AN ANALYSIS OF SCHOOL-COMMUNITY CONFLICT MANAGEMENT STRATEGIES IN SELECTED PRIMARY SCHOOLS OF LIVINGSTONE DISTRICT

BY

SANDRA SIBAJENE

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DECLARATION

I, Sibajene Sandra, do hereby declare that this dissertation presents my own original work as it does not contain any work that has ever been previously submitted for the award of any degree at the University of Zambia or any other University.

Signature (Candidate):…………………………… Date:…………… 2022

CERTIFICATE OF APPROVAL

This dissertation by **Sandra Sibajene** has been approved as a partial fulfillment of the requirements for the award of the Degree of Master of Education in Sociology of Education by the University of Zambia.

Examiner 1   Signature   Date

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Examiner 2   Signature   Date

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Chairperson   Signature   Date

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ABSTRACT

The purpose of this study was to analyse school-community conflict management strategies in selected primary schools in Livingstone District. The objectives of the study were to find out if conflicts existed between the school and the community, to establish the types of conflicts that existed and to find out the strategies which management used in resolving these conflicts between school and community in selected primary schools of Livingstone District. The study embraced a qualitative descriptive design and homogenous purposive sampling was used to select a total number of 102 participants. Twenty four teachers were subjected to semi structured interviews while 18 members of the parent teacher committee (PTC) and 60 pupils were subjected to focus group discussions. Data was analyzed qualitatively using thematic analysis. The findings of the study showed that there were conflicts between schools and communities. The common types of school-community conflicts were government policy related, land boundaries, partisan political inclination, school fees , social life, matters of faith, pride, immorality, academic failure, unruliness, technological material and property acquisition. The conflict management strategies included; home visitations for conflict mediation and arbitration, annual general meetings, admission of guilty on both sides, intervention of government authorities, disciplinary measures and involving civic, traditional and church leaders. This study recommended that there was need for the schools and the communities to understand the types of conflicts which existed between them. The government should set up periodic training in conflict management strategies tailored specifically to the school management and PTC. Parents and teachers should have more regular meetings to resolve the conflicts.

Key words: Community, Conflicts, School, Conflict Management Strategies

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DEDICATION

I am indebted to my wonderful family for the moral and financial support they have rendered to me, not only through the completion of this dissertation but throughout my life. Therefore, I dedicate this dissertation to my loving, patient and understanding friend, Justin who accommodated the pressure for all the years of my study. I must also thank my caring and loving father Mr.Cypriano Sibajene; mother Edina Habeenzu; and my children Evans and Emmie who helped me so much and gave me their fullest understanding by foregoing the attention and support they needed most from me and believed in diligence and pursuit of academic excellence.

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDICES

LIST OF ABBREVIATIONS AND ACRONYMS

AGM	Annual General Meeting
DEBS	District Education Board Secretary
DESO	District Education Standard Officer
EA	Education Act
EOF	Educating Our Future
ESO	Education Standard Officer
HOD	Head of Department
MOGE	Ministry of General Education
PEO	Provincial Education Officer
PTC	Parent Teacher Committee
SM	School Manager
TCZ	Teaching Council of Zambia
TIC	Teacher in Charge
TSC	Teaching Service Commission
SDS	Social and Development Studies
ICT	Information and Communication Technology
FGD	Focus Group Discussion
SSI	Semi-Structured Interview

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter discussed the background of the study, statement of the problem, purpose of the study, research objectives and research questions. It also looked at the significance of the study, theoretical framework, and operational definition of terms, limitations and delimitation of the study.

1.2 Background to the study

In Zambia, the concept of conflict and management has been highlighted by different scholars within the circles of academia and Ministry of Education has put forth a well spelt out policy model. Bowa (2016) stated that conflict is ongoing and therefore, communicational strategies need to be applied to avoid conflict from occurring. Bowa's study concluded that communicational strategies were not intentionally practised and that there was a deliberate decision of not wanting to communicate in order to avoid conflicts. Communication plays a significant role in the management of school-community conflicts. If schools and communities do not communicate, there is a likelihood of conflicts arising between them. In view of this, Limbo (2018) stated that dialogue and mediation are conflict management strategies employed in secondary schools. He added that teachers employ negotiation and counseling to resolve conflicts among learners and the strategies have been found to lead to a reduction in conflict.

A school is a complex and dynamic organization with different needs and varying group dynamics having many challenges that arise from many conflicts, which are inevitable in any school set up including primary schools. For example, conflicts between parents and teachers, between pupils and teachers and between teachers and pupils exist. Maunjiri & Uzhenyu (2017). Conflict can be found at both ends of the community, school managers, and teachers and even throughout the educational hierarchical structure Sergiovanni & Starrat, (1987). Conflict between the community and the school is a common problem in primary schools and adversely affect the involved pupils, the community and staff, as well as the schools from attaining their desired outcomes.

The school is not a standalone institution in the society. Basit *et al*. (2010) state that the school relates daily with different groups of individuals and other institutions that play a role in its existence. It is well-known that parents have a role in the running of affairs of the school. Teachers and pupils have a significant role to play in the day-to-day affairs of the school. Psychologists like Bronson (2009) describe conflict as a problem of generation gap. He explains that intergenerational conflict exists because experiences, attitudes and values of young people are different from those of 30 years ago and different from those of their parents. Bronson (2009) observes that there are two major sources of contention between the community and the school. The first one is the parents' failure to show recognition of adolescent achievement and secondly, the adolescents' rebellion against parental control and school rules. In addition, Cole (1998) looked at conflict as a condition that arises whenever the perceived interests of an individual or a group clashes 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.

A study by Kilmann and Thomas (1975) established five styles of conflict management which are widely used by the present-day educational administrators which include avoidance, accommodation, compromise, competition and collaboration. Similarly, Rahim and Magner (1995) also highlighted some styles of managing conflicts which include integrating or collaborating style, obliging or accommodation style, dominating/competing style, and compromising style. These conflict resolution styles are used by different administrators to solve conflicts in different organisations.

The Zambian school system has not been spared from school-community conflicts. According to district education board secretary in Livingstone, it is reported that some primary schools in Livingstone district have had challenges of conflicts with the communities that they relate with. Mwamba (2016) noted the causes of conflicts in schools and classified them in two main categories namely structural factors which relate to the nature of the organization and the way in which work is organized. The other source of conflict was to do with personal factors between the school and members in the community. He added that the other possible sources of conflicts include poor communication, competition for common but scarce resources and incompatible goals. Livingstone has schools and communities which depend on each other by working together to

support learning and development of the school and community but it is not free from conflicts. How the schools and the communities resolved their conflicts was the knowledge gap in this study.

1.3 Statement of the problem

The problem which this study analyzed was school-community conflict management strategies used in the management of conflicts between the community and primary schools in Livingstone district. Studies by Lang (2009); Sergiovanni & Starrat, (1987); Ramani & Zhimin, (2010); & Omoko, (2010) have revealed the importance of conflict management in organizations. Conflict management helps to find solutions to social problems and helps to eliminate stress and confusion in organizations such as schools. This is because when problems are addressed at the right time it prevents conflict and its adverse effects at a later stage.

Nevertheless, studies conducted in Zambia by (Sompa 2015:Mwamba 2016 and Kaonga 2016) only concentrated on interpersonal conflicts between teachers, head teachers and pupils in the school set up as well as the role of school leadership in conflict management and sustainable dialogue. The researches contained that conflict management is better resolved by only examining it from the pupils and teachers roles neglecting the school community at large. For example, a number of school-community conflict incidences have been reported during PTA meetings from various primary schools in Livingstone. Unfortunately, there has been lack of evidence that shows the rate and the statistics indicating the causes and the strategies of managing them. It is against this background that this study was therefore undertaken to identify the main causes of conflicts and evaluate the strategies which are currently used to manage and resolve school-community conflicts in selected primary schools of Livingstone district.

1.4 Purpose of the study

The purpose of this study was to analyze the school-community conflict management strategies in selected primary schools of Livingstone District.

1.5 Objectives

The objectives of this study were to:

i. Find out if conflicts existed between the schools and the communities in selected primary schools of Livingstone District.

3

ii. Establish the types of conflicts that exited in selected primary schools of Livingstone District.

iii. Identify the strategies which management used in resolving conflicts between schools and communities in selected primary schools of Livingstone District.

1.6 Research questions

The study was guided by the following research questions:

i. Are there conflicts between schools and communities in selected primary schools of Livingstone District?

ii. What types of school-community conflicts are in the selected primary schools of Livingstone District?

iii. What strategies does management use to resolve school-community conflicts in selected primary schools of Livingstone District?

1.7 Significance of the Study

The study findings may be significant to the teachers, school managers and the stakeholders because it may bring to light the school-community conflict management strategies which are being used in the primary schools in Livingstone district. The study findings may bring about new knowledge to enrich the disciplines of Sociology and management studies in education. This study may help most of the parents to give full support to schools in order for the school administration to provide a better academic environment for their children's mental health and growth process.

The study findings may also assist the school administrators and the management structures to provide conflict management guidance to the relevant authorities within the education sector. The study may provide literature on conflict resolution in as far as school-community conflicts are concerned which may be useful to future researchers in the way conflicts are handled in the primary schools in Livingstone District.

1.8 Theoretical framework

Kombo and Tromp (2006) define a theoretical framework as a collection of interrelated ideas based on theories. This study was guided by Group Conflict Process Theory by Robin (2003).The Group Conflict Process Theory is classified under the critical theory. Crossman (2019) defines critical

theory as a social theory oriented toward critiquing and changing society as a whole. Since critical theories aim to dig beneath the surface of social life and uncover the assumptions that keep human beings from a full and true understanding of how the world works, my study endeavoured to take this perspective.

This study used the group conflict process theory because it offered explanations which were in line with the focus of the study. The theory identified three sources of organizational conflict namely communication, structural and personal. The theory further holds that an understanding of the source of a conflict improves the probability of effective conflict management (Robin, 2003). In trying to explain the sources of conflict, the theory states that communicational conflicts arise from misunderstandings, poor communication and lack of openness. Meanwhile, structural conflicts are conflicts related to organizational roles and personal conflicts are conflicts arising from individual differences (Robin, 2003). Based on this theory, the selection and its relevance to the current study was hinged on the premise that for an organization such as a school to resolve conflicts, it needs to understand and adopt the three sources of organizational conflict management as outlined by the Group Conflict Process Theory.

The group conflict process theory clearly indicates that most organizational conflicts are well managed through key approaches to conflict management such as negotiations, resolutions and stimulation. Robin (2003) holds that negotiation is a process in which two or more parties exchange goods and services and attempt to agree on exchange rate. He continues to state that negotiation is a method by which people settle differences and compromise or agreement is reached while avoiding argument and dispute. Robin's theory states that resolution and stimulation are used to achieve radical change to an organization by putting an end to conflict. Robin further identified that cooperativeness and assertiveness were the two ways of handling conflict intentions. Robin (2003) states that cooperativeness is attempting to satisfy the other parties' concerns and assertiveness is attempting to satisfy one's own concerns. In this study the Group Conflict Process Theory was used to understand key approaches for the purposes of analyzing school-community conflict management strategies.

Against these two dimensions, Robin generated and further identified five conflict handling strategies as competition, avoidance, accommodation, compromising and collaboration. According to Robin (2003), competition takes place when a certain group stresses their position

without considering opposing points of view. This is when a person has to take quick action and handle vital issues. Robin further articulated that avoidance handling technique is an approach which tries to ignore the issues or denies that there is a problem by not confronting the conflict or members involved and hoping it will go away by itself. Accommodation happens when some team members may decide to give up their position in order to be agreeable and become cooperative although it costs the team the value of their opinion and ideas. Meanwhile, compromising deals with the balance of goals for each participant and the relations among the teams is for everyone to give in a little. He further stated that collaboration is used when both sides involved in the conflict have important concerns that search for solutions that satisfy everyone. This requires both cooperativeness and respect for other positions. Robin (2003) added that the methods of conflict management which are appropriate in one case may not necessarily be appropriate when applied to a conflict generated from another source.

In this study, the Group Conflict Process theory was applicable in the sense that it offered an explanation on how to manage school-community conflicts. This theory provided an insight that conflicts are more likely to be resolved using five conflict management strategies which are competition, avoidance, accommodation, compromising and collaboration.

1.9 Operational definition of terms

Conflict: A misunderstanding that occurs between the school and community through disagreements arising from differences in views which lead to resistance in educational management by teachers and Parent Teacher committees.

Management: The process of resolving conflicts between the school and the community to aid the attainment of set goals.

Conflict management: This is effort to control, minimize or cushion the disagreement or clash that has occurred between the school and the community.

Strategy: A means that can be employed to achieve a certain goal by analyzing school-community conflict management strategies.

6

Conflict management strategies: This refers to the techniques that can be adapted to minimise or manage conflicting situations between the school and the community.

Community: A section of the population who have some common interest in what is going on in the school.

School: A learning institution which shares a relationship with the community and conflict is part of it.

1.10 Conceptual definition of terms

Conflict: A situation in which people, groups or countries are involved in a serious disagreement or argument...

Management: The activity of running and controlling a business or similar organisation.

Conflict management: The control of conflict within an organisation.

Strategy: A plan that is intended to achieve a particular purpose.

Community: All the people who live in a particular area, country etc.

School: A place where children go to be educated.

1.11 Limitations of the study

Limitations are conditions beyond the ability of the researcher that may place restrictions on the conclusion of the study and their application to other situations (Best and Khan, 1993 in Mega, 2014). Similarly, this study could have not been conducted without limitations. Additionally, Covid-19 proved to be a limiting factor in selecting a larger sample as there were government regulations on how many people were supposed to be met at a given time during the period of data collection. With these guidelines observed, the researcher and participants were protected from being infected.

1.12 Delimitation of the study

The scope of the study was limited to six selected primary schools in Livingstone District of Zambia. This encompassed the expertise of the following categories; the teachers, pupils, and PTC executive only.

1.13 Summary of the Chapter

This chapter presented the background of the study, statement of the problem, objectives, and research questions. In addition, the significance of the study, theoretical framework, and operational definitions of terms, limitations and delimitations of the study were presented. The next chapter presents the literature review for the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

The previous chapter presented the background to the study. This chapter presented reviewed literature related to this thesis in accordance with the objectives set in chapter one of this study. The following themes have been used to present literature in this chapter: types of school-community conflicts, causes of school-community conflicts and school-community conflict Management strategies.

