

**THE NATURE AND EFFECTS OF CONFLICT MANAGEMENT SYSTEMS IN
SELECTED SECONDARY SCHOOLS OF MATERO ZONE IN LUSAKA DISTRICT.**

**BY
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Dedication

This work is dedicated to my beloved late Father Mr E.J.K Chanda, and to my Mother Belita Musabaila, Maureen my wife and my two sons Chanda and Mutale for their unwavering love and support.

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APPROVAL

This dissertation by Chanda Cassius Eusebius is submitted in partial fulfillment of the requirement for the award of the Degree of Master of Science in Peace, Leadership and Conflict Resolution of the University of Zambia in association with Zimbabwe Open University.

Examiner' Signatures

1. Date.....

2. Date.....

Declaration

I, Chanda Cassius, hereby declare that the work herein is my own, and that all the works of other persons used have been duly acknowledged.

Signed:Date:

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To God be the glory.

ACRONYMS

CAR - Continuous Assessment Records

CRS - Conflict Resolution Strategies

SRC - Student Representative Council

DEBS - District Education Board Secretary

FGDs - Focus Group Discussions

PUC - Production Unit Classes

TC - Teaching Council

TSC - Teaching Service Commission,

Table of Content

Dedication.....	i
Copyright.....	ii
Approval.....	ii
Declaration.....	iv
Acknowledgements.....	v
Acronyms.....	vi
CHAPTER 1: INTRODUCTION.....	1
1.1 Background.....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study.....	4
1.4 Objectives.....	4
1.4.1 General Objective.....	4
1.4.2 Specific Objectives.....	4
1.5 Research Questions.....	4
1.5.1 Main Research Question.....	5
1.5.2 Sub Research Questions.....	5
1.6 Delimitations of the Study.....	5
1.7 Significance of the Study.....	5
1.8 Operational Definitions of Key Terms.....	5
1.9 Theoretical Framework.....	6
1.10 Conclusion.....	8
CHAPTER 2: LITERATURE REVIEW.....	10
2.1 Introduction.....	10
2.2 Types of Conflicts.....	10
2.3 Conflict in Schools.....	11
2.3.1 Conflict Management in Schools.....	12
2.3.2 Sources of Conflict.....	13
2.3.4 Factors Leading to Conflict.....	13
2.3.5 Conflict Resolution Strategies.....	14

2.3.6	Conflict Management System	15
2.3.7	Styles Used to Manage Interpersonal Conflicts	16
	Conclusion:.....	18
CHAPTER 3: METHODOLOGY		20
3.0	Introduction:	20
3.1	Research Design.....	20
3.1.1	Qualitative Research.....	20
3.1.2	Non-Experimental Research.....	21
3.1.3	Exploratory Research.....	21
3.1.4	Descriptive Research.....	21
3.2	Study Site	22
3.3	Study Population.....	22
3.4	Sample Size.....	22
3.5	Sampling Techniques.....	23
3.5.1	Purposive Sampling.....	23
3.5.2	Simple Random Sampling.....	23
3.6.0	Data Collection Techniques.....	24
3.6.1	Document Review.....	24
3.6.2	Focus Group Discussions.....	25
3.6.3	In-depth Interviews.....	25
3.6.4	Questionnaires.....	26
3.7	Data Analysis	26
3.8	Ethical Consideration	26
3.9	Conclusion	27
CHAPTER 4: PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS		28
4.0	Presentation and Discussion of Research Findings	28
4.1	Introduction	28
4.2	Response Rate.....	28
4.3	Demographic Characteristics.....	28
4.4	Nature of Conflicts at School Level.....	29

4.5.0	Causes of Conflicts in Selected Schools in Matero Zone of Lusaka District.	30
4.5.1	Sources of Conflict at School Level	30
4.5.2	Gossip and Grapevine as a Source of Conflict	30
4.5.3	Administrative Incompetency of Head Teachers as a Source of Conflict	32
4.5.4	Indisciplined Teachers and Pupils in Schools.....	32
4.5.5	Poor Communication as a Source of Conflict.....	33
4.5.5.1	Information Dissemination in Schools.....	33
4.5.7	Shortage of Teachers of Teachers in Schools.....	34
4.5.8	Poor Learning Environment as Source of Conflict in Schools.....	34
4.6.0	The Effects of Conflicts.....	34
4.6.1	Hostility among Pupils, Teachers and Head Teachers at School Level.....	35
4.6.2	Teachers Transferred as a Result of Conflicts.....	35
4.6.3	Negative Impact on Academic Performance in Schools.....	36
4.6.4	Stake Holders Involved in Resolving Conflict at School Level.....	36
4.7.0	The Effectiveness of the Conflict Management Strategies Used.....	37
4.7.1	Stay away as a Conflict Resolution Technique.....	37
4.7.2	Expulsion or Suspension for Indiscipline Among Pupils.....	38
4.7.3	Exclusion of Teachers in Conflict Resolution	39
4.8	Discussion of Findings.....	39
4.9	Conclusion.....	42
CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSION AND		
RECOMMENDATIONS		43
5.0	Summary of the Findings, Conclusion and Recommendations.....	43
5.1	Conflicts Management Methods.....	43
5.2	In Service Training in Conflict Management.....	44
5.3	Career Growth and Security for Teachers in Schools.....	44
5.4	Human Relations	45
5.5	Use of Students' Representative Council (SRC) in Schools.....	45
5.6	Professionalism and Meritocracy in Appointment of Teachers and Administration....	46
General Conclusion...		47
Recommendations		48

Suggestions for Further Research	48
References	49
Appendices	54
LIST OF TABLES	
Table1: Demographic Characteristics of Respondents	28
Table2: Reflecting Causes of Conflicts in the Three Schools	31

ABSTRACT

This study focused on establishing the nature, causes, effects and strategies being used in managing conflicts among pupils, teachers and Head Teachers in selected Secondary Schools of Matero Zone in Lusaka District. In this study the sample size was 24 respondents of which 15 were pupils, 3 Head Teachers and 6 teachers drawn from 3 secondary schools. Within this sample, three focus group discussions were held. Furthermore, in order to have first-hand information, the researcher held interviews with teachers and Head Teachers. Document review was equally deployed to collect data.

The causes of conflict were said to include poor communication, poor conditions of service, misuse or embezzlement of school funds, indiscipline on the part of students and teachers, inadequate resources, lack of clear jurisdiction, administrative incompetency, personality differences, conflicts of interest, and changes within the organization. The study found out that pupils, teachers and Head Teachers as individuals or groups have undeniable needs for identity, dignity, security, equity and participation in decisions that affect them. Frustration of these basic needs became a source of social conflict among pupils, teachers and Head Teachers in selected Secondary Schools of Matero Zone in Lusaka District

The results of this research revealed that conflicts occurred frequently in these schools and no single school was completely an exception. Various conflict management strategies were employed to resolve conflicts among pupils, teachers and Head Teachers in selected Secondary Schools of Matero Zone in Lusaka District, namely; obliging style, mediation, integrating strategy, dominating, compromise and conflict avoidance to mention but a few. Conflict management strategies were deemed successful if they achieved a win-win or consensual agreement accepted by both parties. The benefits of conflicts included improved understanding of tasks, team development and quality of group decision making. On the other hand, the negative consequences in some cases included dysfunctional team work, decreased work satisfaction, forced transfers for teachers and disciplinary action on pupils. The findings of this study showed that active engagement rather than avoidance was vital in resolving conflicts.

The study, therefore, recommended that the Ministry of General Education should be appointing Head Teachers who are trained in the field of Education Administration and Management. These Head Teachers have basic understanding of Conflict Management Systems in schools. The study further recommended that workshops on conflict resolutions should be mounted for teachers and school administrators to ensure that there is justice and fairness in resolving conflicts at school level. Finally, the study recommended that Ministry of General Education should conduct frequent monitoring to ensure that transparency and accountability is adhered to by school leadership especially on conflicts to do with finances.

INTRODUCTION

1.1 Background

Schools are dear to many people, as they are believed to be the cradle of personal and national development. Generally schools are expected to teach children not just academic but also lifelong skills and have the responsibility to develop in each child a favourable attitude towards learning as these are institutions where pupils, interact with one another, their teachers and educational administrators (Boothe, 1993). Leadership in these schools is presumed to have the knowledge, skills and experience in the activities engaged in, authority and power which should make members of the groups' accord them respect, obedience and honour. One of the last phenomena that one would expect to find in schools is conflict, yet conflict is inevitable in any human environment. In this regard, Conflict management systems are essential in schools with the view to reducing and managing conflicts competently and attaining required results.

In Matero Zone and most parts of Zambia, pupils are being controlled and guided in schools by rules and regulations, school time tables, and curriculum contents etc. However, these affect their behaviour and learning. On the other hand, teachers are faced with statutory duties for an education system, such as: updating Continuous Assessment Records (CAR), Class Registers, Diaries and writing Schemes of Work. The Head Teachers and teachers do equally have constraints and society requires them to be diligent, honest, integrity, irrespective of the conflicts that could arise in the schools while performing these roles. Therefore, when conflicts arise, they must be competently managed with a view to resolving them through effective and efficient conflict management systems.

From the foregoing, it should be stated that the school as a social system has its own norms and values and it is characterized by complex relationships between members of the system: Head Teachers, teachers, non teaching staff and pupils. Due to the high degree of interdependence of duties and individual differences in role expectations, conflicts do arise from different circumstances and situations among members of the school system.

The above backdrops suggest that, it is imperative for head teachers, teachers and pupils to develop the relevant skills and styles to manage conflicts with a view to achieving the aims and objectives of the educational curriculum in schools. However, time and again we hear of reports

in print and electronic media of cases where teachers and Head Teachers engage in passive and active conflict over various issues. Pupils riot, some teachers get surrendered to District Education Board Secretary's Office over various concerns, practices and district offices are overwhelmingly inundated with reports of conflict. In most cases, unresolved conflicts result in communication breakdown that also culminates into inappropriate operation of the school. In other instances pupils, teachers and Head Teachers physically fight over certain issues resulting in massive transfers. Conflicts affect or disturb the tone and climate of the school and ultimately the performance of both teachers and pupils is negatively affected (Parker, 1974.)

Conflict is a tension between two or more social entities (individuals, groups or large organizations) that arise from incompatibility of actual and desired responses. Furthermore, conflicts have become part and parcel of human organizations world over. This indeed is a paradox because of the amount of energy and resources organizations spend to prevent and resolve conflicts. Flippo (1999) attempted an explanation when he remarked that a total absence of conflict would be unbelievable, boring, and a strong indication that conflicts are being suppressed. The inevitability of conflict was also established by Kerzner (2001) who observe that conflict is part of change and therefore inevitable. The nature and type of conflicts that occur in an organization vary from one organization to another. The common types of conflicts that arise in schools include the one between the students on one hand and the school authority on the other. Other forms of conflict include interpersonal conflicts among staff and as well as the students.

