



**AN INVESTIGATION OF THE NATURE OF CONFLICT AND CONFLICT  
MANAGEMENT STRATEGIES INVOLVING LEARNERS IN SELECTED PUBLIC  
SECONDARY SCHOOLS OF LUSAKA DISTRICT.**

**A dissertation submitted to the University of Zambia in association with Zimbabwe Open  
University in partial fulfillment of the requirements for the award of the Degree of Master  
of Science in Peace, Leadership and Conflict Resolution.**

**By**

**Limbo Chisha**

**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

**2018**

**DECLARATION**

I, LIMBO CHISHA do hereby declare that this dissertation represents my own work and that it has not been previously submitted for a degree at this or any other University.

**SIGNED**.....

**DATE**.....

## **COPYRIGHT**

All rights reserved. No part of this dissertation may be reproduced or stored in any form or by any means without prior permission in writing from the author, The University of Zambia or Zimbabwe Open University.

**APPROVAL**

This dissertation of LIMBO CHISHA is approved as fulfilling part of the requirements for the award of the degree of Master of Science in Peace, Leadership and Conflict Resolution by The University of Zambia in association with Zimbabwe Open University.

**Examiners**

**Date**

.....

.....

.....

.....

## **DEDICATION**

I dedicate this work to my son; Bukata Chisha; my father; Mr. Jones Chisha and my mother; Mrs. Stephanie .C. Chisha.

## ACKNOWLEDGEMENTS

Many people have provided valuable contribution towards the successful completion of this work, and I am greatly indebted to all of them. It is not possible to mention all of them individually. The following, however, deserve special appreciation, and are worth mentioned by name. First of all, I thank the almighty God, for the many blessings He has gratuitously bestowed upon me in my life, which has been the source of strength and happiness in fulfilling all responsibilities that come my way, including this work.

Secondly, I am particularly grateful to my research supervisor, Mrs. Eunifridah Simuyaba, for her expert guidance towards my research, her comments and useful critiques. I am therefore, greatly indebted to her for her interest which she showed in my work and for her unfailing aid which gave me encouragement to finish the work within the required time line.

Thirdly, my appreciation goes to my family, for their unending financial and moral support, immeasurable love, patience and emotional attachment. Their sacrifice provided in different kinds and styles has been the soil in which this achievement has grown. I wish also to thank my course-mates, Mr. R. Kaunda and Mr. T. Chirwa for their exceptional encouragement and moral support towards my studies, not forgetting Mrs K Kalwani for editing my work.

Finally, I also owe great thanks to the school managements at Munali Boys Secondary School and Kabulonga Boys Secondary School for allowing me to talk to their Grade 12 pupils during the time of my research. I also thank the Grade 12 pupils who consented to take part in this study for without them, this study couldn't have been complete.

## ABSTRACT

This study investigated of the nature of conflict and conflict management strategies involving learners in selected public secondary schools. The study considered learners from Kabulonga and Munali Boys Secondary Schools. The objectives of the study were to; investigate the nature of conflict involving learners in schools, find out the effects of these conflicts on the learners, explore conflict management strategies employed in secondary schools and establish the effectiveness of strategies employed by the school administrators in managing conflicts. The study was qualitative in nature and thus primary data was collected using oral interviews and focus group discussions. The study had a sample size of 24 respondents from whom the findings have been reported. Primary data was analyzed qualitatively using thematic and content analysis. The findings show that the nature of conflict involving learners in secondary schools revolves on the common causes of conflict among the learners. The common causes of conflict among learners have been found to be differences in personal opinions on certain subject matters such as social matters, relationships involving girls and boys that is boyfriend/girlfriend relationships, favoritism of some pupils by some teachers, misunderstandings between and among each other, differences in backgrounds, beliefs and interests, miscommunication among them, negative behavior e.g. bullying, harassment, teasing, offensive language and verbal abuse, different levels of competence of learnt material among learners, favoritism from learners to teachers, superiority and inferiority complexes among learners and differences in social economic status of the learners.

On the effects of conflicts on the learners, it has been found that most of the pupils that had been involved in conflict with fellow pupils had their friendship broken as a result of such conflicts. It was also found that pupils had difficulties to concentrate in class thus resulting into poor academic performance. It was further found that learners' school social life becomes affected in that the learners tend to withdraw from friends; they become anti-social to others and hence fail to fit in amongst their peers. The learners' academic performance tends to go down among the affected parties because they develop fear and stop participating fully in class.

The study findings show that conflict management strategies employed in secondary schools are dialogue and mediation as methods of conflict resolution among pupils who resolved conflict among themselves. For the teachers, it has been found that they mostly use mediation and arbitration as conflict management strategies in schools. It has also been found that open dialogue,

negotiation and counselling are conflict management strategies teachers employ in school to resolve conflict among the learners. On the effectiveness of strategies employed by the school administration in managing conflicts, the findings show that the strategies are very effective in that the quarrelling pupils cooperate and communicate to each other and that they make pupils change their behavior and create peace among themselves. Furthermore, the strategies have been found to lead to a reduction in conflict among pupils in the schools. The strategies have been found to help in the reduction of conflict in the schools thereby increasing peace building among learners in school.

The researcher's recommendations are that, government should invest in the training of school administrators and teachers to equip them with conflict management skills for them to be able to resolve conflict among pupils in schools effectively. Secondly, government must invest in setting up active guidance and counselling departments in all secondary schools in the country with qualified counsellors to facilitate for effective counselling of the learners that involve themselves in conflict. Furthermore, the government in collaboration with secondary school administrators must invest in organizing secondary school programs that will facilitate the training of learners in the aspect of conflict resolution among themselves as learners. This will help learners to gain conflict resolution skills for effective and amicable resolution of conflicts among them. The researcher further recommend that the government should invest in training all teachers in conflict management for them to be able to resolve conflicts that occur in schools among learners. Finally, the researcher recommends that since teachers are key in the effective resolution of conflicts among learners in secondary schools there is need for them to be equipped with conflict management skills.

## **LIST OF ACRONYMS**

BBC	British Broadcasting Cooperation
GRZ	Government of the Republic of Zambia
PTA	Parents Teachers Association
STATA	Statistical Data Analysis Software
SAS	Statistical Analytics Software and Solutions
SPSS	Statistical Package for Social Sciences
USA	United States of America

# TABLE OF CONTENTS

DECLARATION .....	i
COPYRIGHT .....	ii
APPROVAL .....	iii
DEDICATION .....	iv
ACKNOWLEDGEMENTS .....	v
ABSTRACT .....	vi
LIST OF ACRONYMS .....	viii
CHAPTER ONE .....	1
Introduction and background to the study .....	1
1.1 Overview .....	1
1.2 Background .....	1
1.3 Statement of the research problem .....	3
1.4 Purpose of the study .....	4
1.5 Main research objective .....	4
1.5.1 Specific objectives .....	4
1.6 Main research question .....	4
1.6.1 Specific research questions .....	4
1.7 Rationale and significant of the study .....	4
1.8 Theoretical framework .....	5
1.8.1 Contingency theory .....	6
1.8.2 The sociological conflict theory .....	6
1.8.3 Game theory .....	7
1.9 Definitions of terms .....	8
1.10 Summary .....	9
CHAPTER TWO .....	10
Literature review .....	10
2.1 Overview .....	10
2.2 Concept of conflict .....	10
2.3 Types of conflict .....	12
2.3.1 Interpersonal conflict .....	13

2.3.2 Intrapersonal conflict .....	13
2.3.3 Intragroup conflict .....	14
2.3.4 Intergroup conflict .....	14
2.4 Causes of conflict.....	16
2.5 Some common sources of conflict.....	17
2.6 How conflict is initiated.....	20
2.6.1 Positive effects of conflicts .....	21
2.6.2 Negative effects of conflicts .....	22
2.7 Conflict resolution or response style.....	24
2.8 Effects of conflicts in school organisations .....	28
2.8.1 Conflict and academic performance in schools .....	28
2.9 Empirical literature review .....	29
2.9.1 Studies on conflict management strategies in a school system.....	29
2.9.2 Studies conducted outside Africa.....	33
2.9.3 Studies conducted in Africa .....	34
2.9.4 Related studies in Zambia .....	37
2.10 Summary .....	38
CHAPTER THREE .....	39
Methodology .....	39
3.1 Overview.....	39
3.2 Research methodology.....	39
3.3 Research design.....	40
3.4 Research site .....	41
3.5 Population and sample design.....	41
3.6 Sampling procedure .....	41
3.7 Data collection procedure and tools.....	42
3.7.1 Semi-structured interview .....	42
3.7.2 Focus group discussion guide .....	42
3.7.3 Semi-structured questionnaires .....	43
3.8 Data analysis .....	43
3.9 Validity and reliability .....	44

3.10 Ethical consideration.....	45
3.11 Limitations of the study .....	45
CHAPTER FOUR.....	47
Presentation and Discussion of Research Findings .....	47
4.1 Overview.....	47
4.2 Presentation of demographic findings .....	47
4.2.1 Gender of respondents .....	47
4.2.2 Age distribution of respondents .....	48
4.2.3 Marital status of respondents .....	49
4.2.4 Education level of respondents .....	50
4.2.5 Work experience of teachers.....	51
4.3 Presentation of research findings, analysis and discussion as per study objectives .....	52
4.3.1 The nature of conflict involving learners in schools.....	52
4.3.2 The effects of conflicts on the learners .....	55
Table 7: How has this conflict with your fellow learner affected you?.....	55
4.3.3 Conflict management strategies employed in secondary schools.....	62
4.3.4 The effectiveness of strategies used by school administrators in managing conflicts.	69
4.4 Summary.....	72
CHAPTER FIVE .....	73
Conclusions and Recommendations .....	73
5.1 Overview.....	73
5.2 Conclusion .....	73
5.3 Recommendations.....	77
5.3.1 Policy .....	77
5.3.2 Practice.....	78
5.3.3 Further Research .....	78
BIBLIOGRAPHY .....	79
APPENDICES .....	87

## LIST OF TABLES

## Page Number

Table 1: Gender of respondents .....	48
Table 2: Age of respondents .....	49
Table 3: Marital status of respondents .....	50
Table 4: Education level of respondents .....	51
Table 5: Work experience of teachers .....	52
Table 6: Have you ever been involved in a conflict with your fellow learner?.....	53
Table 8: How has it negatively affected you?.....	56
Table 9: How has it positively affected you?.....	56
Table 10: Have you ever been involved in a conflict with a teacher? .....	57
Table 11: If this teacher was one of your subject teachers, were you still attending his/her lessons? .....	58
Table 12: How did you solve the conflict? .....	63
Table 13: Have you ever resolved a conflict among learners? .....	63
Table 14: Are there any school programs relating to handling of conflict in the school among learners? .....	64
Table 15: Does the school have rules on how to handle conflict involving learners? .....	65
Table 16: Are these rules enforced by school management in times of conflict resolution among learners? .....	65
Table 17: Conflict management strategies used by school managers to resolve conflicts among learners? .....	66

## CHAPTER ONE

### Introduction and background to the study

#### 1.1 Overview

This chapter presents the background to the study and defines the problem that the study attempts to address. It states the purpose, objectives and research questions of the study that need to be answered. The chapter further reflects on the significance, delimitations, theoretical framework and it ends by outlining the operational definitions of the study.

#### 1.2 Background

Today, the demand for effective management of schools is rapidly taking central stage more than ever, in all African countries (Okumbe, 1999). Secondary school education in African countries is considered as an important sub-sector in the education system. For example, inputs into higher learning educational institutions and in the labour force in all countries worldwide depend on qualified outputs from secondary schools (Hakielimu, 2007). Therefore, for a school to be effective, individual members need to be able to work and learn in a conflict free environment.

Educational management in secondary schools involves the application of management values and skills in designing, developing and effecting resources towards achievement of educational goals. The effective coordination in management is of great potentialities for provision of quality secondary education (Jackson, 2010). Khan *et al*, (2009) asserted that the overall responsibility for a school's head is conflict management in school. Communities world over look up to higher learning institutions and secondary schools for the nurturing of life skills and innovative ideas which transform the technological, economic and social dimensions of people's lives towards development.

Hakielimu (2007) also adds that a school is expected to impart in learners certain life skills like problem solving skills, social interaction skills and most importantly conflict management skills. The latter skills (conflict management skills), are important because conflict is believed to be part of human nature. As such if the educational system is to produce a responsible citizen, the learners must be exposed to conflict management skills from a tender age. Additionally, the learners will

not only apply these skills in the school environment but they can also be applied to all life situations thereby promoting a culture of peace in the future generation.

Presently, in most secondary schools learners and most teenagers in other social setting resort to destructive ways when faced with a conflict thereby escalating the situation. In other instances physical fights manifest between teachers and learners or among learners over certain issues. Mostly, such unresolved conflicts result in communication breakdown that culminates into inappropriate operation of the school. In other word, this disturbs the tone and climate of the school and ultimately the performance of both teachers and learners is negatively affected. The aforementioned effects of conflicts are not only experienced in the school environment but also occur in other social settings like homes, colleges, public places and all other human organizations (Robbins, 2000).

Further, Cole (1998) contends that conflict is a condition that arises whenever the perceived interests of an individual or a group clash with those of another individual or a group in such a way that strong emotions are aroused and compromise is not considered to be an option. Similarly, Cannie (2002) defines conflict as a disagreement or struggle between two or more people. Several types of conflicts involving learners in secondary schools, these include intra personal, intra group, inter personal and inter group. Robbins (2000) states that intra personal conflicts involve conflicts within an individual. Intra group conflicts involve differences within a certain group. This may include conflicts within the staff, the learners, parents, the sponsor or any other stakeholders in school. Interpersonal conflicts are conflicts between persons. This may include conflict between specific staff members and students, specific teacher and parents. Within a group inter group conflicts may involve conflict between various groups in educational institution. The group could be between staff and student, and other groups or stakeholders. Generally, conflicts at any given secondary school may be beneficial or none towards institutions achievement depending on how it is resolved.

Furthermore, Hakielimu (2007) forwards an argument that schools have been identified to be more prone to conflicts than other institutions. Similarly, Fleetwood (1987) also argues that public schools frequently appear to be centres of tension; on occasion, they are perhaps a manifestation of problems in the community. Beck and Betz (2002) took the argument a step further and argued that schools are a unique social system and it is this uniqueness that contributes to distinctive

school based conflicts. They further noted that destructive conflicts occur in schools because of their stressful and competitive environment where teachers are not equipped with adequate support and training in conflict handling and learners are not afforded with sufficient opportunities to fully cooperate. This coupled with a high ratio of teacher-student population and intense pressure to perform, inevitably exacerbates conflicts in school setting.

Finally, the existence of rampant authoritarianism, stringent discipline, restriction of learners' freedom and their inability to make decisions on matters concerning them, make schools hot spots for violent conflicts (Sergiovanni et al, 2004). Conflicts in secondary schools especially those involving learners has become pervasive and incessant. Thus the need to explore this subject so as to give suggestions that will help impart conflict management skills in learners and also teachers. According to Tannen and Debra (2003) unresolved conflicts can lead to high absenteeism and turnover, prolonged disruption of activities, and lack of concerted effort by organization members. These effects in turn are likely to result into poor performance and compromising the standards of education.

### **1.3 Statement of the research problem**

Conflict is ever-present in human relations, Saddler (1998). There is no known institution that is exempt from it. Anecdotal evidence seems to suggest that conflicts involving learners remain persistent in most if not all schools in Zambia and, particularly in Lusaka province (Sompa, 2015). Conflict management in Zambian public secondary schools continues to be a great challenge to effective educational service delivery, and that it can be harmful to learner satisfaction and general performance if it becomes excessive and unmanageable (Sergiovanni et al, 2004). For example, unruly behaviour of learners in selected schools, has had an adverse effect on national secondary examination results particularly in Lusaka province. As a result, this has caught the public eye and raised questions on the issue of conflict management in schools especially those that involves learners. This is due to the fact that the way conflict is managed in schools by teachers and the school managers has a bearing on learner behaviour and academic performance. There is limited information in existence on how conflicts between teachers and learners and among learners are resolved. A survey of literature seem to suggest that the nature of conflict as well as the ways of addressing conflicts involving learners in public schools remain widely unreported and uncertain. Moreover, the few local studies that have been done such as those of Sompa (2015) and Phiri

(2015) have dwelt on exploring conflicts that exist between the teachers and school administrators. This study, therefore, seeks to investigate the nature of conflict and conflict management strategies involving learners in selected public secondary schools of Lusaka District.

#### **1.4 Purpose of the study**

The purpose of this study was to investigate the nature of conflict and conflict management systems involving learners in selected public secondary schools of Lusaka district.

#### **1.5 Main research objective**

The main objective of this study was to investigate the conflict management strategies involving learners in selected public secondary schools of Lusaka District.

##### **1.5.1 Specific objectives**

The study was guided by the following specific objectives:

- a) To investigate the nature of conflict involving learners in schools.
- b) To find out the effects of these conflicts on the learners.
- c) To explore conflict management strategies employed in secondary schools.
- d) To establish the effectiveness of strategies employed by the school administration in managing conflicts.

#### **1.6 Main research question**

What is the nature of conflict and conflict management strategies involving learners in selected public secondary schools of Lusaka district?

##### **1.6.1 Specific research questions**

- a) What is the nature of conflict involving learners in schools?
- b) What are the effects of these conflicts on the learners?
- c) What are the conflict management strategies employed by school administrators in secondary schools?
- d) How effective are strategies employed by the school administration in managing conflicts?

#### **1.7 Rationale and significant of the study**

The researcher anticipates that as this study has been done, its findings may contribute substantially to the establishment of a theoretical understanding of the phenomenon of conflict management

strategies in secondary schools in the Zambian context. This may probably form a new insight and contribute to the current ideas of non-violent conflict resolution in secondary schools in Zambia. Furthermore, the finding of this study could be of paramount importance to inform policy makers and school managers on the need to equip themselves with conflict resolution skills. Finally, the study could also be an eye opener in the field of conflict resolution and peace in education in all schools in Zambia.

### **1.8 Theoretical framework**

This study was underpinned by contemporary theories of contingency, the sociological conflict and the game theory. Omari (2011) defines a theory as thought processes and thinking system or schemes for explaining and predicting a set of happening or natural phenomenon such as behavioural changes. It may be argued based on the definition above that theories have a great inspiration powers to human thought which should be promoted and these include but not limited to hypothetical thinking, imagination, creativity and probabilistic thinking. Theoretical framework according to Kombo and Tromp (2006: 56) is defined as “a collection of interrelated ideas based on theories. It is a reasoned set of prepositions, which are derived from and supported by data or evidence”. The essence of theory in any research cannot be overemphasized as Kwame Nkrumah of Ghana correctly observed that ‘theory without practice is hollow; and practice without theory is blind’. Thus, this qualifies the decision to use contemporary theories to guide the study. Specifically, the study will be guided by the contingency theory, sociological theory and the game theory (contemporary theories).

According to Jorgensen and Gail (1990), there are two basic but opposing, views of conflict, the traditional and the contemporary. 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. Scholars who view conflict in this way avoid admitting that it exists, keeps it undercover, and try to suppress it. The contemporary view sees conflict in a more positive light. According to this view, conflict is inevitable. It is a natural result of change and is frequently beneficial to the manager in an institution or organisation if properly managed (Jorgensen and Gail, 1990). This research uses contemporary conflict theories to help understand conflict resolution in secondary schools in Lusaka District.

### **1.8.1 Contingency theory**

Contingency theory in conflict resolution was pioneered by Fisher and Keashly (1988). In brief, the theory which comes mainly from organizational Psychology is that, at different points during a conflict different types of third party intervention are more or less effective. Research from organizational Psychology analogously applied to deep-rooted conflicts suggests moments at which substantive interests are most salient whereas at other times miscommunication and misperceptions block attempts to resolve. The assumption is that subjective elements get worse as conflict escalates.

To add on, Fisher and Keashly (1988: 34) summarized their argument as: “A contingency approach to third party intervention is based on the assessment that social conflict involves a dynamic process in which objective and subjective elements interact over time as the conflict escalates and de-escalates. Depending on the objective-subjective mix, different intervention will be appropriate at different states of the conflict.” Fisher and Keashly (1988) places needs-based 'peace-building' within a contingency framework as activities designed to improve the relationship and meet the basic needs of the parties, in order to de-escalate the conflict and render it amenable to peacemaking. Peace building can then take its place as the essential bridge between peacekeeping and peacemaking. Conflict resolution in an organizational practice depends on a circumstance, that is, a contingency. Contingency theory recognizes the influence of given solution on organizational behaviour patterns. There is no one best way to do things. Hence, the strategy adopted by school administrators or learners to resolve and manage conflict is contingent upon the situation. Thus, the contingency theory will be used in the research to understand the conflict management strategies that school managers may employ to resolve and manage conflicts that occur among learners depending upon certain situations or circumstances (Fisher and Keashly, 1988).

### **1.8.2 The sociological conflict theory**

While conflict is accepted as a central fact of society, every society has its unique conflicts. Greek thinkers from Heraclitus to the Sophists treated conflict as a primary social fact. Jean Bodin, the harbinger of modern theories of sovereignty, expanded the ideas of conflict from Niccolo Machiavelli who founded the origin of the state and its key institutions in the same place. Thomas Hobbes (1651) developed them into a materialistic rationalism. There are two distinct traditions of conflict theory useful for the study. The power relations tradition of political philosophy, reflecting

views of: Machiavelli, Bodin, Hobbes and Mosca who have analyzed conflicts in the policy in terms of power relationships as well as seeing the state as the central object of analysis. Sociological Conflict Theory is largely a synthesis of these two traditions focusing on the unequal distribution of rewards in society. While Karl Marx is its leading architect, Wright Mills, Ralf Dahrendorf, Irving Louis Horowitz, Lewis Coser, Herbert Mucus, Randall Collins and Andre Gunder Frank are among the noted conflict theorists of contemporary sociology, whose direction of argument the study will adopt in understanding the role of conflict in secondary schools in Lusaka Province (Coser, 1967).