2.2 Related literature on conflict

A conflict is a misunderstanding situation that occurs between opposing groups usually through disagreements arising from differences in views which lead to resistance. The factors that bring conflicts may vary but it is always part of society. Reasons for Conflicts may be personal, racial, class, caste, political and intentional. Rahim (2010) elaborates that conflict is an interaction process that manifests in incompatibilities, disagreements or dissonance between or within societal entities. He also notes that conflict may be limited to one individual who is conflicted within himself.

Basit *et al.* (2010) views conflict as a struggle or contest between people with opposing needs, ideas, beliefs, values or goals. Berghof (2012) adds that conflict occurs when an individual or one group pursues its interests in a way that frustrates another individual's or group's efforts at goal achievement. Batcheldar et al (2000) spell out that conflict refers to all kinds of opposition or antagonistic interaction based on scarcity of power, resources or social position and differing value structure. Another view of conflict is that held by Bodtler and Jameson (2001) who sees conflict as resulting when there are incompatible goals, cognition or motions within or between individuals or groups and that lead to opposition or antagonistic interaction. Kasambira (1998) corroborates the views above when he states that conflict arises whenever perceived or real interests collide.

Management, on the other hand, may be defined as the set of strategies relating to the functions of planning, organizing, directing, and controlling the physical, human, material and other resources in an organisation in order to achieve maximum viability of the organization (Sonia, 2000).

Conflict management, therefore, is a term that relates to the process of limiting the negative aspects of conflict, while increasing the positive aspects of conflict (Alper, 2000). Okumbe (2008) adds that personnel management is critical if learning activities have to succeed in schools. Okumbe stated that it is not enough to acquire just adequate personnel but, there is need to develop a mechanism to develop, motivate and retain the human resource. Besides, it is essential to build an organizational climate that enhances employee mutual relationship and co-operative effort.

However, it is worth noting that unmanaged conflicts may lead to non-productive results in schools. Ramani and Zhimin (2010) strongly indicated that effective conflict resolution involves attending and providing prospects to discourse on the needs of all parties, and satisfactorily addressing their benefits by seeking ways of a win-win conclusion for the parties entangled. The two authors further stated that in case of schools, clear-cut policies and mechanisms ought to exist to provide guidance on how to resolve conflicts. However, numerous regulatory mechanisms have been developed such as negotiation, collective bargaining, and mediation to resolve disputes in schools (Mapolisa & Tshabalala, 2013; Ramani & Zhimin, 2010).

2.3 Types of the school-community conflicts in different countries

This section examines the types of school-community conflicts in selected countries. The countries to be discussed include South America, Kenya, South Africa, Nigeria and Zambia.

2.3.1 South America

A study conducted by Filmer (2005) investigated disability, poverty and schooling in developing countries in South America. The study was conducted in 11 schools in Brazil with a sample of 211 participants. The study found that the school and the surrounding communities were constantly in conflict because the teaching staff regarded themselves to be educated and had more financial muscle than the parents around them. The teaching staff was accused of constantly belittling the parents of the children as failures and that the parents lacked the necessary education to be compared to the teachers. In protest, parents stopped their children from attending school for one week which sent teachers into a panicking mode. Teachers later realised their errors and went to negotiate with the parents to resolve the conflict which was between them.

This study shows the conflict between the community and the school and how it was resolved through negotiations. However, this occurred in South America, a different context altogether. It is not clear whether it is applicable to the Zambian context in Livingstone District.

2.3.2 Kenya

Consolata (2016) conducted a study on the influence of pupils' conflicts on School-community relations in Kenya. This study revealed that pupils' conflicts are prevalent among secondary schools, and the most common types were strikes and riots. While the aforementioned study was conducted in Kenya, the study provided insights on conflict types faced by pupils in secondary schools what was not known was whether the current study would report similar findings on the types of conflicts learners face in primary schools particularly Livingstone district in Zambia.

Another study was conducted in Kenya by Wanjiru (2018) on inclusive education for internally displaced children in Kenya: Children perceptions of their learning and development needs in post conflict schooling. It established that some conflicts between parents and the school arise from lack of proper policy interpretation and understanding. The study found that the advent of free education in Kenya made parents even start demanding for books, pens and other personal materials from the school because they thought the government was supposed to be providing such instead of parents. The Islamic parents also found it difficult to accept some Christian related religious contents which were taught in class in the Muslim dominated communities as they did not agree with the information they preached in the Quran. The study found that in some mixed communities, Muslims refused to pray in class and respected their holidays and Ramadan in the schools. They stayed away from school even when the school had critical programs like mock, mid-term examinations and monthly tests. This brought about conflicts with the Christian teachers who also had their religious calendars and did not respect the other religious calendars. The usual reasons for this level of conflict are differences in personal beliefs and values which come from religious beliefs. In solving such a conflict, the school and religious administrators were made to dialogue in order to have a new calendar for the school to suit every religious group. Such religious conflicts need religious dialogue and make them agree on what ought to be taught for academic purposes and not to convert people to a given religion.

The aforementioned study established some conflicts between parents and the school which arise from lack of proper policy interpretation and understanding. However, this study was carried out in Kenya; a different situation altogether. It is not clear if it is appropriate to the Zambian context which by constitution is a Christian nation and hence the need to carry out this research study.

2.3.3 South Africa

Makibi (2010) also conducted a mixed study which looked at the nature of teacher conflicts and management in South Africa. The findings revealed that teachers experienced institutional, cultural and personal conflicts within the micro-politics of the school settings. The study equally revealed that the complexity of teacher conflict becomes evident in the intersection of factors such as educational policy, religious, cultural norms and beliefs, ideologies and social groupings within schools. Makibi's (2010) study is insightful to the current study as it has highlighted pertinent factors surrounding the nature and conflict management embedded in micro-politics of the school setting. However, the aforementioned study was narrow in its scope as it did not include the community but concentrated on teachers' conflict and management in schools, a component that made the current study unique as it analysed the school-community conflict management strategies among primary schools in Livingstone District.

2.3.4 Nigeria

A study on conflict management in Nigerian Secondary Schools was done by Okotoni (2003). The study used a mixed method approach. The findings of this study revealed that the types of conflicts in secondary schools were interpersonal conflicts. He established that interpersonal conflicts ranked the highest among the several types of conflicts that were identified in schools. Interpersonal conflict refer to conflict between two individuals. Wilmate and Hocker (1998) articulated that it is the disagreements, incompatible interest concerning goals, policies, rules and discordant behavior that create anger, distrust, fear and rejection or resentment. They have argued that this is the most common and visible type of divergence in schools and other educational institutions where people are involved. Interpersonal conflicts between the school and the community are often not so visible. For example, there may be a conflict between the school and the community, administrators and teachers, a teacher and learners or DEBS office and school administrators which may not be notable. Okotoni's study provided information on interpersonal

conflicts and left out the importance of school-community conflict management strategies. The aforementioned study used a mixed method approach while this study used a qualitative approach.

Another study in Nigeria was undertaken by Peter (2018) who looked at the influence of conflicts on the management of senior high schools. The study used a descriptive survey design. The study showed among others that interpersonal, intrapersonal and role conflict were the types of conflicts in organizations. Intrapersonal 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, some teachers might be task oriented 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 the expected standard. The above study was carried out in Nigeria and managed to provide insights on the influence of conflicts on the management of senior high schools. This study was a descriptive survey design and focused on conflict management in Nigerian secondary schools. The current study focused on school-community conflict management strategies which make the current study different.

2.3.5 Zambia

In Zambia, Phiri (2015) revealed that conflicts in schools were necessitated by female learners accusing male teachers of having sexual feelings for them. The study revealed that some male teachers were tough and strict on the education of the female learners in school because of having been denied sex by the girls. The study further revealed that teachers and parents in the communities were having conflicts as a result of parents borrowing money from the teachers and failing to pay back on time or teachers borrowed and failed to pay back on time. These types of conflicts brought about property grabbing from the households of the community and teachers at times and any resistance to pay back resulted into fighting. However, through negotiation, such conflicts are resolved and the two parties come to stay in harmony again. The aforementioned study did not look at school-community conflict management strategies but focused on the causes of conflicts which were brought about by learners and contributed to conflicts between the teachers and the community members.

Another study was done in Zambia by Mulaisho (2016) on peace education: A method of mitigating violent conflicts. This study used a qualitative descriptive design. The findings of the study revealed that the types of conflicts were policy related at times and they were centered on the subject contents which were taught in school. Pupils at lower primary school were being taught about the reproductive system which made parents unhappy. Parents complained that it was too early for the children to have such knowledge because they can start to practise at an early age since they had the information. The study further argued that despite the school curriculum providing the teaching content which was not in tandem with the Zambian cultural practices, it was observed that children were exposed to more explicit content on the internet than what was being taught in the books. This was also in line with Omeka (2017) whose study established that learners in schools were exposed to little sexual contents in the school curriculum unlike what they were exposed to when they interacted with ICT gadgets in their courses. Learners revealed that they were getting content on their body make up and how to make themselves happy through the internet. They insisted that their internet content was more practical than what the teachers taught in schools. However, Mulaisho's study contributed to the current study by revealing the types of conflicts in education and concentrated on peace education as a method of mitigating violent conflicts. This study did not look at school-community conflict management strategies which are the centre of attention for this study.

Mukuka (2019) piloted a study on the nature and sources of organization conflicts among university employees in Zambia. The study used a qualitative approach. The results on the types of conflicts revealed that conflict was characterized by two main types namely: vertical and horizontal conflicts which were generally non-confrontational. Antcliffe (1998) stated that 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. While horizontal conflict refers to clashes between groups of employees at the same hierarchical level in an organization. In a school set up, horizontal conflict will occur if one department desires a larger proportion of scarce resources at the expense of other departments. Some themes emerged under horizontal and vertical types of conflict and these included political interests, tribalism, delayed salaries, overstaying in position of power and lack of dialogue between managers and employees. Mukuka's study concentrated on the nature and sources of organizational conflicts among

university employees and did not look at school-community conflict management strategies which are the interest of the current study.

2.4 Causes of school-community conflicts different countries

In Zambia, like other countries, teachers and many stakeholders in education are struggling with conflicts. Some of the notable causes of conflict in the Zambian education system are differences in activities, individual approaches and internal systems conflict (Owens 1991). Just as school-community conflicts are global so are the causes. They are not only confined to Zambia. As long as a country has schools, it is most likely going to experience school-community conflicts. The following are the causes of school-community conflicts in different countries and the countries are listed as follows: Malawi, Ethiopia, South Africa, Kenya, Nigeria, Tanzania, and Zambia.

2.4.1 Malawi

A study conducted by Banda (2015) in Malawi looked at school conflicts and resolutions from a cultural - religious point of view. The study was conducted on the island of Lake Malawi in four schools. The study found that the main cause of school community conflicts in the rural schools was the practice of witchcraft between the community and the schools. It was found that some teachers challenged the community in which they were practising witchcraft. Then some community members simply resorted to confronting the teachers head-on during the day as being proud and maltreating their children. Such conflicts resulted into the teachers running away from such schools to better schools. The study above was conducted in Malawi and focused on the school conflicts which were brought about by the practice of witchcraft by the community against teachers. Now this is a strange phenomenon because the issue of witchcraft is not an easy one. It is not easy because even though the teachers would be complaining of being bewitched in the night, yet it is very hard to point at anybody as the culprit. Even though Zambia and Malawi are neighboring countries and at some stage in history they were in one federation, witchcraft issues may not be so easy to handle. As such the urge to look at school-community conflict management strategies is still paramount.

2.4.2 Ethiopia

A qualitative study on conflicts in education carried out in Ethiopia by Robert (2014) showed a number of causes of conflicts. The causes found were lack of scholastic requirements, household

work, lack of interest in education, hunger at school, lack of mid-day meals, sexual harassment at school, long distance to school, illness or disease, loss of parent or close relative, peer influence, and harsh punishment at school. These were found to be the top ten (10) causes of conflicts in education. About 65% of these causes were within the society, while 35% were between the schools and society. Furthermore, the study also showed that the rate of conflicts was very rampant in schools that are located in remote areas than in urban areas. The affected categories mainly were people from very vulnerable communities. The Ethiopian case is an example of how different forms of conflict negatively affect the process of learning. The aforementioned study highlighted conflicts by showing a number of causes of conflicts in education. However, it is not known whether the current study would reveal similar findings on the causes of school-community conflicts.

2.4.3 South Africa

Phurutse (2005) conducted a study on factors affecting teaching and learning in South African public schools. The findings of the study indicated that school-community conflicts were caused by three factors which included individual and personal characteristics, socio-economic reasons and school-based reasons. The study established that parents became confrontational when they were reminded of their obligation of paying school fees for their children. Some parents ended up fuming and confronted the teachers in the schools instead of paying the funds they owe to the school for the children's education. The above study did not look at school-community conflict management strategies but rather looked at the factors affecting teaching and learning in South African public schools. It identified school-community conflicts as factors that affect teaching and learning in South African public schools.

2.4.4 Kenya

A study in Kenya was conducted by Consolata (2012). The study looked at the influence of pupils' conflict on school-community relations. The study used a descriptive survey design and collected data from 225 pupils in secondary schools. The study found that conflict was mainly caused by pupil's background and that conflicts affect learner's academic performance, mainly when books and desks are damaged. Finally, conflicts were found to strain the relationships between the school and the community since such conflicts normally spill over the community around the school. Consolata's study paid attention to pupils' conflicts on school-community relations and left out

the importance of school-community conflict management strategies which is the focus of the current study.

2.4.5 Nigeria

Isabu (2017) conducted a study on causes and management strategies of school related conflicts in Nigeria. The findings of the study revealed that the causes of conflict included poverty by the community which makes them envy and feel jealousy of the teachers, differences in perceptions, limited resources and overlapping authority amongst others. As a result of poverty, community members steal from the teacher's compound and make teachers become desperate for security. Although the previously mentioned study was conducted in Nigeria, it provided information on the causes of school related conflicts but what was not known was whether the current study would report similar findings on the causes of school-community conflicts.

2.4.6 Tanzania

Mwabungula (2015) looked at conflict management strategies used between heads of schools and teachers in Tanzanian secondary schools. The finding indicates that the school premise was encroached by the surrounding community thus this reduced the size of the school area. The parents did not have much say to protect the school and they were even telling the teachers that they found the school and they would leave it just like any other teacher who had worked there. In the interest of protecting the school land, conflicts escalated and resulted into some teachers leaving the school because the community was more influential than the teachers. Such conflicts make teachers feel unprotected by the government and their work culture is de-motivated. In this study by Mwabungula, it appears the teachers were at the mercy of the people as government did not intervene. Obviously this was not a strategy to resolve the issues. Although the situation might be similar to the Zambian context, yet in terms of putting strategies in place in order to resolve the issues and restore peace, government did nothing. Hence there is nothing to learn from the Tanzanian context hence, the need to go on with this research study.