Albert (2001) stated that conflicts may be caused by competition for inadequate resources, contradicting value systems, psychological needs of group and individuals, manipulation of information and perception. Conflict is part of a school because teachers have varying ideas about issues, they have different backgrounds and their experiences are different. These differences can cause so much damage to the school if they are not well managed; hence the importance of conflict resolution strategies to school administrators. School Head teachers are managers and they should be able to manage conflicts effectively rather than suppress or avoid them. In managing conflicts, it is pertinent to know the causes of such conflicts and the influence they have on the school system. There are several methods of resolving conflict which include compromising, accommodating, collaborating, avoiding and competing (Folger, e tal, 1997).

From these definitions, conflict can be seen as a contest of opposing forces or power, a struggle to resist or overcome. It is also seen that conflict exists whenever incompatible perception or activities occur. Conflict can also be a situation in which there are incompatible goals, thoughts or emotions within or between individuals or groups that lead to opposition. Tannen and Debora (2003), states that where there is a change, there will be conflict since conflict is a natural part of the change process. They argue that conflict is actually the main vehicle through which change takes place in society. In this regard, while improved performance in education is expected, training teachers and head teachers in mediation skills is frequently neglected. Conflict management skills for pupils, teachers and Head Teachers are essential in schools. Secondary Schools in Matero Zone of Lusaka District, just like other schools in Zambia have their own share of these conflicts between pupils, teachers and Head Teachers. Conflict Management Systems being deployed in selected Secondary Schools in Matero Zone of Lusaka District have not been largely documented.

This study, therefore, investigates the nature, causes, effects, strategies and conflict management systems used to manage conflicts between pupils, teachers and Head Teachers in selected schools of Matero Zone in Lusaka District.

1.2 Statement of the Problem

Conflict is certain as long as there is a human element present. Thus, conflict is a pervasive aspect in both social circles and professional interactions. There are things that some head teachers do in their schools that pose serious challenges to school management. Some of these include absenteeism, perennial lateness, dishonesty, inaccessibility and being autocrat or dictatorial (Katumanga, 2000). More so, conflict in schools takes different forms; teachers seem reluctant to obey the head teachers, they do not seem to follow rules or accept extra work, they do not easily get along with their Head teachers. Sometimes Head Teachers adopt an authoritative approach in running schools, for example, they pressurize teachers for an uninterrupted working of the school activities. A study by Omboko (2010), explains that conflicts between teachers and head teachers end up having either of them being transferred or victimised. Due to this, learning in the school is disrupted which in turn impacts negatively on students' academic results. This has however seen Students rioting, which brings down the morale of the teachers, creates hostility, suspicion and withdrawal from active participation in

school activities by pupils and teachers. The existence and prevalence of such conflicts and their traumatic effects cannot be ignored. It needs to be controlled and resolved because when this mutual hostility is not resolved, the effect is disharmony and dearth of peace. Limited studies indicate that in many school conflicts are not resolved constructively as they result in outcomes not all disputants are satisfied with and relationships sour (Jhonson, 1996). The causes, effects and ways of addressing conflicts have remained widely unreported and uncertain. Therefore, this study attempts to establish the causes, effects, strategies and what conflict management systems can be utilised when dealing with conflict among pupils, teachers and Head teachers in selected schools of Matero Zone in Lusaka District.

1.3 Purpose of the Study

The purpose of this study is to establish conflict management systems and strategies in competently dealing with conflicts between pupils, teachers and Head Teachers in Matero Zone of Lusaka District.

1.4 Objectives

The following are the objectives that guided the study:

1.4.1 General Objective

To establish the nature, causes, effects and strategies being used in managing conflicts among pupils, teachers and head teachers in selected schools of Matero Zone in Lusaka district.

1.4.2 Specific Objectives

- a) To establish the nature of conflicts between pupils, teachers and Head Teachers of selected schools within Matero Zone of Lusaka District.
- b) To identify the causes of conflicts among pupils, teachers and head teachers among selected schools in Matero Zone.
- c) To determine the effects of conflicts among pupils, teachers and Head Teachers in the selected secondary schools in Matero Zone.
- d) To evaluate the effectiveness of Conflict Management Strategies used, if any, conflicting parties deploy to secure harmony and regard as being effective?

1.5 Research Questions

The following are the research questions which guided the study:

1.5.1 Main Research Question

What was the nature, causes, effects of conflicts and strategies used in conflict management between pupils, teachers and Head Teachers in selected secondary schools of Matero Zone in Lusaka District?

1.5.2 Sub Research Questions

The following were the formulated research questions.

- a) What was the nature of conflicts between pupils, teachers and Head Teachers in selected schools of Matero Zone in Lusaka District?
- b) What are the causes of conflicts between pupils, teachers and Head Teachers in selected schools in Matero Zone of Lusaka District?
- c) What are the effects of conflicts between pupils, teachers and Head Teachers among selected schools in Matero Zone?
- d) How effective are the conflict management strategies used by conflicting parties to secure harmony in the selected schools of Matero Zone in Lusaka District?

1.6 Delimitations of the Study

The study is confined to selected schools in Matero Zone of Lusaka District.

1.7 Significance of the Study

The results of this study may be applied in helping to manage or resolve conflicts between pupils, teachers and Head Teachers which break out in the school environment with competence. Furthermore, the findings may equally be useful to educational researchers, educational planners and other scholars of educational administration as it will hopefully increase their awareness of the values of conflict as well as conflict management systems which are constructive and beneficial to the schools. In this regard, the findings may help educational stakeholders to adopt measures to minimize conflict in schools and ultimately help schools to achieve co-operative and supportive working relationships among pupils, teachers and Head teachers.

1.8 Operational Definitions of Key Terms

This section explains the meaning of the main concepts and terms used in this research namely, conflict and conflict management.

Conflict: Conflict can be defined as differences about how expected needs will be met, it often manifests in emotional tension and relational separation. Conflict can escalate into a dispute, involves change and is inevitable.

Conflict Management: is the ability to recognize conflict (intra, inter and organizational) and to respond in ways that alleviate emotional tensions and enhance relationships, such that opportunities for growth, creativity, and productivity are enhanced, and disputes prevented. It also includes the resolution of any disputes that do arise, and the containment of power struggles, through appropriate interventions.

A System is an organized method or procedure for accomplishing something or “a set of interrelated parts, working independently and jointly, in pursuit of common objectives of the whole, within a complex environment” (Wheeler, 2005).

1.9 Theoretical Framework

The term “theoretical framework” comprises two words, “theory” and “framework”. A theory, according to Kerlinger (1986:9), is “a set of interrelated constructs, definitions, and propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting phenomena”. A framework is “a set of ideas that you use when you are forming your decisions and judgments” (MacMillan English Dictionary, 2002:561). According to Kerlinger (1986), a theory can be used to successfully make predictions and this predictive power of the theory can help guide researchers to ask appropriate research questions. On the other hand, a framework provides structure within which the relationships between variables of a phenomenon are explained. Lecompte and Preissle (1993) define a theoretical framework as a collection of interrelated concepts that can be used to direct research with the purpose of predicting and explaining the results of the research. A theoretical framework is used to provide the rationale for conducting the research. In educational research, theoretical frameworks have a number of roles, which improve the quality of research (Caliendo & Kyle, 1996). According to Miller (2007) theoretical frameworks connect the researcher to existing literature and provide assumptions that guide the researcher to choose appropriate questions for the study. Additionally the theoretical framework helps to convince the reader of the relevance of the research question as well as guide the choice of research design towards appropriate data collection methods (Miller, 2007).

Conflict is a fact of life in organizations. Every organization, family, relationship and community has conflict of ideas, values, thought and action (Janasz De, Dowd & Schneider, 2009). There are two types of conflict. A conflict can be either positive or negative. Positive conflict is functional and supports or benefits the organization's main objective (Oucho, 2002). Negative conflict is dysfunctional and hinders the organization or the person performance or ability to attain goal or objectives (Baker, 2011). Conflict refers to a process whereby one party perceives that its interests, goals, values, needs or behaviors are being opposed, disagreed with or negatively affected by another party. So many factors are responsible for creating conflict at the workplace namely; personality, communication failure, values and commitment to position, misunderstanding and the interactions made in the past (Lee & Michigan, 2008). Conflict management is explained by the theories which are given below.

The two major theories of conflict management include the Traditional Theory and Contemporary Theory. These two are basic and opposing theories. Traditional theory sees conflict as being primarily negative. According to the Traditional Theory, perspective conflict is the result of troubling indicators and it has bad effects and it's better to avoid the conflicting situations. This perspective claims that a person who is facing the conflict tries to avoid the conflict by keep it under the cover and denying its existence. The other perspective is the Contemporary Theory which views conflict as something positive. This theory suggests that conflict cannot be avoided and it is something inevitable as conflict is the result of things, occurs under the natural circle and if a person handles it properly it can be beneficent (Adam & Kirchhoff, 1982).

Another perspective of conflict management is Attribution Theory which offers us a few important take ways we can apply to our efforts to manage our conflicts well and help our employees address their own conflicts more effectively. First the awareness of the fundamental attribution error informs us that we should consciously pause and consider the situational factors that might have contributed to the behavior of another person, particularly behavior that has annoyed or offended us in some way. Secondly, we should make the effort to confirm our attributions when important decisions or outcomes may be depending on them (Collins & O'Rourke, 2005).

Other than above, Field Theory has made an important contribution in the field of conflict management. This theory works against the attritional errors and emphasizes on the influence of situational factors on behavior. Field Theory encourages us to look at a specific goal and examine the driving and inhibiting factors. A useful outcome would be the recognition of inhibiting factors that we might be able to minimize or eliminate (Tidwell, 1998). People manage their conflicts by using conflict management styles. Conflict Management styles affect the way conflict is perceived and handled. These conflict management styles are confronting and are opposed to change, because of the importance a person gives to his goals and relationship with others have impact on these styles (Crawley & Graham, 2007). Black and Mouton (1964) were the first to present a conceptual framework for describing how individuals respond to interpersonal conflict situations. This framework was created to describe the responses to a conflict a manager might utilize in their work within an organization. They identified five styles or modes in their model: forcing, withdrawing, smoothing, compromising and problem solving (Black & Scimecca, 1998).

Predictably, the Contemporary Conflict Theory has been criticized for its focus on change and neglect of social stability". Some critics acknowledge that societies are in a constant state of change, but point out that much of the change is minor or incremental, not revolutionary. The traditional view sees conflict as being primarily negative. In this view, conflict is caused by troublemakers; it is bad; and it should be avoided. The researcher who views conflict in this way avoids admitting that it exists, keeps it under cover, and tries to suppress it. This research will use the Contemporary Conflict Theory to investigate the nature, causes, effects of conflicts, and conflict management systems used to manage conflicts between pupils, teachers and Head Teachers in selected schools of Matero Zone in Lusaka District. According to this view, conflict is inevitable and is a natural part of human life, hence the need for effective conflict management systems (Kirchoff and Adams, 1982).

1.10 Conclusion

The chapter introduced the study on conflict management systems and conflict management strategies of conflicts between pupils, teachers and Head Teachers in selected schools in Matero Zone of Lusaka District. The chapter also avails in its presentation the background to the

problem, the problem statement, research objectives and questions, significance of the study and the theoretical perspectives applied to the study. The next chapter focuses on review of literature in line with the study.

