in 1945 in London which has become allegory for human nature and our inability to truly be equal as it literally meant that all animal were equal but some animals were important than others.

In most cases conflicts occurred due to change, some school administrators would what to bring about change in school. However the method they use to make other members aware of that change was just to impose, which bought about conflicts. Change was vital in any organisation but it could be important that other members were included so that they also participate in that new idea because they were the ones to implement. This could be supported by Mbiti, 1974 as quoted by (fasili 2015), postulated that , an attempt to redesign a

school, in the way that would adapt to the changes within and in the external environment or achieve the goal sometimes results into conflicts. Fisher (1997) noted, "...both individuals and groups have undeniable needs for identity, dignity, security, equity, participation in decisions that affect them. Frustration of these basic needs become a source of social conflict".

Apart from the above sources of conflict caused the Administration, poor communication by the Administration was seen to be another major cause of conflicts within the school. Some Administrators did not convey correctly what they wished to communicate with the teachers either deliberately or due to lack of good communication skills. Lack of good communication within and outside school by the administrators was also one of the major causes of conflicts within the school. The findings indicated communication gap between the administrators and teachers was as a cause of conflict in secondary schools was supported by Oyebade (2001) who indicated that conflict occurred as a result of communication gap between the management and the teachers. This could be inform of disagreement .Some head teachers even reached an extent of using the power of the pen as said by one of the HoDs. The head teachers failed to communicate to their teachers especially on late coming and decided to write direct to the ministry. Canavan and Monahan (2001) argued that unresolved and poorly managed conflicts were the major blockage to school development. Hence a manager should deal with conflict situation both as a mediator to help resolve and manage conflicts between others and as a participant when he or she was in conflict with someone. On the other hand, if the stakeholders within the school community were not informed of the happenings within the school then they would be left to speculation and guessing. That bred suspicion within the school members and led to conflicts. Belittling and lack of respect for one another was another challenge. This might be between the administration and the teachers and also between teacher and teacher. Some Head teachers lacked respect for their teachers. Similarly some HoDs had no respect for their teachers in the departments. This situation resulted in conflicts between the parties' affected.

Some teachers and HoDs further affirmed that some school administrators misused the school funds. For instance lack of information on how school finances were used in the school. The Administration should be in the lead to brief the teachers on how money was used within the school. From the findings financial matters came out as one of the sources of conflict in the schools under study. Most head teachers did not discuss financial issues of their schools with

their teachers. It was usually the last item on the agenda when the members were tired and unable to discuss the issue in details. Some head teachers were not transparent and accountable in handling the financial issues of their schools, they create conflicts in their schools because of applying wrong managerial skills in planning, budgeting, and expenditure control (Republic of Kenya, 2001). On the other hand, teachers should be able to recognize the fact that schools do not have enough funds to run school programs, from the findings this was associated with the low pupil enrolment.

5.2. Conflict Management methods used in secondary schools

In response to this question, there were many methods used by school administrators for managing conflicts. Most of them noticed that they used each method depending on the situation or case.

From the research findings it was clear that there were many and different approaches used in schools to manage conflicts. Some head teachers used different activities to manage conflicts. This experience was not unique to this head teacher only; many other head teachers, HoDs and Guidance and counselling teachers felt the same way. Even if different activities were used to manage conflicts in schools, there were certain methods that were commonly used in most secondary schools. These included: Dialogue, negotiation, experience, Counselling and promotion of social interaction between the conflicting parties. Through dialogue the conflicting parties were able to negotiate and agree on common grounds of cooperation (Msila, 2012). Dialogue would bring about understanding of the other person's point of view. In a dialogue situation the two conflicting parties were sat down and both sides of the story were heard. Then advice was given to the differing parties. In a counselling situation the conflicting parties were talked to either at individual basis or as a pair. They were asked questions to which they were given the opportunity to respond and express their feelings. The counselor attentively listened to the parties and understood them throughout the counselling session.