### **1.8.3 Game theory**

Game theory provides analytical tools for examining strategic interactions among two or more participants. By using simple, often numerical models to study complex social relations, game theory can illustrate the potential for and risks associated with, cooperative behaviour among distrustful participants. Though, less familiar than typical board or video games, the lessons from these more abstract or hypothetical games are applicable to a wider array of social situations some of which maybe those that occur among learners in secondary schools . Games used to simulate real life situations typically include five elements: players or decision makers strategies available to each player, rules governing players' behaviour outcomes each of which is a result of particular choices made by players at a given point in the game and payoffs accrued by each player as a result of each possible outcome. These games assume that each player will pursue the strategies that help him or her to achieve the most profitable outcome in every situation (Bridges, 1997).

Real life is full of situations in which people intentionally or unintentionally pursue their own interests at the expense of others, leading to conflict or competition. Games used to illustrate these relationships often place the interests of two players in direct opposition: the greater the payoff for one player, the less for the other. In order to achieve a mutually product, the players must coordinate their strategies, because if each player pursues his or her greatest potential payoffs, the shared outcome is unproductive (Bridges, 1997).

This concept is illustrated using the Prisoner's Dilemma Game. This and other games illustrate the potential for cooperation to produce mutually beneficial outcomes. However, they also highlight the difficulties of obtaining cooperation among distrustful participants, because each player is

tempted to pursue his or her individual interests. Cooperation requires that both players compromise, and forego their individual maximum payoffs. Yet, in compromising, each player risks complete loss if the opponent decides to seek his or her own maximum payoff. Rather than, risking total loss, players tend to prefer the less productive outcome. These models can provide insight into the strategic options and likely outcomes available to participants in particular situations (Burden and Miller, 1993).

From this insight, decision-makers can better assess the potential effects of their actions, and can make decisions that will more likely produce the desired goals and avoid conflict. Game theory can be used to explain and address social problems in Zambian public secondary schools since games often reflect or share characteristics with real situations especially competitive or cooperative situations they can suggest strategies for dealing with such circumstances for example finding strategies to resolve or manage conflict that occur among learners in secondary schools. Just as the researcher may be able to understand the strategy of players in a particular game in this theory, the researcher may also be able to predict how people, political factions, or states will behave in a given real situation using the theory.

### **1.9 Definitions of terms**

**Conflict:** conflict refers to the tension between two or more social entities (individual, groups, or organizations) that arise from incapability of actual or desired responses (Anderson, 2001).

**Management:** management refers to the process of coordinating all resources through the process of planning, organizing, leading and controlling in order to attain the set objectives.

**Conflict management:** conflict management refers to the process of becoming aware of actual or potential conflict, diagnosing its nature and scope and employing appropriate methodology to diffuse the emotion energy, involved and enable disputing parties to understand and resolve their differences in the school setting (Hart, 2002).

**Conflict resolution:** conflict resolution refers to the process of attempting to resolve conflict (Anderson, 2001).

**Conflict resolution systems:** this implies a method desired to develop peaceful means finally ending a state of conflict, in this sense the study used the term strategies as means or methods to be applied in conflict resolution process (Meeks, Heit and Page, 2005).

**Learner:** In this context is taken to mean a secondary or primary school student or learner.

**School:** is an institution where teaching and learning takes place.

**Secondary school:** a school whose classes run from Grades eight to twelve.

**Public school:** is a primary or secondary school owned by the state.

**Zone:** a school divide consisting of a specified number of schools

### **1.10 Summary**

The chapter introduced the study on conflict management strategies used to resolve conflicts involving learners in selected secondary schools of Lusaka District. The chapter also presented the background to the problem, the problem statement, research objectives and questions, significance of the study and the theoretical perspectives that will be applied to the study.

The next chapter provides a review of literature relevant to the study. The chapter presents the literature related to the study at hand. It reviews the literature under the following themes: concept of conflict, types of conflict, causes of conflict, some common sources of conflict, how conflict is initiated, conflict resolution styles, studies on conflict management strategies in a school system, effects of conflicts in school organisations and empirical literature review.

## CHAPTER TWO

### Literature review

#### 2.1 Overview

The previous chapter introduced the study on conflict management strategies in schools. The chapter presented the background to the problem, the problem statement, research objectives and questions, significance of the study and the theoretical perspectives that were applied in the study.

This chapter presents the literature related to the study at hand. It discusses the literature under the following themes: concept of conflict, types of conflict, causes of conflict, some common sources of conflict, how conflict is initiated, conflict resolution/response style, studies on conflict management strategies in a school system, effects of conflicts in school organisations and empirical literature review.

#### 2.2 Concept of conflict

The term conflict is a highly contested subject in the academic circles. There is no one agreed definition for the word conflict. Scholars in the field of political science, international relations and other fields have defined conflict differently.

Tossi (1986) defines conflict as the process which begins when one party perceives that the other is frustrated, or is about to be frustrated. Amason (1996) described conflict as a form of socialization. He stressed that people in organizations have both personal and role preferences about the organization's actions and policies. Kilmann, (1970) points out that conflict is the outcome of frictions among groups, which is the consequence of contradictory ideas, the community or the institution can fall into conflict due to the divergence interest of the subordinates and those at corporate level, the author thus emphasized that conflict is very inevitable.

Similarly, Ramani and Zhimin (2010) view conflict as occurring along three broad dimensions of a human being: cognitive (perception), emotional (feeling), and behavioural (action). This three-dimensional perspective can help people understand the complexities of conflict and why conflict sometimes seems to proceed in contradictory directions (Mayer, 2001). As a set of perceptions, conflict is a belief or understanding that one's own needs, interests, wants, or values are incompatible with someone else's. There are both objective and subjective elements to this

cognitive dimension (Robbins and Decenzo, 2004)). Conflict also involves an emotional reaction to a situation or interaction that signals a disagreement of some kind. The emotions felt might be fear, sadness, bitterness, anger, or hopelessness, or some amalgam of these. In conflict situations, it does not take two to tango. Often conflict exists because one person feels in conflict with another, even though those feelings are not reciprocated by or even known to the other person. The behavioural component may be minimal, but the conflict is still very real to the person experiencing the feelings (Mayer, 2001).

Likewise, disagreements consist of the actions that people take to express their feelings, articulate their perceptions and get their needs met in a way that has the potential for interfering with someone else's ability to get his or her needs met. This conflict behaviour may involve a direct attempt to make something happen at someone else's expense. It may be an exercise of power. It may be destructive. Conversely, this behaviour may be conciliatory, constructive, and friendly (Dowling and Osborn, 2001). But, whatever its tone, the purpose of conflict behaviour is either to express the conflict or to get one's needs met. Again, the question of reciprocity exists. Obviously, the nature of a conflict in one dimension greatly affects its nature in the other two dimensions. People can go rapidly in and out of conflict, and the strength or character of conflict along each dimension can change quickly and frequently. And even though each of the three dimensions affects the others, a change in the level of conflict in one dimension does not necessarily cause a similar change in the other dimensions. Sometimes an increase in one dimension is associated with a decrease in another dimension (Mayer, 2001).

Conflict occurs between people in all kinds of human relationships and in all social settings. The wide range of potential differences among people, the absence of conflict usually signals the absence of meaningful interaction. Conflict by itself is neither good nor bad. However, the manner in which conflict is handled determines whether it is constructive or destructive (Gebretensay, 2002); (Ramani and Zhimin, 2010). Other scholars such as Fisher (2000) have advanced that Conflict is an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feelings toward each other. The incompatibility or difference may exist in reality or may only be perceived by the parties involved. Nonetheless, the opposing actions and the hostile emotions are very real hallmarks of human conflict (Fisher, 2000).

Furthermore, Coser (1967) says that conflict is a struggle over values and claims to scarce status, power, and resources in which the aims of the opponents are to neutralize, injure, or eliminate the rivals. Nyamajiwa (2000) says that conflict can be defined as the opposition of individuals, or groups' interest, opinions or purpose. However, Mosha (1994) notes that conflicts which occur in organizations are neither good nor bad and indispensable. Underlying this view is the assumption that conflict is good only when it enables the organizational members attain the set goals peacefully. But it is bad when it hinders the effectiveness of the organizations

Similarly, Schmidt and Kochan (1972) define conflict as an opportunity for interfering with the other's goal attainment. However, Wilmot and Hocker (1998) define conflict from a communication perspective as an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce rewards, and interference from the other party in achieving their goals. Robinson and Rowe (2008) argued that conflict exists because people have different needs, ideas, views and values.

De Janasz, et al (2006) stressed that conflict is a fact of life in organizations. He further contends that conflict is not something that is a tangible product but it lies in the minds of the people who are parties to it. It does become tangible when it manifests itself in arguing, threatening, or fighting. The problem lies with the inability for people to manage and resolve it effectively. However, not all conflicts end in violence, and in fact, some conflicts can be positive (Robbins, 1974). To understand how conflict can have positive and negative consequences, it is necessary to understand the neutral nature of conflict, and to understand that it is a person's response to conflict, not conflict itself, that directs the conflict's outcome. Furthermore, a wide range of potential differences among people is what sets in conflicts in their interactions, the absence of conflict usually signals the absence of meaningful interaction among them. Conflict by itself is neither good nor bad. However the manner in which conflict is handled determines whether it is constructive or destructive (Robbins, 1974).

### **2.3 Types of conflict**

Notably, conflict is not only diverse and varied in terms of definition but also peoples' attitude towards it and images of its role are also varied (Nyamajiwa, 2000). Conflict in schools takes different forms; for example learners sometimes seem reluctant to obey the teachers, they do not seem to follow rules or accept extra work, they do not easily get along with their teachers. Teachers

too, adopt an authoritative approach, for example they pressurize learners for an uninterrupted working of the school activities. Therefore, becomes common that conflict involving learners occur frequently at any time in the school (Sompa, 2015). In institutions, conflict occurs between various individuals because of their frequent interaction with each other (GebretensayTesfay, 2002). Bearing all in mind, conflict is classified into the following four types:

### **2.3.1 Interpersonal conflict**

This type of conflict refers to conflict between two individuals. This occurs typically due to how people are different from one another. Wilmate and Hocker (1998) found that, it is the disagreements, incompatible interest concerning goals, policies, rules and discordant behaviour that creates anger, distrust, fear and rejection or resentment. According to Wilmate and Hocker (1998), this is the most common and visible type of divergence in schools and other educational institutions where people are involved. Interpersonal conflicts in an organization like a school are often not so visible. For example, the conflict may be between a teacher and learners or learners and school administrators.

Wattam (2005) describes interpersonal conflict as the conflicts that are natural and can actually spur creativity and performance of the participating individuals. The common reasons for this level of conflict are differences in personal beliefs and values, role ambiguity due to lack of clarity is a common phenomenon due to poor selection of employees which is associated with discrimination. In the Zambian education context this may result in many teachers experiencing role ambiguity because they do not know the job so they lack competence of performing the work effectively and efficiently. This may result into behaviours such as turnover and absenteeism of teachers and this may affect learners which in turn escalate conflicts between learners and teachers.

### **2.3.2 Intrapersonal conflict**

This type of conflict occurs within an individual. The experience takes place in the person's mind. Hence, it is a type of conflict that is psychological involving the individual's thoughts, values, principles and emotions. Characteristics of such tension are uncertainty, hesitation, stress, anxiety, and depression (Rahim, 1992). For example, in Zambian secondary schools, school teachers might be task orientated at the expense of human relations. This can cause stress within the school teacher or head if he or she has to decide whether to admonish a learner whose performance is not up to standard (Phiri, 2015; Kakupa, 2014).

Rahim (1992) maintains that intra-personal conflict occurs when an individual is faced with two or more incompatible views or ideas and the person cannot easily adopt one. This is relevant in Zambian secondary school education when a student fails annual examinations and discontinued creates a conflict between individual efforts and school policy: poor class attendance and unexpected emotions can sprout to unbearable proportions. The result for this conflict is commonly in the form of tensions, and frustrations which ultimately affect the individual's performance (Phiri, 2015).

### **2.3.3 Intragroup conflict**

This is a type of conflict that happens among individuals within a team. The incompatibilities and misunderstandings among these individuals lead to an intra-group conflict (Wattam (2005). Saddler (1998) describes it as largely interpersonal conflict between persons in a group. Interpersonal conflict is always present in groups because individuals differ in terms of values, beliefs, attitudes and behaviour. As a result some people are more attracted to some than to others. The better underlying relationships, the easier it is for people to work together (Saddler, 1998). Conflicts in small groups can, however, play a constructive role since it can stimulate creativity and renewal in that they start to communicate and work together as a unit. Working together, promotes the spirit of good human relations including respect, caring and love among them. This implies that intra-group conflict occurs among group members and involves clashes among some or all processes and effectiveness (Wattam, 2005). In a school setting, when learners are in a group which has norms and values and one finds them incompatible to their expectations and values, conflict emerges within the group. Thus, the performance of the group and team work in general may significantly be affected (Wattam, 2005).

### **2.3.4 Intergroup conflict**

This type of conflict takes place when a misunderstanding arises among different teams within the school. In addition, competition also contributes to intergroup conflict to arise. There are other factors which fuel this type of conflict some of these factors may include rivalry in resources or the boundaries set by a group to others which establishes their own identity as a team (Denohue and Kott, 1992).

This type of conflict occurs between different groups in the school, such as teachers or learners especially if they are competing for scarce resources like number of educators, time allocation for

extramural activities, textbooks and other learning materials, teaching aids and so on (Cullingford, 1988). The results of this conflict has been costly because the parties involved develop attitudes that are characterized by distrust toward each other rigidity, a focus on self-interest, a failure to listen and sometimes picketing and leads to role dissatisfactions when professional are required to conform to performance standards which have been set by doubtful professionals. This situation happens for example when a senior class is been taught by a less experienced teacher (Cullingford, 1988).

Hughes (1994) states that this type of conflict can also originate between certain groups in a school or school system it can occur between members of a certain grade, groups within a class or subject interest group, for example conflicts between learners and teachers, concerning a certain approach to teaching. When more than one person is involved, coalitions are created within the interest groups. According to Wattam (2005) conflict between groups in a school occurs when the goals and objectives of a school are incompatible with the social values, this means that objectives do not reflect the values of the society.

In addition to this category, Jehn and Mannix (2001) have proposed a division of conflicts into three types: relationship, task, and process. Relationship conflict stems from interpersonal incompatibilities; task conflict is related to disagreements in viewpoints and opinion about a particular task and process conflict refers to disagreement over the group's approach to the task, its methods, and its group process. They note that although relationship conflict and process conflict are harmful, task conflict is found to be beneficial since it encourages diversity of opinions, although care should be taken so it does not develop into process or relationship conflict (Denohue and Kott, 1992). Amason and Sapienza (1997) in turn differentiate between affective and cognitive conflict, where cognitive conflict is task-oriented and arises from differences in perspective or judgment, and affective conflict is emotional and arises from personal differences and disputes.

According to Antcliffe (1998), intergroup conflict within organisations occurs at three levels: vertical, horizontal and line staff. Antcliffe explains these as follows:

**1. Vertical conflict** refers to clashes between levels in an organization. For example, vertical conflict occurs when superiors try to control subordinates too tightly as subordinates resist the control.

**2. Horizontal conflict** refers to clashes between groups of employees at the same hierarchical level in an organisation. In a school situation horizontal conflict will occur if one department desires a larger proportion of scarce resources at the expense of other departments.

**3. Line staff conflict** is a clash over authority relationships. As Wattam (2005) indicate, line staff conflict can easily occur from the different organizational roles of line and staff departments. An example is where staffing decisions taken by the personnel department (a staff function) is opposed by the production department (a line function). This shows that conflict in an organization is inevitable in order to strike departmental balance.

#### **2.4 Causes of conflict**

Conflict does not occur in a vacuum, in other words, there are causes to conflict of any type. Cannie and Sasse (2002) affirm that there are some common factors which cause conflict among people. They explain these as situations or circumstances in which people find themselves; the personality of the individuals or people, and the urge or desire for power. The authors explain these factors as follows:

**Situational factors:** According to Microsoft Encarta Dictionary Tool (2007), a situation is the current condition that characterizes somebody's life or an event in a particular place, society or country. Cannie and Sasse (2002) explain that situational factors of conflict arise out of daily life. To them any aspect of living such as working or playing together contains the seed of situational conflict. Such conflicts can occur in all kinds of relationships between family members, among friends, groups or acquaintances and even in an organisation. As Tizard, Blatchford and Burke (2000) indicate, conflict over situational factors can be overcome when the situation or circumstance changes. Even though a situational conflict may be intense, it is usually short-lived.

**Personality factors:** According to Cannie and Sasse (2002), personality factors come from individualism or the differences that are inherent in people. It is evident that everybody has a unique combination of values, characteristics, beliefs and life style. In an agreement with this assertion, Marshall (1990) says that as much as differences in personality add pleasure and richness to life, these differences can also create conflict in all aspects of life. In a family for instance, if a parent values order and neatness and the children do not, conflict may occur. Covey (2002) adds that very often, conflict involving personality factors occurs over matters such as mannerism, table manners and a person's way of life. These personality quirks may get on the nerves of another

person and cause conflict. In the classroom situation, personality factors may be the tendency for one to be talkative, the dragging of feet, restlessness and fidgeting.

**Power factors:** The BBC dictionary (1990) defines power as the ability to influence another person. Cannie and Sasse (2002) indicate that power factors result in conflict when issues are important to both parties and often results when each of the parties wants to use power to get the other to agree with his or her position. Kreidle (1982) is of the view that conflict is inevitable when power factors come into play because those in power try to abuse it by forcing others to comply with situations that are not favourable. In the same way, Larson and Mildred (2000) emphasize that if the dependence is not mutual, but one way, the potential for conflict increases. For example, in a school situation, teachers seem to have total power when it comes to conducting examinations, marking and grading students' scripts. In this case students appear to be at the total mercy of teachers and when students' expectations are not met, conflict develops.

Conflict of any type whether intrapersonal, interpersonal, intragroup or intergroup, can emerge based on the circumstance a person finds himself or herself in. In other words, certain situations can compel someone to be driven into a conflict. Again people's personality quirks are also fertile grounds for a conflict to crop up because of individualism. Conflict can easily erupt over personality factors such as courtesy, manners and so on. Thus conflict is inevitable when one tries to impose his or her interest, values or beliefs on another person. Undoubtedly, power factors can generate conflict in circumstances where people use power to subdue others to get what they want (Barker and Gum, 1994).

## **2.5 Some common sources of conflict**

Conflict can have a remote cause. It is not easy to identify specific causes for conflict because what can generate a conflict for someone may not be a problem for another. However, some authors such as Fisher and Ury (1981) have identified some common causes of conflict in an organisation. Fisher and Ury (1981) have outlined the following as some of the common causes of conflict in a workplace.

**(i) Unclear definition of responsibility:** there will be numerous occasions for conflict to arise over decisions made or actions taken in disputed territory.

**(ii) Limited resources:** time, money, space, materials, supplies, and equipment are all valuable resources. Competition for any of these resources can inevitably lead to interpersonal and inter-departmental conflict.

**(iii) Conflict of interest:** According to Microsoft Encarta Tool (2007), conflict of interest is a situation in which someone in position of trust, such as a lawyer, a politician, or an executive or a director of a corporation has competing professional or personal interests. Such competing interest can make it difficult to fulfill his or her duties impartially. Cullingford (1988) also defines conflict of interest as any situation in which an individual or a corporation (either private or government) is in a position to exploit a professional or official capacity in some way for their personal benefit. Conflict therefore arises when individuals in key or managerial positions try to use their office to subdue others.

In a school situation for example, a district inspector may by his position dupe (demand money and other material things) from teachers who default their professional obligations during inspections to fulfill his personal desire and ignore the professional goal of his or her visits. Conflict may occur if the demands become unbearable or the teachers resist complying with the conditions of the inspector. Correspondingly, in this instance, conflict of interest can create an appearance of impropriety that can undermine confidence in the ability of that person to act properly in his or her position and also retard the attainment of the organisational goal (Cannie and Sasse, 2002).

Contrary to this perspective, Meeks, Heit and Page (2005) point out that conflict is caused by factors such as availability of resources, fulfillment of psychological needs upholding personal values and maintaining self-preservation. These factors are explained as follows:

**Availability of Resources:** According to Dowling and Osborn (2001) resources are available assets which may include time, money and material possessions. Meeks, Heit and Page (2005) also hammer on the issue that conflict may arise when there are insufficient available resources in a family, friendship, marriage, groups or organizations. In this instance, individuals try to have their share of the available limited resources and because people are likely to step on each other's toes in the course of the struggle or competition, a conflict can emerge.

According to Gray, Miller and Noakes (1995), if resources are not enough to be shared equally, hard decisions are made and that these decisions may provide fertile grounds for conflict because some people may not have their share as wished. In agreement with this contention, Wattam (2005) also believe that under normal circumstances, conflict occurs when there is scarcity of commodity such as raw materials, machines or rooms, or intangible things such as prestige, influence or status, or time. Bryant (1992) also agrees that conflict is likely to be minimal where there is plentiful supply of such commodity and where there is a scarcity (real or imagined), the potential for conflict increases.