LITERATURE REVIEW

2.1 Introduction

The previous chapter looked at the background of conflict in schools. It gave the problem statement and highlighted the purpose of the study. The research objectives were outlined and the delimitations to the study were given. It looked at the significance of the study and thereafter the conceptual and theoretical framework was given. This chapter reviews literature related to conflict management in schools and present literature on types of conflicts, sources of conflicts, factors leading to conflict, effects of conflicts and conflict management systems used in resolving interpersonal conflicts, thereafter, a summary of literature review will be presented.

2.2 Types of Conflicts.

The literature consulted identifies four types of conflict which are: Intrapersonal, Interpersonal, Intra group and Inter group conflicts. These types of conflicts are explained in the following sections.

Larson and Mildred (2000), point out that intrapersonal conflict occurs within a person and that one can experience intrapersonal conflict with respect to the amount of resources one has by hearing internal voices that disagree. In agreement with this assertion, Orlich, et al (2001), explain that in intrapersonal conflict the individual tries to reconcile conflict within his or her own value structure. Similarly, Hart (2000) observes that conflict may not only occur in one's physical body but it often occupies one's thoughts and causes a great deal of emotion. Larson and Mildred (2000) also agree that intrapersonal conflict occurs within an individual and can involve some form of goal or cognitive conflict. They argue that intrapersonal conflict occurs when a person's behaviour results in positive and negative outcomes or incompatible outcomes. Additionally Meek, (2005), states that interpersonal conflict occurs between two or more persons. Larson and Mildred (2000), say interpersonal conflict is a clash that involves two or more individuals who perceive each other as being in opposition to preferred outcomes and or attitudes, values or behaviours. Similarly, Johns (1988), indicates that interpersonal conflict is a situation in which one or both individuals in a relationship are experiencing difficulty in working or living with each other. Expanding this point, Nelson-Jones states that interpersonal conflict usually occurs due to differences or incompatibilities, needs, goals or styles clash. Similar to this assertion is that of Orlich et al (2001), who observed that in interpersonal conflict the values of

different individuals or groups openly clash.

Another type of conflict emerges between people who identify themselves as belonging to the same group. Larson and Mildred (2000), explain that intra group conflict is a clash among some or all of a group's members which often affects the group's progress and effectiveness. In a classroom situation, an intra group conflict may occur among members of a class where pupils sit in close proximity and interact with each other. Such conflict can also occur among the staff of schools that have different views on the kind of measures appropriate for punishing students. In this case, some teachers may support the use of corporal punishment while others may support other milder forms of punishment for misbehavior.

According to Larson and Mildred (2000), another type of conflict is intergroup conflict which is defined as opposition and clashes that arise between two or more groups. Wilmet and Hocker (1998), indicate that such conflicts are highly intense and costly to the group involved. Intergroup conflict can therefore occur between two or more schools. According to Scott (2001), intergroup conflict within organisations occurs at three levels: vertical, horizontal and line staff. It is worth remembering that conflict that emerges in oneself, in marriages, families, communities, organisations or countries can be grouped under one or more of the types mentioned. It is also important to note that conflict can arise between people who have the same goals but disagree on the means by which the goals can be achieved.

Having looked at the different types of conflicts that occur in institutions such as schools, it should, noted that this research will focus especially on the nature and effects of conflicts in the selected secondary schools of Matero Zone in Lusaka District.

2.3 Conflict in Schools

It should be understood that conflict is not the same as discomfort and that conflict is not the problem. It is when conflict is poorly managed that it is a problem. Conflict is a problem when it hampers productivity lowers morale, causes more and continued conflicts resulting in inappropriate behaviors. For example, in June, 2016 Muvi Television Zambia aired a clip where unfortunately a female Head Teacher at Roma Girls' Secondary School was brutally beaten, dragged on the administration corridor floor by a teacher as a result of conflict between the two

parties and subsequently the Head Teacher unfortunately died after a few months. Additionally, in March, 2018 as a result of conflicts between the school administration and teachers at Kabulonga Boys Secondary School, all members of staff and the Head Teacher got transferred to different schools within Lusaka District. Conflicts between teachers and school Head Teachers have remained persistent in most if not all schools in Lusaka and Matero Zone is no exception. Many schools have no defined institutional dispute resolution processes. Disgruntled teachers lack avenues to effectively resolve problems, while head teachers resolve problems that come to their attention by making decisions unilaterally, often based on power alone. In the absence of explicit dispute resolution processes, unhappy teachers may also exercise whatever power based approaches are available to them. Some apply for transfers and leave, report late for work and are eventually, surrendered to the District Education Office to redeploy them to other schools. The school sometimes loses valuable teachers and must bear the cost of recruiting teachers to be paid by the school. Others teachers continue to work, but with little enthusiasm, and sometimes with a conscious desire to sabotage the school in order to have the Head Teacher fail. Some members of staff write unanimous letters to the Ministry of Education and media houses, others get removed from the pay roll and sue government, costing the employer legal fees. Time is also lost for pupils, teachers and supervisors disrupting school work.

2.3.1 Conflict Management in School

The better educators and students understand the nature of conflict, the better able they are to manage conflicts constructively. Moran (2001) sees conflict management as “a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives”. Conflict as a concept never remains positive or negative but has always been seen as a basic and result oriented part of school life. Conflict offers competitive as well as cooperative context in the organization but it varies according to the situation. Problems exist in managing conflicts when the context is competitive/individualistic or when the context and the conflict resolution procedures are incongruent. The effectiveness of a conflict resolution and peer mediation program may be limited when the classroom and school context is competitive.

2.3.2 Sources of Conflict

The possible sources of conflict are poor communication, competition for common but scarce resources, incompatible goals and the like. Fisher (1997) notes, "...both individuals and groups have undeniable needs for identity, dignity, security, equity, participation in decisions that affect them. Frustration of these basic needs...becomes a source of social conflict". According to Plunkett and Attner (1989), the sources of conflict include; shared resources, differences in goals, differences in perception and values, disagreements in the role requirements, nature of work activities, individual approaches, and the stage of organizational development. Gray and Stark (1984) suggested that there are six sources of conflict. These are limited resources, interdependent work activities, and differentiation of activities, communication problems, differences in perceptions and the environment of the organization. It should be, therefore, understood that conflict can also arise from a number of other sources, such as individual differences (some people enjoy conflict while others do not), unclear authority structures where 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, difference in time horizons (some departments have a long-run view and others have a short – run view). Another author, Deutch in Campbell et-al (1983:187) identified a list of sources of conflict namely; control over resources, preferences and nuisances, values, beliefs, and the nature of relationships between the parties.

The classification of conflict is often made on the basis of the antecedent conditions that lead to conflict. Conflict may originate from a number of sources, such as tasks, values, goals, and so on. It has been found appropriate to classify conflict on the basis of these sources for proper understanding of its nature and implications. Following is a brief description of this classification.

2.3.4 Factors Leading to Conflict:

According to Jehn (1997b) various factors lead to conflict such as Affective Conflict. This is defined as "a condition in which group members have interpersonal clashes characterized by anger, frustration, and other negative feelings". Additionally, there is also Substantive Conflict

characterized “disagreements among group members’ ideas and opinions about the task being performed, such as disagreement regarding an organization’s current strategic position or determining the correct data to include in a report”.

There is sometimes also Conflict of Interest due to inconsistency between two parties in their preferences for the allocation of a scarce resource. This type of conflict occurs “when each party, sharing the same understanding of the situation, prefers a different and somewhat incompatible solution to a problem involving either a distribution of scarce resources between them or a decision to share the work of solving it”. In other scenarios’ this is as a result of conflict of values which occurs when two social entities differ in their values or ideologies on certain issues also called ideological conflict.

According to David (1996) goal conflict equally can occur when a preferred outcome or an end-state of two social entities is inconsistent. In rare cases “it may involve divergent preferences over all of the decision outcomes, constituting a zero-sum game”. Conflict also can occur being realistic versus nonrealistic disagreement; nonrealistic conflict “is an end in itself having little to do with group or organizational goals”. On the other hand there is retributive conflict characterized by a situation where the conflicting entities or factions feel the need for a drawn-out conflict to punish the opponent. In other words, each party determines its gains, in part, by incurring costs to the other party. Misattributed conflict on the other hand could relate to the incorrect assignment of causes behaviors, parties, or issues to conflict. For example, an employee may wrongly attribute to his or her supervisor a cut in the employee’s department budget, which may have been done by higher-level managers over the protest of the supervisor. Additionally displaced conflict can occur when the conflicting parties either direct their frustrations or hostilities to social entities that are not involved in conflict or argue over secondary, not major, issues.

2.3.5 Conflict Resolution Strategies

David (1996) hold that Conflict Resolution and Peer Mediation programs are often promoted as a way to reduce violence (and destructively managed conflicts) in schools. Management of conflict is a human relations concept long recognized in business and industry as a necessary component of the developmental process. Sweeney and Caruthers (1996) define conflict resolution in almost

a general and concise way, “the process used by parties in conflict to reach a settlement”. Which Hocker and Wilmot (1985) initially discuss as conflict management styles in terms of assumptions. The assumptions are that people develop patterned responses to conflict, develop conflict styles for reasons that make sense to them. In reality no one style is automatically better than another as people's styles undergo change in order to adapt to the demands of new situations.

Robbins (1974) explains that, there are conflict management systems which use various strategies specifically labeled as resolution techniques namely; problem solving, super ordinate goals, avoidance, smoothing, compromise, authoritative command, altering the human variable and altering structural variables. Thomas (1971) examines conflict management strategies by focusing on general strategies used by school administrators in an educational setting to resolve conflicts. In his research he points out that there is no difference between management and leadership; hence, manager is synonymous with leader and hence, conflict is seemingly unavoidable, particularly in a school setting. It is obviously necessary for administrators to be able to recognize conflict, to view its constructive as well as destructive potential, to learn how to manage it, and to apply conflict management strategies in a practical way.

2.3.6 Conflict Management System

Conflict management system approach involves seeing a problem or a conflict as a system or part of a system, and designing and developing organized systemic approaches, as opposed to a one time problem solving or dispute resolution initiative, to address it (Ghaffar, 2009). The purpose of any system is to create value by utilizing resources where the whole is greater than the sum of the parts

Types of conflict resolution systems include; Organizational networks that form conflict management systems. These are a collection of informally or formally coordinated and linked institutions or groups that help a society such as unions in schools to address issues or conflicts. According to (Iwowari, 2007), this may include government departments such as disciplinary committees, Teaching Service Commission, Teaching Council, non-governmental organizations (NGOs), private entities (companies or corporations), international organizations, or a

combination of these. These institutions handle various issues relating to schools which include preventative focus with components to address latent or emerging conflicts, and components to address, resolve manifest conflicts and disputes.

It can also be a network of individuals, social leaders who act as dispute resolvers. Additionally, these can be a collection of coordinated or linked individuals who help people in organizations such as schools, a community or a society to address common issues or conflicts. These may be formal or informal panels of officials or specially certified neutrals, or more informal networks of people who have earned status as informal leaders in schools using various strategies or styles to manage conflicts.