Some school administrators used confrontation to manage conflicts. Confrontation seemed to be a good method in managing conflicts but it was one of the dangerous methods because parties involved met face to face, a situation that could fuel violence. A research conducted by Makaye (2012), in Zimbabwe, revealed that, different strategies have been used in order to address conflict situations between teachers and head teachers in secondary schools, one of them being confrontation techniques. It is done in the hope that the parties in conflict are

ready to face each other amicably, and entails intercession and bargaining. Research done by (Salizman, 1979) in Canada also agrees to this method of confrontation. This method brought about dialogue between the conflicting parties. Many methods were applied in managing conflicts this could be seen from the respondents who indicated that, so many activities and other methods were used in managing conflicts in secondary school. Negotiation; sometimes they used collaborative means and subodivative people depending on the situation and the goals of the people involved in the decision.

In a research, carried out by Kipyego (2009) on conflict management methods used by secondary schools head teachers, revealed that, the most commonly used techniques were smoothing (playing down differences while emphasizing common interests between conflicting parties), avoidance (withdrawal from or suppression of the conflict), compromise (each party to the conflict gives up something of value) and authoritative command (use of formal authority to resolve the conflict) all in varying degrees. Bodin and Crawford (1999) maintained that, since a school was an entity which composes of different people with different generational ages then, negotiation must be identified as one of the best strategies for managing conflicts.

There was no one effective method used in conflict management and even resolution in secondary schools because; each method suits its own conflict situation and most administrators use try and error method. Each of the method identified may be effective depending on the situation (Thomas 1976). Effective management of conflicts could lead to outcomes that were productive and enhance the health of the school. Ineffective management of conflict, on the other hand can and frequently does-create a climate that exaccerbated the situation and was likely to develop a downward spiral of mounting frustrations, deteriorating the school climate and increase destructive (Owen 1998).

This study was guided by the group conflict process theory developed by Robins (2003) who indicated that, most organizational conflicts were managed through approaches to conflict management such as negotiations, reconciliation and stimulation. It is therefore clear that conflict management approaches have been applied in most secondary schools. This has been seen from the respondent's views that they managed conflicts through different approaches such as negotiation, arbitration and dialogue.

5.3. The extent to which Sustained Dialogue approach was used in Conflict

Management in Secondary Schools.

From the findings it could be noticed that sustained dialogue as a conflict management approach was not used to a larger extent in managing conflicts in secondary schools. About 70 % of the participants in this study had agreed that the approach was not used all the time. Leaving 30 % of the respondents who agreed that, sustained dialogue was used just to a lesser extent and not as expected. Even those who used it did that unknowingly. Each time there was a meeting, there should be some teachings or reflections that taught about building relationships, respect one another, work as a team, avoid conflicts, dialogue or communicate with each other. It was therefore true to argue that whenever conflicts were managed, using whatever method there was an element of sustained dialogue at work because, besides methods of conflict management such as negotiation, mediation, sustained dialogue was not used in isolation. There was in most cases a component of methods supplementing each other. Even when one was using what may be termed as “purely sustained dialogue” there would be elements of other methods at play.

Sustained Dialogue creates a space for administrators and teachers to convey and exchange not just their contentious matters but also the life experience behind others perspectives. This space made it possible to build an understanding of one another, and also to create unlikely friendship in unlikely places. Sustained Dialogue addresses concrete school problems. Careful attention to creating learning and teaching space for dialogue made it possible for people from different sides of an issue to learn the root cause of the conflict and built better strategies to address root causes of conflicts, this was supported by one HoD that sustained dialogue was important if well implemented.

The participants in this study were in agreement that Sustained Dialogue had not been used very often in secondary schools to manage conflicts. The approach was said not to have worked very well. The participants further explained that, the strength of this method lies in its ability to help in building positive relationships and developing strong and good working teams within the school.

According to the findings, cases that were reported to the DEBS included conflicts between teachers, conflicts between teachers and their head teachers. However, the conflicts that were more frequent were those between a particular teacher or teachers and the head teacher. These include, teachers wanting to do things on their own without consent of the head

teachers, absenteeism from work without informing the head teacher ,teachers illegally enrolling pupils in class and collecting user fees privately without the knowledge of the School administration, teachers not willing to receive advice from the head teacher. Some teachers had a higher qualification than the head teacher bringing about feelings of inferiority on the part of the head teacher or feelings of superiority on the part of the teacher and also reporting for work drunk.