**Psychological needs:** Psychological needs are things that are needed to feel important and secure and may include friendship, sense of belonging, accomplishments, and status. Lack of these may cause conflicts in organisations because other people may not feel appreciated.

**Values:** are the beliefs, goals and standards held by people and as Atkinson and Forehand (1994) posit, values are beliefs that people use to give meaning to their lives. Values explain what is good or bad, right or wrong, just or unjust. In agreeing with this definition, Wattam (2005) assert that values help one to define what is right or wrong in any situation, and provide a moral compass for one's life. According to them, conflict normally occurs when decisions must be made by people who have different standards and beliefs.

However, as Burden and Miller (1993) state, value conflicts are caused over perceived or actual incompatible belief systems. They explain that value disputes arise only when people attempt to force one set of values on others or lay claim to exclusive value systems that do not allow for divergent beliefs. To this, Bodines, Crawford and Schrupf (1994) suggest that it is no use to try to change value and belief systems during relatively short and strategic mediation interventions; rather, it can be helpful to support each participant's expression of their values and beliefs for acknowledgement by the other party. On the other hand, Bridges (1997) disagrees and makes it clear that different values do not need to cause conflict because people can live together in harmony with different value systems. This is why Bettmann and Moore (1994) point to expansion of tolerance, understanding, and acceptance of others' points of view as the key to improving success of conflict resolution in any human institution.

**Self-preservation** refers to the inner desire to keep oneself and others safe from harm (Nelson-Jones, 1990). This may include preserving physical, mental and social wellbeing. Conflict may

occur when people harm or threaten to harm others. It can be seen that there are different factors which can cause conflict at certain places and such factors serve as a conduit for conflict to occur. If people send their own values and beliefs to workplaces, marriages and communities, there is bound to be high probability for conflict to unfold as different people interact and work together. Conflict can occur at different levels and so, conflict resolution is paramount to effective management of organisations (Nelson-Jones, 1990).

It is worth remembering that conflict that emerges in oneself, in marriages, in the family, the community, in an organisation or country 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. Conflict that occurs within a person can have either a covert effect on the imitations of the fellow or an overt effect which he or she involves other people in the conflict. Conflict should therefore not only be studied by itself as psychologists do but conflict resolution should be given keen consideration in social situations and its study should be a concern for all (Covey, 2002).

## **2.6 How conflict is initiated**

Meeks, Heit and Page (2005) are of the view that conflict emerges in many aspects of human life. They explain that conflict occurs in the family, in the community and in an organisation such as a school. Conflict also may surface within oneself and can be centered on different needs and values a person has. As Covey (2002) has observed, conflict emerges when one party decides that things are not moving the way they should and seeks a change, which is not agreed to by the other party. This shows that it takes one party to declare conflict which the other party is drawn into. To Tannen and Debora (2003), 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, Girard and Koch (1996) assert that the rapid pace of change in society over the last few decades has far outstripped the human body's natural evolutionary change rate, hence, the many conflicts in the world.

In the case of children; Nelson-Jones (1990) notes that in the face of disappointment or conflict, they copy or imitate ways in which their parents or other significant family figures behave.

Likewise, McClure, Miller and Russo (1992) point out that as children witness that inappropriate behaviour of models in their environment brings rewards to them, they learn to do same. For example, a father who vents his anger on people in his home relies on it to bring him the attention or solace he needs, and siblings make demands or clamour for attention and get it, and are also indulged or gratified according to the frequency, intensity and duration of their demanding behaviour, unconsciously sends such a message to children as the only way out of getting the attention they need.

Obviously, wherever people meet, there is a probability for conflict to occur. If the conflict is intrapersonal, it could manifest in a person's way of thinking, or relationship with others and that conflict can be extended to other people who are not involved in the issue. More often than not, conflict unfolds when initiatives are implemented or when there is a change in decision making in a family, a household, organisation, community or country. This is so because people find it unpleasant to change their beliefs or practices that have been adopted for a greater part of their lives, any attempt to change or modify these practices may breed conflict (McClure, Miller and Russo, 1992).

### **2.6.1 Positive effects of conflicts**

According to Boulding (1993), despite the adverse effects that conflict can produce, disagreement between people has its good side. Although the definition of conflict does not seem to be beneficial at a glance, it has intrinsic importance when they are critically scrutinized. Wehlege and Wisconsin (2000) point out that conflict is a pivot around which change takes place in workplaces and the society at large and that when we disagree, it sharpens our focus and defines what the important issues are. However, Wheeler (1995) indicates that suppression of conflict and dissent is a sure sign that freedom is on the decline and democracy is in trouble. Likewise, Aldag and Stearns (1994) explain that theorists and practitioners today view conflict as a useful force in an organisation and, if managed correctly, can be a potential force for innovation and change. In disagreeing with the notion that conflict is inherently destructive, Robbins (2000) instead asserts that a certain amount of conflict in an organisation is healthy as it prevents the organisation from stagnating and from producing myopic decisions.

From this perspective, Larson and Mildred (2000) believe that when conflicts are effectively managed, it can lead to outcomes that are productive and can enhance the health of the organisation overtime. Thus, conflict in itself is neither good nor bad in value terms; it is natural. They explain that its impact on an organisation and the behaviour of the people in it is largely dependent on the way it is treated. Wattam (2005) also agree to the assertion that conflict is a necessary agent to stimulate change and innovation and that problems and inefficiencies in working will be highlighted by conflict whereas attempts to eliminate conflict can lead to such matters being “swept under the carpet”. To add to this, Owens (2001) precisely notes that healthy competition and rivalry can lead to better decisions being made as attention is more clearly focused on the issue. Eccles and Gabbaro (1995) also note that the impact of such conflict is that groups can become more cohesive and operate more effectively as teams, increasing more group and individual motivation which goes a long way to boost standards of performance as a result of commitment and concern to make better decisions, Hopkins and Raynolds (1995).

### **2.6.2 Negative effects of conflicts**

If conflict has its good side then it has a negative side as well. According to Aldag and Stearns (1994), anyone who has ever worked in an organisation knows that conflict exists and that it can have destructive effects on the organisation and the members’ activities. Nelson-Jones (1995) explains that not only can conflict in the workplace result into great stress and unhappiness but it also can lower outputs and in extreme cases, bring strikes. Furthermore, Barker and Gum (1994) emphatically state that many times, in the midst of conflict, opposing individuals or groups will put their own interests or goals above those of the organisation, resulting in the lessening of the organisation’s effectiveness.

Owens (2001) also opines that frequent and powerful conflict can have a devastating impact on the behaviour of people in an organisation in that conflict often develops into hostility which also causes people to withdraw both physically and psychologically. In a school situation, physical withdrawal can take the form of absence, lateness and turnover which is often written off by laziness on the part of the teacher. Psychological withdrawal can also take the form of alienation, apathy and indifference. On this score, Jorgensen and Gail (1990) add that though a solution may

be reached in conflict resolution, the means of gaining the solution may cause pain to the people involved and general weakening of relationships.

Contributing to the adverse effects of conflict, Eccles and Gabbaro (1995) assert that conflict can lead to outright hostile or aggressive behaviour such as mob action, property damage and minor theft of property. They explain that in some cases, the frustrated individual may direct aggression against the person or object perceived to be the cause of the conflict. In other instances, Hopkins and Raynolds (1995) say that aggression may be displaced towards a person who is not directly involved in the situation. For instance, a teacher may displace aggression on a learner who is not directly involved in a conflict between the child's parent and the teacher by inflicting various forms of punishments on the learner. Whetten and Kim (2005) conclude that most people have ample evidence that conflict often produces harmful results because some people have a very low tolerance for disagreement (whether it is a result of family background, cultural values or personality characteristics) and that interpersonal conflict saps their energy and demoralizes their spirits.

It can be seen from the discussion that the notion that conflict has negative effects and thus, should be eliminated does not wholly give the right impression. It is seen from the above literature that in modern times, conflict has been given a different dimension resulting in the idea that conflict is neither inherently good nor bad but simply inevitable wherever people are found. Hopkins and Raynolds (1995) notes that it should be accepted that too much conflict can have adverse effects on individuals, groups and organizations because conflict resolution involves using up productive time and scarce resources, and diversion of energies that could more constructively be used elsewhere. On the other hand, little or no conflict in an organisation for instance can also be a negative sign as it can lead to apathy and lethargy, and provide little or no impetus for change and innovation. Conflicts may be beneficial if they are used as instruments for change or innovation (Hopkins and Raynolds, 1995). As seen from the discussion, conflicts can improve relationships and the quality of decision making in an organisation if they are managed constructively.

It is also evident that some conflict situations produce nothing positive and that conflict may have either positive or negative consequences for individuals, organisations and the society depending

on its frequency and how it is managed. As people try to settle conflicts with physical reactions which produce negative outcomes like hitting, kicking and scratching which hurt people, such physical reactions may be interpreted as a means of finding solution to the problems. These however, tend to be damaging to relationships while violence may lead to more violence. Another negative effect of conflict is that emotions are sometimes so strong that some people want to strike at the other person. Whether conflict can produce positive or negative effects depends on how that conflict is tackled or the strategy used to settle or resolve the conflict (Owens, 2001).

## **2.7 Conflict resolution or response style**

Meeks, Heit and Page (2005) define conflict response style as a kind of behaviour a person exhibits when a conflict emerges while Wheeler (1995) asserts that conflict situation offers everyone an opportunity to choose the conflict management or response style appropriate for the conflict. Hayes (1996) says that the key to effective conflict preservation and management is the choice of appropriate conflict management style. To Bittel, although people have favourite styles they use in conflict situations, they are capable of choosing a different style when it is due. In the opinion of Owens (2001), because it is not always likely for one to control the source of conflict, it is paramount that one sticks to how to respond to conflict in a more acceptable and responsible manner. Similarly, Wheeler and Turner (1998) agree that in order to manage conflict between others effectively, it is important to be aware of the early warning signs of conflict and the causes of disagreements. Bryant (1992) therefore recommends that arriving at a positive resolution of conflict should always be the ultimate goal.

Wheeler (1995) has identified five types of conflict management styles which are described as cooperative or collaborative problem solving, competing, avoiding, accommodating and compromising. These are explained as follows:

**I. Collaborating:** According to Wheeler (1995), this style enables people to work together so that everyone can win. In using this style people try to find a solution that will help everyone meet their interest and help everyone maintain a good relationship. This is in line with Larson and Mildred's (2000) explanation that the collaborative style involves a behaviour that is strongly cooperative and assertive which reflects a win-win approach to resolving conflict. Furthermore, Nelson-Jones (1995) says that the collaborative approach enables both parties to work as a team to prevent

unnecessary conflict and also to arrive at mutually satisfactory solution in real conflict; thus, neither of them attempts to impose his or her interest on the other. Additionally, Greene et al (1989) says that the approach assumes that each of the parties is prepared to work on their inner difficulties to ensure peaceful conflict resolution. Whetten and Kim (2005) contend that this approach, which is sometimes referred to as the “problem solving” mode, attempts to address fully the concerns of both parties so that both of them can feel that they have won the case. The authors believe that people who use the collaborative style are highly assertive with regards to reaching their goals but have a great deal of concern for the other person.

**II. Competing style:** According to DeVault, Sayard and Yarber (2002), choosing a competitive style to resolve a conflict means a person is putting his or her interest before everyone else’s interest. As Hayes (1996) indicates, people who adopt a competitive style try so hard to get what they want that they end up ruining friendships or relationships. In the view of Nelson-Jones (1995), there is always a winner and a loser with the competing style which allows one party to adopt the “I win-you lose” approach to resolving the conflict and so does all in his or her power to win the conflict. For instance, one party’s tactics may include manipulation, not telling the whole truth, not admitting mistakes and sending negative verbal, voice and body messages. This is what Connie and Sasse (2002) explain as “going all out to win the conflict”. Olson and DeFrain (2001) have observed that those who employ the competitive style of conflict resolution tend to be aggressive and uncooperative, perusing personal concerns at the expense of the other and in effect, such people try to gain power by direct confrontations and try to win without adjusting their goals and desires in light of the other person’s goals and desires.

**III. Compromising style:** The BBC dictionary (1990) defines compromise as an agreement in which people concur to accept less than they originally wanted. People who rely on the compromising style to resolve conflict find it necessary to satisfy some of their interests but not all of them; and such people are likely to say “let us split”. Whetten and Kim (2005) posit that compromise is an attempt to have a partial satisfaction for both parties in the sense that both receive the proverbial “half loaf” and this compels both parties to make sacrifices to obtain a common gain.

**IV. Avoiding style:** Girard and Koch (1996) refer to the avoiding approach as a method of dealing with conflict from a safe emotional distant. As with viewing a distant mountain range, the specific details get lost the farther away one is. In the same way emotional distancing as part of the avoiding approach may mean that there is difficulty in emphasizing or putting on another's shoe. This brings in Wheeler's (1995) notion that people who choose the avoiding style do not normally get involved in a conflict because such people tolerate whatever their opponent does in order to escape conflict. Bettmann and Moore (1994) emphasize that the avoiding style involves a behaviour that is unassertive and uncooperative as a result an individual chooses this style to stay out of conflict, ignore disagreements, or remain neutral. The avoiding approach might reflect a decision to let the conflict work itself out, or it might reflect an aversion or tension and frustration.

In the view of Eccles and Gabarro (1995), people engaging in an avoiding strategy protect themselves from the difficulty of conflict by putting up a mental wall. They stress that even though such people want to win, they are reluctant to jump into conflict the way someone with a competing response would. Connie and Sasse (2002) opine that the avoiding strategy may be useful when it is important to give some time and space to a conflict because some people are mood driven, and a day or even a few hours can make a tremendous difference in their willingness to engage in conflict productively. This brings in the notion that timing can be extremely important in determining when a problem is brought up or a conflict is discussed, and goes with the saying that "time heals some wounds". In agreement with this assertion, Olson and DeFrain (2001) contribute that conflict may go away over time, particularly if there is continuous contact between both sides on other issues and that contact is mostly positive and productive. In such situations, both parties may decide that what they were upset about in the past is just not important anymore.

**V. Accommodating style:** To Connie and Sasse (2002), the accommodating style means surrendering one's own needs and wishes to please the other person. According to Olson and DeFrain (2001), people who opt for an accommodating style deny themselves to put their interest last and let others have their way. Many times, they say, such people believe that keeping a good relationship is more worthwhile than anything else. In accordance with this notion, Whetten and Kim (2005) maintain that the accommodating style satisfies the other party's concerns while neglecting one's own. They conclude that the difficulty in habitual use of the accommodating style

is that it emphasizes preserving a friendly relationship at the expense of critically appraising issues and protecting personal rights.

In explaining the accommodating approach, Larson and Mildred (2000) indicate that this style involves a behaviour that is cooperative but not assertive and which may mean an unselfish and a long term strategy to encourage others to cooperate or submit to the wishes of others. They describe that accommodators are usually favourably evaluated by others but are also perceived as weak and submissive. From these sources it can be seen that until we reach utopian society, there will always be conflict as there will always be disagreement about what is fair and best for all of us. It is impossible therefore to walk through the journey of life without experiencing conflict of any kind. If we accept the inevitability of conflict, it becomes extremely necessary to gain the skills needed to be successful dispute solvers. It will also be easiest to make this kind of shift in attitude if we have good skills to resolve or respond to conflict.

Based on the discussion of the five conflict resolution styles, it could be deduced that avoiding or ignoring conflict does nothing to improve the situation because when conflict is driven underground, it only grows and will stay underground until it is so intense that an explosion may be the next step. It is also seen that collaboration and compromise are the most productive forms of addressing conflict because there is not a winner or loser but rather a working together for the best possible solution (Olson and DeFrain, 2001). On the other hand, those who adopt a competitive style try so hard to get what they want that they ruin friendships or relationships. It is also evident that individuals who opt for the accommodating approach deny themselves to contain conflict for the benefit of others.

When conflict occurs, people most commonly employ one or a combination of these conflict resolution styles and generally respond to conflict using what skills they have learned and moreover, are most comfortable with. Like parenting where most people receive no formal instruction but engage in it on the basis of what has been modeled for them in the past, so do people learn how to resolve conflict through experiencing one or more of these problem solving styles in use. This implies that people have options for managing or resolving conflicts (Whetten and Kim, 2005). The decision to maintain good relationships after conflict is perhaps, the best option. This

is also probably the best option for resolving conflicts in the school system in order to sustain interpersonal relationships to ensure effective teaching and learning.

## **2.8 Effects of conflicts in school organisations**

When conflict is not resolved or when resolution is delayed, properties, lives and academic hours of unimaginable magnitude are lost (Armstrong, 2009). Delay in conflict resolution was also found to lead to disturbance of academic calendars, leading to economic as well as psychological exhaustion. Conflict affects the accomplishment of organization goals due to its tendency of manipulating stress, hostilities and other undesirable factor when poorly managed. Managing conflicts can help to identify previously undetected problems and attitudes. They also clarify uncertainty and improve overall cooperation (Anderson, 2001).

According to Johdi et al (2012) unresolved conflicts can lead to dissatisfaction, high absenteeism and turnover, prolonged disruption of activities, and lack of concerted effort by members. It is obvious that there are positive outcomes of conflicts. Birks and Mills (2011) views positive outcomes of conflict as: expanded understanding of the issue, mobilization of parties' resources and energies, clarification of competing solutions, creative searches for alternatives, and enhanced ability to work together in the future.

Therefore conflict can create opportunities for change and it has been found appropriate to classify conflict on the basis of these sources for proper understanding of its nature and implications. Robbins and Decenzo (2004) also contends that successful conflict management should address the underlying sources of conflict constructively and these are the development of shared interests among the disputants as well as the transformation of the disputants' interpretations of each other's needs and motives. However, unmanaged conflict can create dysfunctional schools which deprive learners of their rights to citizenship through free and equal education.

### **2.8.1 Conflict and academic performance in schools**

Research exploring why some students achieve high academic performance than others has revealed four theoretically important determinants Kreidle (1982). They include; school plant, leadership and conflict management styles of the school head or principal, teacher characteristics and student behaviour. Kreidle (1982) identified the following policy related factors that may

cause poor academic performance; school plant and resources (textbooks, library and laboratory facilities), leadership and conflict management styles of the school head or principal (school administration and management), teacher characteristics (training, teacher certification, professional commitment, experience and transfer index) and students' behaviour (early childhood education, primary education and social characteristics).

On the same matter, the data for India and Chile, for example, showed that a block of factors, which included textbook availability accounts for more of the variance in test scores than does a block, which includes circumstances and student's age and sex (Hellinger and Hock, 1996). Among these studies regarding factors influencing academic performance in Africa are those undertaken in Kenya by Kochar (1988) and Achola (1990). A number of researchers have approached the question of performance from the learners' socio-economic background and have barely touched on school quality factors such as the leadership and conflict management styles of the school administrators.

## **2.9 Empirical literature review**

Various studies related to conflict management have been conducted. The following is the literature reviewed on the subject under study.

### **2.9.1 Studies on conflict management strategies in a school system**

According to Oyebade (1994) conflict seem inevitable therefore various conflict writers have highlighted various ways of resolving conflict situations. Wheeler (1995) identified five techniques of dealing with conflicts which can be applied in schools these techniques are; competitive, collaborative, compromising, accommodating and avoiding. These techniques vary in their degree of cooperativeness and assertiveness. School heads need to understand what is entailed in conflict management and need high conflict competence to be able to be effective in their schools. Robbins (2000) concentrates on strategies specifically labeled as resolution techniques. He lists eight techniques such as: problem solving, super ordinate goals, avoidance, smoothing, compromise, authoritative command, altering the human variable and altering structural variables.

Thomas (1976) in his study examined conflict management strategies by focusing on general strategies used by administrators in an educational setting. These strategies for management are: citizens' advisories, confrontation sessions, sensitivity training, process involvement, educational pluralism, volunteerism, cooperative studies and failure fact of life. Therefore conflict can be said to be a reality in any social system that provides challenges for the parties involved in a conflict. Ladipo (1997) identified conflict management strategies of forcing, structural changes, avoidance, compromise and smoothing.

In a related study, Schmidt and Kochan (1972) identified conflict management strategies as suppression, smoothing, avoiding, compromise, third-party intervention, cooperation, democratic process, job rotation as well as confrontation. In addition, the strategy identified by Turay (2011) was effective communication which he described as the best because it would make the group aware of the kind of communication which could lead to problem solving. Saddler (1998) identified problem solving, appeal to superior organizational goals, prevention and avoidance, expression of opportunities and resources, use of authority and command, changing the structure of the organization and compromise as management strategies for resolving conflicts in organizations. Wilmate and Hocker (1998) identified five conflict solving strategies, smoothing, compromising, forcing, withdrawal and problem solving.

Ikpeama (2005) carried out a study on conflict management strategies of secondary school principals and teachers in Orlu Education zone. The purpose of the study was to investigate conflict management strategies of secondary school principal and teachers in Orlu Education Zone. The researcher found that principals are the only staff responsible for applying conflict intervention techniques in resolving conflicts in secondary schools. Ikepeama's study further revealed that mostly principals use collaborative and accommodating techniques to resolve conflicts with their teachers.

Further, Okolo (2005) conducted a study on effective conflict resolution strategies in school organization as perceived by parents, teachers and members of the Board of Governors in Enugu state of Nigeria. The purpose of the study was to determine effective conflict resolution strategies in school organization. The research findings were that; involvement of law enforcement agency cannot be a strategy for effective resolution of conflict in school organization. The teachers were

not given recognition as partakers in the resolution of conflict. Rather the research found that collaboration and effective communication among the stakeholders was the best conflict resolution strategy.