2.3.7 Styles Used to Manage Interpersonal Conflicts between Teachers and Head teachers.

According to Jhonson (1996) conflicts are resolved constructively when they result in an outcome that all disputants are satisfied with; improve the relationship between the disputants, and improve the ability of disputants to resolve future conflicts in a constructive manner. Bodin and Crawford (1999) have maintained that since a school is an entity which is composed of different people with different generation alleges and that negotiation and mediation must be identified as the best strategies for eliminating conflicts. Three types of situations demand from the negotiator to face and find solutions to them; these situations are task and relationship oriented conflict, intellectual and emotional oriented conflict and compromise and win conflict. Conflict management is deemed to be successful if it has achieved its goal by reaching a win-win or approach-approach or consensual agreement which is accepted by both parties. Various conflict management strategies can be deployed namely; obliging style, mediation, integrating strategy, dominating, compromise, conflict avoidance to mention but a few.

Obliging Style: It is that management style in which the head teachers ignore self - interest by satisfying others' concerns. In obliging style, the head teacher tries to absorb conflict by minimizing differences with the teachers. In obliging style, the Head Teacher is hesitant in expressing his ideas, beliefs and feelings. Moreover, he or she feels unreasonable to say no and even feels guilty while saying no to anyone (Ghaffar, 2009). The obliging style is used when

relations are more important than issues and encouragement is needed to staff. The strategies which are used in obliging styles are to make excuses, to be silent, to use soft language, to be reluctant in voice and to follow the ideas of opponent party (Johns, 1988).

Mediation is another way of conflict management used today. Bentley (1996) describes mediation as a form of problem solving process where a neutral third party assists disputants to reach a mutually acceptable agreement. Mediation proves as an effective method because it involves a democratic and structured process that enables disputants to resolve their own conflict, with the assistance of trained peers. Mediation is a positive problem-solving process that can prevent conflicts and misunderstandings from becoming protracted and destructive disputes. It aims to help people resolve their differences, where disputing parties assess their options realistically and reach mutually acceptable solutions. The mediation process encourages future co-operation. It is a structured, goal-directed process that follows clear steps, and resolves disputes confidentially. An independent third party, the mediator, helps the parties to talk with one another, and to listen to one another's grievances and through this exchange of information parties gain insight into how the other is feeling about the situation, and they achieve understanding and respect. The mediator focuses discussion between the parties on problem-solving rather than blame and punishment. While other methods of conflict resolution in schools may involve a solution or decision being imposed upon the parties by someone in authority, mediation invites parties to formulate their own solutions, and to take responsibility for their actions. Mediation is a conflict resolution process that can be applied across the school community. As such, it is an ideal process to integrate into whole school community policies, procedures and conflict management system.

Orodho (2009), states that integrating strategy focuses on gathering and organizing information; at the same time, it encourages creative thinking and welcomes diverse perspectives. This strategy enable parties involved in conflict to pool all their information together, put their differences on the table and examine them along with any data that might contribute to a resolution. This leads to the development of alternative solution which addresses all parts of the conflict, other than the initial solutions of the parties. What this implies in the school system is

that, both the school authority and pupils must be able and willing to contribute time, energy, and resources to finding and implementing a solution.

Dominating Strategy is used by the school head teacher to resolve the conflict by dictating what the s subordinates will do. That is, school management simply resolves conflict as it sees fit and communicates its desires to the pupils. The pupils usually will abide by a superior's decision, whether or not the pupils agree with it. Specifically, it advocates the establishment of a super ordinate- subordinate relationship (Kalagbor, 2003). Iwowari (2007) posits that the dominating strategy does not allow input from the students in the school system.

Compromising Strategy is a middle of the road strategy that gets every one talking about issues and moves one closer to each other and to a resolution. This style is used when both parties have equal power and the complex matters need to be temporarily settled (Ghaffar, 2009). In compromise, each person has something to give and something to take. In the school system compromise is more effective when issues are complex and parties in conflict are looking for middle ground, and willing to exchange concessions. Hence, negotiation and bargaining are complementary skills.

According to David (1996) conflict avoidance occurs when one party in a potential conflict ignores the conflicting issues or denies the significant of the conflict to his life. It is a way of not addressing the conflict, or a tactical way of postponing the conflict for a better time, if at all such time will come. Note that, in this situation, the head teacher or teacher is unassertive and uncooperative (Iwowari, 2007). There is no intention to pursue one's own needs or the needs of the school. It connotes the process of withdrawing from conflict situations in the school that might cause unpleasantness for the principal or teacher.

Conclusion:

Conflict management systems are essential in handling conflicts in the schools. Prominent handling styles include; competing, avoiding, collaborating, compromising and accommodating. Competing style characterizes assertiveness and uncooperativeness and it occurs when the parties involved work for their respective gains at the expense of opposite parties. Another style

is avoiding which is both unassertive and uncooperative; in this the person involved works neither for his own benefit nor bothers about the other party. Collaborating approach is the opposite of avoiding and is characterized by both assertiveness and cooperativeness. It focuses on satisfying the needs of both parties involved. It can be a useful strategy for resolving and/or regulating conflicts and loosening the grip of dissension where confrontation involves stakeholders with differential power and resource. Compromising style is a mid way approach for conflict management, it adopts an intermediate course between assertiveness and cooperativeness and it is effective when both parties agree on sacrificing some concerns for achieving a solution. Finally, accommodating style is characterized by both unassertiveness and cooperativeness and it is the opposite of competing style. In this style an individual gives up some of his concerns so as to accommodate the needs of his adversary. There is still a long way to go before conflict resolution and management is constructively attained in every classroom and school. Uncalled for tensions and conflicts so often lead to mental stresses, strains that, in turn, cause psycho-somatic diseases, deformities and lead to poor performance in schools for pupils, teachers and school administrative teams respectively.

METHODOLOGY

3.0 Introduction: Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, these are procedures by which researchers go about their work of describing, explaining and predicting phenomena. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research. This part focuses on the study site, study population, research design, sample size, sample techniques, data collection techniques, data analysis / verification and ethical considerations

3.1 Research Design

A research design is a detailed outline of how an investigation would take place (Polity, et al, 2001:167). Burns and Grove (2003:195) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. It is therefore a plan that describes how, when and where data is to be collected and analysed for answering the research question or testing the research hypothesis. There are currently three major research paradigms in the social and behavioral sciences namely; quantitative research, qualitative research, and mixed research. Quantitative research relies primarily on the collection of quantitative data, while Qualitative research relies on the collection of qualitative data. Mixed research involves the mixing of quantitative and qualitative methods or paradigm characteristics. Later in the lecture you will learn about the two major types of mixed research, mixed method and mixed model research. For now, keep in mind that the mixing of quantitative and qualitative research can take many forms. In fact, the possibilities for mixing are almost infinite.

3.1.1 Qualitative Research

Burns and Grove (2003:19) describe a qualitative approach as “a systematic subjective approach used to describe life experiences and situations to give them meaning”. Qualitative research focuses on the experiences of people as well as stressing uniqueness of the individual. Holloway and Wheeler (2002:30) refer to qualitative research as “a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live”. Researchers use the qualitative approach to explore the behaviour, perspectives, experiences and feelings of people and emphasize the understanding of these elements. Researchers who use this

approach adopt a person-centered holistic and humanistic perspective to understand human lived experiences without focusing on the specific concepts. The researcher focuses on the experiences from the participants' perspective. In order to achieve the emic perspective, the researcher is involved and immersed in the study. The researcher's participation in the study adds to the uniqueness of data collection and analysis (Streubert & Carpenter 1999:17). Complete objectivity is impossible and qualitative methodology is not completely precise because human beings do not always act logically or predictably (Holloway & Wheeler 2002:3).

3.1.2 Non-experimental Research

Non-experimental research, according to Polit et al (2001:178), research is used in studies whose purpose is description and where it is unethical to manipulate the independent variable. Non-experimental research is suitable for the study of people due to ethical considerations; manipulation of the human variable is not acceptable because of the potential for physical or mental harm to the participants. Secondly, human characteristics are inherently not subject to experimental manipulation, such as health beliefs and opinions. Thirdly, research constraints such as time, personnel and the type of participants make non-experimental research more feasible. Lastly, qualitative studies do not interfere with the natural behaviour of participants being studied; the type of research question would not be appropriate for an experimental research. In this study data was collected without introducing any treatment.

3.1.3 Exploratory Research

Exploratory research involves explorative studies undertaken when a new area is being investigated or when little is known about an area of interest. It is used to investigate the full nature of the phenomenon and other factors related to it. In this study, the opinions of respondents regarding painful situations for those who suffered as a result of these conflicts were explored using focus group interviews.

3.1.4 Descriptive Research

Descriptive research is designed to provide a picture of a situation as it naturally happens. It may be used to justify current practice and make judgment and also to develop theories (Holloway &

Wheeler 2002). For the purpose of this study, descriptive research was used to obtain a picture of pupils, teachers and Head Teachers' opinions on conflicts in selected schools of Matero Zone in Lusaka District.

This study investigated the nature, causes, effects, strategies and conflict management systems used to manage conflicts between pupils, teachers and Head Teachers in selected schools of Matero Zone in Lusaka District. The research was purely non-experimental and descriptive in nature due to the fact that it was conducted in an uncontrolled and natural setting; basically since I was dealing with a case study hence a qualitative approach of the research process was adopted. Researchers use the qualitative approach to explore the behaviour, perspectives, experiences and feelings of people and emphasize the understanding of these elements. This study approach was ideal because it establishes people's feelings. The approach was appropriate because it allowed for a formal and systematic approach to collect information on the factors constituting Conflict Management Systems in selected schools among pupils, teachers and Head Teachers of Matero Zone in Lusaka District.

3.2 Study Site

The study was conducted in Matero Zone of Lusaka District (Matero Girls' Secondary School, New Matero Secondary School, and Matero Boys' Secondary School). The decision to undertake the research in these secondary schools within Matero Zone was to have a general understanding of experiences on the effects of conflict management systems in the selected schools.

3.3 Study Population

A population is generally a large collection of individuals or objects that is the main focus query. In this study, participants were drawn from three secondary schools in Matero Zone of Lusaka District. The target population for this study consists of pupils, teachers, Head Teachers, and parents. Furthermore, in this study, the inclusion criteria for the study population consisted of pupils aged between 13 and 20 in grades 8, 9, 10, 11 and 12 who were willing to participate in the study.

3.4 Sample Size

Sample size is the number of observations in a particular study (Evans et al., 2000: 16). In this study the sample size was 24 respondents. Out of the twenty four (24) respondents, fifteen (15) pupils were drawn from three (3) schools five (5) from each school, three (3) Head Teachers – One (1) from each school and six (6) teachers – two (2) from each school. Within this sample three focus group discussions were held each consisting of 5 pupils drawn from each school. In order to have first-hand information from the administrators the researcher held interviews with head teachers and teachers.

3.5 Sampling Techniques

Sampling technique is a method used in drawing samples from a population usually in such a manner that the sample would facilitate either accepting or rejecting the null hypothesis by the researcher. This is based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research (McGraw-Hill, 2015). This study deployed Simple Random and Purposive sampling.

3.5.1 Purposive Sampling

The purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses. It is a non-random technique that does not need underlying theories or a set number of informants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard, 2002; Lewis & Sheppard, 2006). In this study purposive sampling was used to select key informants as participants for in-depth interviews regarding conflict management systems used in school. Purposive sampling provides the researcher with the justification to make generalizations from the sample that is being studied.