In all the above cases, the head teacher at times brought in the DEBS' to mitigate and mediate since the head teacher may have failed to come up with a workable solution. Thus teachers were surrendered to the DEBS' office for action and intervention. Surrendering of teachers was not a solution to manage conflicts neither transferring them to other schools. Teachers who were surrendered to the DEBS office were given new school. This meant that problems were also transferred from one school to the other. Some head teachers even communicated with their fellow head teachers warning them about the teacher they were about to receive, as a result the head teacher rejected such a teacher who was to be transferred to that school. By doing so teachers were not been helped to understand their mistakes, this was the reason for promoting sustained dialogue so that people could sit and discuss their differences and build relationships. As mentioned by the DEBS, sustained dialogue was not applied in secondary schools; this was a reflection of so many conflicts that reached the DEBS. The conflicting parties were not sat down to dialogue and build relationship after a conflict, the conflicting parties went in different directions which should not be the case, harmony should prevail after conflicts, and people should work together and not in isolation or a situation where by teachers in the staff room did not even talk to each other equally the administrators.

Sustained Dialogue had been used in other countries to address issues of relationships, race, gender, ethnicity, class, sexual orientation, age religion, status. It is therefore important to understand that Sustained dialogue had the ability to make the human dimension of conflict known to those involved, instead of administrators passing laws such as changing rules, charge letters all the time or having administrators changing procedures in managing conflicts, Sustained dialogue sought to transform relationships for the better. A study conducted by Morrison (2007) and McCluskey (2008) revealed that, in Australian, Canadian, United Kingdom, and United States schools, conflict dialogue has been transformational in that it engages hearts as well as minds, and supports development of skills and healthy relationships. For example, on interpersonal communication skills. Sustained Dialogue (SD)

gave those most invested in improving school climate the skills and space to generate community solutions to questions such as educational access, although issues related to relationships, race relations, socio-economic tension, gender dynamics, and school commitments don't change overnight, they need continuous talking.

From the findings, it had been noted that most school administrators concentrated on the problem that occurred when managing conflicts. However, focusing on the problem only and not on the people as well did not help manage conflicts. The emotions involved should first be dealt with because human element was often the problem behind the problem and this needed to be addressed. It took longer to rebuild relationships than it took to break .It also took several conversations to get to the root cause of the conflict to gain clarity and understanding, hence conflicts could not be resolved overnight, and Sustained Dialogue created opportunity to have those meaningful conversations over time.

By using sustained dialogue in secondary schools as an approach in conflict management, interaction can change, identities do not change, but respect for another's identity could become real and no longer mindless hatred fuelling deep rooted conflicts. Realization of other's interest could reveal shared interests. People could see how they needed each other to fulfil their own interests and especially in achieving the school goal. Power over could become power with, stereotypes faded as people sat together in the staffroom, teachers and administrators would stop talking at each other and began talking with each other to solve problems, manage conflicts and actually learn to work together as a school team.

The effectiveness of sustained dialogue approach of conflict management has been supported by the conceptual framework figure 1.1. From the conceptual framework, as designed by the researcher. The diagram indicates that conflicts should be managed through sustained dialogue approach of conflict management in order to enhance a peaceful learning and teaching environment, good performance, order and good relationship. Literature review has shown how sustained dialogue has been effective in managing conflicts in schools.

Sustained dialogue is a peace making approach, it emphasises negotiation between professionals, and it also involves the creation of regular discussions, meetings or retreats. For example self-conscious sponsored meeting organised by experienced facilitator (Sounders 1999). In this case the Ministry of General Education and secondary schools in particular, it could be one from the DEBS office, PEO office, NGOs and /or from peace and conflict department. Speaking and talking to someone was the best way of ending conflict

between teachers and administrators. Sustained dialogue provided the much needed outlet and skills needed to walk a mile in someone's life

Furthermore, sustained dialogue was seen to be a participatory method of managing conflicts where by all the involved parties participate to come up with a common ground of agreement. Therefore, dialogue was not done just once but it was done on a continuous basis. Sustained Dialogue was applied to bring two different races together in a school. Saunders (1999) Stated that, 'intractable problems which divided people could not be solved if people could not relate and communicate with each other. Teachers of colour were less happy than the whites. So sustained dialogue was applied at a school which spreads to other schools and campuses .This inspired a lot of staffs from high schools. There must be a multitude of distinctive voices, these voices must hear each other, and there must be some moments when these voices become 'purely human. In other words, schools must create conditions where multiple voices can be heard and there is mutual listening and understanding of all voices. Similarly, Shields (2009:111) supported the notion of dialogue and connected the idea to educational leadership when she stated, "As educational leaders, we must be present through initiating and facilitating the dialogue that permits all voices to be heard". Thus, a strong need for sustained dialogue is evident, school leaders need to provide space for dialogue to occur. Dialogue is much more likely to occur if people are exposed to all voices in constant interaction and not just one dominant voice.