Furthermore, Njoku (2000) conducted a research on the role of teachers in the resolution of conflict in secondary schools in Owerri Education zone. The purpose of the study was to identify the roles teachers play in conflict resolution in secondary schools in Owerri Education zone of Imo State. The research findings were that; in the resolution of conflicts involving the school and the community, the members of the Parents Teachers Association (PTA) are often used. It indicates that the PTA is very important and helpful in resolution of conflicts in schools. The findings also show that teachers take a role of arbitration by sitting the conflicting parties down to resolve conflict among learners in secondary schools.

Ekewusi (2003) carried out a study on principals' conflict management strategies in secondary schools in Rivers state. The purpose of the study was to investigate how conflict could be prevented or managed by the principals in order to achieve good school administration. The research design adopted for this study was descriptive survey. The population of the study comprised of all principals in Rivers state. A sample of 50 principals was selected using simple random sampling technique. A 33 item questionnaire was developed by the researcher and administered to the 50 principals. The research findings were that majority of the principals believed that conflicts in schools could be prevented with the use of effective communication, priority for teachers' welfare and good or new orientation.

Also, Amadi (2002) carried out a study on conflict management in University of Nigeria, Nsukka. The purpose of the study was to find out the factors responsible for conflict in the university. Five research questions and three hypotheses were used to guide the study. A case study research design was adopted for the study. The population used for the study was seventeen thousand, one hundred and fifty two (17,152) students and five thousand, four hundred and forty eight (5,448) staff. A sample of four hundred (400) students and two hundred (200) staff were drawn from the population using simple random sampling technique. The major findings were that the factors responsible for conflicts in the university include: erosion of university autonomy, under funding of the university,

student riot, the existence of terrorist groups and financial mismanagement. The conflict management strategies used by the university administration include: detaining students in police custody, making students pay reparation fees for damages, and expulsion of students.

Nwanji (2004) conducted an investigation on Strategies for Resolving Conflict between Principals and Teachers in secondary schools in Asaba Education zone of Delta state. The purpose of the study was to evolve strategies for resolving conflicts between principal and teachers in secondary schools in Asaba Educational zone of Delta state. Four research questions and two hypotheses were formulated to guide the study. The research design used was descriptive survey. The population of the study comprised of one thousand and forty (1040) teachers that were selected using simple random sampling technique. The findings were that sources of conflict between principals and teachers in Asaba Education zone were in areas of implementation of instructional programs and that transparency in the implementation of these programs was essential to conflict resolution between principals and teachers in the zone.

To this effect, Rono (2000) indicates that many secondary schools perform poorly in national examinations because there is no proper management of learning activities by administrators. When students fail in national examinations head teachers face conflicts from parents, learners and the community. The school administrators therefore need to manage the curriculum to avoid failure of learners in examinations. The school administrators should device ways to supervise teaching and to make sure they are aware 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 of year examinations, and continuous assessment tests, which should be valid and useful to learners.

Okumbe (2008) agrees with the above view and indicates that personnel management is very important if learning activities have to succeed in schools or any other organisation. In managing personnel, there is need for administrators to attract human resources required by their schools. It is not enough to acquire the personnel and learners. It is also important to develop, motivate, and retain the human resource. There is need to ensure that the organizational climate enhances mutual

relationships and co-operate effort. He asserts that the success of the school depends entirely on how effectively its stakeholders are managed.

Moreover, 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 head teachers 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 is 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.

### **2.9.2 Studies conducted outside Africa**

Schofield (1997) in his study on conflict management and leadership in secondary school in London revealed that conflicts in schools have negative effects from goal achievement. Therefore conflict should be managed before they cause negative effects in schools. Further the study revealed that different conflict management strategies may lead to either desirable or undesirable outcomes depending on their effectiveness or ineffectiveness, respectively. Effective conflict management strategy may result in desirable outcome such as smooth management, enhanced discipline, and effective management of time, team spirit, and effective use of resources, achievement of goals, good relationships and great value by stakeholders. However, when ineffective management strategy is used, undesirable outcomes such as strikes, demonstrations, destruction of property, poor performance, emotional stress, and misallocation of resources, absence and frustration may occur.

Additionally, Robinson and Rowe (2008) conducted a research on conflict management toward the educational administrator in secondary schools in United States of America (USA). The study focused on specific strategies used in educational setting and lists four conflict management strategy categories; avoidance techniques, use of force, use of third party, and rational approaches. The study found that the effectiveness of the use of rational approaches to conflict management (persuasion, compromising and confrontation) vary according to the cause of the conflicts.

Walker's (1999) study indicated that administrators being knowledgeable about special education conflict would have been helpful in managing the conflict. Walker described special education's evolution from being a program traditionally managed at the school division level to a program that in most instances is managed at the school-based level.

Further, Abdul (2013) conducted a study on conflict management among secondary school students in Pakistan. The study revealed that conflict between students is a common problem in the schools. The researcher notes that if conflicts in schools are not supervised and controlled in a practical way, it can prevent school from reaching its goals and objectives and will have negative impact on school climate. One of the approaches for reducing conflict between individuals or groups at home or in the school or work place is mediation. The researcher advised that teaching student's conflict management and resolution skills may provide them with necessary tools to solve their own conflict in a productive and practical way. This kind of training can also improve students' self-esteem, self-confidence, and communication skills.

### **2.9.3 Studies conducted in Africa**

A study by Athiambo and Simatwa (2011) assessed conflict management and resolution in public secondary school in Kenya. The study found that the major causes of conflict experienced in public secondary school in Nyakach district included disrespect for prefects, differences in opinions, poor academic performance intimate relationship, harshness by support staff, criticism by other teachers, communication breakdown, late payment of school fees by parents, negative attitudes towards teachers, discipline of students, poor work performance by staff and financial control. The findings indicated that discipline of students have greatly contributed to a lot of instabilities in management of schools. The report further indicates that whenever a case of indiscipline arises in schools, the head teacher will always be blamed for being insensitive to the students' welfare. In such cases, the head teacher can be transferred as a remedial measure because students demand for removal of such head teacher.

Ignace (2014) undertook a study on the assessment of heads of schools' strategies in managing conflicts in secondary schools: a case of Kinondoni Municipality in Tanzania. The study found that school administrators have been adversely affected by lack of knowledge and skills on conflict

management. As a result heads of school tended to manage conflict by trial and error approach because they had no specific procedures and methods of managing conflict. The findings also revealed that secondary school heads always encounter conflicts in different aspects of their daily operations, on the other side, the heads of secondary schools solve these conflicts some by collaborating and others by compromising.

Okotoni (2003) wrote an article on conflict Management in secondary schools in Osun State. The scholar states that Nigeria school administration has been adversely affected by lack of knowledge of conflict management. Most administrators handled conflicts by trial and error approach because there were no specific procedures and methods of managing conflicts. In the secondary school system in Osun State, students were not allowed to participate in decisions affecting them. Most students did not know the importance of a student representative council and they hardly knew how to channel their grievances. In many cases the students just took to the streets to protest against the school authority. The staff members on the other hand were not excluded from all kinds of conflict. Staff and students in conflict resolution rarely explored the use of dialogue as a resolution technique. Finally the issue of conflict management has reached the point where effective use of relevant strategies should be explored and employed.

Furthermore, Bonkovskaya (2012) conducted a study on development of conflict management strategies to increase the organizational effectiveness in Nordic companies in West Africa. Findings show that in spite of manager's satisfaction by the level of productivity of their employees, they still had lots of complaints from their employees about stress at work. If the manager ignores these kinds of complaints it could lead to potential conflict.

Turay (2011) in the study about an examination of intra-secondary school conflicts in complex emergencies: the case of Sierra Leone the study revealed that most of the participants held negative views, about conflict. It also shows, that the individuals socio-economic, political, cultural realities or context, influence how they perceive conflict and deal with it.

Msila (2012) in the study on conflict management and school leadership in South Africa found that conflict was not an aspect that was needed in schools for it tends to stall. He also felt that schools that experienced conflict progress will never prosper because of the energies that are

usually directed at ending these conflicts. Also, Fleetwood (1987) conducted a study on conflict management styles and strategies of educational managers in secondary school in South Africa and found that the use of conflict management styles and strategies depends up on varieties of variables and factors. Adeyemi and Ademilua (2012) on conflict management strategies and administrative effectiveness in Nigerian universities found that conflict management strategies are critical variables in administrative effectiveness in Nigerian universities.

Similarly, Onsarigo (2007) study sought to determine factors influencing conflicts in institutions of higher learning in Kenya. The study found that it is better to expose and resolve conflict before they damage people's relationships or even before they degenerate into violence which undermines schools stability and performance. On the other hand the study found that social conflicts in educational institutions demand moral authority and leadership integrity to resolve them. If not resolved, they can have a destabilizing effect on institutional performance in all learning process.

Kiwia (1984) in his study on effectiveness of university of Dare salaam in directing the provision of services articulated that expertise or competence of an individual includes attributes such as level of education, professional training and ability up on human behaviour that was the case because knowledge, skills and confidence in doing certain tasks depend up on education background and his professionals experiences.

Hakielimu (2007) study attributed student's unrest in higher learning institutions in Tanzania to poor communication. The study found that each member's contribution to the group product is required, and resources and communication exchange and coordination are encouraged because the more group member cooperates, the more they can contribute to the attainment of common group goals in the academic committees.

Further, Tossi (1986) in his study on managing organization behaviour in secondary schools in Tanzania found that conflict can be minimized if school heads understand the major phases of conflict management styles and a post conflict phases. This means inclusion of conclusion of post conflict stages that deals with improvement of organization practices in order to minimize future conflict. He also found that strategies for reducing future conflict are clarification of goals reducing ambiguities and improving policies, procedures and rules. Mwamanda (1999) also conducted a

study on conflict management to teachers in public schools in Mbeya region. The study found that, there is a need for comprehensive and systematic conflict management techniques in which conflict is effectively resolved including types of conflicts and their causes and effects in secondary schools.

Likewise, Maliyamkono (1991) writing of youth and society in Tanzania further revealed that tension between students and authority in institutions of higher learning has been a common feature the world over. As discussed elsewhere, student's conflicts are just a continuation, having their roots since the inception of educational institutions. Moshia (1994) found that the increase in crisis was a true picture that the heads of these institutions fell short of crisis management strategies. Lack of crisis management strategies could be due to the fact that either managers or administrators are not experts in the field of management and administration or because of irresponsibility. The empirical literature review has showed that extensive conflict management strategies depend on a variety of variable choices in dealing with conflicts in secondary schools. These variables are compromising, accommodating, avoiding or engaging, collaborating or competing. Each conflict is unlike any other conflict and so necessitates a different set of conflict management decision.

#### **2.9.4 Related studies in Zambia**

Sompa (2015) conducted a study entitled "management strategies used to address interpersonal conflicts between teachers and head teachers in selected secondary schools of Lusaka Province". The study further sought to establish the perception of the term conflict management, identify the causes of interpersonal conflicts between teachers and head teachers, explore their effects and determine the most effective conflict management strategies used when managing interpersonal conflicts between teachers and head teachers in selected secondary schools of Lusaka Province. The study showed that the respondents understood the term conflict management as ways used to resolve a conflict between two conflicting parties. Causes of the interpersonal conflicts between the teachers and the head teachers were said to be incompetence of the head teacher, absenteeism, late coming for work by teachers, not submitting teaching files, unsatisfactory class allocation, favoritism of some teachers by the head teacher, teachers having a negative work culture, use of poor management strategies, teachers not rich in content, lack of communication between management and teachers, poor management of schools by the head

teachers and teachers having higher qualifications than the head teacher. However, this study did not show how learners solve the conflicts they are faced with in the school.

From the above literature reviewed both local and international, few studies have been done to investigate the nature of conflict and conflict management strategies involving learners in public secondary schools such as those of Ignace (2014), Okotoni (2003), Abdul (2013) and Tossi (1986). Most studies focused on the general conflicts that manifest in schools and colleges. Thus, this justifies the desire to undertake this present study.

### **2.10 Summary**

This chapter discussed the related literature on the study at hand. The literature was presented under the following themes: concept of conflict, types of conflict, causes of conflict, some common sources of conflict, how conflict is initiated, conflict resolution or response style, studies on conflict management strategies in a school system, effects of conflicts in school organizations and empirical literature review.

The next chapter describes the research procedures, methodology and techniques that were employed in the research study; detailing the research methodology, research design, research site, target population, sample size, sampling methods, research instruments, data collection procedures, data analysis, ethical issues and limitations of the study.

## CHAPTER THREE

### Methodology

#### 3.1 Overview

The previous chapter presented a review of available research works related to the current study. It provided an analysis of the nature of conflict and conflict management strategies involving learners in public secondary schools, studies conducted in the developed world, the Third World countries and Zambia in particular. It was important to review these studies in order to place the present study into context with the existing body of knowledge, and set it apart from other studies that have been conducted already.

This chapter focuses on the description of the methods that were applied in carrying out the research. It describes in detail the following aspects of methodology; research methodology, research design, research site, target population, sample size, sampling methods, research instruments, data collection procedures, data analysis, ethical issues and limitations of the study.

#### 3.2 Research methodology

According to Creswell (2009) research methodology is described as the overall approach of the design process of conducting research including all phases from theoretical underpinning to the collection and analysis of data. There are two main types of research methodology; quantitative and qualitative.

Quantitative research method is based on the measurement of quantity or amount. It is appropriate to phenomena that can be expressed in terms of quantity or numbers. Quantitative research approach involves the generation of data in quantitative or numeric form which can be subjected to precise quantitative analysis with the help of a computer assisted program such as Statistical Package for Social Sciences (SPSS), Statistical Data Analysis Software (STATA) and Statistical Analysis Software and Solutions (SAS) (Tashakkori and Teddlie, 2003). Under this method, structured questionnaires with pre-determined answer options are used to collect primary data.

Qualitative research method, on the other hand, is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. This type of research aims at discovering the

underlying thoughts, feelings and desires, using in depth interviews or for the purpose. Qualitative research is concerned with subjective assessment of attitudes, opinions and behaviour. This approach generates data results in non-quantitative form that is descriptive or interpretive (Denscombe, 2010). Under this method a semi structured questionnaire with open ended questions, focus group interviews and in-depth one on one interviews are used to collect primary data.

Further, in some instances both qualitative and quantitative methods are used in a single research, this is called mixed method design. This is done in order to ensure that information obtained using one design is supplemented by the other. Quantitative design is usually used to collect statistical or numeric data such as age of research participants and the data is collected through asking closed ended questions. While qualitative design is used to generate in depth non statistical data and this data is collected through open ended questions and interviews (Tashakkori and Teddlie, 2003). Therefore, this study will adopt a qualitative research design in order to investigate the nature of conflict and conflict management strategies involving learners in public secondary schools.

### **3.3 Research design**

Research design encompasses the way the research study is going to unfold in order to answer the research questions. It precisely describes how the research is going to be conducted. Birks and Mills (2011) argued that a research design is a blue print of a study. The design helps the researcher to identify the philosophical and methodological positions within the study, and the methods necessary to attain the research goals. Therefore a research design is a logical sequence that connects the empirical data to the study's initial research questions to its ultimate conclusion (Creswell, 2009).

This study used a descriptive case study research design to investigate the nature of conflict and conflict management strategies involving learners in selected public secondary schools of Lusaka district. Due to the nature of this study, being a case study, qualitative research methods were employed. This is because qualitative research design ensures the achievement of a holistic view of the phenomenon by exploring meanings, feelings, experiences and perceptions (Tashakkori and Teddlie, 2003).

### **3.4 Research site**

The study was conducted in Lusaka province particularly in Lusaka district. The district has many secondary schools, among them are; Munali Boys Secondary School, Munali Girls Secondary School, Kaunda Square Secondary School, Kabulonga Boys Secondary School, Kabulonga Girls Secondary School, Lusaka High School (GRZ), Lusaka High School (Private), Roma Girls Secondary School, Matero Boys Secondary School and Chelstone Secondary School to mention just a few. For the purpose of this research, the researcher did not capture all the mentioned schools in the district but captured only two schools. The researcher captured Munali Boys Secondary School and Kabulonga Boys Secondary School because they are both single sex schools.

### **3.5 Population and sample design**

The target population of this study comprised of the secondary school administrators, teachers, and the students drawn from selected schools in Lusaka district. This group formed the respondents of the study. Participating schools included Munali Boys Secondary School and Kabulonga Boys Secondary School. The sample included two Deputy Head teachers from the aforementioned schools, two senior teachers, two careers and guidance teachers and two grade teachers from the same schools. Further, the sample included 8 learners from each school. These were divided as follows: four from the morning section and four from the afternoon session giving a total sample of 24 respondents.

### **3.6 Sampling procedure**

A random sample of respondents was drawn from each school. The respondents to be interviewed were then selected through simple random sampling from selected schools. This ensured that there is no bias in sampling given that the universal population of the schools, teachers, students, and administrators was large. The researcher only focused on Grade 12 learners because by virtue of them having lived longer in school, they also have experience in conflict related issues which were very relevant to the study. Selection of administrators, teachers and class representatives were done through purposive sampling.

According to Kothari (2004), purposive sampling is applied where the researcher intends to pick subjects that satisfy a given criterion. This category of the sample shall therefore comprise of the deputy head teachers, class teachers, class representatives, guidance teachers and grade teachers.

Students were derived from all grade 12 classes irrespective of their stay and experience at the selected schools.

### **3.7 Data collection procedure and tools**

The research used the following instruments to collect data: semi-structured questionnaires, interviews guides and focus group discussions. Focus group discussions were used to solicit information from learners. The researcher used semi-structured self-administered questionnaires to collect data from deputy head teachers, senior teachers and guidance teachers while scheduled interviews were employed to collect data from grade teachers in the selected public secondary schools.

#### **3.7.1 Semi-structured interview**

According to Kerlinger (1993), semi-structured questions may elicit adequate qualitative and quantitative data. Semi-structured interviews were developed based on an extensive literature review of a number of studies carried out on the subject under study. A semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions, these are questions that prompt discussion with the opportunity for the interviewer to explore particular themes or responses further. A semi-structured interview however, does not limit respondents to a set of pre-determined answers and it allows respondents to discuss and raise issues that the researcher may not have considered (Robbins, 1974). Semi-structured interviews were conducted to collect qualitative data on conflict management strategies involving learners in public schools. Due to its flexibility, both semi and open-ended questions were included in the interview schedules to collect in-depth information so as to get a complete and detailed understanding of the issue at hand (Denscombe, 2010).

#### **3.7.2 Focus group discussion guide**

A focus group is a representative survey group of people who are questioned about their opinions as part of a research. And a focus group discussion guide is a list of questions that a representative survey group of people respond to by giving their opinions (Creswell, 2009). In this research, focus group discussions and interviews were the principal tools in collecting primary data. The questions contained in the interview schedule had both structured and semi-structured and open-ended questions.

Focus Group Discussions were conducted and the researcher wrote down all the responses from the respondents. The focus Group Discussion questions were prepared to get more detailed understanding of the teachers' knowledge on management strategies used to resolve conflict involving learners. Focus Group Discussions were also conducted with learners in each of the two schools. There were four groups consisting of four learners each per focus group. The discussions were facilitated by the researcher to ensure that the informants focus on the topic at hand.

According to Denzin and Lincoln (2005), when properly planned and facilitated, Focus Groups can produce a lot of information quickly and are good for identifying and exploring participants' beliefs and perceptions. Focus Groups are aimed at discussing a fairly tightly defined topic and the emphasis is on interaction within the group.

### **3.7.3 Semi-structured questionnaires**

Self-administered semi-structured questionnaires were used to collect data from school administrators such as deputy head teachers, senior teachers and guidance teachers. A self-administered questionnaire was appropriate for this group because it could be answered at their own free time since they had busy schedules and it was difficult to schedule an interview with them. The main advantage of this tool is that a respondent is able to answer questions at their own free time; respondents confidentiality is guaranteed for there is no need for them to give their names they remain anonymous, this makes it easy for them to freely express themselves without fear thus large amounts of information can be gathered with relative ease (Denscombe, 2010).

### **3.8 Data analysis**

According to LeCompte and Schensul (1999), data analysis has been defined as the process of reducing large amounts of collected data to make sense of them. Since this study was mainly qualitative in nature, qualitative data analysis techniques were employed to analyse primary data. The data obtained through interviews, focus group discussions and semi-structured questionnaires was analysed using thematic and content analysis, as themes and sub-themes emerged. Using this qualitative analysis technique, the following steps were adhered to by the researcher in the analysis of the data.

Firstly, the researcher perused through the collected data from interviews and identified information that was relevant to the research questions or objectives. Irrelevant information not related to the specific objectives and research questions was separated from relevant information.

Secondly, the researcher identified themes from the respondents' description of their experiences. All material relevant to a certain theme was placed together and reported in narrative form. Thirdly, respondent word content was used to present the findings. The relevant information was broken down into key statements which reflected specific thoughts of the respondents and the information was presented in narrative form.

### **3.9 Validity and reliability**

This study employed qualitative research methods. Phiri (2015:4) contends that "Qualitative research is a method of investigation used in many different academic disciplines, though more traditionally in the social sciences and further contexts. It involves description, thus seeks to describe and analyze the culture and behavior of humans and their groups from the point of view of those being studied." Clearly, the principle aim for a qualitative researcher is to obtain an in-depth understanding of people's behavior and the reasons attached to such behavior. Qualitative methods are far less structured and controlled. Jackson (2010) states that conducting research using such approaches enables the participants eventually adjust to the researcher's presence (thus reducing reactivity) and that, once they do, perceptions would be acquired from different points of view. Qualitative research methods produce information on a particular case being studied; require smaller but focused samples and relies on strategies that are flexible and interactive.