3.5.2 Simple Random Sampling

Simple random sampling was used to select the pupils and this was the basic sampling technique where a group of subjects was selected (a sample) for study from a larger group (a population). Each individual was chosen entirely by chance and each member of the population had an equal chance of being included in the sample (Easton and McColl's, 1997). Pupils were picked from

their respective grades namely 8 to 12. The decision to randomize the selection by grade especially the lower ones was to ensure that they discuss more freely amongst themselves and with the researcher. Merging them with the older pupils could cause some discomfort or even intimidation. The researcher held preliminary meetings with the school authorities in each of the schools to explain the purpose of the study. The purpose of the study was explained to the participants. For potential participants below the age of 18 the researcher did obtain permission from the parents/guardians by them signing consent forms (Morrow & Richards, 1996). The purpose of interviewing their child was explained to them in the language they felt comfortable.

3.6.0 Data Collection Techniques

Self-administered questionnaires, in-depth interviews and focus group discussions were used to collect data. All the three tools had been pre-tested at Matero Girls' Secondary School and revised accordingly before using them for the study population. Apart from making it possible for the researcher to make changes to the format of the questionnaire (Appendix A - C), the interview guides for teachers and for the focus group discussion, the pre-testing also made it possible to gauge the mood of the students, teachers, parents and Head Teachers towards their participation in the project.

3.6.1 Document Review

Document review is a way of collecting data by reviewing existing documents. The documents may be internal to a program or organization such as records of what components of conflict management program are implemented in the selected schools or may be external. Documents may be hard copy or electronic and may include reports, program logs, performance ratings, funding proposals, conflict resolution minutes, newsletters, login books found in the institutions where the research is to be carried out. Reviewing existing documents helps the researcher to understand the history and philosophy of the phenomena being investigated. Additionally, documents may reveal a difference between formal statements by respondents, purpose and the actual program implementation. It is important to determine if such a difference exists and to clarify the program intent before moving forward with the evaluation. For the purpose of this study document review was deployed in all the three the schools targeted (Bless, and Achola, 1988).

3.6.2 Focus Group Discussions (FDGs)

According to Eliot and Associates (2005), a focus group is a small group of six to ten people led through an open discussion by a skilled moderator. The group needs to be large enough to generate rich discussion but not so large that some participants are left out. In this study primary data was collected through Focus Group Discussions (FGDs) and in-depth interviews. The FGDs was done or undertaken using the interview guide and tape recorded. FGDs were used to collect data and enabled the pupils to discuss Conflict Resolution Strategies among themselves in the presence of the researcher (Appendix A). Three (3) Focus Group Discussions were held with each comprising five (5) respondents.

3.6.3 In-depth Interviews

In-depth interviews accord the researcher opportunity for a one-on-one study of experiences of Conflict Management Systems (CMS) in schools. Data collection was done within school premises where participants felt comfortable. Gathering data from a number of key informants, including pupils, teachers and head teachers enabled the researcher to cross-check the problems of Conflict Management Systems in schools. In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce, 2006). In this study the researcher used in-depth interviews to solicit in-depth information from the pupils, teachers and Head Teachers on conflict management systems in schools.

The researcher had prepared the in-depth interview guide which accorded the researcher opportunity for a one-on-one study of experiences of conflict management systems deployed in schools of Matero Zone in Lusaka District. The researcher used this method because it provided direct information about behavior of individuals and groups. The interviewer got more time to spend with the respondents asking increasingly relevant and complex questions. The researcher got a chance to learn more about the study. It was expected that gathering information from all angles would provide the balanced picture of the phenomena under study.

3.6.4 Questionnaires

Although, I was operating in a qualitative research design, self-administered questionnaires were also applied to all the 15 participants mainly to collect demographic data of respondents (Emile Durkheim 1858 – 1917). Each respondent completed the questionnaire alone and guided by the researcher just in case they had problems in answering the questions especially for Grade Eight and Nine pupils. This method was adopted to aid the qualitative research tools above.

3.7 Data Analysis

Data analysis is a process of obtaining raw data and converting it into information useful for decision-making by users (Judy et al, 1989). Qualitative data was analyzed using common themes. A theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly. Data from FGD and in-depth interviews was transcribed verbatim from the audio record. The data was then analyzed manually; based on recurrent themes and patterns and categorized using codes.

3.8 Ethical Consideration

Ethical considerations can be addressed at individual and at societal levels. The way that individuals are affected by the conduct of others merits ethical consideration (McDonald, 2003). The respondents were assured that all the information they were to give would be treated with utmost confidentiality. Before embarking on the FGDs, participants were informed that participation in the study was voluntary and that they were free to withdraw at any time, without any explanation or giving reasons and without repercussions. Furthermore, the participants were informed that a recording device was to be used for data collection only and that the recording was entirely for the purpose of verifying the information they provided. Anonymity and confidentiality was to be strictly adhered to by assigning numbers and pseudo names to participants rather than actual names. Both raw and processed data was kept under lock and key. The participants were requested to sign a form of consent as attached on appendix D.

3.9 Conclusion

This chapter presented the methodology utilized to achieve the research purpose. The next chapter focuses on the presentation, interpretation and discussion of the findings.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

4.1 Introduction

This chapter discusses the presentation, interpretation and discussion of the findings. The purpose of this study is to establish Conflict Management Systems and strategies in dealing with conflict between pupils, teachers and Head Teachers in selected secondary schools in Matero Zone of Lusaka District. It also sought to provide the way forward in order to minimize conflicts among the school stakeholders. The results are presented in line with the four objectives set out in Chapter one of this dissertation. In particular the following were the objectives of the study; to establish the nature of conflicts among pupils, teachers and Head Teachers of selected schools within Matero Zone of Lusaka District; to identify the causes of conflicts among pupils, teachers and Head Teachers among selected schools in Matero Zone, to determine the effects of conflicts between pupils, teachers and Head Teachers among selected schools in Matero Zone. The last objective was to evaluate the effectiveness of the Conflict Management Strategies used, if any, that conflicting parties deploy to secure harmony and regard as being effective. The data was collected as per the research objectives upon which interpretations and conclusions were made.

4.2 Response Rate

The study sought to establish data from six (6) teachers, three (3) Head Teachers, and fifteen (15) pupils as a representative sample. The cross sectional nature of the sample was intended to collect views regarding the subject from several perspectives.

4.3 Demographic Characteristics

The table below shows the demographic characteristics of respondents in this study.

Table 1: Demographic Characteristics of Respondents

CATEGORY OF RESPONDENTS	NUMBER OF RESPONDENTS	PERCENTAGE
Pupils	14	58.3%
Teachers	06	25%
Head Teachers	03	12.5%
Percentage turn out		95.8

In this study a total of 23 out of 24 respondents participated. This therefore, means that the return rate of the respondents for the data collection was 96% which is an acceptable standard. Three Head Teachers (100%) participated as presented in the table given.

The demographic description of 15 pupil participants found out that 10 (66%) pupils were aged 15 - 17 years, 5 (34%) respondents were aged between 17 - 21 years. It appears; therefore, that the majority of the pupils in selected schools within Matero Zone of Lusaka District is below the age of 20.

4.4 Nature of Conflicts at School Level.

The first objective of this study was to establish the nature of conflicts between pupils, teachers and Head Teachers of selected secondary schools within Matero Zone of Lusaka District. To achieve this objective a research question was formulated. The research question was formulated as follows: “What is the nature of conflicts between pupils, teachers and Head Teachers in selected schools of Matero Zone in Lusaka District?”

It was found out that the nature of conflicts between the head teacher and teachers include misappropriation of funds, procurement procedures, disciplining staff, resource allocation, student admission, staff promotion, inadequate resources, academic performance, personal lashes between stakeholders, examination malpractice, disruption of academic programs, and inferiority/superiority complex.

Furthermore other conflicts relate to unfavorable or favouristic administrative policies, individual indifferences, followership and leadership abilities of the teachers, personality traits or psychological make ups, discontentment in the amount of salaries and poor remuneration. One respondent from the school coded A stated that:

The quest for power, dominance, unfavorable learning environment and conditions, oppression, dictatorship and victimization by the superior staff resulted in conflicts.

The nature of these conflicts includes those relating to poor classroom management, inequitable reward structure, distribution of resources amongst staff and appointments, unmet expectations, contradictory opinions, personality differences, miscommunication, incompatibility of needs and interests, and competition, in that order.

4.5.0 Causes of Conflicts in Selected Secondary Schools in Matero Zone of Lusaka District.

The second objective of this study was to find out the causes of conflicts among pupils, teachers and Head Teachers in selected secondary schools in Matero Zone of Lusaka District? To achieve this objective, a research question was formulated as follows; what are the causes of conflicts among pupils, teachers and Head Teachers in selected schools in Matero Zone of Lusaka District?

4.5.1 Sources of Conflict at School Level

From the research it was established that; fifty (50%) percent of the respondents indicated that school Head Teachers were the sources of conflict and only twenty five percent of the respondents disagreed with this notion. This was, however, contrary to two Head Teachers who viewed teachers not administration as the major source of conflict. Some respondents indicated that they had at times disagreed with the Head Teachers citing various issues where they had been at loggerheads. One respondent cited the unequal allocation of resources such as allowances paid from Open Learning Classes where Head Teachers get huge allowances at the expense of the teaching staff as the major source of conflicts. Other resources range from classrooms, accommodation and stationery distribution.

4.5.2 Gossip and Grapevine as Source of Conflict.

According to this research a few respondent teachers cited other sources of conflict as gossip and grapevine whilst only one indicated class allocation. This implies that most teachers have conflicts with school heads over issues which matter in their day to day execution of duty particularly when fairness and equity in terms of distribution are overridden. On who usually causes conflict, fifty percent of the teacher respondents identified school administrators as conflict causers with thirty percent indicating teachers as the culprits and only twenty percent indicating students. The school administrators range from the teacher in charge, senior teacher,

head of department, deputy head and school head. This implies that every person at a school has the potential of causing conflict and that most conflicts in schools emanate from power struggles or role conflict. Respondents were also asked to indicate the frequency of these conflicts. One respondent indicated that: *Head Teachers and teachers conflicted frequently*. Twenty five percent indicated that barely a month passes without a conflict between the head teacher and at least one teacher. In general the data indicate that conflicts were rampant at schools. However, the frequency varies from school to school.

Respondents were also asked to indicate whether teachers conflict with each other and the frequency of conflicts if ever they were there.

Table 2: Reflecting causes of conflicts in the three schools where the study was done.

Some Causes of Conflicts at School Level	Number of Respondents
Poor Conditions of Service	4 Teachers and 1 Head teacher.
Administrative Incompetency of Head teacher	3 Teachers
Misuse or Embezzlement of School Funds	4 Teachers and 5 students
Indiscipline on the Part of Students	4 Teachers and 1 Head teacher
Indiscipline on the Part of Teachers and Administrators	2 Students and 2 Teachers
Poor Academic Performance	5 Students and 3 Teachers
Inadequate Resources	2 Teachers

It can, therefore, be shown that the causes of conflicts in selected schools in Matero Zone of Lusaka District are quite many and even includes; poor conditions of service, administrative incompetency of the Head Teachers, misuse / embezzlement of funds, indiscipline on the part of students, teachers or administrators, poor academic performance and inadequate resources; all in varying degrees.