Dzurgba (2006); states that conflicts could be settled through sustained dialogue and also could be persuaded to peace without further problems. From the findings sustained dialogue was not applied and this gave a reason why there were a lot of conflicts that even resulted into transfers. It meant that administrators did not sit with the conflicting parties to resolve and if that was done then it did not continue so as to build relationships. The aim of this approach is to help parties to a conflict within an environment of controlled communities to reach solution to their problems. Sustained dialogue was an important component of both peace-making and peace-building, for handling conflicts after they arise inside schools and also as a component of education for peace-building citizenship in society. 'Restorative' approaches to conflict, clearly, rely heavily on facilitated Sustained dialogue (Bikmore, 2011). However, recent research in Canadian schools suggests that Sustained dialogue increased teachers' positive relationships. Participants showed significantly greater motivation to bridge differences and greater increases in empathy.

5.4. Training of Administrators in Conflict Management methods.

One important aspect in the management of conflicts in secondary schools was the training of administrators. For the participants in this study out of the five head teachers, none of them had received some training in Conflict Management except two HoDs. This implied that the rest of the participants were managing and resolving conflicts using what they themselves “convention wisdom”, trial and error and others were using “experience as administrators.” However, the participants who had not undergone any training felt they needed to undergo some training since the initial teacher training was not sufficient to enable them function as administrators especially in conflict management. Other participants went further to suggest that the training should not just be limited to administrators but to all teachers since they also needed skills to manage conflicts in their different environments with fellow teachers and pupils. School administration had been adversely affected by lack of knowledge of conflict management. Most administrators handled conflict by a trial and error approach, because there were no specific procedures and methods of resolving conflicts (Olu & Abosedi, 2003). Teachers were not trained in conflict management as extensively as they were in their subject areas.

Most administrators lacked managerial skills as a result, they failed to manage their staff members. For example certain rules were just imposed on the teachers and on the hand teachers could not just accept that. This was seen from the findings where a head teachers imposes rules on the teachers as a way of bringing about change in school. Oyebade (2000) conflicts over the imposition of decision by authority without consultation with the staff members highly occurred. This could be seen from the application of rules in most schools.

Conflict management should not be seen as a skill for only a certain group of people, the managers or administrators but a skill for all. We all need to manage conflicts on a daily basis in our lives and in other peoples’ lives. Therefore in a school setting all teachers must be conversant with ways and methods of managing conflicts. Besides, today’s classroom teachers are tomorrow’s school administrators. From the findings it was observed that conflict management approaches and sustained dialogue be included in the teacher curriculum as a course so as to prepare teachers in school administration. Institutionalizing conflict resolution theory and practices by absorbing them into the administrative and managerial structure of the school, and infusing them into as much of the curricula as

possible, would not only help contain costs. It would help everyone in the school (staff, parents, and students) integrate conflict management skills into their lives (Deutsch 1987).

Conflict management methods should therefore be a fundamental part of the schools' curriculum, discipline approach, and management style: studies have consistently found that the more conflict resolution techniques permeate the atmosphere and curriculum in schools, the greater the decrease in violence, improvement in classroom management, and enhancement of teachers' social and emotional development (Jones 2000).

Ideally, all school personnel, parents, and community members should receive conflict management skills training. Although this goal could not be accomplished immediately, it could be a long term goal of school and community leaders. The more individuals who possessed conflict management skills, the more likely it was that the skills would be valued, modelled encouraged, and used by individuals in conflict situations. Effective implementation of conflict management strategies required various skills and abilities for addressing conflict.