2.4.7 Zambia

A study was done by Sompa (2015) on the management strategies of interpersonal conflicts between teachers and head teachers in Zambia. The study revealed that the causes of the conflicts were absenteeism, teachers having higher qualifications than the head teacher, late coming, and

incompetence on the part of the head teacher, unsatisfactory class allocation, and teachers having a negative work culture, favouritism and not submitting teaching files on schedule. Sompa's study offers a clear perception on the current study as it has highlighted appropriate factors surrounding the causes of interpersonal conflicts between teachers and head teachers. However, the aforementioned study was narrow in its scope as it only concentrated on management strategies of interpersonal conflicts between teachers and head teachers in secondary schools in Lusaka. This research study instead is focusing on school-community conflict management strategies. Hence the difference necessitates this research study.

Similarly, Mwamba (2016) looked at the role of school leadership in conflict management. The findings of this study revealed that the causes of conflicts were mainly the poor academic performance in the schools as a result of the internal conflicts from teachers which arose because of various factors. These were absenteeism, teachers having higher qualifications than the head teacher, late coming, incompetence on the part of the head teacher, teachers having a negative work culture, and favouritism. It is clear that Mwamba's (2016) study is dealing with an internal matter whereby all the teachers are supposed to be submissive to the head teacher and administration in general. Instead in this current research study, there are two centres of power and in instances of conflict; it is not clear how the pendulum of power should swing. As such, there is need for this research study to be undertaken.

Another study by Kaonga (2016) looked at 'Sustained Dialogue: means of Conflict Management in Secondary Schools. A descriptive approach was used to conduct the study. The findings of the study showed that the causes of conflicts in secondary schools varied. These include, lack of proper communication, failure to meet deadlines, dictatorial tendencies on the part of school administrators, differences in perceptions on management of certain issues in the school and laxity in implementation of school policies; favouritism among teachers by administrators and lack of respect and belittling of others. Kaonga's study (2016) provided awareness on causes of conflicts faced by secondary schools. It was not known whether the current study would report similar findings on the causes of school-community conflicts. The above study is relevant as it highlighted pertinent factors surrounding school-community conflict management strategies.

In concluding, the causes of school-community conflicts have been highlighted by different scholars from different countries. Banda from Malawi revealed that the main cause of conflict in

rural schools was the practise of witchcraft. In Ethiopia some of the causes of conflict were lack of scholastic requirements, household work and lack of interest in education. The findings by Robert (2014) in Ethiopia are similar to Isabu's study in Nigeria who revealed that poverty was one of the causes of school-community conflicts. Looking at the Zambian context Sompa (2015) revealed some of the causes of conflicts as absenteeism, teachers having higher qualifications than the head, and teachers having a negative work culture. Similarly, Mwamba (2016)'s study revealed that some of the causes of conflicts were absenteeism and teachers having higher qualifications than the head. Kaonga (2016) revealed that some of the causes of conflicts in secondary schools were favoritism among teachers by administrators and lack of respect and belittling each other. The aforementioned study was different and did not report similar findings with the studies discussed. All the studies above did not look at school-community conflict management strategies which are the focus for the current study.

2.5 School-community conflict management strategies

Conflict management means finding a solution to basic incompatibilities between relevant parties in such a way that they would voluntarily express their satisfaction with the outcome. A number of strategies can be used in the education system to solve school-community conflicts. Such strategies include, but not necessarily limited to the following: negotiations, mediation, conciliations, peace keeping, humanitarian assistance, early warning signals, judicial statements, team building and making provincial or regional agencies.

Miller (2003) states that five strategies emerge that could be adopted to manage conflicts in schools and these are:

i) Contending/competing or dominating: this is where the negotiator pursues his or her personal outcomes strongly. He or she has little concern for whether the other party obtains his desired outcomes. Parties that adopt this strategy maintain their own aspirations and try to persuade the other party to yield. Threats, punishment, intimidation, to mention a few, are typical of the contending approach.

ii) Yielding/Accommodating or obliging: Negotiators here show little interest in or concern about whether they attain their own outcomes but are keen to see to it that the other party attains her or his outcomes. This involves the negotiator lowering his

aspirations to "let the other win". This strategy may seem strange, but it has its own advantages in some disputes, for example, if the conflicting parties are going to have a lasting relationship.

iii) Inaction/avoidance: those who are in this band do not show little concern about whether they attain their own outcomes, nor do they show much concern about whether the other party obtains his outcomes. Inaction is the same as withdrawal or passivity or retreat.

iv) Problem solving/collaborating or integrating: Here, negotiators show high concern for attaining their own outcomes and great concern for whether the other attains his or her outcomes. Both parties actively pursue approaches to maximize their joint outcome from the conflict, so that both sides win.

v) Compromising: Represents a moderate effort to pursue one's own outcomes and a moderate effort to help the other party achieve his outcomes.

Niewmeijer (1988) view that the ethical principles of a mediation strategy, the process is basically voluntary in nature, as parties cannot be coerced into the mediation mood and the mediator needs to be pretty impartial and be acceptable by all the parties so that the process is accepted at the end of it all. Mediation is therefore an interest-based process that seeks to reconcile parties and not to determine who is right or wrong.

According to Niewmeijer (1988), another conflict management strategy is conciliation. This is a strategy that encourages groups to solve their problems. For example, the conciliator may make suggestions on how to approach the issue, help the person understand his or her avoidance, provide shuttle diplomacy and in other words acts as go between. Conciliation has a lot of room in school-community circles because there are a lot of disagreements that occur between the school and the community.

Arbitration is yet another conflict management strategy used in education. Spoeltra and Piennar (1996) view arbitration as based on intervention by a third party in an attempt to reach an agreement, but the final decision comes from the arbitrator. Implicit in this issue is that arbitration is like mediation but differs from mediation in that it is the arbitrator, whose decision is binding to

the conflicting parties. Each of the conflicting parties presents its case to the arbitrator, who takes the facts into consideration when forming a verdict.

The school and the community rely heavily on team building strategy to settle scores. Therefore, team building is very vital in education delivery. Mescon *et al*. (1999) define a team as a unit of two or more people who work together to achieve a goal. In education circles, the provision of education does not go alone. There are key players such as the community, the school and the learners. In the school itself, there are key players like departments, sections and the administration. All these pose as potential competitors to each other. Team work is therefore very vital.

It can be concluded that one other strategy of resolving conflicts between the school and the community is to identify the early warning signals that could have flashed beforehand. Early warning signs or systems are a concept similar to weather forecasting models. In conflict resolution, it works the same as forecasting points on the potential violent conflicts' spots and can be made to correct certain misnomers using information gathered often by fact finders. Fact finding is a procedure whereby an individual or individuals are called for a neutral conduct hearing with a view to grasping issues and propose quantifiable solutions based on supporting evidence and arguments. From the information gathered, authorities can be assessed based on potentially dangerous situations that they seek interventions on.

Walker's (1999) study indicated that administrators being knowledgeable about special education conflict would be 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.

2.5.1 School-community conflict management strategies in different countries.

The following are the school-community conflict management strategies from different countries and the countries are: UK, USA, Pakistan, Nigeria, Ethiopia, Tanzania and Zambia

2.5.2 UK

A study by Schofield (1997) looked at conflict management in school in the UK. The study revealed that conflicts in schools had negative impacts on achievement of goals. The study found

that conflict should be managed before it causes negative social effects and impact on the running operations of schools. Further, the study touched on the revelations of different types of conflict management strategies that may lead to either desirable or undesirable outcomes depending on their effectiveness or ineffectiveness, respectively. However, effective conflict management strategies were also brought to light which may result in desirable outcomes such as smooth management, enriched disciplinary measures, and fostering of an effective management of time, teamwork spirit, effective usage of resources, accomplishment of goals, decent relationships and pronounced value by participants. Nevertheless, if an unproductive management strategy was used, it would bring unwanted outcomes such as strikes, demonstrations, destruction of property, poor performance, emotional stress, and misallocation of resources, absence and frustration.

This study attended to conflict management in the school and it was carried out in the UK. Nevertheless, the above study left out the community hence the need for the current study.

2.5.3 USA

In the USA, Robinson and Rowe (2008) led a research with a bias to conflict management by the educational administrators in secondary schools. The study focused on specific strategies used in educational settings. It listed 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.

The study by Robinson and Rowe (2008) did not include the community and concentrated on conflict management by the educational administrators in secondary schools, a component that made the current study different as it analysed school-community conflict management strategies.

2.5.4 Pakistan

Abdul (2013) conducted a study on conflict management systems among school management, communities and students in Pakistan. The study used a mixed method approach and revealed that conflict between students is such a common factor in most schools as this takes a disparity shape of disciplinary spectacle which usually anchors in-between the parents and teachers' moral guidance. The researcher denotes that if conflicts in schools are not managed and well-ordered in a hands-on way, they can prevent the school from realizing its objectives, goals and purposes, and

this will negatively impact on the school climate. One of the models for decreasing of conflict between individuals or groups at home or in the school or work place is arbitration. The researcher counseled that teaching students' conflict management and resolution skills may give them keys necessary to resolve on their own conflicts in a prolific and useful way. This kind of preparation can also develop students` self-confidence, self-possession, and communication skills.

This aforementioned study was conducted in Pakistan. It provided awareness on conflict management strategies by the school management among the team members or community members within their own group and students amongst themselves. In other words, these are conflict management strategies within the same group and not between different groups. What is not known is whether these same conflict management strategies can be used between different groups as opposed to the same group. Hence the current study is still begging for answers as it is focusing on conflict management strategies between two communities; namely the school and the community.

2.5.5 Nigeria

A study conducted by Owan (2018) in Nigeria looked at the conflict management strategies and secondary school teachers' effectiveness. His study used a mixed method design and revealed that arbitration, dialogue and effective communication strategies had a significant and strong relationship link with the secondary school teachers. The findings further revealed that four conflict management strategies which are arbitration, dialogue, effective communication and smoothing of working relationship were established and prevalent in the community. The results of this study led to a significant influence and social impact on secondary school teachers' job effectiveness. Owan's study left out the issue of school-community conflict management and concentrated much on the secondary school teachers' job effectiveness. The said study was relevant to the current study as it brought about the knowledge on conflict management strategies that were used by secondary schools. The difference with the current study is that it did not look at school-community conflict management strategies which are the focus for this study.

2.5.6 Ethiopia

A qualitative study was conducted in Ethiopia by Thou (2017) and looked at conflict management resolution strategies between teachers and school leaders in primary schools of Wolaita zone. The

study employed a descriptive survey design and the findings indicated that conflict management strategies included leadership skills, following rules and regulations, embracing change, wise allocation of resources, and involvement in decision making, providing opportunities for training and understanding individual's differences and roles in case of disputes. They further identified some useful techniques of resolving conflicts and these included discussions, punishing, forcing, compromising, avoidance and ignorance. It can be concluded that school leaders needed to have an understanding of the sources of conflicts and have a proper mechanism in place for staff to air out their own concerns. Moreover, leaders needed to continuously build leadership competencies and to be open to change.

The aforementioned study was conducted in Ethiopia and it managed to give understanding on conflict management strategies between teachers and school leaders in primary schools. However, the focus of this study is on school-community conflict management strategies in selected primary schools of Livingstone District in Zambia.

2.5.7 Tanzania

A research was conducted by Mwabungula (2015) in Tanzania who looked at conflict management strategies used between heads of schools and teachers in secondary schools. This study used a case study design to collect data from one community with four schools. The results revealed that the use of various conflict resolution management methods suggested that issues bordering on conflict can be sorted out based on the use of school boards, regular staff meetings, guidance and counseling and altering human variables with the most effective methods applied in managing conflict resolutions. Mwabungula's (2015) study gives understanding to the current study as it has emphasized appropriate factors surrounding conflict management strategies used between heads of schools and teachers in secondary schools. However, the study under review did not consider school-community conflict management strategies.

2.5.8 Zambia

A study was conducted in Zambia by Bowa (2016) on the Role of Communication in Resolving Conflicts between Parents and Children. The researcher used a mixed method design to collect and analyse data. The study findings established that communication strategies were only applied to avoid a conversation. This means that parents were hostile and did not offer their children a chance

to express themselves in any way. Children were holding onto grudges and resorted to disrespectful behaviour because they could not air out their feelings to parents. Therefore, communication played a moderate role in resolving conflicts between parents and their children because it only silenced alarming situations. The study concluded that communication strategies were not intentionally practiced. The study did not take into account other non-communication strategies to curb social conflict between teachers and pupils. This study concentrated on the role of communication in resolving conflicts between parents and children and did not look at school-community conflict management strategies.

A study by Kaonga (2016) looked at 'Sustained Dialogue: Means of Conflict Management in Secondary Schools and a descriptive approach was used. The findings of the study showed that school managers used the concept of "Sustained Dialogue" to solve conflicts which referred to a situation where people kept on talking over issues that occurred between two or more parties in view of preventing the escalation and minimizing of the occurrence of conflicts until a solution to a problem was finally found. The study found that school administrators managed conflicts through trial and error as there were no specific guidelines on how conflicts should be managed. The findings further showed that some school administrators used reflections, retreats, talks, outings and meetings to manage conflicts in their respective schools (Kaonga, 2016). Conflicts were earlier on managed through transferring of teachers from one school to the other and even surrendering of teachers to the DEBS office by head teachers for onward considerations in terms of disciplinary actions. Even though Kaonga focussed on sustained dialogue as one way of managing conflicts within the secondary schools, he did not tackle school-community conflict management strategies which are the main focus of this study.

Another study by Mwamba (2016) looked at the role of school leadership in conflict management. The findings of this study revealed that head teachers, DEBS and teachers understood what the term conflict management meant in the context of the school environment. Their responses to the understanding of the term conflict management were approaches to control misunderstandings among teachers, pupils, administration and subordinate staff. The findings from the study showed that a course on conflict management should be introduced in the curricula for student teachers and that it should also be introduced as a regular refresher course for teachers and school administrators. The study also indicated that school administration had been adversely affected by

lack of knowledge of conflict management. Hence, most of the administrators handled conflicts through trial-and-error approach because there were no specific procedures and methods of managing conflicts. The findings also showed that the conflict management strategies used commonly were confrontation, avoidance, and dialogue, charging the teacher, communication and scolding the teacher. Mwamba (2016) clearly showed that administrators had been affected by lack of knowledge on how to manage conflicts. However, the researcher did not look at school-community conflict management strategies. This is the gap that this research study will fill up.