Validity of instrument is the extent to which they measure what they are supposed to measure (Jeannes *et al*, 2000). Thus the procedure or instrument used in the research was accurate, true and meaningful. According to Kerlinger (1993) the term reliability refers to ability of an instrument to produce consistent results. In this study, the researcher validated the instruments by pre-testing them in order to assess and worth before using the instruments valid and worth using them in collecting data for the study. The aim was to check and evaluate the effectiveness and efficiency of the instruments. Questionnaire, focused group discussion and interview were pre-tested at Munali boy's secondary school.

### **3.10 Ethical consideration**

According to Phiri (2015) research ethics is defined as the application of moral rules and professional codes of conduct to the collection, analysis, reporting, and publication of information about research subjects' right to privacy, confidentiality, and informed consent. The importance of adherence to research ethics cannot be overemphasized as Kakupa (2014) notes that research ethics promote the aims of the research, such as knowledge, truth, and avoidance of error for example, prohibitions against fabricating, falsifying, or misrepresenting research data.

Therefore, the researcher observed all ethics pertaining to research from data collection to data reporting stage. Other than seeking permission from the education authorities from the participating schools, the researcher also sought consent from the actual participants such as learners, parents, teachers and deputy head teachers.

All the required information of the research was explained in full to the participants, including the fact that they could choose to withdraw their participation even in the middle of the research. The collected data was held in strict confidence to avoid any sort of disruption, risk and biasness to the respondents (ethics were monitored subsequently) and the researcher emphasized to the participants that the data would only be used for academic purposes.

### **3.11 Limitations of the study**

There were a number of problems that were faced during this research the first was time constraints: with other engagements and being a working student with several work related commitment the researcher had little time to attend to all programs lined up for the success of this research hence there was pressure in making sure the research was complete within the given duration. Dividing time between the research and work engagement was also tedious. Teacher respondents also were not able to answer completely to the questions in time due to personal and work commitments. Some of the respondents were skeptical about the research being undertaken and thus did not agree to participate in the research process because they doubted the credibility of the research. Last but not the least, the budget was very limiting to execute the research; this limited the time spent in the field to meet the budget.

### **3.12 Summary**

This section discussed the research methodology that adopted a qualitative research method as the main method. Thereafter, a case study research design was presented followed by target population that comprise of learners, grade teachers, guidance teachers and deputy head teachers from selected secondary schools that have been drawn from Lusaka district of Lusaka province Zambia. The chapter also highlighted the sample size; sampling techniques that were used which combined both purposive and random sampling. Semi-structured Questionnaires, focus group discussions and interview guide served as data collection instruments or tools.

This next chapter focuses on the presentation of the research findings. The findings are presented in terms of the characteristics of the research participants. These characteristics include sex, age, marital status, level of education and work experience for the teachers. The chapter further presents the analysis and discussion of the research findings as per study objectives. The findings are presented in descriptive and narrative form. The data (primary data) was analyzed using thematic and content analysis and the results have been presented with the use of descriptive statistical tables.

## **CHAPTER FOUR**

### **Presentation and Discussion of Research Findings**

#### **4.1 Overview**

The previous chapter discussed the methods that were applied in carrying out the research. It described the research methodology, research design, research site, target population, sample size, sampling methods, research instruments, data collection procedures, data analysis and ethical issues.

This chapter focuses on the presentation and discussion of the research findings. The findings are presented in terms of the characteristics of the research participants. The presentations will consider, sex, age, marital status, level of education and work experience for the teachers. The chapter further presents the analysis and discussion of the research findings as per study objectives. The findings are presented in descriptive and narrative form. The data (primary data) was analyzed using thematic and content analysis and the results have been presented with the use of descriptive statistical tables.

#### **4.2 Presentation of demographic findings**

The demographic findings are presented in the context of sex, age, marital status, education level and work experience for teachers, according to the findings adduced from the respondents on the subject matter.

##### **4.2.1 Gender of respondents**

The first demographic variable that was considered in this study was the gender of respondents. In this study, the target number of respondents was 24 with whom interviews and focus group discussions were conducted. Of the total number of respondents, 24 (100 percent) participated in the interviews. The findings show that 20 (83.3 percent) were male and 4 (16.7 percent) were female respondents as Table 1 demonstrates below:

**Table 1: Gender of respondents**

<b>Gender of respondents</b>	<b>Number of respondents</b>	<b>Percentage</b>
Male	20	83.3
Female	4	16.7
<b>Total</b>	<b>24</b>	<b>100.0</b>

Source; Field Data (2018)

Table 1 demonstrates that there were more male respondents than female respondents thus implying that there was more male representation than female representation in the study.

#### **4.2.2 Age distribution of respondents**

The second identified variable in the research on demographic characteristics was age. In this study, respondents were asked during interviews and focus group discussions to indicate their age on a sheet of paper that was provided to them. The results show that the age group between 15 - 20 years was 8 (33.3 percent) respondents. This was followed by 2 (8.3 percent) respondents in the age group of 21 - 25 years, while the age group 26 - 30 was 2 (8.3 percent) respondents. The age group between 31 - 35 years had 4 (16.7 percent) respondents. Those between the age group 36 - 40 years were 2 (8.3 percent) respondents and the age group between 41 - 45 years had 2 (8.3 percent) respondents. Lastly, the age group 46 years and above had 4 (16.7 percent) respondents as Table 2 illustrates.

**Table 2: Age of respondents**

<b>Age distribution</b>	<b>Number of respondents</b>	<b>Percentage</b>
15 - 20 Years	8	33.3
21– 25 Years	2	8.3
26 – 30 Years	2	8.3
31- 35 Years	4	16.7
36 – 40 Years	2	8.3
41 – 45 Years	2	8.3
46 Years and Above	4	16.7
<b>Total</b>	<b>24</b>	<b>100.0</b>

Source; Field Data (2018)

As Table 2 illustrates, the majority of the respondents were aged between 15 - 20 years followed by those aged between 31 - 35 years and those aged 46 years and above respectively.

#### **4.2.3 Marital status of respondents**

The other demographic variable that was considered in the research was marital status. The results show that 18 (75 percent) respondents were single and 6 (25 percent) respondents were married at the time of research. While those who were separated, divorced or widowed were 0 (0 percent) respondents respectively as Table 3 illustrates.

**Table 3: Marital status of respondents**

<b>Marital status</b>	<b>Frequency</b>	<b>Percent</b>
<b>Single</b>	18	75%
<b>Married</b>	6	25%
<b>Separated</b>	0	0%
<b>Divorced</b>	0	0%
<b>Widowed</b>	0	0%
<b>Total</b>	<b>24</b>	<b>100%</b>

Source; Field Data (2018)

As Table 3 above illustrates, the majority of the respondents at the time of research were single (75 percent) followed by those who were married 6 (25 percent).

#### **4.2.4 Education level of respondents**

Educational level is another demographic variable that was considered. The study set out to establish respondents' level of education and found that the majority of the respondents had attained secondary education level as evidenced by 16 (66.7 percent), while 0 (0 percent) of the respondents had certificates, 2 (8.3 percent) of the respondents had diplomas, 4 (16.7 percent) of the respondents had bachelor's degrees. Further, 2 (8.3 percent) respondents had masters degrees as illustrated in Table 4.

**Table 4: Education level of respondents**

<b>Education level</b>	<b>Frequency</b>	<b>Percent</b>
Secondary	16	66.7
Certificate	0	0
Diploma	2	8.3
Degree	4	16.7
Masters	2	8.3
<b>Total</b>	<b>24</b>	<b>100.0</b>

Source; Field Data (2018)

Table 4 demonstrates that the majority of respondents at the time of research had attained secondary level education represented by 16 (66.7 percent) followed by those with Bachelor's degrees represented by 4 (16.7 percent).

#### **4.2.5 Work experience of teachers**

Work experience of teachers was considered in the research as their experience determines how effective they may resolve conflicts among learners in secondary schools. The study sampled 8 teachers; 4 from Munali Boys Secondary School and 4 from Kabulonga boys Secondary School. The findings show that 0 (0 percent) teachers had worked between 1-5 years, 2 (25 percent) teachers had worked between 6-10 years and 2 (25 percent) teachers had worked between 11-15 years. Those that had worked between 16-20 years were 2 (25 percent), while 2 (25 percent) had worked between 21-25 years. Lastly, 0 (0 percent) teachers had worked for 26 years and above. This breakdown has been presented in Table 5 below.

**Table 5: Work experience of teachers**

<b>Work experience</b>	<b>Frequency</b>	<b>Percent</b>
<b>1 – 5 Years</b>	0	0%
<b>6 – 10 Years</b>	2	25%
<b>11 – 15 Years</b>	2	25%
<b>16 – 20 Years</b>	2	25%
<b>21 – 25 Years</b>	2	25%
<b>26 Years and Above</b>	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>

Source; Field Data (2018)

As Table 5 illustrates, the majority of the teachers surveyed had worked between 6-10 years, 11-15 years, 16-20 years and 21-25 years respectively. This implies that the sampled teachers had worked long enough to have resolved conflicts among learners at some point during their work endeavors.

#### **4.3 Presentation of research findings, analysis and discussion as per study objectives**

The research findings are presented as per study objectives, the study objectives were; the nature of conflict involving learners in schools, the effects of these conflicts on the learners, conflict management strategies employed in secondary schools and the effectiveness of strategies employed by the school administration in managing conflicts. The research findings are presented hereunder as such in the aforementioned order.

##### **4.3.1 The nature of conflict involving learners in schools**

The first objective of the research was to investigate the nature of conflict involving learners in schools. In investigating the nature of conflicts involving learners in schools, learner respondents were first asked during focus group discussions what they understood by the term conflict. The findings show that most of the learners understood the term conflict as the misunderstanding of

each other or the misunderstanding of two people or more people or countries. Others stated that conflict can also be the absence of peace and lack of justice and also that conflict is confusion. A small number of learners stated that conflict is a disagreement or quarrel between two or more people. Their understanding of the word conflict is in line with Anderson’s definition of conflict. Anderson (2001) defines conflict as the tension between two or more social entities (individual, groups, or organizations) that arise from incapability of actual or desired responses.

Learners were further asked to state if they were ever involved in a conflict with their fellow learner; the following table shows their response to the question.

**Table 6: Have you ever been involved in a conflict with your fellow learner?**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	12	75%
<b>No</b>	4	25%
<b>Total</b>	<b>16</b>	<b>100%</b>

Source; Field Data (2018)

The majority of learners were involved in conflict with their fellow learners as indicated in Table 6 above. As shown, 75% of the learners indicated that they had been involved in a conflict with a fellow learner.

For those learner that indicated having been involved in a conflict with a fellow learner, were asked to state what the main cause of the conflict was. In responding to the question, the majority of learners indicated that differences in personal opinions on certain subject matters for example, social matters, relationships involving girls and boys, greediness and dishonesty in their private businesses, favoritism of some learners by some teachers, misunderstandings between and among each other, others feeling more superior to others and jealous of each other as the common causes of conflicts among them.

To further explore the nature of conflict among learners in schools, teachers were asked to state in their opinion the common causes of conflict involving learners in secondary schools. Teachers indicated that the different backgrounds the learners come from are combined with different beliefs

and interests, miscommunication among themselves, negative behaviour e.g. bullying, harassment, teasing, offensive language and verbal abuse. Teachers from the participating schools further indicated that different opinions among learners and also between teachers and learners has been one of the major source of conflict in schools. Other common sources identified include different levels of competence of learnt material among learners, favoritism, superiority and inferiority complexes among learners, different social economic status of the learners and the distinct levels of intelligence.

Additionally, teachers mentioned differences in personalities, lack of accountability and personal conflict, truancy (malingering), juvenile delinquency, teenage identity crisis and broken homes. In like manner, Learners' lack of proper judgment, competition, poor communication, disagreements and not adhering to school rules as well as the influence of drug abuse as other common causes of conflict.

Based on the findings, it is evident that the nature of conflicts among learners in schools revolves around the common causes of conflicts. These common causes are what constitute the root causes of conflicts among learners in secondary schools. In a similar vein, Sompa (2015) conducted a study entitled "*Management strategies used to address interpersonal conflicts between teachers and head teachers in selected secondary schools of Lusaka Province*". The study revealed that the causes of interpersonal conflicts between the teachers and the head teachers were said to be the incompetence of the head teacher, absenteeism, late coming for work by teachers, not submitting teaching files and unsatisfactory class allocation. Apart from that, favoritism of some teachers by the head teacher, poor communication, and poor management of schools by the head teachers and teachers having higher qualifications than the head teacher were the roots causes of conflict identified in the study. It can be concluded that some of the sources of conflicts experienced by both the teachers and learners are alike.

Furthermore, a study by Athiambo and Simatwa on conflict management and resolution found similar findings about the causes of conflict in secondary schools. Athiambo and Simatwa (2011) assessed conflict management and resolution in public secondary schools in Kenya. The study found that the major causes of conflict experienced in public secondary school in Nyakach district included disrespect for prefects, differences in opinions, poor academic performance intimate relationship, harshness by support staff, criticism by other teachers, communication breakdown,

late payment of school fees by parents, negative attitudes towards teachers, discipline of students, poor work performance by staff and financial control. The findings indicated that discipline of students have greatly contributed to a lot of instabilities in management of schools. The report further indicates that whenever a case of indiscipline arises in schools, the head teacher will always be blamed for being insensitive to the students' welfare. In such cases, the head teacher can be transferred as a remedial measure because students demand for removal of such head teacher.

#### **4.3.2 The effects of conflicts on the learners**

The second research objective was to find out the effects of these conflicts on the learners. Based on the findings of the study, 75% of the learners indicated that they had been involved in conflict with fellow learners, they were further asked how this affected them. Table 7 shows their response to the question.

**Table 7: How has this conflict with your fellow learner affected you?**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Negatively</b>	10	62.5%
<b>Positively</b>	6	37.5%
<b>Total</b>	<b>16</b>	<b>100%</b>

Source; Field Data (2018)

The majority of those that indicated they had been involved in conflict further stated that the conflict affected them negatively as shown in Table 7, 62.5% of them were affected negatively while 37.5% of them were affected positively.

Those who were negatively impacted were further asked to explain how it affected them. Table 8 shows their response.

**Table 8: How has it negatively affected you?**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Not able to concentrate in class</b>	2	20%
<b>Broken Friendship</b>	6	60%
<b>Poor academic performance</b>	2	20%
<b>Total</b>	<b>10</b>	<b>100%</b>

Source; Field Data (2018)

The majority of the learners that had been involved in conflict with fellow learners had their friendships broken. They also indicated that they were not able to concentrate in class and this led to poor academic performance.

The ones that were impacted positively from such conflicts, attested to how it positively affected them. Table 9 shows their response.

**Table 9: How has it positively affected you?**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Understood my friend better</b>	2	33.3%
<b>Conducive learning Environment</b>	1	16.7%
<b>Strengthened Friendship</b>	1	16.7%
<b>Learnt how to solve Arguments</b>	2	33.3%
<b>Total</b>	<b>6</b>	<b>100%</b>

Source; Field Data (2018)

The majority (33%) of the learners who were impacted positively revealed that they understood their friends better and they had learnt how to solve arguments. A few respondents (16.7%) experienced a conducive learning environment and strengthened friendship.

In determining, the effects of conflicts the learners were asked whether they had been involved in a conflict with a teacher. Table 10 below shows the response of the learners to the question.

**Table 10: Have you ever been involved in a conflict with a teacher?**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	4	25%
<b>No</b>	12	75%
<b>Total</b>	<b>16</b>	<b>100%</b>

Source; Field Data (2018)

Most of the learners had never been involved in a conflict with a teacher, and a few of them indicated that they had been involved in a conflict with a teacher. As Table 10 above illustrates that 75% of learners stated that they had never been involved in a conflict with a teacher while 25% of the learners attested that they had been involved in a conflict with a teacher.

The learners that had been involved in a conflict with a teacher were asked to state the main cause of the conflict with the teacher. A good number of learners indicated that the main cause of such conflicts was that teachers' verbal abuse against learners. The rest of learners revealed varying reasons which included learners' late coming and teachers' lack of seriousness in terms of teaching and giving class tests or work to do.

Learners were further asked whether they were still attending the lessons of teachers they had a conflict with. Table 11 shows the response of the learners to the question.

**Table 11: If this teacher was one of your subject teachers, were you still attending his/her lessons?**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	3	75%
<b>No</b>	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>

Source; Field Data (2018)

A great number (75%) of learners demonstrated that they had been involved in a conflict with a teacher. They also stated that despite having been involved in a conflict with the particular teachers, they still attended the lessons. The 25% of learners revealed that they were not attending lessons of the respective teachers.

On one hand, learners that still attended the lessons were asked to state their experience on what the learning environment was like. Many of the learners stated that the learning environment was not conducive because they never felt free to ask questions or seek clarity where they did not understand. On the other hand, the learners that did not attend lessons were asked to state what they did during the particular lesson time. In response to this question, learners attested that they used the time for personal study.

The learners were also asked to state the impact of the teacher-learner conflict on their academic performance in the subject taught. The majority of them indicated having low grades in the subjects. This suggests that learners who had been involved in conflict with subject teachers have tended to fail in such subjects. In stating how such conflicts with teachers were resolved, most of the learners indicated that the grade teachers had to call for meetings with the teachers and the learners in question.

To further determine the effects of conflict on learners, teachers were asked to explain the impact of conflict on learners' social life, academic performance and personality.

On the aspect of the learners' social life, teachers stated that learners tend to lose concentration in class and withdraw from friends. Hence, they become anti-social to others and fail to fit in amongst

their peers. Besides that learners develop fear and may not be able to come out clearly which paves way for pretentious tendencies. Others resort to bullying for self-defense which may cause violence by rioting or fighting among learners. In other cases learners tend to miss class by absenting themselves from school for fear of being beaten by others. Thus school becomes boring and is seen to be a hostile environment by such learners.

Regarding the impact of conflict on learners' academic performance, teachers indicated that performance tends to go down, especially if the conflict is not resolved amicably. They also forwarded the assertion that unresolved conflict makes learners to develop feelings of fear. Consequently, learners stop participating fully in classroom activities and others may even give up on school. To put it more simply, the learners' academic performance is disturbed because their mindset may not be able to adapt to learning.

With respect to learners' personality, teachers stated that learners become uncertain and develop cold feet towards school related activities. That is to say, the affected learners feel inferior to associate themselves with the people they differ with. This injures on their self-worth and self-esteem thereby adversely affecting their personal progression. More so the research revealed that decision making skills of learner are impaired, while others resort to become introverts and some may become hostile as a way of defending themselves.

The above findings are similar with the findings of Eccles and Gabbaro (1995). Contributing to the effects of conflict, Eccles and Gabbaro (1995) asserts that conflict can lead to outright hostile or aggressive behavior such as mob action, property damage and minor theft of property. They explain that in some cases, the frustrated individual may direct aggression against the person or object perceived to be the cause of the conflict. In other instances, Hopkins and Raynolds (1995) say that aggression may be displaced towards a person who is not directly involved in the situation. For instance, a teacher may displace aggression on a learner who is not directly involved in a conflict between the child's parent and the teacher by inflicting various forms of punishments on the learner. To Further emphasize the negative effects of conflict on learners, Whetten and Kim (2005) concludes in their study on conflict that most people have ample evidence that conflict often produces harmful results because some people have a very low tolerance for disagreement (whether it is a result of family background, cultural values or personality characteristics) and that interpersonal conflict saps their energy and demoralizes their spirits.

Specifically, the findings of this study also correspond with Owens (2001) who opines that frequent and powerful hostile conflict can have a devastating impact on the behaviour of people in an organization. In a school, physical withdrawal can take the form of absence, lateness and turnover which is often written off by laziness on the part of the teacher. Psychological withdrawal can also take the form of alienation, apathy and indifference. On this score, Jorgensen and Gail (1990) adds that though a solution may be reached in conflict resolution, the means of gaining the solution may cause pain to the people involved and general weakening of relationships.

Similarly, Armstrong (2009) notes that in a school setup when conflict is not resolved or when resolution is delayed, properties; lives and academic hours of unimaginable magnitude are lost. Delay in conflict resolution was also found to lead to disturbance of academic calendars, leading to economic as well as psychological exhaustion. Thus, conflict affects the accomplishment of organizational goals due to its tendency of manipulating stress, hostilities and other undesirable factor when poorly managed. Managing conflicts can help to identify previously undetected problems and attitudes. They also clarify uncertainty and improve overall cooperation.

Moreover, Johdi et al (2012) shows that unresolved conflicts can lead to dissatisfaction, high absenteeism and turnover, prolonged disruption of activities, and lack of concerted effort by members of any learning institution. On the positive outcomes of conflicts, Birks and Mills (2011) views positive outcomes of conflict as: expanded understanding of the issue, mobilization of parties' resources and energies, clarification of competing solutions, creative searches for alternatives, and enhanced ability to work together in the future. Therefore, conflict can create opportunities for change and it has been found appropriate to classify conflict on the basis of these sources for proper understanding of its nature and implications. Robbins and Decenzo (2004) similarly contends that successful conflict management should address the underlying sources of conflict constructively and these are the development of shared interests among the disputants as well as the transformation of the disputants' interpretations of each other's needs and motives. However, unmanaged conflict can create dysfunctional schools which deprive learners of their rights to citizenship through free and equal education.