According to the findings, cases that were reported to the DEBS included conflicts between teachers, conflicts between teachers and their head teachers. However, the conflicts that were more frequent were those between a particular teacher or teachers and the head teacher. These include, teachers wanting to do things on their own without consent of the head teachers, absenteeism from work without informing the head teacher ,teachers illegally enrolling pupils in class and collecting user fees privately without the knowledge of the School administration, teachers not willing to receive advice from the head teacher. Some teachers had a higher qualification than the head teacher bringing about feelings of inferiority on the part of the head teacher or feelings of superiority on the part of the teacher and also reporting for work drunk.

In all the above cases, the head teacher at times brought in the DEBS' to mitigate and mediate since the head teacher may have failed to come up with a workable solution. Thus teachers were surrendered to the DEBS' office for action and intervention. Surrendering of teachers was not a solution to manage conflicts neither transferring them to other schools. Teachers who were surrendered to the DEBS office were given new school. This meant that problems were also transferred from one school to the other. Some head teachers even communicated

with their fellow head teachers warning them about the teacher they were about to receive, as a result the head teacher rejected such a teacher who was to be transferred to that school. By doing so teachers were not been helped to understand their mistakes, this was the reason for promoting sustained dialogue so that people could sit and discuss their differences and build relationships. As mentioned by the DEBS, sustained dialogue was not applied in secondary schools; this was a reflection of so many conflicts that reached the DEBS. The conflicting parties were not sat down to dialogue and build relationship after a conflict, the conflicting parties went in different directions which should not be the case, harmony should prevail after conflicts, and people should work together and not in isolation or a situation where by teachers in the staff room did not even talk to each other equally the administrators.

Summary

The chapter presented the findings and noted that, conflicts were normal and needed to be dealt with. Conflict affected the accomplishment of the organisational goals due to their attending stress, hostilities and other undesirable facts when poorly managed .The issue of conflict management methods and sustained dialogue in particular was very important in secondary school administration which needed to be emphasised. Most conflicts prolong due to lack of dialogue. Sustained dialogue should be used before and after conflicts in schools as this would help create a culture of peace. The next chapter will present the conclusions, recommendations and the suggestion for further research.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter presents a summary of the main research findings, the conclusions and recommendations of the dissertation based on the findings and the suggestion for further research. The purpose of this study was to investigate Sustained dialogue as a means of managing conflicts in secondary schools. In this chapter a summary of all the four research questions were presented.

6.1. The Main Research Findings

6.1.1. Causes of Conflicts in Secondary Schools

The main Research findings on the causes of conflicts in secondary schools as given by the participants were: Lack of interpersonal skills by both the teachers and administrators, favouritism for certain teachers by the administration, Lack of proper communication between teachers and administrators, failure to accept change as well as administrative incompetence of the head teachers.

6.1.2. Conflict management methods used in schools

The study showed that some of the methods that administrators used in managing conflicts in secondary schools included activities such as social outings and meetings such as retreats where teachers were engaged in self-reflection on issues that affected them and the school. Apart from self-reflection another purpose for outings was to build relationships between teachers and the administration and between teachers or among teachers themselves. While it was true that a number of methods of conflict management were used in secondary schools, it was clearly indicated that administrators used experience, dialogue, mediation, negotiation and Counselling in managing conflicts in their schools.

6.1.3. How Sustained dialogue approach was used in secondary schools

Regarding the third objective on the extent to which sustained dialogue approach was used in managing conflicts in secondary schools in Ndola district, the study revealed that sustained dialogue was not used to a larger extent in managing conflicts in secondary schools, instead force and transfers were common.

6.1.4. Training of school administrators in conflict management methods.

The study revealed that only two school administrators were trained in conflict management and that the rest about a third of the participants had some kind of training not in Conflict management but through workshops and seminars. Even those that were trained, it was not clear as to how deep the training was, especially those who just attended some workshops or seminars.

6.2. Conclusions

This study showed that administrators in secondary schools were not using sustained dialogue as a conflict management approach. This was reflected in the responses given by the participants during interviews. There was no single method which could be used on its own. Conflict management methods supplemented each other in managing conflicts. The same was true for strategies and activities employed in conflict management. No single strategy or activity was said to be responsible for managing conflicts on their own. Most participants were in agreement that they did not use Sustained dialogue approach; but the situation just dictated to use whatever was workable at that particular moment. However, even with that situation dialogue and Counselling seemed to be clearly identifiable as conflict management approaches and within each one of them there was Sustained dialogue embedded there.