A study conducted by Chisha (2018) investigated the nature of conflict and conflict management strategies involving mostly learners. A qualitative approach was used to collect and analyse data from the sample. The study findings showed that conflict management strategies were employed in secondary schools as models of dialogue and mediation being the methods of conflict resolution among pupils, who resolved conflicts among themselves. For the teachers, it was found that they mostly use mediation and arbitration as conflict management strategies in schools. It was also found that open dialogue, negotiation and counseling are conflict management strategies that 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 showed that the strategies were very effective in that the quarrelling pupils cooperated and communicated to each other and that pupils changed their behavior and had peace restored among them. Furthermore, the strategies were found to have led to a reduction in conflicts among pupils in the schools. The strategies were also noted to aid reduction of conflicts within most schools thereby increasing peace building platforms among learners and teachers in school. This study by Chisha (2018) was about conflict resolution among learners within the school and not about the school-community conflict management strategies. Instead the current study is concerned with conflict management strategies between the school and the community. Hence the gap still stands begging for answers.

2.6 Gap in the studies reviewed

School-community conflict management strategies vary. This has been highlighted by various scholars from different countries. Schofield (1997) looked at conflict management in school in the UK. The study touched on the revelations of different types of conflict management strategies that may lead to either desirable or undesirable outcomes depending on their effectiveness or ineffectiveness, respectively. However, this study differs from the current study as it did not look

at school-community conflict management strategies. Another study was conducted in the USA by Robinson and Rowe (2008) who looked at conflict management by the educational administrators in secondary schools. The study found that the effectiveness of the use of rational approaches to conflict management vary according to the cause of the conflicts. The aforementioned study differs from this study because it focused on specific conflict management strategies used by educational administrators in secondary schools. Abdul (2013) conducted a study on conflict management systems among school management, communities and students in Pakistan. The study used a mixed method approach and revealed that conflict between students is such a common factor in most schools as this takes a disparity shape of disciplinary spectacle which usually anchors in-between the parents and teachers' moral guidance. The above study differs with the current study as it used a mixed method approach while the current study used a qualitative approach. A study conducted by Owan (2018) in Nigeria looked at the conflict management strategies and secondary school teachers' effectiveness. Owan used a mixed method design and revealed that arbitration, dialogue and effective communication strategies had a significant and strong relationship link with the secondary school teachers. The above study reported similar findings with the current study on the conflict management strategies used which are arbitration and dialogue although this study focused on secondary schools. The Nigerian study used a mixed method design which differs from the current study which employed a qualitative design. A qualitative study was conducted in Ethiopia by Thou (2017) and looked at conflict management resolution strategies between teachers and school leaders in primary schools. The study findings identified some useful techniques of resolving conflicts and these included discussions and compromising. The Ethiopian study is similar to the current study as both studies used qualitative research approach and reported similar findings on conflict management with the current study which is avoidance and discussions. Kaonga (2016) & Chisha (2018) from Zambia both used qualitative descriptive design and their findings were similar. They both found that dialogue and mediation were one of the conflict management strategies used secondary schools. The studies that have been discussed above did not look at school-community conflict management strategies which were the main focus of the current study.

2.7 Summary of the Chapter

This chapter has presented literature under themes which have been identified for the study. Literature has been reviewed from different parts of the world, Africa and Zambia in particular. From the reviewed literature, gaps have been identified to ground this study. The next chapter presents the study methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

The preceding chapter reviewed the literature related to the school-community conflicts and the strategies that were used in managing school-community conflicts. This chapter discussed the methodology employed in the study. This chapter was presented in seven sections which include the research design, study sample, sampling procedure, target population, sample and sampling procedures. The other sections are data collection and analysis, ethical considerations and the summary of the chapter.

3.2 Research Design

Research design refers to the plan and structure of the investigation used to obtain evidence to answer research questions (Bulmer and Warwick, 1993). This study used a descriptive research design. Descriptive research is designed to provide a picture of a situation as it naturally happens. It may be used to justify current practice, make judgment and to develop theories (Holloway &Wheeler, 2002). Descriptive approach was applicable to this study because the research was purely non-experimental and descriptive in nature because it was conducted in an uncontrolled and natural setting. For this reason, descriptive research design was suitable to analyse school-community conflict management strategies in selected primary schools of Livingstone District.

This study employed a qualitative approach. Burns and Grove (2003) describe a qualitative approach as a systematic subjective approach used to describe life experiences and situations to give them meaning. Qualitative research method involves collecting and analysing non-numerical data like text, video, or audio to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. Therefore, this study used qualitative approach to allow the participants express their opinions, ideas, thoughts and beliefs freely in order to get more insights into the experiences of the school and community on the conflict management strategies. Qualitative methods were used to collect data on the analysis of school-community conflict management strategies in selected primary schools of Livingstone

district because the topic and research questions were fit to be investigated using the qualitative approach.

3.3 Study sample

Kothari (2011) indicates that sample size refers to the number of participants selected from the population with common characteristics, know-how and accessible to help in the study under investigation. However, Sandelowski (1995) points out that in determining the sample size in qualitative research, there was is specific formula. Furthermore, Cohen *et al.* (2018) explains that in a qualitative study, a small sample size suffices as long as it is representative to the population. Even though in qualitative studies it is left to the whims of an individual researcher to determine the sample size, in this research study, the researcher used the maximum participants to gather data for the study. Therefore, the sample included 6 primary schools, 60 pupils, 18 members of the PTC and 24 teachers. The total sample for the study was 102 participants. The table below summarised the sample used for this study.

Table 1: Sample Population:

Name of School	Teachers	PTC Members	Pupils	**Total Sample Population**
Primary School 1	4	3	10	**17**
Primary School 2	4	3	10	**17**
Primary School 3	4	3	10	**17**
Primary School 4	4	3	10	**17**
Primary School 5	4	3	10	**17**
Primary School 6	4	3	10	**17**
Total	**24**	**18**	**60**	**102**

Source: Field data, 2020

3.4 Sampling procedure

Sampling techniques are classified into non-probability and probability. However, this study applied non-probability sampling technique because it is qualitative and with the intention of selecting individual participants for the study (Msabila and Nalaila, 2013). Non-probability sampling is a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chances of being selected.

3.4.1 Purposive Sampling

The study employed purposive sampling which involves purposely handpicking individuals from the population based on the researcher's knowledge and judgment (Msabila and Nalaila, 2013). The technique that was used under non-probability was homogenous purposive sampling. A homogenous purposive sample is one that is selected based on the knowledge of a population and the purpose of the study. In this case homogenous purposive sampling procedure was used to select teachers who were in administration and the PTC teacher representative, PTC executive (the chairperson, vice chairperson and the treasurer). These were purposively sampled because they were the people involved in the community resolution committee which presides over the community conflicts which arise in school and between the school and the community.

3.4.2 Random sampling

Random sampling was used to come up with pupils who participated in the focus group discussion in this study. Therefore, a grade seven class was made to pick papers from a box which was placed on the teachers' table in each school. The box contained 10 pieces of paper which were written 'YES' and 30 were written 'NO'. The pupils who picked the paper written 'YES' participated in the focus group discussion while the participants who picked 'NO' did not participant. In this case, the researcher accorded an opportunity to every child to be part of the study. This procedure enabled the teacher to pick 10 pupils from each school who participated in the study.

3.5 Data collection methods

Kasonde Ng'andu (2013) defines research instruments as tools that researchers use in collecting the necessary data. In this study, focus group guides and semi structured interview guides were used as data collection instruments. In this study, focus group discussion guides, (Appendix 4) and semi structured interviews guides, (Appendix 5) were used as instruments of collection.

3.5.1 Semi-Structured Interview

A semi-structured interview is a qualitative method of inquiry that combines a set of open questions. Open questions are questions that prompt discussions with the opportunity for the interviewer to explore particular themes. However, a semi-structured interview does not limit respondents to a set of pre-determined answers. It allows respondents to discuss and raise issues that the researcher may not have considered (Robbins, 1971).

Semi-structured interviews were conducted to collect qualitative data from teachers and the PTC (Appendix 4 and 6). Using the interview guide, data was collected on school-community conflict management strategies from the teachers. They were important because they gather in-depth information which gave the researcher a complete and detailed understanding of the topic at hand.

3.5.2 Focus Group Discussion Guide

Focus group discussion is a technique where a researcher assembles a group of individuals to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions and attitudes of the participants through a moderated interaction (Simpson and Wood, 2004).In focus group discussion, participants are free to talk with other group members, discuss a topical issue and provide a collective view.

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 types of conflicts which were experienced and how they were resolved since they were the centre of the school and community interaction. The instruments explored the pupil's knowledge on the school-community conflict management strategies (appendixes 3 and 5). Two focus group discussions were conducted with pupils in each school whose composition was 5 pupils per session. The PTC teacher representative had one focus group discussion which comprised of 3 PTC representative members per session namely. The discussion was facilitated by the researcher to ensure that the information focused on the topic at hand.

3.6 Data analysis

Data analysis refers to examining what has been collected in the field and making deductions and inferences. It involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions. It involves scrutinizing the acquired information and making inferences (Kombo and Tromp, 2006).

In this study qualitative data collected was analyzed manually and thematically. Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. The subjective responses from the semi-structured interviews and focus group discussion were grouped into themes and were analyzed according to emerging themes. From the information given by the respondents, the researcher identified major themes and subthemes with the view to gaining deeper

insights into the subject matter (Beyatzi, 1998).). However, the following steps were taken when analyzing the data in this study as proposed by Braun and Clarke (2006):

i. Familiarisation with the data: This phase involved reading and re-reading the data, to become immersed and intimately familiar with its content.

ii. Coding: This phase involved generating succinct labels (codes) that identify important features of the data that might be relevant to answering the research question. It involved coding the entire dataset, and after that, collating all the codes and all relevant data extracts, together for later stages of analysis.

iii. Searching for themes: This phase involved examining the codes and collated data to identify significant broader patterns of meaning (potential themes). It then involved collating data relevant to each candidate theme, so that the researcher can work with the data and review the viability of each candidate theme.

iv. Reviewing themes: This phase involved checking the candidate themes against the dataset, to determine that they show a convincing story of the data, and answers the research question. In this phase, themes are typically refined, which sometimes involves them being split, combined, or discarded.

v. Defining and naming themes: This phase involved developing a detailed analysis of each theme, working out the scope and focus of each theme, determining the 'story' of each. It also involves deciding on an informative name for each theme.

vi. Writing up: This final phase involved putting together the analytic, narrative and data extracts, and contextualising the analysis in relation to existing literature

3.7 Data Quality Assurance

Qualitative data has a standard format of ensuring that the data is quality assured. In this study, the quality assurance was done using Guba's (1981) four trustworthy strategies which are ideal for all qualitative studies and these are credibility, transferability, dependability, conformability and trustworthiness. In respect of this study, the meaning of these four criteria as approaches to rigour in research is discussed in detail. Korstjens and Moser (2018:121) consider the term 'credibility' as an aspect of qualitative research. Credibility is aimed at providing a clear account of the study process including how the data was collected and analysed (Bengtsson, 2016:13). This is an important step in qualitative research as it builds 'confidence in the truth of the research findings'

(Korstjens& Moser, 2018:121). In other words, credibility is about representing and interpreting the participants' original views in the most transparent, truthful and clear way. Dladla (2017:55) explains that credibility is about 'making the research findings believable'. Cope (2014:89) concludes that credibility in a qualitative study is upheld when the researcher 'demonstrates engagement, methods of observation and audit trails'.

There are many strategies that can be used to achieve credibility in qualitative research. These strategies include 'triangulation, member checking, peer examination, interview technique, …' (Korstjens& Moser, 2018:121).

In this study, triangulation was used and it refers to the application of many data collection methods. These methods were semi-structured interviews and focus group discussions. One purpose of triangulation is to confirm data, which refers to the process of "comparing data gathered from multiple sources in order to explore the extent to which findings can be verified" (Houghton et al., 2013:13). The use of multiple data collection methods has been supported by who has proposed that qualitative interviews, for example, can be combined with document analysis or other types of data gathering techniques.

Credibility was also enhanced through member check. Member check is about getting feedback from the participants in order to improve the data as the researcher and the participant may view and interpret the same data differently (Korstjens & Moser, 2018:121). In other words, member check refers to a process whereby participants in the study are asked to examine whether the transcribed work is a true record of what they (participants) said.

Furthermore, *Transferability* was ensured through contextualising with other studies in which similar information was found and new information was added to the body of knowledge hence, data quality was assured. *Dependability* was employed through making research instruments reliable by conducting Expert views or Member Check. *Conformability* was used through" Bracketing" or ''Epoch" taking the information as it came from participants through verbatim reporting (Guba and Lincoln, 1994). Member check was regarded as 'a single and most critical technique for establishing credibility' (Guba and Lincoln, 1989). Member check was achieved by sharing all the findings after with the participants involved at the end. This allowed the participants to critically analyse the findings and comment on them and the participants affirmed that the findings reflect their views, feelings and experiences. On the other hand, to ensure the

trustworthiness, the role of triangulation must again be emphasized in this context to reduce the effect of investigator bias. Hence, to ensure the rigour and trustworthiness, the qualitative researchers consider doing member checking, triangulation, detailed transcription, systematic plan and coding.

3.8 Ethical Considerations

Anonymity and confidentially were ensured by not allowing participants to write their names on semi-structured interview guides and focus group discussion guides. This helped to minimize fears of victimization and promoted honest among participants in the way they responded to the questions. Hence, the participants felt more secure with this approach of data collection.

To maintain anonymity of the participants in this study, the researcher assigned a symbol to every participant. Assigning symbols to the participants was important for clarity and specification of the sources data. The use of symbols in the presentation and interpretation of findings has two main purposes namely to conceal the identity of a participant in relation to the findings of the study. This ensures confidentiality. The other purpose is that during data analysis, symbols help the researcher to identify frequent, common or different themes that emerge in the data more easily. The pupils were symbolised as PL and had numbers 1-60. PTC committee members were symbolised as PC with numbers 1-18 and the teachers were symbolised as TC with numbers 1-24, For example (PL 3, 2010, PC 17, 2020 and TC 4, 2020).