About fifteen of the respondents indicated that teachers usually had conflicts with one another. However, about five of the respondents indicated that teachers rarely conflict with one another but more with administrators. Some of those who indicated that teachers usually conflicted with each cited unfair class/subject allocation as sources of conflict too.

4.5.3 Administrative Incompetency by Head teachers as a Source of Conflict

While a number of causes of conflicts had been cited by respondents in the three secondary schools, the study additionally found out that administrative incompetency by Head Teachers was another source of conflict one of the teachers indicated that:

For the past two years, they have had an incompetent head teacher who could not handle school matters well. This caused a lot of problems with the pupils demonstrating and teachers quarreling with the Head teacher resulting massive transfers for teachers.

The pupils and teachers were demanding more than what the head teacher could do. This scenario forced members of staff to engage in quiet protests while others demanded for the removal of the Head Teacher from the school writing unanimous letters to Ministry of Education superiors. This shows that incompetency on the parts of the Head Teacher can result in conflicts in secondary schools.

4.5.4 Indisciplined Teachers and Pupils in Schools

The study established that indiscipline on the part of teachers as well as pupils was another cause for conflict arising. In a particular school during the Focus Group Discussion pupils cited teachers' conduct as a source of conflict as some missed lessons thereby creating conflict with the head teachers when they were reported. One pupil observed that:

Some male teachers get involved in sexual relationships with pupils which breed indiscipline even on pupils in protest of the teachers' behavior. While some pupils' use bad language towards teachers

It was noted that some of the heads of schools were not flexible in dealing with pupils and teachers, pretended to know everything and took control of most of the duties without delegating to their subordinates. These, in some instances caused their subordinates to stay apart and act as watchdogs to what was going on. It was explained that in some cases some unfaithful staff members could collude with students to demonstrate.

Furthermore, it was said that heads of some of the schools practised too much dictatorial kind of leadership, which according to one head teacher helped in attaining good academic results in the his school.

4.5.5 Poor Communication as a Source of Conflict.

The study additionally established that poor communication resulted in conflicts between pupils, teachers and Head Teachers in one school. It was explained that there was poor communication in a particular school where members of staff and pupils were not able to share their ideas and grievances to the administrations. In examining the aspect of poor communication, the researcher went further to see some aspects which could act as indicators for good communication in various schools. These included the existence of minutes for meetings, information dissemination about the presence of meetings, freedom to ask questions, and answers to asked questions. The data / documents analyzed showed that meetings between pupils, teachers and school administration were conducted as per school schedule in two schools and in the third school the response was negative.

4.5.5.1 Information Dissemination in Schools

On information dissemination, this study revealed that: the ways through which pupils and teachers get information about the presence of meetings is very essential in alleviating the occurrence of conflicts. Through meeting some of the problems were handled down. For the meetings to be effectively conducted, members were supposed to be officially informed and to prepare themselves in order to effectively participate in the discussion. One teacher shared that:

In their school financial reports are never presented before members of staff and when it comes to making contributions the head teacher uses dictatorial tendencies making financial deductions from teachers production unit classes allowances in order to cover up for misused monies.

Failure to inform respective members on time when and at what time the meeting is to be held officially lead to gossiping and emergence of conflicts.

4.5.7 Shortage of Teachers in Schools

The study further wanted to establish other causes of conflicts in schools and it was found out that lack of teachers was another reason cited for conflict between pupils and administrators in that pupils absconded if not taught. In some schools, the number of pupils enrolled was not proportional to the number of teachers present. Teachers were having heavy teaching loads per week that led to lack of effectiveness. The situation was worse in science subjects, such as Physics, Mathematics and Chemistry which seemed to have very few teachers. Some schools had to locally employ teachers on the cost of the school. This shortage of teachers led to pupils to idle most of their time hence discussing issues out of lessons which facilitated conflicts with the administration thinking that, administrators were the sources of the problem.

4.5.8 Poor Learning Environment as a Source of Conflict in Schools

On poor learning environment the study revealed that some of the schools did not have enough classrooms. More than 70 pupils were seen to occupy a single and small room. Due to shortage of buildings some of the store rooms were used as teacher's offices and some teachers did not have spaces to seat. Chairs and tables were not enough in one of the schools. Additionally, Pupils' bad behavior was another reason which the study found out to be a source of conflicts in all the three secondary schools where research was carried out. About three respondents stated that some of pupils misbehaved in a manner suggesting that they abused drugs. Once the discipline action was taken it resulted into misunderstandings and finally conflicts arose.

4.6.0 Effects of Conflicts between Pupils, Teachers and Head Teachers

The third objective of this study was to establish effects of conflicts between pupils, teachers and head teachers among selected secondary schools in Matero Zone of Lusaka District. The research question for respondents was formulated as follows; examine the effects of conflicts between pupils, teachers and Head Teachers among selected secondary schools in Matero Zone of Lusaka District?

The study established that effects of conflicts between pupils, teachers and management in Secondary Schools was bound to inhibit the smooth running of the school and by extension its overall performance. Whether we like it or not, conflict will exist or will occur even if the

organization has paid the great sacrifice to prevent it. Though in contemporary view, conflict is seen to be good as it brings positive changes in some cases.

4.6.1 Hostility among Pupils, Teachers and Head Teachers

The study equally found out that hostility among pupils, teachers and head teachers has had serious effects in two secondary schools visited by the researcher. This was acknowledged by five teacher respondents, who complained of the existence of hostile conditions among individuals and among groups. That is to say the hostility existed between the Head Teacher, teachers and pupils. One teacher shared that:

Currently teachers no longer trusted each other because some were said to be the instigators of conflicts as they sided with pupils or Head teachers, boot licking hence, putting colleagues in danger raising the conflicts.

On the side of the teachers a great hatred existed between them and school leadership in one school. This was because some pupils were only induced to demonstration against their will and complained of their leaders putting them at great risk. A good relationship which previously had existed between pupils, teachers and Head Teachers in one of three schools had declined.

4.6.2 Teachers Transferred as a Result of Conflicts

The research established that as a result of conflicts, in one school hard working employees had left the organization transferred to other schools as a way of reducing conflicts, leaving a gap in their previous schools. For instance it was said by one among the respondents that:

We lost a good number of staff during the recent conflicts with the head teacher". Many got transferred and some were given warnings following the conflicts. This mishap necessitated the need to hiring new teachers some of whom were not experienced, in order to fill the gap.

In such a situation, the teaching methods used by inexperienced teachers may not be as effective as the experienced ones; hence little meaningful learning may be realized. These factors have undoubtedly tended to affect school's internal efficiency.

4.6.3 Negative Impact on Academic Performance in Schools

In terms of the negative impact of conflicts on academic performance, the study established that teachers always had the unique opportunity to support students' academic and social development at all levels of schooling. Positive teacher-student relationships enabled students to feel safe and secured in their learning environments and provided scaffolding for important social and academic skills. Teachers who supported pupils in the learning environment could positively impact their social and academic outcomes. One of the school pupils had this to say:

In reality after the school administrator's threats of disciplinary action due to a protest made, pupils were no longer free to the head teacher and some teachers they were afraid of victimization and hence kept a distance from them resulting in negative academic performance of the school.

It has also been observed that some teachers were busy concentrating on their own business such as teaching tuitions during working hours as a result of poor conditions of service. Due to this their attendance at the school was not promising. Pupils cited this to be another source of conflict.

Furthermore, following the eruption of conflicts, teachers and administrators devoted much of their time dealing with issues of chaos rather than concentrating on academic issues contributing to the performance of some of the schools to be poor. In addition, the transfer of most of the experienced teachers to other schools also contributed a lot to the decline of the pupils' academic performance.

4.6.4 Stakeholders Involved in Resolving Conflict at School Level

The study wanted to establish stake holders involved in resolving conflicts among pupils,

teachers and Head Teachers. It was learnt that that before the conflicts happened usually it started with misunderstanding, failure of managing normal chaos and hence the conflict erupted. Some respondents stated that some misunderstanding aired out were usually associated with food, misunderstanding between workers, between pupils themselves and between workers and pupils. The findings showed that 25% of the respondents indicated that Head Teachers of schools were incapable of dealing with those disputes; Responses from 40% of respondents indicated that the ability of the leaders to solve disputes was satisfactory and 35% indicated that leaders were unable to solve normal problems arose in their institutions. As a result despite credit given to some Head Teachers on their capability to prevent/settle disputes, still conflicts were inevitable in their schools. As it has been noted, for example some teachers and Head Teachers had conflicts with pupils by underrating demands of their pupils thinking that they were children and they do not know their rights. Moreover, some had been accused of not being ready to take advice given to them by their co-workers and some used harsh language as a defensive mechanism.

4.7.0 Effectiveness of the Conflict Management Strategies Used in Schools

The last object of the study was to evaluate the effectiveness of the conflict management strategies used, if any, conflicting parties deploy to secure harmony and regard as being effective? The research question formulated required respondents to state how effective the conflict management strategies used by conflicting parties were to secure harmony in the selected schools of Matero Zone in Lusaka District? The results of the study revealed that conflict management strategies used in the selected secondary schools of Matero Zone include; Giving in to the other party and ignoring one's own goals, staying away from or withdrawing from a conflicting issues to owns' way and giving in on one need in order to get another or forcing on one mutually satisfying outcome.

4.7.1 Stay – Away as a Conflict Resolution Technique

The study established that fourteen of the respondents in the secondary schools stayed away from or withdrew from a conflict where there were religious differences, inadequate staffing, and unimpressive conditions of service and where there was a role conflict between education stakeholders.

The respondents were requested to indicate the resolution techniques deployed when there were conflicts among head teacher, teachers and pupils in their school. The results from the study found out that most of the conflicts among pupils, teachers, teachers and Head Teachers involved finances, procurement of materials, and project implementation. In many of such circumstances Head Teachers simply dictated the way forward using threats. For a group to be effective, individual members need to be able to work in a positive conflict environment. A number of respondents from all the three schools stated that:

many issues are simply decided by the Head Teachers and communicated forcefully to the concerned without expectation of any input from other stakeholders.

This implies that most Head Teachers in the Matero selected secondary schools use authoritative command while resolving conflicts in their schools.

4.7.2 Expulsion or Suspension for Indiscipline among Pupils

The study established that expulsions or suspension for indisciplined pupils and surrendering of teachers to the District Education Office was deployed by one Head Teacher to maintain order in school. One Head Teacher said

Some pupils were said to very indisciplined just as teachers who were unprofessional, immature, and irresponsible and do not behave properly as some of them were engaging in love affairs with their fellow pupils, and others do not attend to their classes effectively.

Teachers equally complained of bad behavior on the part of pupils taking alcohols and smoking marijuana during school time. The solution suggested to this was to tighten rules. During the focus group discussion, one pupil cited favoritism in disciplinary issues when dealing with conflict. For example, this occurs when teachers/ the administration dismisses some students whilst favoring others. Expulsions or suspension from schools were perceived by students to be unjustified since they were not given a chance to be heard. One of the student respondent said:

“there are time we note dishonesty among school administrators”. For example, they may favour some students because they come from wealthy background since they are likely to receive something small from them thereby, discriminating against students from poor backgrounds.