The study had indicated that very few administrators were trained in Conflict Management. In this study only a third of the participants had some kind of training in Conflict Management. Even those that were trained, it was not clear as to how effective the training was, especially those who just attended some workshops or seminars. This study had revealed that the DEBS' office was central to mediating conflicts. When the Head teachers had failed to reach an agreement with some teachers the DEBS office came in to resolve the existing conflict through arbitration of which the result could be a transfer.

6.3. Recommendations

This study has presented a number of issues regarding sustained dialogue as an approach in conflict management in selected secondary schools in Ndola district. In view of the findings, the following recommendations were made:

1. The DEBS' office should facilitate the holding of workshops in Conflict Management for all administrators (Head teachers, HoDs, teachers and Guidance and counseling teachers). This would equip the administrators with the necessary skills in conflict management. Time and resources can be set aside for such training. On the other hand courses in conflict management and Human relations should be included in the curriculum for teachers in Colleges of Education to prepare them for conflict management in school administration.
2. The District Education Board Secretary should form conflict management teams in the district to assist schools adopt existing official conflict resolution and management approaches for managing conflicts in schools. Teachers and school head teachers should be made aware of the long and short term negative effects of conflict on teaching and learning. In this regard, head teachers should be vigilant and effectively monitor teachers at work. Teachers should be counselled on the need to relate well with each other and the school administration.
3. The school head teachers should strengthen the guidance department in schools so that teachers can be educated on better ways of handling conflicts not just concentrating on pupils. This group could be trained periodically by either the DEBS office, civil society, any community-based or Non-Governmental Organisation (NGOs) which is interested in conflict management so that secondary schools in the district would have relatively reduced conflict.
4. Schools on the other hand should facilitate workshops on conflict management at regular intervals for all teachers in the school. A facilitator from outside could be invited to conduct such workshops. This could be included as part of the schools' continuous professional development (CPD). Conflict management training in schools should be taken to be an ongoing activity and should be part of the school activities plan.
5. Administrators should find time to talk to offending and offended teachers at individual level, instead of shouting or reprimanding them in public situations such as staff meetings. At the same time the Head teacher should practice confidentiality whenever they talked to such teachers in private. Whatever was discussed should be *between the Head teacher and the teacher concerned.*

6.4. Suggestion for further Research

Further research could focus on sustained dialogue as an approach in conflict management in selected tertiary institutions in Zambia.

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APPENDICES

APPENDIX A

SCHOOL ADMINISTRATORS, TEACHERS AND COUNSELLING TEACHERS' INTERVIEW GUIDE.

TOPIC: RESEARCH ON SUSTAINED DIALOGUE: A MEANS CONFLICT MANAGEMENT APPROACH IN SECONDARY SCHOOLS IN NDOLA DISTRICT, ZAMBIA.

My names are Kaonga Grace. I am a post graduate student at the University of Zambia, pursuing Master of Science in Peace Leadership and Conflict Resolution. I am conducting a study on the above subject in secondary schools in Ndola District.

I thank you for creating time out of your busy schedule to attend this interview. I would like to assure you that, the responses will be treated with confidentiality.

Section I: Respondent's background information

1. Gender status (a) Male () (b) Female ()

2. Age Group (in years)

(a) Between 30-40 () (b) Between 40-50 () (c) Over 50 ()

3. Level of education

(a) PhD () (b) Masters () (c) Bachelor's degree () (d) others specify _____

4. Category of the school (a) Public () (b) Private () (c) Mission ()

5. Size of the school? (a) Grade 1 () (b) Grade 2 () (c) Grade 3 ()

7. Experience as a head teacher / HOD / Teacher / Counselling

(a) 0-5 () (b) 6-10 () (c) 11-20 () (d) 21 years and above ()

Section II: Major Causes of Conflicts in Secondary Schools:

1. What could be your understanding of conflict?
2. What do you think are the main causes of conflicts in your school?

Section III: Conflict management methods

3. How are conflicts managed in your school?
4. Who are the people involved in conflict management?
5. How effective are the method used in conflict management in your school?
6. Would you recommend the method used in conflict management useful? Why?
7. What would happen if conflicts go unmanaged conflicts in your school?