Furthermore, the participants were also given informed consent forms in advance that the semi-structured interviews and the focus group discussions were intended to collect information for a specific academic purpose and not for other purposes which were likely to infringe on the rights of individuals or groups of people participating in the study. This measure helped to ensure confidentiality during the data collection and reporting of the findings of the study.

The participants were informed about the nature of the study and their right to withdraw from the study at any given point was respected, they were assured that the information given was strictly treated with highest level of confidentiality, anonymity and privacy. Consent from the pupils was obtained through the PTC executive.

3.9 Summary of the Chapter

To summarize, this chapter discussed the methodology used to collect the required data for this study. It has provided highlights on the research approach, research design, and target population, geographical location of the study and study sample. A justification and description of the research instruments, data collection procedure and data analysis was done in order to help the reader understand how the findings of the study were arrived at. The chapter has ended by providing ethical considerations which were made with in this study. In the next chapter, the findings of the study are presented.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Overview

This chapter presented the findings of the study on the school-community conflict management strategies in selected primary schools of Livingstone district. Data is presented using findings based on the research objectives of the study. The research questions were as follows: (1) are there conflicts between school and community in selected primary school of Livingstone district? (2) What types of school-community conflicts are in the selected primary schools of Livingstone district? and (3) what strategies does management use to resolve school-community conflicts in selected primary schools of Livingstone district?

4.2 Are there conflicts between school and community in selected primary schools of Livingstone district?

The first question sought to find out if there were conflicts in selected primary schools of Livingstone district. One participant stated that:

> *Yes conflicts are there and we experience them each and every day....sometimes a week will not pass without witnessing conflicts and these conflicts end in fights (PL 3, 2020)*

Another participant had this to say.

> *Last week there was a serious conflict between the head and one of the parents. It was a serious issue which caused confusion in the school premises. I can confirm that yes there are conflicts between the school and the community (PL 7, 2020)*

It is important to have an idea about the meaning of conflict. Respondents were asked to express their understanding about conflict and most of them explained that conflict is a disagreement or a misunderstanding between two or more people while others said that conflict is a fight between two or more people which can be seen through physical violence. It is vital to note that there are many forms through which conflict manifests in the schools or the communities.

4.3 What types of school-communityConflicts are in the selected primary schools of Livingstone district?

The second question sought to establish the types of school-community conflicts in selected primary schools of Livingstone district. It was stated that conflicts between the school and the community manifested in the following types of conflicts: government policy-related, land boundary, partisan political inclination, social life, economic life, financial embezzlement, matters of faith, pride, immorality, academic failure, socialization, unruliness, gender inequalities, technological, material and property acquisition and cultural.

4.3.1 Political type of School-Community Conflicts

The participants revealed that the school community conflicts were politically related at times. The study revealed that political conflicts are the ones that deal with the state and systems of government. The study established that the political statement and policies conflicted with the school management implementing the policies and other government directives. Such kind of conflict entails analysis and implementation of government policies, ideas, ideologies, institutions, policies, processes and behaviors in the education system. One participant had this to say:

> *The issue of school fees is confusing us as parents. The head teacher for a named school has built mansions and he changes cars like clothes. This school has over 700 pupils and if you multiply the money he gets in total, you will realize how much money is raised and there is no project I can point at which is running. If there was any project, I would safely say that's where the money is going. It is very unfair because our children are subjected to paying every term meanwhile other schools don't charge any money (PC 2, 2020).*

Another participant said:

> *We have been told that as parents we are not supposed to be paying money to the school in form of project fee. But we have been paying project fees for the construction of a school poultry and piggery. I don't know if government has allowed some schools to make parents pay and other not*

or what. I can't understand this government and the teachers in this school

(PC 9, 2020).

When the teachers were asked on the allegations, the justified the payments as legal and were recognised by the Ministry of Education and the PTC are aware of the fees. One of the participants said:

> *It is not easy for the school to run without money. The money that you are asked to pay is PTA fund and fees for ID's so that your children are able to write exams. The school needs paper to run every day and for examination and office purposes. There is need to understand the requirements that schools demands (TC 5, 2020).*

It was observed that those that are in power have a lot of influence on the management of schools and other learning institutions. The schools are not very much at liberty to make their own deliberate policies. They solely depend on the directives from government to help them manage the learning institutions. Such policies that are made from the top executive leadership had some influences on the lower levels. This means that in the process of implementing those polices, the end users on the ground find it a problem. One of the participants stated that:

> *There is no way teachers can send children away from school because of school fees. We are aware that there is a free education policy at primary school level and the head teacher wants to make money out of us, as for me my child will not pay anything because the minister announced that pupils will not pay anything at primary level (TC1, 2020).*

Another issue that emerged from the participants was the complaint over the policy of the introduction of Comprehensive sexuality education. It was observed that in as much as sex education helps pupils to gain information, skills and motivation to make healthy decisions about sex, pupils were trying to practice sex after receiving sex education. This was said to have contributed to teenage pregnancies and sexual immorality in the community as a result of the teachings in school. One participant said that:

> *I don't understand why my grade 5 child should be taught about sex, family planning and the use of condoms. My daughter is too young for that. She*

was trying to talk about sex with me and I asked her where she heard about sex and she literally told me that they were learning about it in class. Her behavior has changed, and I am very worried because she might have started having sex as she is practicing what is being taught. Teachers, please teach the right things to our children (PC 6, 2020).

From the findings, it can be seen that some of the parents want to cross boundaries and ask what was being offered in the school curriculum yet these were policy matters and beyond the school's areas of decision making. Such concerns brought about politics in the community as they discussed what was beyond the school.

4.3.2 Social type of School-Community Conflicts

The respondents stated that envy, hostility, and betrayal of trust are the most predominant forms of social conflicts which existed between the schools and the communities. The respondents said that revealed that pupil-pupil conflicts occur mostly followed by parent teacher conflicts and eventually spread over to the community. Another participant said that:

Conflicts between the parents and teachers are inter-personal because teachers live in the same community with the parents of their pupils, and it is easy for them to wrong each other. These conflicts arise because of not being aware of each other's role as far as children's education is concerned and therefore pick up unnecessary conflicts with each other (TC 8, 2020).

Another participant added that:

In our societies, there are those that have and those that seem not to have and surely conflicts are bound to occur among the schools, teachers and learners. The community has parents and guardians. The parents influence the school teachers and the teachers also influence the community members and in this way conflicts arise. This influence is in relation to financial and social respect in the community (PL 4, 2020).

One of the participants mentioned that:

> *One of the teachers who live in our community has an attitude of being bossy and using English whenever we interact. She is too proud and thinks she is the most beautiful and educated woman around. I normally don't answer her when she greets me and I don't just like her because of her bossy behavior (PC 12, 2020).*

Another participant said:

> *Most of the teachers want to extend the authority they have at school to the community. We are all equal and we won't allow being defeated by the teachers. When they go to church on Sunday, the same person wants to take over all the roles leaving us behind. It's very unfair because we also want to handle other duties and we know we can (PC 17, 2020).*

Some parents have a higher social status in the community because they have the financial power to influence decisions which make teachers uncomfortable. This also extends to the other parents who also felt that some teachers were of low status than them because the parents owned cars which some teachers did not. This resulted into conflict in school. One of the participants said that:

> *My mother always takes me to school with her car but it has caused a conflict between me and my teacher because she does not own a car and my mother always bye passes her when she is driving me to school. Any slight mistake I make at school, I am always punished. We come from a well to do family and it's not a crime to have a car. The conflict between my mother and teacher has cost me a lot and sometimes I don't participate in class because am living under fear. I told my mother about it and reported the issue to the school management but still no action has been done (PL 13, 2020).*

4.3.3 Technological type of School-Community Conflict

This has seen some aspects of conflicts at the teachers; managers and community members adjust to these advances. The participants explained that while it was good to have advances in

technology in the schools and teach well, there were challenges which came with such technological advances and in the end; conflicts arose in the process of implementation. Schools did not allow learners to come with phones and computers in school when they were not allowed by the teacher and those who brought them were confiscated which brought conflict. It was observed by one of the participants that:

> *Technology has contributed to moral decay in as much as it is good. Instead of learning, pupils concentrate on browsing, gaming and social networking and takes away valuable learning time. Some children come with laptops which their parents have bought and use them in school. Unfortunately, they do not allow their friends to learn with them which bring classroom conflicts. (PC 14, 2020)*

Another participant said:

> *The school is spoiling our kids and this time they know a lot and are involved in elicit behaviors because of the introduction of ICT. Our children are experts in operating phones and computers at home. As a parent, I don't know what my children do on the internet when I am not home. These teachers are introducing our children to wrong things which is not fair (PC 7, 2020).*

Another participant stated that:

> *Some pupils have a tendency of getting smart phones from their parents and they go with phones in the classroom. While the teacher is teaching, the pupil will be busy taking pictures and watching pornography. Once a pupil is found with the phone, teachers confiscate the phone and the issue goes to the parents who come fuming back to the school for having confiscated the phone and in the process, conflict arises between the parents and the school management (TC 11, 2020).*

Technology seems to be less understood by the parents hence there are conflicts in the schools between teachers and the parents. What can be seen is technological abuse.

4.3.4 Morality type of School-Community Conflict

On morals, the respondents stated that some teachers were having sexual affairs with their children in the community despite them being married. This brought about conflict as the women did not respect the male teachers and their wives. One participant stated that:

> *We have challenges with some of the male teachers who fail to respect themselves and come around the community to sleep around with our daughters. If I can remember well, last year we had about three conflicts where two teachers were beaten for impregnating women from the community because they denied responsibility. Later, they were made to come to terms, and they paid for damages. (PC 13, 2020)*

Another participant stated that:

> *Some pupils, especially those who have boyfriends in the community, do not respect us teachers and they think we are just like their boyfriends. Some girls even call male teachers by their first names when they happen to know it and they even challenge them that they are their size. Such kind of immorality is punishable in school, yet their parents think the teachers had interest in the children. As a result, conflicts arise*
>
> *(TC 9, 2020)*

Therefore, the school-community conflicts come from the children's behaviour as well as the parents and teachers.

4.3.5 Religious type of School-Community Conflict

Other respondents said that the one other significant nature of conflict was that which was to do with religious inclinations. Respondents said that it is a well-known fact that teachers, community members and learners belong to different religious affiliations. They stated that in the process of teaching some teachers derail and teach according to their religious beliefs at church which brought about conflict in school and extended to the community. One participant said:

> *When we teach on the nutrients which are found in certain foods, we do not exclude other foods because they are considered unholy by other*

groups. When we teach about the fat rich pigs and the sausage the children and their parents eat when they go to ShopRite and other fast foods outlets, it brings talk in class and the community comes to ask where we saw them eat sausages at times. As much as we know some religious groups do not eat certain foods, it is our role to teach the food contents which we get from the foods around us. (TC 2, 2020)

One of the participants mentioned that:

It is unfair for co-curricular activities to take place during the weekends. I belong to the seventh Day church and I won't allow my child to attend sports or other co-curricular activities on a Saturday, our belief is to keep the Sabbath holy. As a school, you need to change the day for such activities and should take place during the week otherwise teachers and the management will be taking part in the co-curricular activities if you don't comply (PC 11, 2020).

4.3.6 Language type of School-Community Conflict

Language of instruction is another form of conflict in the school and the community. The teachers interviewed, the school managers and the members of the community, which included the PTAs stated that language of instruction in the school was a major form through which conflict arises. It is a well-known fact that the schools teach predominantly using English as a medium of instruction. But the respondents went on to state that the learners were not understanding some concepts as a result of teaching in the English language. Also, the Ministry of General Education introduced the local languages as a medium of instruction at the lower grades. In Livingstone this has been a source of challenge because Livingstone is a cosmopolitan city, made up of a consortium of languages and other dialects, leading to conflicts in terms of teaching and learning. One of the participants from the urban population had this to say:

Our children don't understand Chitonga which the school uses a medium of communication to teach, it is very unfair. We grew up from Copperbelt and came to Livingstone on transfer, how do you expect our son to understand the language you use to teach? Teachers are always giving

homework in Chitonga and we have to call our neighbors just to be able to answer answers given as homework. It is high time pupils use English language as compulsory because the literacy levels of our children are going down (PC 18, 2020).

Another participant said:

This is a TokaLeya community and we expect the teachers to speak and teach our language to some extent. We are making our children get lost by allowing them to learn Tonga which we do not use in our community (PC 15, 2020).

The language problem seemed simple from the onlookers, yet it had deep roots and a source of conflict between the school and the community.

4.3.7 Economic type of School-Community Conflict

Economic sphere is another aspect through which conflict manifests between the school and the community. The economic aspect may include all the activities which people do in order to earn a living. The economic activities influence the day to day living of the people. The participants interviewed stated that the people do a lot of things to ensure that they live. One of the interviewed participants said that:

It is worrying to see the rate at which teachers are borrowing from the community; some teachers have a problem of not paying back. They borrow money, beer, relish and groceries before they get their salaries. That is why last month I took one of the teachers to the police up to now he has not paid me. I went further to the head teacher to help me with the money which his teacher owes me, but he seems not to be helpful. How do you expect school-community relationships to be smooth with such conflicts? (PC 10, 2020)

The participants stated that they engage themselves in economic activities and in the end; the same activities negatively influence the smooth operations of the school. This therefore becomes a sure way of springing conflicts in the community and the school. The demands of the school and that

of the community means the schools and the communities are in constant tangle with each other. Another participant stated that:

> *The rate of learner absenteeism is very high especially among grades 5, 6, and 7 pupils in this community because of vegetable farming. Most of the times, I have met these pupils selling vegetables at the market in order to survive. The school has questioned many parents about this but the responses from parents is that there's no one to go to the market and sell the vegetables as they are perishables and need to be sold immediately after harvesting. The money they raise is the same they use to feed from making it hard to attend to classes' every day (TC 4, 2020).*

It was observed that poor communities tend to withdraw the learners from learning in schools. The participants stated that the parents engage the learners in gardening or cultivating, for example, leading to absenteeism of the learners from the schools. This on its own the participants said is the nature of the economic aspect of conflicts between the school and the community.

4.4 What are the causes of school-community conflicts in selected primary schools of Livingstone District?

The study further sought to describe the causes of school-community conflicts in the selected schools of Livingstone district. The following themes were generated from the data regarding the school-community conflicts and these were; land boundaries between the schools and the communities, poor academic performance of learners, social status differences between the teachers and the community members, extra marital affairs, school fees in the education system, witchcraft, influences of politicians, poverty levels in the communities, policies introduced by the education system, the school system and the religious organizations and general breakdown of morality and behaviors among school going children.