4.7.3 Exclusion of Teachers in Conflict Resolution and Policy Making Processes

The study further established that exclusion of certain staff members from decision-making and conflict resolution processes were among the causes of teacher conflicts in schools. One teacher explained that:

the head teacher favourites often formulate the school resolutions without involving other teachers and the rest of the teaching staff simply receive resolutions to be undertaken.

For example the question of granting leave to teachers for emergencies such as the illness of a child and family crises was raised where stake holders received different treatment from Head Teachers was raised by participants. One day a certain teacher became too angry and engaged in exchange of harsh and impolite words with her head teacher because she allowed other teachers regarded as the head teacher’s favorites to take their children to the clinics without questioning. The teacher requested for leave on one day with valid and stipulated reasons in writing, but the head teacher questioned the request and indicated that this teacher could not be granted her request. This caused conflict among teachers since certain groups felt that they were not treated equally and fairly even when it came to appointments to various committees. However, one Head Teacher said professionalism and meritocracy in appointment of teachers and administration should be followed to avoid conflicts.

4.8. Discussion of Findings

The findings on causes of conflicts concur with, Yee and Cuba (1996) who found out that some head teachers were unable to adopt and respond to complexities in their institutions causing conflicts with the Board of Governors, students and the teachers. This is further supported by Rono (2001) and findings in Republic of Kenya which indicate that head teachers create conflicts in their schools because of applying wrong managerial skills in planning, budgeting and

expenditure control. In some cases, head teachers do not apply proper use of accounting instructions provided by the Ministry of Education. This leads to misallocation of resources resulting to lack of essential commodities and services as an ingredient for conflict.

Pertaining to academic performance, it is evident that from the study that head teachers differ greatly with the teachers over academic performance of their classes leading to conflicts in schools. With regard to types of conflicts in schools, Nzuve (2007) argued that interpersonal conflicts resulting from personality variables such as dislikes, distrust, or prejudice usually hinder group performance such as academic performance of a school. Nzuve (2007) further stated that when interpersonal conflict occurs, people are more concerned with gaining advantage over others than with task performance. It can be shown that interpersonal conflicts in public secondary schools may result from distrust amongst the students, teachers and administrators. Conflict is inevitable in schools where stakeholders perceive others negatively and sometimes the stakeholders disagree on matters to do with their roles. Moreover, these findings corroborate those of Stewart and Dangelo (1980) that conflicts in institutions are associated with conflict over basic values.

With regard to conflict management methods, the results of the study conducted in selected secondary schools within Matero Zone of Lusaka District supported by Rono (2001) reveals that some head teachers have had conflicts in schools due to poor financial accountability. Furthermore, some head teachers are not transparent in their financial matters of their school. He adds on that the head teachers do not discuss financial issues of their school with their teachers and learners and when financial issues are brought in the agenda of the staff meeting usually the last item of the agenda, when the members are tired and unable to discuss the item in detail. This will open up disputes between the administrators and the members of staff and sometimes with the students. It should be, therefore, understood that Head Teachers need to be transparent in the manner by which they handle financial matters in schools. An institution needs to have a financial committee chaired by that Deputy Head teacher while the Head teacher is the overseer where planning and financial reports are availed to stake holders where possible quarterly or when ever need arises.

According to Antzi (1996) in service and opportunities to attend courses in conflict management help to decrease conflicts. This is possible in school when stakeholders are taken through relevant curriculum and conflict management. Additionally, the findings support those of Okumbe (2008) that conflicts with students could be minimized through use of Students' Representative Council (SRC). A Students' Representative Council been established in one of the schools within Matero Zone but is just in infancy. Since students are not only the raw materials in education industry but also important human resources in the organization, sound management of students is, therefore, required. The school management needs to ensure that the students' activities and operation in an organization are well monitored. This calls for an educational manager who is properly conversant with the techniques of educational management. Similarly, the findings agree with those of Gordon and Ernest (1996) that conflicts could be defused through frequent stakeholders' meetings and consultation in school. It is important for the Head Teacher to know both educational expectations and attitudes of the people in the community. With this knowledge the head teacher is in a position to put in place educational programs that meet the needs of the community.

With regard to conflict resolution strategies, the findings concur with Robbins (2003) that resolution of conflicts could be done through smoothing. This entails playing down differences while emphasizing common interests between the conflicting parties. This is possible in a school where the Head Teacher can emphasis common good between stakeholders while minimizing the divergence. Similarly, avoidance could be used to resolve conflicts in school. This involves withdrawal from, or suppression of the conflict. The Head Teacher could bring in situations where conflicts are suppressed while emphasizing on the goals of the school curriculum and its implementations. The findings also confirm that compromise is another technique for conflict resolution in selected secondary schools in Matero Zone of Lusaka District. This is where each party to the conflict gives up something of value. In a school situation, the Head Teacher could bring conflicting parties together and help to resolve the issues but it should be noted that no single strategy is appropriate for all situations.

The findings of this research further corroborate Obbins (2003) that dictatorial or authoritative command is another technique of conflict resolution. This is where the management uses its

formal authority to resolve the conflict then communicate its desires to the parties involved. The head teacher could force an issue in his/ her own way and simply communicate to the conflicting parties. Briscoe and Schuler (2004) have offered procedures for turning dysfunctional conflict into functional conflict, stating that too many organizations tend to take a win-lose, competitive approach to conflict or at worst avoid conflict altogether. Such a negative view of conflict ensures that a group is ineffective and the activity within it becomes destructive. However, a positive view of conflict leads to a win-win solution. Within a group, the member can take any one of the three views of conflict: dysfunctional conflict, conflict avoidance and functional conflict. In this study some Head Teachers avoid conflicts while others, perpetuate conflicts. However it is vital to note that conflict is inevitable and can still be used constructively to better the school environment.

4.9 Conclusion

This chapter presented the research findings after which a discussion of research findings followed. The results have been presented in line with the research objectives. The next chapter will deal with the summary of research findings, after which conclusion from the study will be analysed. The last part of the chapter will be a presentation of some recommendations on Conflict Management Strategies.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The previous chapter presented the main findings of the study. The present chapter will therefore draw conclusions to the study and make recommendations on the conflict management strategies used among pupils, teachers and Head Teachers and make further suggestions.

5.1 Conflicts Management Methods

Rono (2001) in a conference paper indicated that many secondary schools did poorly in national examinations because there was no proper management of learning activities by head teachers. When pupils fail national examinations Head Teachers are under pressure from parents, pupils and the community. The Head Teacher therefore needed to manage the curriculum to avoid failure of pupils in examinations. The head teachers should device ways to supervise teaching and to make sure what is going on in all classes and in all subjects. He further indicated that there was need for effective evaluation through examinations such as End of Term and End Year examination, and continuous assessment tests, which should be valid and useful to pupils.

Okumbe (2008) agrees with the above view and indicated that personnel management was very important if learning activities have to succeed in schools. In managing personnel, there is need for head teachers to attract human resources required by their schools. It is not enough to acquire the personnel. It is also important to develop, motivate, and retain the human resource. There is need to ensure that the organizational climate enhances employees' mutual relationship and co-operate effort is vital.

Success of the organization depended entirely on how effectively its human resource is managed. Hughes (1994) advocates that performing management functions is a continued activity for a head teacher who faces responsibility and is hampered by the amount of time available to carry them out. He indicates that successful principals should learn to lead and manage. The Head Teacher must lead ahead of time and know how to administer and when to manage. In administration, less friction was realized when "craft" of administration is applied in ensuring

that teachers do their work as expected in curriculum implementation. The syllabus is required to be covered adequately at the right time.

5.2 In - Service Training and Opportunities to Attend Courses in Conflict Management

Jantzi (1996) found out that Head Teachers who are gifted in leadership experienced minimal conflicts in their institutions and ultimately pupils' academic performance is enhanced. Schools that experience fewer conflicts have a link between motivation, commitment and capacity building. Research done by Harckman and Oldman and reported by Jantzi (1996) on motivation indicated that teachers, who have control over their work activities, are able to exert reasonable influence and impact positively on students' performance. These teachers also develop personal responsibilities for their work and are personally accountable for the outcome. Okumbe (2008) concurs with the above author and points out that some teachers have taught for many years without being recognized or given promotion. Such teachers lack motivation because there is nothing to look forward to in their work. The Head Teacher needs to find out the potentials and aptitudes then assist the teachers to acquire the necessary skills, knowledge and attitudes for effective job performance through in service and undertaking of courses related to conflict resolutions.

5.3 Career Growth and Security for Teachers in Schools

Teachers should also be helped in career growth where they will use their talents and have aspirations. According to Rono (2001) those teachers who temporarily or permanently stop in their career or promotional grades turn to create conflict. He asserts that a teacher in this state suffers from stress and psychological withdrawal. A teacher of this nature can be a problem to the Head Teacher. The Head Teachers needs to motivate such teachers by putting in place additional career ladders. He further pointed out that when the worst comes to the worst the teacher should change the career.

Kempiles (1997) indicates that teachers are less troublesome when they have job security, high interactional opportunity and institutional support. He indicated that teachers are motivated to work when their efforts are recognized. He also indicated that teachers need good working conditions such as quality teaching materials, supervisory, supportive services and opportunities

for initiative. Besides these, teachers need to be accorded with a working environment which is conducive to efficiently and effectively deliver educational services to pupils. Teachers of this category can be assisted by taking them for in-service courses for capacity building.

5.4 Human Relations

Hughes (1994) reported a general theory on human relations. The theory indicates that human relation was an important asset in school administration. It also indicates that understanding workers behavior was important. Understanding similarities and differences in age, sex and outside interest are important for an administrator in creating good working relationships in places of work. Foster (1989) concurred with the above view and indicates that Head Teachers need to relate in a way that teachers are ready to work with them. He indicated that the Head Teacher should be concerned with the needs of the teachers both emotional and material. The teachers must also be insulated from aggressive parents. When teachers are aware that the administration is concerned about them, they will conform when the Head Teacher uses pressure and independent decision making. Musvosvi (1998) shares the above view and asserts that a successful administrator has concern for people but at the same time keeps the overall objectives of the organization in view. He has also shown that teachers have needs which if not met will affect their output and morality in their place of work. Positive working relations enhance productivity.

Fraser and Hertzell (1990) affirm the above view when they emphasize that the principal encounter students, teachers and parents on daily basis and require the value of caring. Head Teachers therefore require knowledge in conflict management in order to handle various situations well. The principal should communicate trust through actions. When teachers know that they can count on the principal's support and interest they may become more willing to try new practices, share information and be ready to co-operate with the principal.

5.5 Use of Students' Representative Council (SRC) in Schools

Okumbe (2008) indicated that students are not only the raw materials in education industry but also important human resources in the organization. Sound management of students is, therefore, required. The school management needs to ensure that;

The students' activities and operations in an organization are well monitored.

This calls for an educational manager who is properly grounded in the techniques of educational management. For an educational manager (Head teacher) to be an effective students' manager, he or she must not only be conversant with concepts and newer perspectives in secondary school management, but also be a constant operator of the management techniques.