Section IV: The extent to which sustained dialogue approach is used in conflict management.

8. What is your understanding of sustained dialogue approach in conflict management in your school setup?
9. Has this approach been used in your school? If yes, to what extent?
10. How effective is the approach in the managing conflicts in your school?

Section v: Training of administrators in conflict management

11. Have you been trained in conflict management methods?
 - a. Yes
 - b. No

Thank-you for answering these questions appropriately.

APPENDIX B

DEBS INTERVIEW GUIDE.

TOPIC: RESEARCH ON SUSTAINED DIALOGUE: A CONFLICTS MANAGEMENT APPROACH IN SECONDARY SCHOOLS IN NDOLA DISTRICT, ZAMBIA.

My names are Kaonga Grace. I am a post graduate student at the University of Zambia, pursuing Master of Science in Peace Leadership and Conflict Resolution. I am conducting a study on the above subject in secondary schools in Ndola District.

I thank you for creating time out of your busy schedule to attend this interview. I would like to assure you that, the responses will be treated with confidentiality.

Section I: Respondent's background information

1. Gender status (a) Male () (b) Female ()

2. Age Group (in years)

(a) Between 30-40 () (b) Between 40-50 () (c) Over 50 ()

4. Level of education

(a) PhD () (b) Masters () (c) Bachelor's degree () (d) others specify _____

5. Number of secondary schools in the district _____

6. Number of teachers in secondary schools in the district _____

7. Work experience in the Ministry of General Education

(a) 0-5 years () (b) 6-10 years () (c) 11-20 years () (d) 21 years and above ()

Section II. Major causes of conflicts in secondary schools

1. What could be your understanding of conflict?
2. What could be the main causes of conflicts in secondary schools?
3. Have you ever experienced head teachers and teachers going on transfer?
 - (a) How many teachers and head teachers have gone on transfer due to conflicts in the last two years ?
 - (b) what could be the reasons for their transfers?
 - (c) Are there any teachers who have been surrendered to your office?

Section II. Conflict Management methods

4. How do you manage conflicts?

Section III. The extent to which Sustained dialogue was used in schools

5. What could be your understanding of sustained dialogue approach of conflict?
Management?
 - (a). To what extent is this method effective?

Section V. Training of administrators in conflict management

6. Have you been trained in conflict management methods?
 - a. If Yes – Do you find it helpful? How?
 - b. If no –would you recommend that school administrators and teachers be trained in conflict management methods? Why?

Thank-you for answering these questions appropriately.

APPENDIX C



THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

Telephone: 26021-1-291777-78 Ext. 3500 0978772249
Telegrams: UNZA LUSAKA
Telex: UNZALU ZA 44370
Fax: 26021-1-290719
Your Ref:
Our Ref:

P.O. Box 32379
LUSAKA, ZAMBIA

14th January, 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

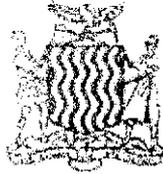
RE: CONFIRMATION OF STUDY - KAONGA GRACE

Reference is made to the above subject.

This serves as a confirmation that the above mentioned KAONGA GRACE of NRC Number 609150/111 and computer number 714800659 is a bonafide student of the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU).

KAONGA GRACE is pursuing a Masters of SCIENCE IN PEACE, LEADERSHIP AND CONFLICT RESOLUTION programme. Any assistance rendered to him/her will be greatly appreciated.

Prof. Boniface Namangala (PhD)
DIRECTOR
INSTITUTE OF DISTANCE EDUCATION



REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION

DISTRICT EDUCATION BOARD SECRETARY

P.O. Box 2197

NDOLA

14th March, 2016

To: All Headteachers
NDOLA DISTRICT

RE: PERMISSION TO CONDUCT RESEARCH: MS. GRACE KAONGA

The bearer of this note is a student at University of Zambia, has been granted permission to conduct research "Science in Peace, Leadership and Conflict Resolution" in your school.

Please assist her in the best way you can but it should not disturb the school program.

Yours faithfully,


Alexander M. Mulenga
District Education Board Secretary
NDOLA DISTRICT

/ISM