4.4.1 Land Boundaries

Schools are established on land. The land is usually given by the people in the community. The realization of the participants is that the issue of land where schools are established usually brings in a lot of conflict. One participant interviewed actually said:

> *When schools expand and become big, there is demand for more classroom*
> *space. Once this happens, the demand for more land becomes inevitable*
> *and this forces the school authorities to extend to other areas within the*
> *available area. The extensions bring about conflict as the community*
> *forgets that the school belongs to them and their children, but they direct*
> *the anger on teachers who are innocent (TC 12, 2020).*

When such an expansion happens, the community members, who include the village headmen who had given out the land become agitated and resort to decisions to try and block the school authorities from expanding the classrooms.

Sometimes the conflict may arise as a result of the communities and villagers building in areas perceived by the school authorities to be school land. The participants interviewed further explained that when such a thing happens, it automatically led to conflicts and hence land issues are a serious phenomenon in the smooth operations of the school. One of the head teacher participants stated that:

> *Schools were given land on mutual understanding and agreement without*
> *proper documentation. This makes it difficult to defend the boundaries of*
> *the land when disagreements over such school boundaries arise. I*
> *inherited this school without proper formalities on the boundaries of the*
> *school and I was not surprised when I saw the villagers encroaching on*
> *the school land (TC 6, 2020).*

It was also learnt that the biggest challenge which the participants observed was that the aspect of land was not properly entered into with the school authorities. One participant said:

> *It is the community who knows the school boundaries and yet they also*
> *encroach in the school yard. This brings about conflicts because the school*
> *has already planned its infrastructure development, yet the community is*
> *not seeing the future. The lack of title deeds is the cause of the land and*
> *boundary conflicts (TC 7, 2020).*

4.4.2 Poor Academic Performance of the learners

Another source of conflict between the school and the communities was the issue of poor academic performance of the learners. The schools are supposed to be centers of excellence and places where learners excel in their academic activities. However, the participants observed that this has never been the case in the schools. The results of the learners have always been very poor. The head teacher for Primary School 1 stated that:

> *I was shocked to receive the results for the learners at my school for 2019.*
> *All the 21 learners that wrote the grade 9 examinations had failed. They*
> *did not make it to grade 10. They did not pass in any 6 subjects and failed*
> *to obtain full certificates but obtained statement of results. This forced the*
> *community members to call for an urgent meeting at the school to establish*
> *the root cause of the learners not making it to grade 10. This was an*
> *embarrassing moment for me to be asked by the community on what*
> *happened for the learners to fail (TC 16, 2020).*

The school authorities are however aware of the many challenges they face as they teach the learners which lead to poor academic performance. But the participants from the schools stated that these reasons were apparently not convincing enough to the community members. They failed to understand how on earth a school can produce zero results even after two whole years of teaching and learning. In the event of the focus group discussion, one of the pupils mentioned that:

> *Some teachers are not serious with teaching, we normally don't learn*
> *English the first two periods everyday because our teacher is always late*
> *and will only give an exercise without marking the books. Most teachers*
> *at this school don't report for work every day and that why we are failing.*
> *We don't learn most of the time (PL 6 2020).*

4.4.3 Social Status differences between the teachers and the community members

Yet another source or cause of school-community conflicts in the schools was over the social status differences between the teachers and the community members. Livingstone district is predominantly urban. The community members are mostly well to do individuals. This entails that even their children who go to school are also well to do in a way. They automatically inherit the

social status of their parents or guardians. The teachers on the other hand are of humble social status. They are neither very rich nor very poor. Conflict in this case arises when the school tries to advise the learners not to misbehave in class. One teacher participant explained that:

> *In October 2019, I had advised one girl child not to come to School with artificial human hair commonly known as Brazilian hair. The child had over done it such that it was stretching way beyond the back up to the waist. The child was actually not at ease in the classroom. Apparently, such an advice was not taken lightly by the learner. She stormed out of the classroom and went straight home. Shortly afterwards the mother came home driving and without courtesy hailed insults at me, saying that I was feeling jealous of her daughter (TC 3, 2020).*

The participants explained that the teaching staff engages in a lot of conflicts with the community members. This is usually in the form of getting money from the business men, commonly known as 'kaloba'. This is done so as to settle some of the bills which they have. However, in so doing the teachers sometimes fail to take back the money gotten in time or on time. This leads to conflicts and sometimes even taking each other to the police and courts of law just because the teacher failed to pay on time. The head teacher said that was quite embarrassing.

4.4.4 User fees

The issue of school user fees was another source of conflict between the school and the community. The school administrators interviewed stated that the schools need to run with sufficient financial resources. They noted, however, that the Ministry of General Education had reduced school fees to as low as K150 for rural schools and K200 for urban schools. The head teachers stated that Livingstone town was greatly disadvantaged in this area. They used to charge K600 for user fees. This was economically fine as the school could meet some of the bills and other operations.

The significant observations from the school teachers and head teachers was that shortly after the pronouncement on reduced user fees, the parents became slow in paying even the small reduced user fee amounts. They struggle to raise the funds. This scenario forces the school authorities to request the parents to honor their financial obligations. This is usually done through the learners by sending letters to the parents or guardians to request the parents or guardians to give the children

the money as they come to school the next day. This measure usually annoys the parents who perceive it as chasing learners from schools. The parents even go the extent of visiting media houses to air out their grievances on the same matters. They disregard the school authorities as they are seen to be enemies. For example, one head teacher showed me a WhatsApp message where one daily online news tabloid carried the following headline on the 4th March 2019:

> *'CHABA PRIMARY SCHOOL HEAD TEACHER CHASES AWAY PUPILS FROM SCHOOL OVER SCHOOL FEES'*
>
> *The head teacher at the newly constructed Chaba primary school has chased almost 27 pupils from attending lessons. This comes after some pupils failed to pay tuition fees. Some parents to these affected pupils are seeking help from the high authority if it was in order for the school management to chase away pupils like that after the Minister of General Education David Mabumba announced that no pupil should be chased from attending lessons. The parents also said that the head teacher also refused to take part payment from the parents who wanted to pay for their children…'* read in part *(Online news, 2019).*

From the above it can clearly be seen that conflict has been reached. There is a clear conflict between the school and the community members over the school user fees.

4.4.5 Witchcraft

Witchcraft is another area that brings in a lot of conflicts although it had no direct evidence and people to point at. The participants revealed that whenever the teachers complained of witchcraft being practiced on them, the prime suspect was the community surrounding the school. The PTA is brought in to solve the accusation because teachers leave such schools when the situation is not brought under control. One PTA member interviewed had this to say:

> *One teacher at my school complained in the compound where she stays. She experiences some hard to explain scenarios where she would find herself undressed when in the actual fact; she had slept with her night dress on. She went on to explain that one day she felt she was sleeping on the bed but when she woke up, she found herself sleeping on the floor. She*

50

was visibly afraid and explained this scenario to me when we had the PTA
AGM last year 2019 in December (TC 3, 2020).

The PTA Chairperson explained that if such an issue is not fully resolved, there is bound to be a standoff between the school teachers and the members of the communities. The head teacher equally added on to say that:

When they attend meetings of head teachers with the DEBS at the DEBS
office, one item that normally feature predominantly is the issue of
witchcraft. This is very much pronounced in the rural and remote areas of
Livingstone district. But since people are constantly moving and relocating
places, some with ill intensions find themselves settling in the township and
compounds of Livingstone, where they plant their evil vices (TC 10, 2020).

4.4.6 Poverty

Poverty is another cause of conflict exhibited between the school and the community. Poverty is the general lack of something. The participants explained that most of the families cannot afford all the school requirements. This makes them to send their school going children to the streets of Livingstone and go and sell commodities like bananas, oranges and fritters to supplement the income of their parents. The PTA Chairperson from one of the sampled schools stated that:

It has become increasingly difficult for the parents and guardians to find
all the requisites which are required for the school. This forces the parents
and guardians to temporarily withdraw their school going children from
school and give them some jobs to do. They send them to the streets to go
and sell some commodities. However, the withdrawal of learners from the
school at the expense of learning leads to absenteeism. This will eventually
lead to poor academic performance. Poor academic performance will lead
to children not going to the next level and in the end the parents again will
come back to the school to complain and this becomes a vicious cycle
(PC10, 2020).

The study findings have provided evidence that there are many causes of school community conflicts which exist in the primary school of Livingstone town.

4.5 What strategies does management use to resolveschool-community conflicts in selected primary schools of Livingstone district?

The study further sought to identify the school-community conflict management strategies in selected primary schools of Livingstone district. The school managers interviewed outlined the conflict management strategies as conducting PTA meetings, conducting home visitations, involving civic leaders, involving the traditional leadership, involving the religious leaders, mediation, negotiations, arbitration, availability of good office and conducive working environment and the involvement of the Teacher Unions in conflict management.

4.5.1 PTA Annual General Meetings

One of the strategies which were used to settle the conflicts between the school and the community was using the PTA annual general meetings. The main role of the PTA is to build strong working relationship among the parents, teachers and the school in supporting learners. One participant said:

> *Some AGM are hot and parents bring out the issues which they have been observing for the period of a one year. After presenting these issues, the parents and teachers come to a consensus on how to progress through the challenges. Dialogue plays a critical role in solving the school community challenges (TC 16, 2020).*

Another participant added that:

> *During AGM, teachers tell us what they have been longing to tell us so that we change some of the bad practices. For instance, we were told the importance of letting our children attend clubs and science fair out of school in the district. Before that, as parents we used to make our children not go to school if they were supposed to leave the school and go to other schools for academic meetings. After involving all the parents, we realised the importance of such outings and the children benefited (PC 8, 2020).*

The participants revealed that school community conflicts are better solved during the AGM because the affected parents and teachers are there to air out their issues. It was learnt that the

traditional leaders attend AGM to represent the community and they provide guidance on certain matters which are beyond the school and community like land matters. One participant said:

> *Community-school conflicts related to land boundaries are resolved by the traditional leadership during the AGM in the schools. To solve these problems, the traditional leadership always comes to the schools and make sure the parents and the teachers walk through the school boundaries so that they do not come to argue later when one part of the faction goes out. This has been the main way of solving boundary problems in schools (PC 16, 2020).*

Such meetings are valuable at resolving conflicts in that they ensure transparency, provide updates and gives members an opportunity to give their voice on the conflicts being tackled. The main disadvantage with the PTA AGM or general meeting is that most of the teachers and other members will remain passing passive comments while the more augmentative ones talk a lot. Also, these meetings take place once or twice a year but conflicts in the schools and communities are continuous and these conflicts will not wait until the end of the year for them to be resolved. This was a disadvantage mentioned by the head teachers.

4.5.2 Home Visitations

The other strategy which was used to solve the school-community conflicts was through home visitations. The participants established that some conflicts could easily be resolved by visiting the homes of the sources of conflicts as a way of arbitration and mediation between the two parties. The parents also confirmed that occasionally they received school authorities from the school visiting them at to try and resolve the conflicts. One participant explained that:

> *School-Community conflicts have been easily resolved through home visitations. People involved in conflict easily open up and allow conflicts to be resolved easily without any arguments because they feel honored by visiting them in their homes. Home visitations show some sense of humility and calms down the tone of the conflict no matter how serious the conflict may because it is somehow a privilege to be visited by the head of the school in the process of resolving conflicts (PC 16, 2020).*

Another participant added that:

> *When the people you have a conflict with visit your home, it shows that they have respected you and they want to make peace. Traditionally, it is the best time to use your humble voices, calm down and ensure you create peace. This help to maintain the relations in the communities and everyone comes to respect you when you settle a conflict in such a calm manner (PC 5, 2020).*

The study also found that the people being visited feel comfortable to talk about issues or conflicts in the comfort of their homes without fear or intimidation from anyone. The disadvantage of home visitation is that some people are not comfortable to be visited especially if they are the ones that are offended. They feel as if the whole world will know because they will be exposed. Such people want to withdraw from problems and would then prefer staying in one place and be confined there. Exposure is very critical here as explained by the head teachers and the PTA executive.

4.5.3 Involvement of Civic Leaders

The civic leaders are also another conduit through which conflicts in the schools and the communities could be resolved. The respondents stated that the civic leaders include people such as Members of Parliament, Councilors, Mayors and Council Chair persons. They said that these officials have a critical role to play in the resolution of conflicts. One of the participants said that:

> *I remember in 2016, we had a conflict between the school and the community which had to do with absenteeism of female pupils because it was the season for initiation ceremonies and a number of girls were initiated for a month meanwhile, they were missing classes. It had to take the help of the of the mayor in Livingstone to talk to the village headmen to stop initiating girls during the learning period since they could not listen to the school management and that's how the conflict was resolved (TC 2, 2020).*

The civic leaders in Livingstone were critical in resolving conflicts that were there as a result bullying that was going on between the community members and the school going learners. The head teacher further explained that the girl and boy children suffered a lot of bullying on the way

to school as well as sexual harassment. The job of the civic leaders to come in and held sensitization meetings at the school and community meetings in the compounds so that the learners and the community members including the teachers are security conscious and move in groups.

4.5.4 Involvement of Traditional Leaders

Involving the traditional leadership is one of the strategies which the school managers use to solve problems. Just as the respondents explained earlier, some of the forms of conflicts in education system are of social nature and so the involvement of the traditional leadership is very important. The traditional leadership here are the chiefs and the village headmen since the land for the school is in the traditional land, there are bound to be wrangles over the land boundaries. One participant said:

> *I remember there was a time when the school garden was invaded by goats belonging to one of the community members and a lot of plants were destroyed. The owner of the goats was communicated to in order keep his goats away from the school garden but unfortunately, he could not comply. That problem kept repeating itself and the conflict was worsening because the owner of the goat was not helping at all. The issue was reported to the headman and it was resolved immediately with the authority of the headman. Village headmen are fast at resolving school-community conflicts (PC 4, 2020).*

It was also learnt that matters to do with community practicing witchcraft on the teachers in school were resolved by the traditional leadership. It was learnt that some matters were reported to the community traditional leadership who came to resolve them through talking to the community and remind them the importance of the teachers and the implications the situation had on the community if they left. One participant noted that:

> *Previously, our teachers were not sleeping in peace in this school because the community was practicing witchcraft on them. When a teacher punished a child in school, the following morning the teacher would wake up complaining and the teachers started leaving the school. The traditional headmen and chief's representatives came and talked to the*

55

community with a strong voice and warning from the chief. After that, the school is a safe place now and the teachers have never complained since (PL 5, 2020).