To ascertain ways of averting the adverse effects of conflict on the learners, teachers were then asked to state in their view what they thought should be done to avert the negative effects of conflict on learners. In response to the question, teachers indicated that learners should be helped

by exposing them to counselling sessions and raising awareness of the dangers of conflict. They also suggested that teachers must be at the centre of managing any conflict that may arise among the learners and that every argumentative issue must be discussed openly, parties involved should be given chance to express themselves and a conclusion be drawn amicably.

Teachers added that learners must as well be encouraged to avoid hostile conflict at all times and to be gentler towards one another. Besides that, teachers must teach learners the moral values of respecting one another and teachers must look out for troublesome learners. For those learners involved in conflict, both parties involved in conflict must be counselled for a period of time through the schools guidance and counselling office. Further, they also suggested that teachers must be encouraged to avoid favoritism towards learners. That is to say that teachers must treat all learners the same and learners must also be encouraged to treat each other as equals regardless of their social economic status and backgrounds and intelligence level.

In this regard, learners must be made aware of their individual differences and the need for them to respect and accept each other as such. Learners must be sensitized on the importance of co-existence and encourage them to report any uncomfortable situation to the school management. Furthermore, teachers emphasized that counselling is an important aspect that can help learners involved in conflict avert the negative effects of conflict on their social, academic and personal lives.

Therefore, it is evident that there are more negative effects than positive effects of conflict on the learners as the findings have shown that 62.5% of the learners were negatively affected while 37.5% of the learners indicated that they were positively impacted by conflict. Likewise, Boulding (1993) also attests that despite the adverse effects that conflict can produce, disagreement between people has its good side. It can be seen from contemporary literatures and the findings of the study that the notion that conflict only has negative effects does not wholly give the right impression. Clearly, conflict can bring out positive aspects such as strengthened friendship and better understanding of other people. However, Hopkins and Raynolds (1995) notes that it should be accepted that too much conflict can have more adverse effects on individuals, groups and organizations because conflict resolution involves using up productive time and scarce resources, and diversion of energies that could be constructively used elsewhere. On the other hand, little or no conflict in an organization for instance can also be a negative sign as it can lead to apathy and

lethargy, and provide little or no impetus for transformation and innovation. Conflict can be beneficial if it is used as an instruments for change or innovation. It can improve relationships and the quality of decision making in an organisation if it is managed constructively (Hopkins and Raynolds, 1995).

#### **4.3.3 Conflict management strategies employed in secondary schools.**

The third research objective was to explore conflict management strategies employed in secondary schools. In exploring the subject of conflict management strategies, the respondents were asked to explain their understanding of the term conflict management. In response to the question, the learners defined conflict management as the ways and strategies that are put in place to manage and resolve conflict in any given institution. Additionally, they also attested that it is a way of bringing out more positive attributes and suppressing negative attributes during disputes or handling of grievances. The other thought of the term conflict management is that it is a process or the ability to identify and resolve a misunderstanding between two parties. These findings are in line with Hart's definition of the term under discussion. Hart (2002) defined conflict management as the process of becoming aware of actual or potential conflict, diagnosing its nature, scope , employing appropriate methodology to diffuse the emotion energy involved and enable disputing parties to understand and resolve their differences in the school setting.

To gain a deeper understanding of the conflict management in schools, learners were further asked to state if they had been involved in any conflict with their peers. In response to this, 75% of the respondents confessed that they had been involved in various disagreements with fellow learners. Furthermore, the respondents were asked to cite how they resolved the conflicts in question, i.e. whether the learners solved the conflict among themselves or they engaged a third party to resolve the conflict. In response to the question, majority of the learners indicated that they resolved such conflicts among themselves. While a few of the respondents indicated that they engaged teachers to assist in resolve such conflicts.

Learners that pointed out that they solved the conflict among themselves were further asked to state how they solved the conflict. Their responses are shown in Table 12 below.

**Table 12: How did you solve the conflict?**

<b>Conflict resolution methods</b>	<b>Frequency</b>	<b>Percent</b>
<b>Fighting</b>	1	10%
<b>Avoiding the other Party</b>	1	10%
<b>Involved a friend (prefect)</b>	4	40%
<b>Dialogue</b>	4	40%
<b>Total</b>	<b>10</b>	<b>100%</b>

Source; Field Data (2018)

As presented in Table 12 above it is evident that the majority of the learners used dialogue and mediation as methods of conflict resolution, nevertheless, a handful of them resorted to avoidance and fighting as means to end the conflict.

The respondents were also asked to explain the role played by the third party (teachers) in conflict resolution. With regard to the question, the learners indicated that the teachers sat them down acting as mediators to find out the problem and root cause of the conflict and later made the parties to the conflict to apologize to each other.

To find out more about conflict resolution, teachers that participated in this study were asked to state whether they had ever resolved a conflict among learners. The response to this question is shown in Table 13 below.

**Table 13: Have you ever resolved a conflict among learners?**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	7	87.5%
<b>No</b>	1	12.5%
<b>Total</b>	<b>8</b>	<b>100%</b>

Source; Field Data (2018)

As presented in the table above, most (87.5%) teachers indicated that they had resolved various conflicts among learners in school. The teachers were then asked to indicate how they resolved the conflict. In responding to the question, they stated that they sat the learners down and investigated the cases respectively. They went on to state that these sittings generally follow the laid down procedure with regards to the rules of the school to find a better solution on the conflict. In such sittings the teachers indicated that they acted as mediators or arbitrators in the process of conflict resolution. Therefore, it is evident that in most cases teachers use mediation and arbitration as conflict management strategies in school. For the learners, it is clear that they mostly use dialogue and mediation to resolve conflicts among themselves.

Further, learners were then asked to indicate if the respective schools had conflict resolution programs for learners. Table 14 below shows the suggested programs.

**Table 14: Are there any school programs relating to handling of conflict in the school among learners?**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	4	25%
<b>No</b>	12	75%
<b>Total</b>	<b>16</b>	<b>100%</b>

Source; Field Data (2018)

The table above shows that a good number (75%) of the learners interviewed indicated that their schools had no programs that related to handling of conflict among learners in school. And the minority (25%) indicated that their schools had school programs that related to conflict resolution.

The learners that indicated that their schools had conflict resolution programs were further asked to state the actual programs. 12 of the 16 learners mentioned Civic Education Club. The learners further indicated that the Civic Education Club has aspects of conflict management programs. Others mentioned the Prefect Board and church youth forums as conflict resolution programs available in their respective schools. The learners also pointed out that extra-curricular programs such as the civic education club have been very useful in imparting the culture of peace in learners.

Further, the respondents (learners) in both participating schools were then asked to indicate whether their schools have school rules. Table 15 shows their response.

**Table 15: Does the school have rules on how to handle conflict involving learners?**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	16	100%
<b>No</b>	0	0%
<b>Total</b>	<b>24</b>	<b>100%</b>

Source; Field Data (2018)

All the learners from the sampled schools indicated that schools have rules that guides how cases of conflict should be dealt with. They also indicated that it is against the school rules to engage in hostile activities in the school environment. Learners were further asked to indicate whether these rules are enforced by the schools’ management. Table 16 shows their responses.

**Table 16: Are these rules enforced by school management in times of conflict resolution among learners?**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	16	100%
<b>No</b>	0	0%
<b>Total</b>	<b>24</b>	<b>100%</b>

Source; Field Data (2018)

The learners indicated that the schools do apply their respective code of conduct when faced with cases of disagreements among the learners. And a check of the school rules for both Munali Boys and Kabulonga Boys secondary schools revealed that; fighting, assault or use of abusive language is prohibited. The rules further state that, ‘bullying is a serious and punishable offence’ which is tantamount to suspension or expulsion of the learners from school. This implies that schools take issues of conflict or discipline very seriously. Commenting on the school rules, teachers from both

schools stated that on one hand, the issues of suspension and expulsion of learners (offenders) may not be the best solution as it tends to diminish the learners’ interest in school activities. On the other hand, the penalty helps to promote peace in the school environment as most learners may fear engaging themselves in conflictual activities for fear of the penalty of expulsion.

Additionally, learners were also asked to state how the school management enforces the rules. In response to the question, they pointed out that one way the school management enforces the rules is by appointing the school prefecture board. The board acts as the eyes of the school management as it is entrusted with the responsibility of ensuring that there is order in school, this also entails that prefects carry out conflict resolution duties as they punish learners that disobey the school rules. However, if the learners’ conflict cases are serious the prefects report such cases to the teachers who take further action.

To further explore the conflict management strategies in schools, learners were asked whether they knew of any conflict management strategies the school managers use to resolve conflict among learners. Table 17 below shows their response.

**Table 17: Conflict management strategies used by school managers to resolve conflicts among learners?**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	12	75%
<b>No</b>	4	25%
<b>Total</b>	<b>16</b>	<b>100%</b>

Source; Field Data (2018)

In response to the question whether they knew of any conflict management strategies the school managers used to resolve conflicts among learners. The majority of the learners indicated that they knew the conflict management strategies and a minority indicated that they did not have any idea of conflict management strategies that school managers used to resolve conflict.

Learners who knew the conflict management strategies, were further asked to cite the specific strategies used by school managers to deal conflict cases involving learners. The learners

suggested that school managers sit the conflicting parties down and investigate the main cause of the conflict. The involved parties in the conflict are also enlightened about the backlash of the particular disagreement. Further, the offender is warned not to repeat the action otherwise faces stiff punishment. If there is no change the offender is instructed to come with parents or guardians to the school for further disciplinary action. Learners stated that if the conflict was monumental, a punishment is given to both parties but they need to do it together as a team this facilitates cooperation between them. In all these processes, the school managers take the mediator roles.

Additionally, teachers from the sampled schools were also asked to indicate the conflict management strategies they use to resolve conflict among learners in school. The following conflict management strategies were pointed out: mediation, arbitration, negotiation and counselling. To add on the aforementioned list, the respondents mentioned open dialogue which allows the learners to explore their feelings and look for possible solution to the conflict. Furthermore, the respondents also stated that open dialogue entails talking to the learners involved, warning and cautioning them about conflict. However, some cases require parental concern i.e. parents are called in to assist in resolving children's conflicts in school.

The school management puts in place measures to ensure that conflict among learners is resolved efficiently. Teachers stated that most schools have put in place a system of effective communication as a measure of resolving conflict effectively. The hierarchy of communication runs from a classroom monitor to the prefect, from the prefect to the head boy, from the head boy to the class teacher, from the class teacher to the heads of departments, from the heads of departments to the deputy head and finally from the deputy head to the head master. Within the system of effective communication, the school management encourages all teachers to exercise their counselling and guidance roles.

They also mentioned that school councils were adopted as a measure to promote the effectiveness of conflict management in schools. The council comprises of all grade teachers, senior teachers, the deputy headmaster, the headmaster and a representation of learners from each grade. Others include guidance and counselling department team or office where learners are free to walk in if faced with a challenge or conflict in the school, this provides for effective communication and conflict management among learners. The school council and the counselling and guidance department work hand in hand to ensure that conflict among learners in school is resolved

amicably. The school management have also formed the Student Councils that comprises of prefects, senior prefects, deputy head boy and head boy. The student council is able to handle learners' grievances and pass them on to school management. Further, the school management at Munali Boys Secondary School created a platform in the deputy heads office where all learners report conflict cases. In both councils, the school rules are used as the guide to handle or resolve conflicts among learners.

The above findings have shown that the conflict management strategies employed in secondary schools include mediation, arbitration, negotiation, dialogue and counselling. Mediation and dialogue have been found to be the main strategies learners use as they resolve conflicts among themselves. Additionally, the findings revealed that open dialogue i.e offering the learners chance to express their views as to why they were involved in conflict and explore possible solution of the conflict was mainly used by teachers. The study further established that the main strategies teachers use were mediation and arbitration, with mediation taking centre stage in most conflict resolution cases. In line with the above findings, Whetten and Kim (2005) noted that when conflict occurs, people most commonly employ one or a combination of these conflict resolution styles and generally respond to conflict using what skills they have learned and moreover, are most comfortable with. Like parenting where most people receive no formal instruction but engage in it on the basis of what has been modeled for them in the past, so do people learn how to resolve conflict through experiencing one or more of these problem solving styles in use. This implies that people have options for managing or resolving conflicts. The decision to maintain good relationships after conflict is perhaps, the best option. This is also probably the best option for resolving conflicts in the school system in order to sustain interpersonal relationships to ensure effective teaching and learning.

Other similar studies have found varying conflict management strategies, these include the studies by; Wheeler (1995), Robbins (2000), Thomas (1976), Ladipo (1997), Schmidt and Kochan (1972), Turay (2011), Saddler (1998) and Wilmate and Hocker (1998). In his study, Wheeler (1995) identified five techniques of dealing with conflicts which can be applied in schools these techniques are; competitive, collaborative, compromising, accommodating and avoiding. According to him, these techniques vary in their degree of cooperativeness and assertiveness. School heads need to understand what conflict management entail and need high conflict

competence to be able to be effective in their schools. On the hand, Robbins (2000) concentrated on strategies specifically labeled as resolution techniques. He lists eight techniques such as: problem solving, super ordinate goals, avoidance, smoothing, compromise, authoritative command, altering the human variable and altering structural variables.

In his study, Thomas (1976) examined conflict management strategies by focusing on general strategies used by administrators in an educational setting. These strategies for management are: citizens' advisories, confrontation sessions, sensitivity training, process involvement, educational pluralism, volunteerism, cooperative studies and failure fact of life. According to him conflict can be said to be a reality in any social system that provides challenges for the parties involved in a conflict. Ladipo (1997) identified conflict management strategies of forcing, structural changes, avoidance, compromise and smoothing.

Schmidt and Kochan (1972) identified conflict management strategies as suppression, smoothing, avoiding, compromise, third-party intervention, cooperation, democratic process, job rotation as well as confrontation. In addition, the strategy identified by Turay (2011) was effective communication which he described as the best because it would make the group aware of the kind of communication which could lead to problem solving. Saddler (1998) identified problem solving, appeal to superior organizational goals, prevention and avoidance, expression of opportunities and resources, use of authority and command, changing the structure of the organization and compromise as management strategies for resolving conflicts in organizations. While Wilmate and Hocker (1998) identified five conflict solving strategies which are; smoothing, compromising, forcing, withdrawal and problem solving. In most of these studies compromise has been found to be the common strategy which most of the researchers mentioned above identified in their studies. In our case, negotiation is however similar to compromise which all other studies found.

#### **4.3.4 The effectiveness of strategies used by school administrators in managing conflicts**

The fourth research objective was to establish the effectiveness of strategies employed by the school administrators in managing conflicts. To ascertain the effectiveness of strategies employed by school administrators, teachers were asked to state in their opinion on how effective the strategies they use in resolving conflict among learners in school were. In responding to the question, teachers indicated that the strategies are very effective in that the quarrelling learners

cooperate and communicate to each other. Thereby, this makes learners change their behaviour and create peace among themselves. The atmosphere of peace leads to a reduction in hostile situations in school. Teachers also indicated that most of the times the parties involved in conflict end up being best friends and start participating in conflict resolution cases for other learners.

Furthermore, the teacher respondents stated that the strategies were effective in such a way that the learners who get involved in conflict may be suspended or expelled from school because conflict among learners is a serious offence as stated in the school rules. The expulsion may lead to learners' difficulties in finding another school hence for fear of expulsion; learners avoid involving themselves in conflicts. This makes learners involved in conflict to change which has helped in the reduction of conflict in the school thereby increasing peace building in the school. This has helped with the effective coordination of the schools.

Teachers were then asked to state what they thought should be done to impart conflict management skills in learners in schools. In responding to the question, they stated that conflict management skills can be imparted in learners by teaching them the importance of friendship and the importance of peace and justice among them and by teaching them how to solve arguments or misunderstandings among them. They further stated that the schools should consider forming clubs which teach on the importance of peace and demote conflict. The schools should come up with dialogue programs so that learners can learn how to solve conflict in a peaceful manner. They also indicated that schools should consider involving anti-conflict groups to talk about what causes learners to have conflicts among themselves and how to resolve such conflicts.

Teachers were also asked to state in their opinion what they thought should be done to help learners attain conflict resolution skills for them to be able to manage conflicts amongst themselves. In their response to this question, teachers stated that learners should be taught the importance and need to resolve conflict, there is also need for learners to be engaged in dialogue, give them more information on conflict management and the consequences for being involved in conflict.

Teachers further suggested that grade teachers should teach learners on conflict resolution skills and that more conflict resolution workshops should be organized in schools to help learners gain knowledge on how to manage conflict and personal anger. There must be active counselling and guidance teams in secondary schools to help learners with anger problems handle their anger

without affecting other learners through having conflict with them. Further, learners must be made aware of the differences that exist amongst themselves such as background, different levels of intelligence, social economic status to mention just a few. If learners are made aware of these differences at an early stage they would understand and accommodate each other even more. They must also be trained as leaders in different aspects of the school administration that is sports leaders, press and prefects for them to be responsible learners. The teachers suggested that conflict resolution and management should be made part of the curriculum right through secondary school education so that the learners are fully taught and become equipped to resolve conflict amicably among themselves. In line with these findings, Wheeler (1995) identified five types of conflict management strategies which are co-operative or collaborative problem solving, competing, avoiding, accommodating and compromising. According to Wheeler (1995), collaborating is effective in that it enables people to work together so that everyone can win. Collaborative strategy involves a behaviour that is strongly cooperative and assertive which reflects a win-win approach to resolving conflict. And commenting on the compromise strategy, Whetten and Kim (2005) posit that compromise is an attempt to have a partial satisfaction for both parties in the sense that both receive the proverbial “half loaf” and this compels both parties to make sacrifices to obtain a common gain. This style is effective in that both parties gain in the process of conflict resolution. Wheeler (1995) concluded in his findings that of the five conflict resolution styles, avoiding or ignoring conflict does nothing to improve the situation because when conflict is driven underground, it only grows and will stay underground until it is so intense that an explosion may be the next step. He asserted that collaboration and compromise are the most effective and productive forms of addressing conflict because there is not a winner or loser but rather a working together for the best possible solution. On the other hand, he found that those who adopt a competitive style try so hard to get what they want that they ruin friendships or relationships in the process.

Wheeler (1995) further noted that when conflict occurs, people most commonly employ one or a combination of these conflict resolution styles and generally respond to conflict using what skills they had learned and moreover, were most comfortable with. Like parenting where most people receive no formal instruction but engage in it on the basis of what has been modeled for them in

the past, so do people learn how to resolve conflict through experiencing one or more of these problem solving styles in use.

Teachers were then asked to state the support government gives to secondary school administrators to solve conflict management challenges in secondary schools. In responding to the question, teachers stated that government is encouraging school managers to undergo conflict management courses. Government does this by organizing workshops on conflict management that school managers attend. Also government organizes a lot of workshops through the ministry of education on conflict resolution. Further, they indicated that government has embarked on training more teachers in conflict management skills so that they become fully equipped to solve conflict among learners in schools. Through the creation and promotion of guidance and counselling department in schools, government is trying to support secondary school administrators in solving conflict management challenges in schools. Government is also working to provide management courses and programs in conjunction with the British Council from these programs, administrators have benefited a lot on how to handle conflict management issues in secondary schools.

#### **4.4 Summary**

This chapter presented and discussed the research findings. The findings were presented in terms of the characteristics of the research participants. The presentation considered, sex, age, marital status, level of education and work experience of teachers. The chapter further presented the analysis and discussion of the research findings as per study objectives. The findings have been presented in descriptive and narrative form with the use of descriptive statistical tables. The next chapter focuses on the conclusion and recommendations of the research study; it presents the overall conclusion of the study findings. The chapter ends with recommendations and suggestion for further research on conflict management in secondary schools.

## CHAPTER FIVE

### Conclusions and Recommendations

#### 5.1 Overview

The previous chapter focused on the presentation of the research findings. The findings were presented in terms of the characteristics of the research participants. The presentation considered, sex, age, marital status, level of education and work experience of teachers. The chapter further presented the analysis and discussion of the research findings as per study objectives. The findings have been presented in descriptive and narrative form with the use of descriptive statistical tables.

This chapter focuses on the conclusion and recommendations of the research study. The recommendation focuses on recommending in terms of policy, practice and suggestion for further research on conflict management in secondary schools.

#### 5.2 Conclusion

In conclusion, the study established that the nature of conflict involving learners in secondary schools revolves around the common causes of conflict among the learners. The common causes of conflict have been found to be differences in personal opinions on certain subject matters. For example, social matters, relationships, greediness and dishonest in their private businesses, favoritism of some learners by some teachers, misunderstandings between and among each other, others feeling more superior to others and jealous of each other as the common causes of conflicts among them.

The study further found out that differences in backgrounds where the learners come from which are combined with different beliefs and interests, miscommunication among them, negative behaviour e.g. bullying, harassment, teasing, offensive language and verbal abuse, are some of the causes of conflicts between learners. Others are Different levels of competence of learnt material among learners, favoritism from learners to teachers, superiority and inferiority complexes among learners, differences in social economic status of the learners that is whether they come from rich or poor families and the different levels of intelligence.

Additionally, the findings show that differences in personalities, lack of accountability and personal conflict, truancy (malingering), juvenile delinquency, teenage identity crisis and broken homes, learners' lack of proper judgment, competition, poor communication, disagreements among the learners. And not following school rules as well as just the influence of drug abuse among learners as other common causes of conflict.