Management of students requires that the head teacher should show concern and drive towards students' achievement through teaching and learning, constantly communicating appropriately and effectively to and with students. Lack of proper communication may lead to conflicts with students; make the right decisions at the right time. Right decisions can only be made if the management invests its resources in effective decision making, solve problems by applying the appropriate problem solving techniques speedily, equitably, and cautiously, take disciplinary measures consistently and timely, motivate students by maintaining an organizational climate conducive to all stakeholders, show respect and economy in time management. In order to do this effectively, the head teacher can employ use of student government through use of Students' Representative Council (SRC). Through this the head teacher will ensure that the students' issues were addressed promptly through the right procedure (Okotoni and Okotoni, 2003).

5.6 Professionalism and Meritocracy in Appointment of Teachers and Administrators

Professionalism and meritocracy in appointment of teachers and administrators was proposed as a method used to solve conflicts. This would entail that the teachers' appointments are done in a professional manner to avoid conflicts between teachers and teachers; and between teachers and head teachers. There is need for transparency and accountability in financial and resource allocation and management in school to students, teachers and even non-teaching staff. If there is no transparency and accountability in management of financial and resource allocations, most school head teachers are bound to have conflicts with the pupils, teachers and non teaching staff.

5.7 General Conclusion

From the above findings it was evident that teachers and Head Teacher may conflict over certain issues on daily, weekly and /or monthly basis. Reasons for such conflicts were allocation of classes / classrooms, poor conditions of service, administrative incompetency of the Head Teacher, misappropriation / embezzlement of funds, indiscipline on the parts of pupils, teachers or administrators, poor academic performance and unfair allocation of teaching and learning resources such as charts and stationery. Rumours and grapevine contribute significantly to conflicts. It was also noted that not only teachers and heads conflict but teachers can also conflict with their counterparts. Reasons for conflicts between teachers were the same as for Head Teachers and teachers.

Findings also reflected that most conflicts at school were resolved at school level with the School Head Teacher playing a conflict resolution role in cases where he/she was involved. It was also evident that most teachers were not satisfied with the way number conflicts were resolved at school level, and, hence, preferred an outsider like the District Education Officer to resolve their conflicts especially with the Head Teacher. The study concludes that conflict is an inevitable outcome of human interaction. These conflicts vary from one school to another but the most experienced types of conflict in secondary schools in selected secondary schools of Matero Zone in Lusaka District include conflict over image perceptions and role conflicts. Conflict management methods include use of Student Council Representatives, adequate coverage of syllabus; transparency and accountability in financial and resource allocation. The most commonly used techniques in conflict resolution include authoritative command (forcing and issue to one's own way) and avoidance (stay - away from or withdrawing from conflicts).

Recommendations

The following recommendations were made to minimize conflicts in secondary schools;

- Early detection and providing solutions to sources of conflicts before the eruption of the conflicts is necessary.
- Head Teachers and teachers should ensure that there is equity and transparency in the distribution of resources at schools.
- Head Teachers should ensure that there is justice and fairness in resolving conflicts at the school level.
- Workshops on conflict resolutions should be mounted for teachers and school administrators.
- School authorities should ensure that their institutions have adequate teaching and learning resources.
- The School Head Teachers should enhance effective communication with all stakeholders in the school to minimize causes of conflict.
- Transparency and accountability by school leadership was strongly recommended especially on matters to do with finances.
- Finally, appointing Head Teachers who are trained in the field of Education Administration and Management was recommended.

Suggestions for Further Research

Following findings of this study, I suggest the following topics for further inquiry;

1. A similar study need to be undertaken in private secondary schools in Matero Zone to allow for generalizations of the study findings in this Zone.
2. A study needs to be undertaken on the Effects of Conflict Management Strategies on the academic performance of pupils in Matero Zone.

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APPENDICES

Appendix A

FOCUS GROUP DISCUSSION GUIDE

FOR PUPILS ON THE NATURE AND EFFECTS OF CONFLICT MANAGEMENT SYSTEMS IN SELECTED SCHOOLS OF MATERO ZONE IN LUSAKA DISTRICT

Good morning, my name is Chanda Cassius. E. I am very pleased you have agreed to meet me today.

We are here to talk about the nature and effects of Conflict Management Systems in schools. This discussion we shall have is referred to as focus group discussion. Focus group discussion is meant to gather information informally from a small group of individuals who have a common interest in a particular subject. In focus groups, there is no right or wrong answer; I would like to hear from everyone in the room.

I am pleased you can be part of this group because I think you have important ideas regarding the conflict management systems and interpersonal conflicts or disputes between teachers and head teachers. Don't hesitate to speak up when you have a point you would like to make.

I will record this discussion as well as take notes. I like to follow what is being said and then go back later to review what you said again so I can accurately convey your ideas and opinions.

1. What do you understand by the term conflict?
2. What do you understand by the term conflict management?
3. Who are the people involved? (Parties, administrators/coordinators, third parties who help in some way, etc.)
4. How would you describe relations between teachers and Head Teacher in the school?
5. Have there been cases of conflict in the school?
6. What is the nature of conflicts in your school?
7. Between which people does conflict occur in your school?
8. What are some of the common causes of interpersonal conflicts between teachers and Head Teacher in your school?
9. What are some of the effects of interpersonal conflicts between teachers and Head Teacher in your school?

10. What interpersonal conflict management strategies are used to manage conflicts between teachers and Head Teacher?
11. What are the most effective interpersonal conflict management strategies used when resolving conflicts between teachers and the Head teacher?
12. Give two encounters (conflict cases) you have had/you know of with the Head Teacher and the teachers.
13. Were these conflicts resolved to your satisfaction? State reasons.
14. Suggest strategies which you believe would resolve conflicts between teachers and Head Teachers better.
15. Have you had any opportunity to attend courses in Conflict Management?

Thank you for your participation.

Appendix A 2:

Questionnaire for School Pupils

No.	QUESTIONS, INSTRUCTIONS & FILTERS	RESPONSES	GO TO
	BACKGROUND CHARACTERISTICS		
Q1	Age of the respondent	12 13 14 15 16 17	1 2 3 4 5 6
Q2	What grade are you in?	Grade 8 Grade 9 Grade 10 Grade 11 Grade 12	1 2 3 4 5
Q3	What tribe do you belong to?	Specify _____	
Q4	Who do you live with at home? [MORE THAN ONE RESPONSE IS POSSIBLE: Circle all that apply]	Mother Father Siblings Grandmother	0 1 0 1 0 1 0 1
Q5	Religion	Catholic Pentecostal Others	1 2 3
Q6	Type of school	Private Public	1 2

Appendix B : Unstructured Interview guide for teachers

My name is Chanda Cassius. E. I am very pleased you have agreed to participate in this study entitled The Nature and Effects of Conflict Management Systems in Schools.

1. What do you understand by the term Conflict Management?

.....
.....

2. How are relations among members of staff and the administrators in your school?

.....
.....

3. What is the nature of conflicts in your school, if any?

.....
.....

4. Identify any conflict or dispute management systems that you are familiar with in your school.

.....
.....

5. Who are the people involved? (Parties, administrators/coordinators, third parties who help in some way, etc.)

.....
.....

6. Is it a formal or informal system?

.....
.....

7. What roles do they play and what are they expected to or actually do?

.....
.....

8. Why do teachers choose to use or not use this system?

.....
.....

9. What procedures or steps are currently being used by administrators to help conflicting parties manage, resolve or transform their conflicts in your school?

.....
.....

10. What rules, either formal or informal guide the people or procedures?

.....
.....

11. How is conclusion to the conflict or dispute ultimately reached?

.....
.....

12. What kinds of settlements, agreements or outcomes result from the use of the procedures? (giving in for the sake of the relationship or in exchange for some benefit to be received in the future), or solutions with mutual gain or benefits that are supported or accepted by all involved.)

.....
.....

13. How satisfactory is the process and outcome to the people who are involved in the dispute?

.....
.....

14. What have been the effects of using or not using a conflict management system in your school?

.....
.....

15. Have you had any opportunity to attend Courses in Conflict Management systems?

.....
.....

THANK YOU FOR YOUR PARTICIPATION.

Appendix C: Unstructured Interview guide for head teachers

My name is Chanda Cassius. E. I am very pleased you have agreed to participate in this study entitled The Nature and Effects of Conflict Management Systems or Strategies in Schools.

1. How are relations among staff in your school?

.....
.....

2. How about between teachers and pupils?

.....
.....

3. How would you describe relations between you and your teachers in the school?

.....
.....

4. What is the nature of conflicts in your school, if any?

.....
.....

5. What are the causes of interpersonal conflicts between teachers and your office in your school?

.....
.....

6. State the common types of conflicts that have happened between your office and teachers in your school.

.....
.....

7. What are the effects of interpersonal conflicts between teachers and your office in your school?

.....
.....

8. Which interpersonal conflict management strategies have been used when resolving conflicts between teachers and your office have you found most effective?

.....
.....

9. What do you understand by the term Conflict Management System?

.....
.....

10. What conflict management system do you use with your teachers to reduce or management conflicts in your institution?

.....
.....

11. Please give two encounters (conflict cases) you have had with teachers.

.....
.....

12. How did you resolve these?

.....
.....

13. Do you record any of these conflict experiences with teachers in any document?

.....
.....

14. What is the frequency of conflict occurrences between you and the teachers in your school?

.....
.....

15. Have you had any opportunity to attend Courses in Conflict Management systems?

.....
.....

THANK YOU FOR YOUR PARTICIPATION.

Appendix D: CONSENT FORM

I am Chanda Cassius. E. a student at the University of Zambia doing a research

ENTITLED THE NATURE AND EFFECTS OF CONFLICT MANAGEMENT SYSTEMS IN SELECTED SECONDARY SCHOOLS OF MATERO ZONE IN LUSAKA DISTRICT.

REFERENCE TO PARTICIPANT INFORMATION SHEET:

Please read the following participant information sheets before you sign.

1. Make sure that you read the Information Sheet carefully, or that it has been explained to you to your satisfaction.
2. Your permission is required if tape or audio recording is being used.
3. Your participation in this research is entirely voluntary, i.e. you do not have to participate if you do not wish to.
4. Refusal to take part will involve no penalty or loss of services to which you are otherwise entitled.
5. If you decide to take part, you are still free to withdraw at any time without penalty or loss of services and without giving a reason for your withdrawal.
6. You may choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.
7. The information collected in this interview will be kept strictly confidential.
8. If you choose to participate in this research study, your signed consent is required below before I proceed with the interview with you.

VOLUNTARY CONSENT

I have read (or have had explained to me) the information about this research as contained in the Participant Information Sheet. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction

I now consent voluntarily to be a participant in this project and understand that I have the right to end the interview at any time, and to choose not to answer particular questions that are asked in the study.

My signature below says that I am willing to participate in this research:

Participant's Name (Printed):

Participant's Signature:

Consent Date:

Researcher Conducting Informed Consent (Printed)

Signature of Researcher: Date:

Signature of Parent/Guardian: Date.....

THANK YOU FOR YOUR PARTICIPATION.