While we may state that this strategy is effective, there are some challenges. The traditional leaders may be subjective in passing their judgments. They tend to favor some people at the expense of following objective judgment and guidance.

4.5.5 Involvement of Teacher Unions

Mediation through the union leadership is another strategy that is commonly used in the schools as explained by the teachers. The interviewed teachers from the selected schools stated the use the unions to settle down their scores. They tend to be very supportive of teachers and what they pass through; the teachers stated that many times they have requested the unions to intervene in the conflicts. The teacher-head teacher conflicts and teacher to teacher conflicts are common conflicts which attract the teacher unions who act as mediators. One teacher said:

One head teacher was treating teachers as if there were his children. Scolding them at anytime and he was not respecting them. As a result, teachers revolted, and one teacher had to slap him which resulted into a fight between the head teacher and the teachers. It took the community leadership and the teacher unions to talk to the head and that was how the conflict was resolved (TC 17, 2020).

This is usually the case where the teacher members are aggrieved with the system of education and they feel that their rights and obligations have been abrogated. But the biggest challenge which the teacher members felt with the unions was the challenge of reaching a consensus. Sometimes the teacher's union representatives fear the head teachers, especially if it's a dispute involving the teachers and the school administrators. One participant said that:

There is a male teacher at the named school who assaulted twenty-year-old girl from the community and the issue was known by relevant authorities. This teacher was supposed to be going to court, be charged for assault and the teacher union known as BETUZ came to his aid and fought that he may be forgiven by the parents. Through negotiation, the

teacher was made to promise to support the family financially until the girl

fully recovered. That's how the conflict was resolved (TC 19, 2020).

The responsibility of the teacher unions is to work with the teachers and the community to ensure that there was sanity in the schools.

4.6 Summary of the Chapter

This chapter presented the findings of the study in which the strategies have been lined out which were being used to resolve conflicts between the school and the community. This was done by presenting the findings of each objective. It has been found out that the strategies which management used to resolve conflicts between schools and communities included: Annual General Meeting, Dialogue and Transparency; Annual General Meeting and admission of guilty on both sides; Intervention by Government Authorities and Traditional Leaders; Home Visitations for conflict mediation and arbitration; and Dialogue, Disciplinary Measures and Traditional Leader. The next chapter discusses the findings.

CHAPTER FIVE

INTERPRETATION AND DISCUSSION OF RESEARCH FINDINGS

5.1 Overview

The previous chapter presented the findings of the study. This chapter discusses the findings of the study in line with the objectives under the following themes: the existence of the school-community conflicts, the types of school-community conflicts and the conflict management strategies in selected primary schools of Livingstone. The findings are then linked to the theory of the study.

5.2 The existence of conflicts between school and community in selected primary schools of Livingstone district

The study found that conflicts existed between the school and the community in Livingstone primary schools. The stakeholders in the 6 primary schools agreed that it was true that there were some conflicts which existed between schools and communities. Filmer (2005) indicated that the school and the surrounding communities were constantly in conflict. This study confirms the existence of conflicts between the school and community. The findings of this study are supported by Phiri (2015) who revealed that school-community conflicts existed. Conflicts cannot cease to exist between the school and community as they are normal. The school is found in a space where conflict manifests itself on daily basis.

5.3 Types of School-Community Conflicts in selected Primary Schools of Livingstone district

The study established a number of school-community conflicts such as economic and property acquisition, political, educational, poverty and social, land encroachment, indiscipline and immorality, witchcraft and policy. Below is a detailed explanation of these types of conflicts.

5.3.1 Conflicts of an economic nature, poverty and education prestige

The study established that the conflicts at primary school 1 came about as a result of the differences of economic issues as well as property acquisition among the teachers and the community members. The teaching staff was accused of constantly belittling the parents of the children as

failures and lacked the necessary education to be compared to the teachers. The teachers lived a better life as compared to the community members. Such conflicts were as a result of the economic status which the parents and teachers found themselves in. The study findings are consistent with Phiri (2015) whose study revealed that teachers and parents in the communities were having conflicts as a result of parents borrowing money from the teachers and failing to pay back on time or teachers borrowed and failed to pay back on time. These types of conflicts brought about property grabbing from the households of the community and teachers at times and any resistance brought about fighting. Despite the community being dependent on the teachers for some income ventures and the teachers depending on the community for some services, their lack of fulfilling the promises brought about conflicts. These findings are similar to Filmer (2005) whose study found that the school and the surrounding communities were constantly in conflict because the teaching staff regarded themselves to be educated and had more financial muscle than the parents around them. From the foregoing, it can be seen that economic gaps between the teachers and the community became a serious source of conflicts between the schools and the communities.

The findings also established that poverty was another cause of conflict which existed either in the community or among the teachers. It was established that some parents sent their school going children to the streets of Livingstone to go and sell commodities like bananas, oranges and fritters to supplement the income of their parents because they didn't have enough income. This made the school to request the parents to bring the child to school while the parent fumed at the school authorities. The findings are in line with the findings of Isabu (2017) who contends that the causes of conflict include poverty in the community which make them envious and feel jealousy of the teachers. As a result of poverty and low education, it brings about difference in perceptions, limited resources and overlapping authority amongst others. As a result of poverty, community members steal from the teachers' compound and make teachers become desperate for security.

The study findings have also established that the other sources of conflicts were the user fees which parents failed to pay. The school usually charged PTC fees which were minimal but some parents in the community failed to pay and when they were asked to make the payments, they raised their voices on the school and this brought about conflicts. Phurutse (2005)'s study is in line with the findings by stating that parents became confrontational when they were reminded of their obligation of paying school fees for their children. Some parents ended up fuming and confronted

the teachers in the schools instead of paying the funds they owe to the school for the child's education. Such sources of conflicts were common as some parents never wanted to make contributions to the growth of the schools in their communities.

This discussion is in line with the group process theory of the study by Robins (2003) under the types of conflicts which include communicational, structural and personal. The theory states that structural conflicts are conflicts related to organizational roles and personal conflicts are conflicts arising from individual differences (Robin, 2003). It can be seen that the schools were both closed and open structures where there are teachers and members of the community who live their lives as individual human beings entitled to their personal life.

5.3.2 Conflicts of an economic nature, higher social status and poverty

The study established that the conflicts at primary school 2 came about as a result of the differences from an economic point of view as well as property acquisitionamong the teachers and the community members. The study found that some parents have a higher economic status in the community because they have the financial power to influence decisions which make teachers uncomfortable. Some parents narrated how some teachers were of low status than them because the parents owned cars which some teachers did not have. The findings of the study also revealed that the differences in economic standing between the school and the community members brought about conflicts. For example, it was worrying to see the rate at which teachers were borrowing from the community and had a problem of not paying back. They borrowed money, beer, relish and groceries before they got their salaries. The failures to pay brought shame as some teachers were taken to the police and the teachers were detained. This brought a lot of social embarrassment.

The foregoing discussion is in line with the group process theory of the study under the types of conflicts which include communicational, structural and personal. The theory states that structural conflicts are conflicts related to organizational roles and personal conflicts are conflicts emerging from individual differences (Robin, 2003). It can be seen that the schools were both closed and open structures where there are teachers and members of the community who live their lives as individual human beings entitled to their personal life.

5.3.3 Land encroachment

The study also established the fact that the whole problem of land encroachment of community members on school land was brought about by government which constructed the schools without consulting the community and without title deeds. In the past, there were moments when government went into an area and constructed infrastructure, be it schools or hospitals or something else, without consulting the community members. Even if government is in charge of the whole country, it is important to be diplomatic, respectful and recognise the people settled in those places by sitting down together to consult them so that there is some agreement in order to avoid future ramifications. The study findings are supported by Mwabungula (2015) who indicated that the school land was encroached by the villagers of the surrounding community which reduced the land for the schools. The parents did not have much say to protect the school and they were even telling the teachers that they found the school and they would leave it just like any other teacher who had worked there. At the interest of protecting the school land, conflicts escalated and resulted into some teachers leaving the school because the community was more influential than the teachers. Besides that, in Zambia constitutionally land is in the hands of the traditional leaders.

The land encroachment conflict between the school and the community goes hand in hand with the group process theory of the study under the types of conflicts which include communicational, structural and personal. The theory states that structural conflicts are conflicts related to organizational roles (Robin, 2003). This is a structural conflict emanating from lack of proper organization between the government and the community. It can be seen that the schools were both closed and open structures. And because they are both closed and open structures, chances of being invaded are there.

5.3.4 Conflicts of a Political nature bordering on policies

The study also established the fact that some conflicts were ignited by the nature of the subjects which some teachers taught which sometimes made them appear as if they were speaking with a political tone. Subjects like Social and Development Studies have material which touches on the rights and duties of the citizens and governance. These subjects have a thin line of demarcation between politics and civic rights of the people and governance. This is an issue of policy which may not be air tight. This is also confirmed by Mulaisho (2016) who says that the types of conflicts between communities and the schools were policy related at times and they were centered on the

subject contents which were taught in school. This happens in many different ways. For example, a study undertaken by Wanjiru (2018) in Kenya shows how government proposed free education and this made parents even start demanding for books, pens and other personal materials from the school because they thought the government was supposed to be providing such instead of parents. This demonstrated that conflicts at times arise from lack of policy understanding which the schools impose on the community.

The foregoing discussion resonates well with the group process theory of the study under the types of conflicts which include communicational, structural and personal. The theory states that structural conflicts are conflicts related to organizational roles and personal conflicts are conflicts emanating from individual differences (Robin, 2003). Communicational conflict is a conflict springing from communication. These are conflicts which arise from misunderstandings, poor communication and lack of openness. If the cadres had asked for explanation over the way the subject was being delivered, may be the teachers could have explained properly and the conflicts could not have arisen. On the other hand, may be the teachers were not open enough also to engage the cadres into a discussion. Hence a conflict erupted.

5.3.5 Conflict from policy and religious beliefs

The study also established that another issue that brought conflicts between the school and the community bordered on the policy and religious beliefs. The study found that when government introduced Comprehensive Sexuality Education, the Church waited for consultation. Unfortunately, there was not enough consultation, if any, for the general citizenry and from Church personnel. Before implementing this material as content for the education of the pupils, government was supposed to consult many stakeholders including churches and parents. Matters of faith are issues for which sometimes people can put their necks on the chopping board. This source of conflict is not in line withMulaisho (2016) whose study revealed that the types of conflicts between communities and the schools were policy related at times and they were centered on the subject contents which were taught in school. Some parents were not comfortable with the reproductive system which was being taught in the primary schools because they thought it was too early for the children to have such knowledge because they could start practicing at an early age since they had the information. Therefore, despite the school providing an approved curriculum to the community, it brought conflicts. In another study by Wattam (2015), it was found

that in a mixed community, Muslims refused to pray in class and respected their holidays and Ramadan in the schools. They stayed away from school even when the school had critical programs like mock mid-term examinations and monthly tests. This brought about conflicts with the Christian teachers who also had their religious calendar and did not respect the other religious calendars. In 2017, Omeka defended the teaching of sexual contents in schools because according to his research findings learners in schools were more exposed to sexual contents from ICT gadgets as compared to what they got from the books and the teachers. Learners revealed that they were getting contents on their body make up and how to make themselves happy through the internet. They insisted that their internet content was more practical than what the teachers taught in schools and the shallow contents in the books. However, this was in 2017. If Omeka was going to publish his findings today when the Comprehensive Sexuality Education has been introduced, he could not have concluded the way he had concluded. He could have said that Comprehensive Sexuality Education was even beyond what the internet was offloading.

The conflict under discussion here is coming from the policy and religious beliefs. It fits in the group process theory of the study under the types of conflicts which include communicational, structural and personal. The theory is touching both on the structural conflicts which are conflicts related to organizational roles and personal conflicts which emerge from individual differences (Robin, 2003) in religious beliefs. Schools are both closed and open structures. As such the policies are sometimes subjected to personal religious beliefs and if they don't fit in well, conflicts may arise.

5.3.6 Conflict bordering on indiscipline

The study also established that there was a conflict that bordered on the discipline of the teachers who were fond of drinking illicit beer without teaching and sometimes would sleep in the villages. The study findings are in line with Mwamba (2016) who stated that the causes of conflicts between the school and the community were mainly due to poor academic performance which results from internal wrangles. These wrangles can be absenteeism, teachers having higher qualifications than the head teacher, late coming, incompetence on the part of the head teacher, teachers having a negative work culture, and favouritism. These internal wrangles manifest through poor learner performance which make parents of the affected children to react and rise against the school. Therefore, internal wrangles can make learners suffer and thereby cause conflict with the parents

who have invested in their children's education. On morals, the study established that some teachers were having sexual affairs with their children in the community despite them being married. This brought about conflict as the women did not respect the male teachers and their wives in the schools. In some cases, this was true while in some cases this was not true. Some female pupils found it as a way to frame the teachers who were serious and tough on them as a way of protecting themselves against their lazy attitude towards school work. The findings are in line with Phiri (2015) whose study revealed that whenever the teacher was tough and strict on the education of the learners in school, the male teachers were accused of having been denied their advanced sexual feelings on the girls and they vented their anger on every child hence they were too strict. Therefore, it can be seen that it was not always that teachers were having genuine sexual affairs with learners but their dedication to work and firmness can result into accusations and bring conflict between the school and the communities around them. It is important to note that conflicts can arise from someone being professional while others want such an individual to be unprofessional. It is then significant to examine the actual source before judging the affected individuals. On this matter after the head repeatedly talked to him, finally there was no option other than to give him a forced transfer. Then for the other two teachers, after talking to them, they started changing and improved. As for the girls who were becoming too familiar to the male teachers, they were warned by the head teacher and in the AGM, parents were told to be telling their female pupils to be looking at the male teachers as their parents.

The conflict coming from indiscipline of some teachers is in line with the group process theory of the study which indicates that conflicts can be in form of communicational, structural and personal. This borders on personal conflicts because it is on matters of indiscipline of individual teachers causing differences (Robin, 2003). That is why even in resolving these conflicts, they had to approach individuals.

5.3.7 Witchcraft

The study further established that witchcraft was another area that brought about conflicts although it had no direct evidence and people to point at. The participants revealed that whenever the teachers complained of witchcraft being practised on them, the prime suspect was the community surrounding the school. The PTC was asked to solve the problem of the accusation because teachers left such schools when the situation was not brought under control. Consistent with the

findings, Banda (2015) holds that the main cause of school community conflicts in the rural schools was the practices of witchcraft between the community and the schools. It was found that some teachers challenged the community in witchcraft practicing which made them earn respect amongst some community members and others resorted to confronting the teachers during the day to be bad people. As a result of the witchcraft challenge, such conflicts resulted into teachers who did not practice the magic to be culprits and failed to sleep in the night.