The findings also revealed that most of the learners understood the term conflict as the misunderstanding of each other or the misunderstanding of two people or more people or countries. Others stated that conflict can also be the absence of peace and lack of justice and also that conflict is confusion. A small number of learners stated that conflict is disagreement or quarrel between two or more people. Their understanding of the word conflict is in line with Anderson's definition of conflict. Anderson (2001) defines conflict as the tension between two or more social entities (individual, groups, or organizations) that arise from incapability of actual or desired responses.

On the effects of conflicts on the learners, it has been found that most of the learners that had been involved in conflict with fellow learners had their friendships broken as a result of such conflicts. It was also found that learners had difficulties to concentrate in class thus resulting into poor academic performance.

Furthermore, the study has established that conflict has an impact on learners' school social life as the learners tend to withdraw from friends; they become anti-social to others and hence fail to fit in amongst their peers. While others may resort to bullying for self-defense which possibly will cause violence by rioting, and or fighting among learners. In other cases learners tend to miss class by absenting themselves from school for fear of being beaten by other learners. Thus school becomes boring and becomes like an environment for torture for them. Generally, conflicts have been found to disturb social life of the learners in that they fail to relate well with fellow learners in school.

On learners' academic performance the study revealed that it tends to go down among the affected parties because they develop fear and stop participating fully in class; eventually others stop school because of conflict. Their results go down in most subjects because they tend to have a withdraw syndrome in class participation which affects their performance negatively; learners lose interest

in academic work. Their academic performance is disturbed because their mindset may not be able to adapt to learning.

The learners' personality become uncertain, they develop cold feet towards school related activities. Learners', mostly tend to feel inferior to associate with those who cause conflict, most of the times usually those that feel inferior tend to lose their confidence and self-esteem, and this has a negative effect on their personal progression. The findings further revealed that conflicts lead to lack of making personal decisions, learners may become introverts; some may even become hostile as a way of defending themselves.

On conflict management strategies employed in secondary schools; the study findings show that conflict management strategies employed in secondary schools are dialogue and mediation as methods of conflict resolution among learners who resolved conflict among themselves. For the teachers, it has been found that they mostly use mediation and arbitration as conflict management strategies in school. Further it has been found that negotiation and counselling are also conflict management strategies teachers employ in school to resolve conflict among the learners. Additionally, school administrators use open dialogue as a strategy of resolving conflict in schools that is offering the learners chance to express their views as to why they were involved in conflict and explore possible solution of the conflict. According to the school administrators, open dialogue entails talking to the quarreling learners, warning and cautioning them about conflict, in some cases that need parental concern; parents are called for to assist their children's conflict behaviour in school.

Further, the findings reveal that the measures school management put in place to ensure that conflict among learners is resolved efficiently include effective communication, a hierarchy that runs from a classroom monitor to the prefect, from the prefect to the head boy, from the head boy to the class teacher, from the class teacher to the heads of departments, from the heads of departments to the deputy head and from the deputy head to the head master finally. Within the system of effective communication, the school management encourages all teachers to be guides and exercise their counselling and guidance skills.

Furthermore, the school management have formed school councils which comprises of grade teachers for each class, senior teachers, the deputy headmaster and the headmaster. There is also

the presence of guidance and counselling department team where learners are free to walk in if faced with a challenge or conflict in the school, this provides for effective communication and conflict management among learners. The school council and the counselling and guidance department work hand in hand to ensure that conflict among learners in school is resolved efficiently and amicably. The school management have also formed the Student Councils that comprises of prefects, senior prefects, deputy head boy and head boy. The student council is able to handle learners' grievances and pass them on to school management.

On the effectiveness of strategies employed by the school administration in managing conflicts, the findings show that the strategies are very effective in that the quarrelling learners cooperate and communicate to each other and that they make learners change their behaviour and create peace among themselves. The strategies have been found to lead to a reduction in conflict among learners in the schools. The strategies have been found to help in the reduction of conflict in the schools thereby increasing peace building.

Furthermore, the findings reveal that the strategies were effective in such a way that the learners who get involved in conflict may be suspended or expelled from school because conflict among learners is a serious offence as stated in the school rules. The expulsion may lead to learners' difficulties in finding another school hence for fear of expulsion; learners avoid involving themselves in conflicts. This makes learners involved in conflict to change which has helped in the reduction of conflict in the school thereby increasing peace building in the school. This has helped with the effective coordination of the schools.

On imparting conflict management skills in learners in schools, it has been established that conflict management skills can be imparted in learners by teaching them the importance of friendship and the importance of peace and justice among them and by teaching them how to solve arguments or misunderstandings among them. And also that schools should consider forming clubs which teach on the importance of peace and demote conflict that is coming up with dialogue programs so that learners can learn how to solve conflict in a peaceful manner.

Additionally, it was suggested by teacher respondents that grade teachers should teach learners on conflict resolution skills and that more conflict resolution workshops should be organized in schools to help learners gain knowledge on how to manage conflict and personal anger. And also

that there must be active counselling and guidance teams in secondary schools to help learners with anger problems handle their anger without affecting other learners through having conflict with them.

On the aspect government support to secondary school administrators on conflict management, the findings have illustrated that government encourages school managers to undergo conflict management courses. Government does this by organizing workshops on conflict management that school managers attend. Also government organizes a lot of workshops through the ministry of education on conflict resolution. Further, government has embarked on training more teachers in conflict management skills so that they become fully equipped to solve conflict among learners in schools. Through the creation and promotion of guidance and counselling departments in schools, government is trying to support secondary school administrators in solving conflict management challenges in schools. Government is also working to provide management courses and programs in conjunction with the British Council from these programs, administrators have benefited a lot on how to handle conflict management issues in secondary schools.

## **5.3 Recommendations**

### **5.3.1 Policy**

- ❖ Government should prioritize in developing the education sector and seeing to it that secondary schools are helped in terms of learners' access to counselling and guidance services.
- ❖ Government and secondary school authorities must create flexible communication channels for the learners and they should design conflict management programs in schools that suits the learners needs in the aspects of conflict management among them.
- ❖ Government through its relevant agencies like Ministry of Education and the Teaching Council of Zambia should formulate policies that will facilitate the training of more teachers in conflict management and counselling.

### **5.3.2 Practice**

- ❖ Government should invest in the training of school administrators and teachers to equip them with conflict management skills for them to be able to resolve conflict among learners in schools effectively.
- ❖ Government must invest in setting up active guidance and counselling departments in all secondary schools in the country with qualified counsellors to facilitate for effective counselling of the learners that involve themselves in conflict.
- ❖ School managers should put into practice the behaviour that they want their followers to follow or do in school, and also teachers should respect themselves as teachers. Otherwise, if teachers do not respect themselves then learners will neither respect them nor follow their example. Leading by example as a teacher is an area that attracts high number of learner followers and subsequently may increase good behaviour among the learners.
- ❖ Government in conjunction with secondary school administrators must invest in organising secondary school programs that will facilitate the training of learners in the aspect of conflict resolution among themselves as learners. This will help learners to gain conflict resolution skills for effective and amicable resolution of conflicts among themselves.
- ❖ Government should invest in training all teachers in conflict management for them to be able to resolve conflicts that occur in schools among learners. Teachers are key in the effective resolution of conflicts among learners in secondary schools hence the need for them to be equipped with conflict management skills.
- ❖ Secondary school managers in all schools should establish teachers and student councils that will help in the handling of conflict among learners in schools. Teachers and student councils may help to handle conflict cases and diffuse them before they reach the school management thus easing the work of school managers of handling every conflict case that arises in school.

### **5.3.3 Further Research**

- ❖ Further research on conflict management in schools should focus on conflict management among learners in nursery and primary schools. Furthermore, future research should consider investigating the impact of such conflicts on the learners and the methods used to resolve such conflicts amongst learners before teachers step in to help with conflict resolution.

## BIBLIOGRAPHY

- Abdul, G. (2013). *Interpersonal Conflict Management Strategies in Secondary Schools in Pakistan*, Mardan: Abdul Wali Khan University.
- Achola, E.O. (2002). *Conflict management in Nigerian universities; Implications for educational development*. Ibadan: Graphics Nigerian.
- Adeyemi, T. O and Ademilua, S.O. (2012). "Conflict Management Strategies and Administrative Effectiveness In Nigerian Universities", *Journal of Emerging Trends in Educational Research and Policy Studies*, 3 (3), 368-375.
- Aldag, R. J. and Stearns, M. T. (1994). *Organisational Management*. West Chicago: South Western Publishing Company.
- Amadi, M.N. (2002). *Conflict management in University of Nigeria Nsukka*: Unpublished Doctoral Dissertation Department of Educational Foundations, Nsukka: University of Nigeria.
- Amason, A. C. (1996). "Distinguishing the effects of functional and dysfunctional conflict Management teams", *Academy of Management Journal*, 39 (1), 123-148.
- Amason, A. C. and Sapienza, H. J. (1997). "The Effects of Top Management Team Size and interaction Norms on Cognitive and Affective Conflict". *Journal of Management* 23 (4): 495–516.
- Anderson S. (2001). *Conflict management*. London: Sage publications.
- Antcliffe, J. (1998). *Some Approaches to Conflict with Adolescents in classrooms*. New York: Routledge.
- Armstrong, M. (2009), *A handbook of personnel management practice*, (10th Ed). London: Kogan Page Limited.
- Athiambo, R. and Simatwa, M. (2011). "Assessment of conflict management and resolution in public secondary schools in Kenya", *International Research Journal*, 2(4), 1074-1088.
- Atkenson, K. and Forehand, L. (1994). *Human Development and Education*. New York: Longman Publishers.
- Bankouskaya, V. (2012). *Development of conflict management*. Unpublished masters' dissertation, Reykjavik University.
- Barker, F. and Gum, L. (1994). *Discipline in School*. West Chicago: Hove press.
- BBC Dictionary (1990), London: BBC.

- Beck, E. M. and Betz, M. (2002). *A Comparative Analysis of Organizational Conflict in Schools*. Chicago: Beacon Press.
- Bettmann, S.D. and Moore, F. (1995). *Family Consultation in a School Setting*. New York: Routledge.
- Birks, M., and Mills, J. (2011). *Grounded theory: A practice guide*. London: Sage Publications Ltd.
- Bodine, R. D. Crawford, D. and Schrumpf F (1994). *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution*. Chicago: Research Press.
- Boulding, V. N. (1993). *School Policies and Programmes*. London: McGraw-Hill.
- Bridges, T. W. (1997). *Educational Psychology in Practice*. London: Croom Helm.
- Bryant, O. (1992). *Classroom Management Skill*. Nottingham: Harper and Row.
- Burden, B. and Miller, M. (1993). *Reward and Punishment*. London: Tavistock Publications.
- Cannie R. and Sasse S. (2002). *Family Today* (2<sup>nd</sup> Ed) New York: McGraw-Hill.
- Cannie, R. (2002). *Class and Class Conflict in Industrial Society*. California: Stanford University Press.
- Cole, G.A. (1998). *Organisational Behaviour*. London: Ashford Colour Press.
- Coser, L. (1967), *Continuities in the study of social conflict*. New York: Free press.
- Covey, T. (2002). *A Sociological Approach to Education*. London: Sage Publishers.
- Creswell, J. W. (2009). *Research design: Qualitative and quantitative approaches*, (3<sup>rd</sup> Ed) London: Sage Publications.
- Cullingford, W. (1988). *School Rules and Children's Attitude to Discipline*. New York: Routledge.
- De Janasz, S. C., Dowd, K. O. & Schneider, B. Z. (2006). *Interpersonal skills in organizations* (2<sup>nd</sup> Ed). New York: McGraw- Hill.
- Denohue, W. A. and B. Kott. (1992), *Managing Interpersonal Conflict*. Newbury Park, California: Sage Publications.
- Denscombe, M. (2010). *The Good Research Guide: For Small-Scale Social Research Projects* (4<sup>th</sup> Ed). Maidenhead: Open University Press.

- Denzin, N. K., and Lincoln, Y.S. (2005). *The stage handbook of qualitative research*. (3<sup>rd</sup> Ed). London: Sage Publications.
- DeVault, C., Sayad, W. and Yarber, W. (2002). *Human Sexuality*. New York: McGraw-Hill.
- Dowling, E. and Osborn, R. (2001). *Behaviour can Change*. London: Macmillan.
- Eccles, C. B. and Gabbaro, A. (1995) *Conflict Management for Project Managers*. Drexel Hill: Project Management Institute.
- Ekewusi, O.O. (2003). *Principals' conflicts management strategies, in secondary schools*. Unpublished Master's Thesis, Department of Educational Foundations. Nsukka: University of Nigeria.
- Fisher, R. J. (2000). *Source of conflict and methods of conflict resolution*. New York: Springer.
- Fisher, R.J and Keashly, A. (1988), *The contingency theory*, Oxford: Oxford University Press.
- Fisher, Y. and Ury, H. (1981). *Management Issues in Elementary School Classroom*. London: Arrow Books.
- Fleetwood, K. L. (1987). *The conflict management styles*. Unpublished master's thesis. Delaware: University of Delaware.
- GebretensayTefay (2002), *A Study of factors that generate conflict between government secondary school teachers and educational managers in Addis Ababa Administrative Region*, A Thesis presented to The School of Graduate Studies, Addis Ababa University.
- Girard and Koch (1996). *Dealing with Unwanted Behaviour*. New York: Hans-Gunter Rolf.
- Gray, P., Miller, A. and Noakes, J. (1995). *Challenging Behaviour in School*. New York: Routledge.
- Greene, J.C., Carnacelli, V.J., Graham, W.F. (1989). "Toward a conceptual framework for mixed-method evaluation designs" *Educational evaluation and policy analysis*, 11, 255-274
- Hakielimu, D. (2007). *Redefine quality education in Tanzania. From Input to Capabilities*. Vol, 7(3), 255- 275.
- Hart, B. (2002). *Improving your School-Relations Programme*. London: Pearson Educational Ltd.
- Hayes, D. (1996). *Foundation of Primary Teaching*. London: David Fulton Publishers.
- Hellinger, P. & Hock, R. H (1996). "Reassessing the principal's role in school effectiveness", *Educational Administration Quarterly*, 32, 5-44.

- Hopkins, J. and Reynolds, D. (1995). *Changing the School Culture*. New York: Hans-Gunter Rolf.
- Hughes, L. (1994). *The Principal as a leader*. Don Hills: Macmillan College Publishing
- Ignace, A (2014), *The assessment of heads of schools' strategies in managing conflicts in secondary schools: a case of Kinondoni Municipality in Tanzania*. A Dissertation Submitted In Partial Fulfillment Of The Requirements For The Degree Of Master Of Education In Administration. Planning and Policy Studies of the Open University of Tanzania.
- Ikpeama, D.C. (2005). *Conflict management strategies of secondary school principals in Orlu Education zone*. Unpublished Master's thesis, Educational Foundations. Nsukka: University of Nigeria.
- Jackson, E. (2010). *The importance of teacher/parent collaboration*. Washington: Education Planet, Inc.
- Jehn, K. A. and Mannix, E. A. (2001). "The dynamic nature of conflict: A longitudinal study". *Academy of Management Journal* 44 (2): 238–251.
- Johdi, M. and Apitree, A. (2012). "Causes of conflict and effective method" *International Interdisciplinary Journal of Education*, Vol 1(1)39-57.
- Jorgensen, S. R. and Gail, H. H. (1990). *Dimensions of Family Life*. West Chicago: South Western Publishing Company.
- Kakupa, P. (2014). *School effectiveness in challenging contexts: Examining correlates of effective schools in the rural day-secondary schools of the Western province of Zambia*, (MED Thesis), Lusaka: University of Zambia.
- Kerlinger, F. N. (1993). *Foundation of behavioural research*. New York: HoltRenehart and Winston.
- Khan, H. S., Saeed, M. and Fatima. K. (2009). "Assessing the performance of secondary schoolhead teachers". *Education Management Administration and Leadership Journal*. Vol 37(6) 766-783.
- Kilmann, R. (1970). "Interpersonal conflict handling behavior as reflections of Jungian personality dimensions". *Psychological Report* 37: 971-980.
- Kiwia, S. F. N (1984). *The effectiveness of university of Dar es salaam in directing the provision of services*. Unpublished M.A dissertation. Dar es Salaam: University of Dar es Salaam.
- Kochar, S. K. (1988). *Secondary school administration*; New Delhi: Sterling Publisher private limited.

- Kombo, K., and Tromph, L. (2006). *Proposal and thesis writing - an introduction*. Nairobi: Pauline's Publications.
- Kothari, C. R. (2004). *Research methodology methods and technique* (2<sup>nd</sup> Ed). New Delhi: New age International ltd.
- Kreidle, W. J. (1982). *Creative Conflict Resolution*. London: Fulton Publications.
- Ladipo, M. (1997). *Crisis management*. Paper presented at association of Nigerian Universities pp. 1-2. 65
- Larson, L. and Mildred, I. (2000). *Meaning-Based Translation*. Los Angeles: University Press of America.
- LeCompte, M.D., and Schensul, J.J. (1999). *Designing and conducting ethnographic research*. Walnut Creek, California: Alta Mira.
- Maliyamkono, T. L. (1991). *Higher education in Eastern and Southern Africa*. Prospects 3: 351-362
- Marshall, T. (1990). *Mediation: a new Mode of Establishing order in Schools*. New York: Harper and Row.
- Mayer B.S (2001). *The Dynamics of Conflict Resolution*: New York: Springer.
- McClure, G Miller, D. and Russo, E. (1992). *Parents and Teachers' Perception*. London: McGraw-Hill.
- Meeks, L., Heit, P. and Page, R. (2005). *Violence Prevention*. New York: McGraw-Hill.
- Microsoft Encarta Dictionary Tool (2007).
- Mosha, H. J. (1994). *Conflict management and organizational health in Universities: Lessons from Tanzania*. Oslo: Ham Trykk Grafisk.
- Msila, V. (2011). "School management and the struggle for effective schools". *Africa Education Review*, 8(3): 434- 451
- Mwamanda, M. (1999). *A study of conflict management to teachers in public Secondary schools in Mbeya region Tanzania*. Unpublished master dissertation (MA). Dar es Salaam: University of Dar es Salam.
- Nelson-Jones, R. (1990). *Human Relationship Skills: Training and Self-Help*, (2<sup>nd</sup> Ed). London: Cassel Plc.

- Njoku, B.C. (2000). *The role of teachers in the resolution of conflicts in secondary schools*. Unpublished master's thesis, Department of Educational Foundations. Nsukka: University of Nigeria.
- Nwanji, E.O. (2004). *Intervention technique for conflict management in the school system*. Nsukka: Onyens Concept.
- Nyamajiwa, B.M. (2000). *Communication in negotiation*. Harare: University of Zimbabwe Centre for distance education.
- Okolo, A.N. (2005). "Effective conflict resolution strategies in school organization as perceived by parents, teachers and members of the board of governors". *Review of Education Institute of Education Journal*. Vol 16(2), 80-86.
- Okotoni, M. O. (2003). *Conflict Management in Secondary Schools in Osun State*, Nigeria Field Report, Ile-Ife: Obafemi Awolowo University.
- Okumbe, J. A. (1999). *Educational management. Theory and practice*. Nairobi: Nairobi University press.
- Olson, D. A. and DeFrain, J. (2000). *Marriage and the Family*. London: Mayfield Publishing Company.
- Omari, I.M. (2011). *Educational Psychology for Teachers* (2<sup>nd</sup> Ed). Oxford: Oxford University Press.
- Onsarigo, B. (2007). *Factors influencing conflicts in institutions of higher learning*. Department of sociology and anthropology. Nairobi: Egerton University.
- Orlich, H. and Callaham, G. (2001). *Teaching Strategies*. Florida: Houghton Mifflin Company.
- Owens, B. (2001). *Primary School Education*. New York: Routledge.
- Oyebade, E.F. (1994): *The Relationship between Principals' Supervisory Styles and Staff Motivation as perceived by Teachers in the Teacher Training Colleges of Ondo State*. M.Ed. Thesis, Department of Educational Administration and Foundations, University of Benin.
- Phiri, W (2015) *Pupils' perceptions towards grade retention and its effects on academic performance in selected grant-aided secondary schools in central province, Zambia*. A Dissertation submitted to the University of Zambia.
- Rahim, M. A. (1992). *Managing Conflicts in Organizations*. London: E and FN Spon.
- Ramani, K and Zhimin, L (2010) "Research Paper A survey on conflict resolution mechanisms in public secondary schools: A case of Nairobi province, Kenya". *Academic Journals*. Vol. 5(5), 242-256.

- Robbins, M. H. (2000). *Approaches to Conflict Resolution*. New York: Hans-Gunter Rolf.
- Robbins, S. P. (1974). *Manasins organizational conflict*. New Jersey: Prentice-Hall, Inc.
- Robbins, S. P. and Decenzo, D. A. (2004). *Fundamental of management essential Concepts and application*, (4<sup>th</sup> Ed). New Jersey: Prentice Hall Inc.
- Robinson, V. M., Lloyd, C. A., and Rowe, K. J. (2008). “The impact of leadership on student outcomes: An analysis of the differential effects of leadership types”. *Educational Administration Quarterly*, 44(5), 635-674
- Rono, D. (2000). *Effective management of curriculum. Kitale*. A paper presented at the Rift Valley Heads Association Conference in Kitale: Unpublished Manuscript.
- Saddler, P. (1998). *Conflict management and leadership*. London: Coopers and Lybrand.
- Schmidt, S. M., and T. A. Kochan. 1972). “Conflict: toward conceptual clarity”. *Administrative Science Quarterly* Vol 17: 359-370.
- Schofield, D. (1997). “Conflict management - what principals should know about it”, *NASSP Bulletin* Vol. 61, 409, 8-15.
- Sergiovanni. T. J., McCarthy, M. M. & Kelleher, P. (2004). *Educational governance and administration*. (5<sup>th</sup> Ed). Washington: Pearson Education International Inc.
- Sompa, M (2015), *Management strategies of interpersonal Conflicts between teachers and head teachers in selected secondary schools of Lusaka Province, Zambia*. A dissertation submitted to the University of Zambia.
- Tannen, V. and Debora, M. (2003). *Coping with Conflict*. New York: Hans-Gunter Rolf.
- Tashakkori, A. and Teddlie, C. (2003). *Handbook of Mixed Methods in Social & Behavioural Research*, Thousand Oaks, California: Sage Publications.
- Thomas, H. (1976). *Decentralization as a management tool*. Paper presented to the American Management Association Annual Conference and Exposition in New York.
- Tizard, B.P., Blatchford, P. and Burke, J. (2000). *Young Children at School*. New York: Pearson Education International Inc.
- Tossi, H.L. (1986). *Organizational Behaviour*. New York: Prentice-Hall
- Turay, T. M. (2011). “An examination of intra-secondary school conflicts in complex emergencies: the case of Sierra Leone”. *Unpublished PhD thesis*, Ontario institute for studies in education of the University of Toronto.

- Walker, D. (1999). *The effective administrator*. California: Bass Publisher.
- Wattam, M.A. (2005). *Managing Conflict in Organizations*. New York: Praeger.
- Wehlege, N. and Wisconsin, M. (2000). *Goals for Living*. California: Willcox Company Inc.
- Wheeler, D. (1995). *Conflict management in schools*. New York: McGraw-Hill.
- Wheeler, T. and Turner, R. (1998). *The Teacher and the Pupil*. London: Fulton Publishers.
- Whetten, D. A. and Kim, S. C. (2005). *Developing Management Skills* (6<sup>th</sup> Ed). New York: Pearson Education International Inc.
- Wilmate, E. and Hocker, C.B. (1998). *Conflicts: A Better Way to Resolve Them*. London: Prentice-Hall
- Wilmot, F. and Hocker, S. (1998). *Preventative Approaches to Disruption*. New York: McGraw-Hill.

**APPENDICES**

**Appendix A: Questionnaire for Teachers**

Questionnaire Number.....

**THE UNIVERSITY OF ZAMBIA**

**IN ASSOCIATION WITH THE ZIMBABWE OPEN UNIVERSITY**

**TOPIC: AN INVESTIGATION OF THE NATURE OF CONFLICT AND CONFLICT MANAGEMENT STRATEGIES INVOLVING LEARNERS IN SELECTED PUBLIC SECONDARY SCHOOLS: A CASE STUDY.**

**QUESTIONNAIRE FOR TEACHERS**

Dear Teacher,

I am a Masters student currently pursuing a Master of Science in Peace, Leadership and Conflict Resolution at the University of Zambia in association with The Zimbabwe Open University. I am conducting a research on the topic stated above; an investigation of the nature of conflict and conflict management strategies involving learners in selected public secondary schools: a case study.

You have been purposively selected as a respondent and therefore, kindly requested to take part in this study by filling in the questionnaire and complete it as accurately as possible.

This is purely an academic research. You are therefore; assured of maximum confidentiality of the information you will give. Hence, you need not to indicate your name. Your response will be used strictly for academic purposes.

**Instructions**

- ❖ Tick in the box for the answers that apply to you according to your view.
- ❖ You are required to give one answer for each question and where you may be required to write your response in the provided spaces, write as clear as possible.
- ❖ Do not write anything in the boxes at the far right hand side of the questionnaire, these are for official use only.

**SECTION A: BACKGROUND INFORMATION**

For official use only

1. What is your sex?

- 1. Male [ ] [ ]
- 2. Female [ ]

2. How old were you on your last birthday?

- 1. 20 – 25 Years [ ]
- 2. 26 – 30 Years [ ]
- 3. 31 – 35 Years [ ] [ ]
- 4. 36 – 40 Years [ ]
- 5. 41 – 45 Years [ ]
- 6. 46 Years and Above [ ]

3. What is your marital status?

- 1. Single [ ]
- 2. Married [ ]
- 3. Separated [ ] [ ]
- 4. Divorced [ ]
- 5. Widowed [ ]

4. What is the level of your education? Tick where applicable.

- 1. Certificate [ ]
- 2. Diploma [ ] [ ]
- 3. Bachelors Degree [ ]
- 4. Masters Degree [ ]

5. How long have you worked as a teacher?

- 1. 1 – 5 Years [ ]
- 2. 6 – 10 Years [ ]



.....  
.....

2. Academic Performance

.....  
.....

3. Personality

.....  
.....

10. In your view, what do you think should be done to avert these effects?

.....  
.....  
.....  
.....  
.....

11. What measures has the school management put in place to ensure conflict among learners is resolved efficiently?

.....  
.....  
.....  
.....  
.....

12. What conflict management strategies do you use as a school to resolve conflict among pupils?.....

.....  
.....  
.....

13. How effective are these strategies in managing conflict?

.....  
.....  
.....

14. In your opinion, what do you think should be done to help learners attain conflict resolution skills for them to be able to manage conflicts amongst themselves?

.....  
.....  
.....

15. What support is government giving to secondary school administrators to solve conflict management challenges in secondary schools?

.....  
.....  
.....

**Thank you for your time and for participating in this study**

## Appendix B: Questionnaire for Pupils

Questionnaire Number.....

**THE UNIVERSITY OF ZAMBIA**

**IN ASSOCIATION WITH THE ZIMBABWE OPEN UNIVERSITY**

**TOPIC: AN INVESTIGATION OF THE NATURE OF CONFLICT AND CONFLICT MANAGEMENT STRATEGIES INVOLVING LEARNERS IN SELECTED PUBLIC SECONDARY SCHOOLS: A CASE STUDY.**

### **QUESTIONNAIRE FOR PUPILS**

Dear Pupil,

I am a Masters student currently pursuing a Master of Science in Peace, Leadership and Conflict Resolution at the University of Zambia in association with The Zimbabwe Open University. I am conducting a research on the topic stated above; an investigation of the nature of conflict and conflict management strategies involving learners in selected public secondary schools: a case study.

You have been randomly selected as a respondent and therefore, kindly requested to take part in this study by filling in the questionnaire and complete it as accurately as possible.

This is purely an academic research. You are therefore; assured of maximum confidentiality of the information you will give. Hence, you need not to indicate your name. Your response will be used strictly for academic purposes.

#### **Instructions**

- ❖ Tick in the box for the answers that apply to you according to your view.
- ❖ You are required to give one answer for each question and where you may be required to write your response in the provided spaces, write as clear as possible.
- ❖ Do not write anything in the boxes at the far right hand side of the questionnaire, these are for official use only.

#### **SECTION A: BACKGROUND INFORMATION**

For official use only

1. What is your sex?

3. Male

[ ]

[ ]

4. Female [ ]

2. How old were you on your last birthday?

1. 15 – 20 Years [ ]

2. 21 – 25 Years [ ] [ ]

3. 26 – 30 Years [ ]

4. 31 Years and Above [ ]

3. What grade 12 class are you in?.....

4. Name of your school .....

**SECTION B: CONFLICT AMONG LEARNERS**

5. What do you understand by the term conflict?

.....  
.....  
.....

6. Have you ever been involved in a conflict with your fellow pupil?

1. Yes [ ] [ ]

2. No [ ]

3. Other Specify.....

6. If yes to Q5, what was the main cause of the conflict?

.....  
.....  
.....

7. In resolving the conflict, did you involve teachers or you solved it amongst yourselves as pupils?.....

.....  
.....

8. If you solved it amongst yourselves as pupils, how did you solve the conflict? Tick were applicable.

- a) Fighting [ ]
- b) Avoiding the other party [ ]
- c) Involved a friend e.g. Prefect or class monitor [ ]
- d) Dialogue [ ]

8. If you involved teachers, what did the teachers do to help solve the conflict?.....  
 .....  
 .....

**SECTION C: EFFECTS OF CONFLICT ON PUPILS**

9. How has this conflict with your fellow pupil affected you?

- 1. Negatively [ ] [ ]
- 2. Positively [ ] [ ]

10. If it has affected you negatively, how has it negatively affected you?

- a) Not able to concentrate in class [ ]
- b) Broken friendship [ ]
- c) Poor academic performance [ ]

11. If it has affected you positively, how has it positively affected you?

- a) Understood my friend better [ ]
- b) Conducive learning environment [ ]
- c) Strengthen friendship [ ]
- d) Learnt how to solve arguments [ ]

12. Have you ever been involved in a conflict with a teacher?

- 1. Yes [ ] [ ]
- 2. No [ ] [ ]

3. Other Specify.....

14. If yes to Q12, what was the main cause of the conflict with the teacher?

.....  
.....  
.....

15. If this teacher is/was one of your subject teachers, were you still attending his/her lessons?

1. Yes [ ]

2. No [ ]

[ ]

3. Other Specify .....

16. If yes to Q 15 what was the learning environment like in your experience?

.....  
.....

17. If No to Q 15 what were you doing not to attend the lessons?

.....  
.....  
.....

19. What effect has this conflict impacted on your academic performance in the subject?

.....  
.....  
.....

18. How was the conflict between you and the teacher resolved? .....

.....  
.....

**SECTION D: CONFLICT MANAGEMENT STRATEGIES IN SCHOOLS**

19. Are there any school programs relating to handling of conflict in the school among pupils?

1. Yes [ ]

2. No [ ]

[ ]

3. Other Specify .....

19. If Yes to Q19, what programs are there?

.....  
.....  
.....

20. Does the school have rules on how to handle conflict involving learners?

1. Yes [ ]

2. No [ ]

[ ]

3. Other Specify .....

21. If yes to Q 20, are these rules enforced by school management in times of conflict resolution among pupils?

1. Yes [ ]

2. No [ ]

[ ]

3. Other Specify .....

22. If Yes to Q 21, how does the school management enforce the rules?

.....  
.....  
.....

22. If No to Q20, what does the school management do to resolve conflict among pupils?

.....  
.....  
.....

22. Do you know of any conflict management strategies the school managers use to resolve conflicts among pupils?

1. Yes [ ]

2. No [ ]

[ ]

3. Other Specify .....

22 If Yes to Q22, what are these strategies?

.....  
.....  
.....  
.....

23. In your opinion how effective are these strategies in resolving conflict among pupils in your school?.....

.....  
.....

23. What do you think should be done to impart conflict management skills in pupils in schools?

.....  
.....  
.....

Thank you for your time and for participating in this study

## **Appendix C: Interview Guide for Teachers**

### **INTERVIEW GUIDE FOR TEACHERS**

#### Introduction

2. What do you understand by the term conflict management?
3. Have you ever resolved a conflict among pupils? 1. Yes 2. No 3. Other Specify
4. If yes how did you resolve the conflict?
5. In your opinion, what are the common causes of conflict involving learners in schools?
6. What effects does conflict have on pupils?
  1. School Social life
  2. Academic Performance
  3. Personality
7. In your view, what do you think should be done to avert these effects?
8. What measures has the school management put in place to ensure conflict among learners is resolved efficiently?
9. What conflict management strategies do you use as a school to resolve conflict among pupils?
10. How effective are these strategies in managing conflict?
11. In your opinion, what do you think should be done to help learners attain conflict resolution skills for them to be able to manage conflicts amongst themselves?
12. What support is government giving to secondary school administrators to solve conflict management challenges in secondary schools?

#### **Conclusion**

**Thank the respondents for their time and participation in the study**

## **Appendix D: Interview Guide for Pupils**

### **INTERVIEW GUIDE FOR PUPILS**

#### Introduction

1. What do you understand by the term conflict?
2. Have you ever been involved in a conflict with your fellow pupil? 1. Yes 2. No 3. Other specify
3. If yes to Q5, what was the main cause of the conflict?
4. In resolving the conflict, did you involve teachers or you solved it amongst yourselves as pupils?
5. If you solved it amongst yourselves as pupils, how did you solve the conflict? a) Fighting [  ]  
b) Avoiding the other party [  ] c) Involved a friend e.g. Prefect or class monitor [  ]  
Dialogue [  ]
6. If you involved teachers, what did the teachers do to help solve the conflict?
7. How has this conflict with your fellow pupil affected you? 1. Negatively 2. Positively
8. If it has affected you negatively, how has it negatively affected you? a) Not able to concentrate in class [  ] b) Broken friendship [  ] c) Poor academic performance [  ]
9. If it has affected you positively, how has it positively affected you? a) Understood my friend better [  ] b) Conducive learning environment [  ] c) Strengthen friendship [  ] d) Learnt how to solve arguments [  ]
10. Have you ever been involved in a conflict with a teacher? 1. Yes 2. No 3. Other Specify
11. If yes to Q10, What was the main cause of the conflict with the teacher?
12. If this teacher is/was one of your subject teachers, were you still attending his/her lessons?  
1. Yes 2. No 3. Other Specify
13. If yes to Q 15 what was the learning environment like in your experience?
14. If No to Q 15 what were you doing not to attend the lessons?
15. What effect has this conflict impacted on your academic performance in the subject?
16. How was the conflict between you and the teacher resolved?
17. Are there any school programs relating to handling of conflict in the school among pupils?

1. Yes 2. No 3. Other Specify

18. If Yes to Q19, what programs are there?

19. Does the school have rules on how to handle conflict involving learners?

1. Yes 2. No 3. Other Specify

20. If yes to Q19, are these rules enforced by school management in times of conflict resolution among pupils?

1. Yes 2. No 3. Other Specify

21. If Yes to Q 20, how does the school management enforce the rules?

22. If No to Q20, what does the school management do to resolve conflict among pupils?

23. Do you know of any conflict management strategies the school managers use to resolve conflicts among pupils?

1. Yes 2. No 3. Other Specify

24 If Yes to Q22, what are these strategies?

25. In your opinion how effective are these strategies in resolving conflict among pupils in your school?

26. What do you think should be done to impart conflict management skills in pupils in schools?

## **Conclusion**

**Thank the respondents for their time and participation in the study**

**Appendix E: Consent Form**

**Participant Consent Form**

I..... (Name of participant) voluntarily agree to participate in this research study.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.

I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study. I understand that participation involves giving information on conflict management strategies in public secondary schools.

I understand that I will not benefit directly from participating in this research. I agree to my interview being audio-recorded and or scribed. I understand that all information I provide for this study will be treated confidentially.

I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

I understand that disguised extracts from my interview may be quoted in the published dissertation. I understand that if I inform the researcher that I or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.

I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

*Signature of research participant*

-----

Signature of participant

-----

Date

*Signature of researcher*

I believe the participant is giving informed consent to participate in this study

-----

Name of researcher

-----

Signature of researcher

-----

Date

## **Appendix F: List of the School Rules**

### **Munali Boys Secondary School Rules**

1. It is unlawful to use, possess or trade in alcohol or drugs (e.g. dagga, cocaine or cigarettes). If found offenders shall be suspended leading to expulsion as penalty.
2. It is unlawful to steal or take any property without due consent of the owner or to be found with stolen property. If found offenders shall be suspended leading to expulsion as penalty.
3. It is unlawful for a pupil to fight/assault or use abusive language within and outside the school. If found offenders shall be suspended leading to expulsion as penalty.
4. Bullying is a serious offence. If found offenders shall be suspended leading to expulsion.
5. Possession of pornographic materials, stolen books or unlawful materials is an offence. This may result into suspension leading to expulsion as penalty.
6. Pupils must report for school on Monday, opening day. Failure to report within 10 days of school is an offence. Continuous absence from school within a term for a period of 10 days is an offence unless with valid permission. This may result into suspension leading to expulsion as penalty.
7. Dropping of subjects, absconding from class/prep (absenteeism) and late coming for lessons/prep are serious punishable offences.
8. Leaving the school before official knocking off time without any valid permission (dodging) is an offence.
9. All pupils are expected to be active in all school activities e.g. sports, clubs, Production Unit (PU), Preventive Maintenance (PM) unless with a medical report.
10. Failure to write assignments, tests and sit for school examinations are serious offences.
11. All members of staff, prefects and class chairpersons (monitors) should be respected in the role of their responsibilities.
12. Artificial changing of one's complexion, removal of eyebrows/adjustment, tattoos and use of makeup is an offence. For boys, keeping of long hair, a beard or moustache is not allowed. Treated or jellied hair is not allowed.
13. No pupil should be out of bounds without permission where out of bounds means; Teachers compound, outside classroom area or school boundary.

14. Total silence must be observed during lessons and study time. Loitering is a serious offence.
15. It is prohibited to temper with any electrical installations or removal (vandalism).
16. No pupil shall bring any electrical appliance in school e.g. MP3 players/Radios etc. and the school shall not be held responsible for the loss of such items.
17. School property must be taken care of. Any graffiti, breakages, damages or any form of vandalism must be reported.
18. Walking hand in hand, kissing, coupling, staying in awkward places with the opposite sex is highly prohibited (school premises are shared with Munali Girls Secondary School and others).
19. No pupil is allowed to be in possession of a cell phone within school premises.
20. Proper uniform is the hallmark of discipline e.g. pupils are not allowed to wear any head gear, tight trousers, shirts or T-shirts (socks should be black or gray for afternoon and navy blue, black or grey for morning session).

#### **School Traditions and Strong Recommendations**

1. All pupils are encouraged to use English in school.
2. All visitors must report to the administration (visiting pupils during lessons is prohibited).
3. All prescribed fees shall be compulsory for every pupil and shall be paid within the agreed period. No refund shall be made once school fees have been paid.
4. Pupils who fall sick while in school must get permission from the Deputy Head through the Grade Teacher or Teachers on duty.
5. All pupils must conserve nature and energy.
6. All pupils should attain academic excellence and high moral values. Pupils not meeting the agreed performance standard will not proceed to the next level or sit for final exams.

## **Kabulonga Boys Secondary School Rules**

1. Insubordination and disobedience to teachers, prefects, monitors or any person in authority is forbidden.
2. Pupils must stand up when a teacher or visitor enters the classroom.
3. Pupils shall move quietly and quickly and keep to the left when moving along corridors.
4. Loitering and idling in the corridors is prohibited.
5. Pupils must pay attention to all announcements, whether verbal or written (e.g. notice board).
6. All pupils must sing the national anthem and salute the national flag.
7. Only when urgent will a pupil get a toilet card to go outside during classes.
8. Pupils are expected to use English when in school.
9. Smoking, taking of alcoholic drinks and use of intoxicating drugs are strictly prohibited. If caught, the pupil shall be expelled from school.
10. Possession, use or viewing of pornographic materials is prohibited.
11. Musical or electronic equipment e.g. cellular phones, CD players, flash players, MP3 players and Walkman radios is prohibited in the school and shall be confiscated at owner's risk.
12. Punctuality shall be observed in all school activities.
13. Pupils must attend all school activities for which they are time-tabled.
14. Missing examinations and failure to collect report forms is an offence which shall lead to a forced transfer if not observed.
15. Absence from school without valid reason(s) is an offence. Absence for at least 10 days or more shall lead to self-expulsion.
16. Pupils shall be correctly and properly dressed as stipulated in the school uniform requirement. No sagging shall be allowed.
17. Any pupil with pierced ears will not be accepted into the school.
18. No fancy hairstyles, rings, bracelets, caps, sunglasses nor necklaces including the rosaries) shall be allowed in school. Pupils shall not maintain beards or moustaches.

19. Requests to leave school permanently or on transfer must be made in writing by a parent or guardian.
20. A transfer form will be issued on receipt of definite information that a place has been secured and upon clearing oneself with all the departments of the school.
21. All school property must be handled and used with great care. Sanctions shall be imposed for lost or damaged property. Full settlement for such sanction shall be demanded of the pupil.
22. No furniture shall be removed from the classrooms or any of the places where it is supposed to be.
23. Pupils must be in full school uniform at all school activities, including weekends and whenever they are in school premises.
24. Fighting, cheating, bullying, mockery, insulting language and stealing are strictly prohibited. They may lead to expulsion.
25. Eating and drinking in the classroom are prohibited.
26. Selling of any items in the school is not allowed.
27. Riotous behaviour is not allowed in the school. It shall lead to immediate expulsion.
28. Pupils, who offend and leave school unpunished, shall be punished upon collection of their results.
29. Every pupil must participate in at least one club or sport.
30. Carrying of dangerous weapons like screw drivers, fireworks, knives or fire arm is prohibited.
31. Lack of common sense in school work is punishable.
32. It is the responsibility of every pupil to ensure that they participate in keeping the school surroundings clean including picking up litter.
33. Trespassing shall not be allowed.
34. Pupils shall not be allowed to entertain visitors in school unless with express permission from school authorities.
35. No pupil shall be allowed to drive a motor vehicle in school.
36. The following areas are out of bounce to all pupils:

- a. Front and back gate of Kabulonga Girls Secondary School Gates
- b. Teachers houses
- c. Neighbouring schools
- d. Sports ground pavilion
- e. Swimming pool area
- f. School administration block
- g. Orchard
- h. Tuck shop (inside)

37. Lack of common sense is punishable.

38. Pupils are not allowed to buy foodstuffs from illegal selling points in the school.

39. The left shoe of a defaulter shall be confiscated by prefects at owner's risk but given back to the owner after serving punishment. This left shoes policy helps to prevent defaulters from evading punishment.

40. Writing graffiti on walls and furniture is forbidden.

41. Posting of illegal notices on walls or in classrooms is an offence (without permission).  
N.B. Boys in boarding section should note their additional school rules.

42. Late reporting after school holidays is an offence.