The foregoing discussion is in line with the group process theory which identified the three sources of organizational conflicts which include communicational, structural and personal. The conflicts identified were either communicational or personal (Robin, 2003). Individual teachers were being bewitched because of the way they related and communicated with other people in the community.

5.4 School-Community Conflict Management Strategies in selected in Primary Schools of Livingstone district.

The study established that the school community conflicts were solved by the stakeholders and the affected parties. The study found that one of the strategies which were used to settle the conflicts between the school and the community was using the PTA Annual General Meetings. The main role of the PTA is to build strong working relationship among the parents, teachers and the school in supporting learners through dialogue. The findings are in line with Chisha (2018) who also found that open dialogue, negotiation and counseling are conflict management strategies that teachers employ in school to resolve conflict among the learners. These strategies were seen to be relevant to the school-community conflict management because the PTC was the negotiator who stood between the two parties. Their involvement provided effective dialogue to ensure that the conflicts were sorted out before they escalated in the community.

In addition to the five conflict management strategies raised by Robins, Chisha (2018) also adds dialogue, negotiations and counseling. In the research done by Chisha, the study established that the school community conflicts were solved by the stakeholders using dialogue, negotiations and counseling. Chisha found that open dialogue, negotiation and counseling are conflict management strategies that teachers employ in school to resolve conflicts among learners. Mwamba (2016) adds another strategy which is confrontation as a result of lack of knowledge of conflict management. Hence, most of the administrators handled conflicts through trial-and-error approach because there

were no specific procedures and methods of managing conflicts. These strategies were the strategies mostly used and some of these strategies may be reflected in this research strategy.

5.4.1 Openness, Dialogue, Negotiations, Accommodation and Compromise

During the Annual General Meeting, the study established that the strategy which management used to resolve the conflict was through Openness, Dialogue, Negotiations, Accommodation and Compromise Openness, Dialogue, Negotiations, Accommodation and Compromise. In the Annual General Meeting of the Parents – Teachers Committee of Primary School 1, conflicts which arose were of an economic nature, poverty and education prestige. These issues were brought up because of how teachers boasted and undermined the parents. People talked openly, there was dialogue, they negotiated to find a way through this impasse and upon admission of guilty on both sides, they were accommodated and they reached a compromise. That is how this conflict was resolved.

5.4.2 Confrontational, Mediation, Dialogue, Negotiations and Compromise

During the Annual General Meeting in resolving the conflict, the study established that the strategy which management used to resolve the conflict was first through Confrontation, after people intervened; there was mediation which helped to bring about Dialogue, Negotiations, Accommodation and Compromise. In the Annual General Meeting of the Parents – Teachers Committee of Primary School 2, conflicts which arose were of an economic nature, poverty and education prestige. These issues were brought up how parents boasted and undermined the teachers. Initially, the issue was confrontational, but then some people intervened in order to find a solution. So this brought about dialogue, negotiations and finally a compromise was reached. That is how this conflict was resolved.

5.4.3 Authority, Avoidance, Dialogue, Negotiations and Counseling

In settling the land encroachment conflict at primary school 3, the PTC annual general meeting recommended that government through DEBS, Councilor and Traditional Leaders, the head teacher and the community members involved should come together and go through the boundary and plant trees. Since DEBS and the traditional rulers came and were involved, it meant that authority was used. People normally just follow orders or whatever is said. In order not to be considered insubordinate, normally people do not speak back to the traditional leaders even if they are not happy. This means avoidance. In as much as they used authority, they also engaged the

stakeholders concerned. So there was some amount of dialogue, negotiations and counseling so that even as the boundary was being drawn, people could accept peacefully. This is consistent with Mwabungula (2015) who says that conflicts can be sorted out through the use of school boards, regular staff meetings, guidance and counseling and altering human variables with the most effective methods applied in managing conflict resolutions. This study concurs with the findings when he says that management strategies which were used to resolve school conflicts included accommodation, avoidance, collaboration and competition. The study also established that some conflicts were resolved through the involvement of the traditional leaders who attended the AGM to represent the community and they provide guidance on certain matters which were beyond the school and community like land matters. Consistent with the findings, Mwabungula (2015) supports the findings when he stated the use of various conflict resolution management methods suggested that issues bordering on conflict can be sorted out based on the use of school boards, regular staff meetings, guidance and counseling and altering human variables with the most effective methods applied in managing conflict resolutions. Through the local leadership involvement, diplomacy and negotiation were used to ensure that land related matters were sorted out between the school and the community to ensure that they lived in harmony again.

5.4.4 Traditional leaders

The study further established that the community-school conflict related to land boundaries were resolved by the traditional leadership during the AGM in the schools. To solve these problems, the traditional leadership always came to the schools and made sure the parents and the teachers walked through the school boundaries so that they did not come to argue later when one part of the faction went out. Indeed, conflicts are resolved differently depending on the people involved. Isabu (2017) concur with the findings when he found that the management strategies which were used to resolve school conflicts included accommodation, avoidance, collaboration and competition. Consistent with the findings, Totten and Manley (1996) view the community in which the school exists as ne that exerts influence on the school informally through the PTA. This is why the school authority needs particularly to understand and develop a good relationship with the immediate community the school serves. Through collaboration and accommodation strategies, community and school conflicts are managed and resolved in a more mature manner and harmony comes back to the two communities.

5.4.5 Openness, Dialogue, Negotiations, Arbitration and Mediation

The study found that the other strategy which was used to solve the school-community conflicts was through home visitations. The study established that some conflicts could easily be resolved by visiting the homes of the sources of conflicts as a way of arbitration and mediation between the two parties. It was further learnt that occasionally, the community received school authorities from the school visiting them at to try and resolve the conflicts and the community also sent representatives to the school. With such kind of conflict resolution, Kaonga (2016) showed that school managers used the concept of "Sustained Dialogue" to solve conflicts which referred to a situation where people kept on talking over issues that occurred between two or more parties with the view of preventing the escalation and minimizing of the occurrence of conflicts until a solution to a problem was finally found. The use of mediation and dialogue was proved to be a more reliable way of resolving conflicts between the school and the communities in the primary schools.

The study also established that some conflicts were resolved with the help of the local civic leaders. Matters like perpetual absenteeism of female pupils from school due to initiation ceremonies were what the civic leaders came in and negotiated with the concerned parents. The involvement of third parties is what Mwamba (2016) said that school administration has been adversely affected by lack of knowledge of conflict management. Hence, most of the administrators handled conflicts through trial-and-error approach because there were no specific procedures and methods of managing conflicts. He adds that conflict management strategies commonly used were confrontation, avoidance, dialogue, charging the teacher, communication and scolding the teacher. Some of these strategies were not progressive enough to make peace in the raised conflict in schools, the involvement of the civic leaders in matters which the school could not handle was the best way of solving the conflicts at hand in the Zambian primary schools.

In going to the house of the constituency chairman of the ruling political party, the strategy which management used to resolve the conflict was through openness, dialogue, arbitration, mediation and negotiations. The teachers openly discussed their roles and entered into a dialogue with the constituency chairman and finally negotiated how to go about these issues. The study established that some conflicts could easily be resolved by visiting the homes of the sources of conflicts as a way of arbitration and mediation between the two parties. It was further learnt that occasionally,

the community received school authorities from the school visiting them to try and resolve the conflicts and the community also sent representatives to the school.

A lesson can be drawn from here that sometimes in resolving conflicts, public assemblies may sometimes not be the best way to resolve issues because there might be instigators who may just wish to be strong handed and destroy the other side. The participants established that some conflicts could easily be resolved by visiting the homes of the sources of conflicts as a way of arbitration and mediation between the two parties. Sometimes people involved in a conflict easily open up and allow conflicts to be resolved easily because they feel honored by visiting them in their homes. Home visitations show some sense of humility and calms down the tone of the conflict no matter how serious the conflict may be because it is somehow a privilege to be visited by the other camp. When the people you have a conflict with visit your home, it shows that they have respected you and they want to make peace. Traditionally, it is the best time to use your humble voices, calm down and ensure you create peace. This helps to maintain the relations in the communities and everyone comes to respect you when you settle a conflict in such a calm manner.

5.4.6 Openness, Negotiations and Dialogue

In resolving the conflict concerning the introduction of Comprehensive Sexuality Education in the primary school curriculum, the PTC annual general meeting recommended the sitting down of the DEBS officer with Church Leaders so that they discuss. So when the two parties came to a round table on a material day, it was concluded that the PTC chairman and the church representatives write a letter and bring it to DEBS who will send it to the relevant office for action for action. It appears there were lots of complaints about this issue from many different areas country-wide. What happened thereafter was that the teaching of Comprehensive Sexuality Education was suspended in schools. In this round table discussion, the strategy which was used included openness. The church leaders in particular spoke how the content was offensive, how it was a bad culture to introduce such material to young people. Hence, they spoke openly from the depth of their hearts. Since the DEBS official could not do much, after listening, they negotiated and dialogued and eventually arrived at a decision to write a letter expressing their reservations about the introduction of Comprehensive Sexuality Education in the school curriculum in order for the DEBS official to forward to higher authority for action.

5.4.7 Authority, Dialogue, Negotiations and Collaboration

In resolving the issue of indiscipline among the teachers at primary school 6, the head teacher was given the task to resolve this issue. When he gave one teacher a forced transfer, it meant that the strategy he used was authority. Then when he engaged the other two teachers into a discussion, there was dialogue and when they cooperated in terms of adjusting their behaviour accordingly, then there was collaboration. The study also established that some conflicts were resolved with the help of the local civic leaders. Matters like perpetual absenteeism of female pupils from school due to initiation ceremonies were what the civic leaders came in and negotiated with the concerned parents.

5.4.8 Authority and Dialogue

The study further established that matters to do with community practicing witchcraft on the teachers in school were resolved by the traditional leadership. It was learnt that some matters were reported to the community traditional leadership who came to resolve them through talking to the community and remind them the importance of the teachers and the implications the situation had on the community if they left. The findings are in line with Bowa (2016) whose study established that communication strategies were only applied to avoid a conversation. Holding onto grudges and resorting to disrespectful behaviour undermined the role of conflict resolution. He noted that communication played a moderate role in resolving conflicts because it only silenced alarming situations. Indeed, witchcraft practices are part of the alarming situations in the communities and have to be handled with the care they need. With life at stake, traditional leadership have the negotiating power to ensure that such sensitive matters are resolved to make sure harmony triumphs in schools and communities.

The study findings revealed that mediation and dialogue through the union leadership was another strategy that was commonly used in the schools to resolve conflicts between the school and the community. Chisha (2018) supports that conflict management strategies were employed in secondary schools included models of dialogue and mediation. In addition, Robinson and Rowe (2008) 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. Indeed, some of the strategies of conflict management could not be used in sorting conflicts because they were not in line with the types of conflicts which existed between the school and the community.

Therefore, negotiation and dialogue stood out to be more reliable ways of conflict management strategies in the conflicts which existed between the community and the schools.

The foregoing discussion is in agreement with the group conflict theory which provides solutions to conflict management. From the types of conflict management processes which have been used in the study to resolve the school-community conflicts, it was evident that the group conflict process theory was applied by the participants. The theory clearly indicates that most organizational conflicts are well managed through key approaches to conflict management such as negotiations, resolutions and stimulation (Robin, 2003). From the way the conflicts were resolved, it is clear that these three strands were used to make peace amongst the aggrieved parties. The theory holds that negotiation is a process in which two or more parties exchange goods and services and attempts to agree on exchange rate. It was evident that the parties were able to negotiate through the different parties and peace came amongst them. Through these conflict management processes, it can be realised that Robin provided a useful frame to enable us to understand the way conflicts are resolved amongst people.

5.5 Chapter summary

This chapter has presented a discussion of the findings presented in chapter 4 in relation to the literature presented in chapter two. The chapter has also demonstrated how the findings fit into the Group conflict process theory. The chapter has also established the major types of conflicts which existed in the school-community environment as well as strategies that were used to resolve conflicts. The next chapter presents the conclusions and recommendations of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter presents the summary, conclusion and recommendations of this research study on the school-community conflict management strategies in selected primary schools of Livingstone District.

6.2 Summary of the study

The study analysed the school-community conflict management strategies in selected public primary schools of Livingstone District. Data was collected from the pupils, teachers and the Parent-Teacher Committee of the sampled 6 schools for the study out of 23 public primary schools in Livingstone District. The summary of the study therefore is that:

In the first place, it was established beyond doubt that conflicts do exist between schools and communities. Like a Bemba proverb says, "*Imitii iipalamine taibula kushenkana*". Literally translating it means the trees which are nearby are bound to rub against each other. The application to the human community is that people staying together may sometimes have some friction. It was also established that the types of conflicts which existed between the primary schools and the communities around them in Livingstone district were diverse. The conflicts included the following: conflicts of an economic nature, poverty and education status; conflicts of land encroachment; conflicts of a political nature bordering on policies; conflicts from policy and religious beliefs; conflicts bordering on discipline and conflicts concerning witchcraft.These findings are in line with many scholars (Peter, 2018; Phiri, 2015; Isabu, 2017; Mwabungula, 2015; and Sompa, 2015.)

From primary school1, the study established that the conflict emanated from the economic and educational advantage that teachers had as compared to the community members. On morals, the study established that some teachers were having sexual affairs with some girls in the community despite them being married while others not married. This brought about conflicts as women did not respect the male teachers and their wives in the schools. The strategy used by management to resolve this conflict was through confrontation, openness, dialogue, negotiations, accommodation

and compromise. In resolving the conflict, the study established that the strategy which management used to resolve the conflict was through Openness, Dialogue, Negotiations, Accommodation and Compromise. In the Annual General Meeting of the Parents – Teachers Committee of Primary School 1, issues were brought up how teachers boasted and undermined the parents. People talked openly, there was dialogue, they negotiated to find a way through this impasse and upon admission of guilty on both sides, they were accommodated and they reached a compromise. That is how this conflict was resolved.

From primary school 2 the study established that the conflicts were also of an economic nature between the school and the community. The study found that some parents had a higher economic and social status in the community because they have the financial power to influence decisions which make teachers uncomfortable. This could be observed through property acquisition, positions they held in society and in the way teachers borrowed money and then in some cases failed to back. During the Annual General Meeting, a conflict needed to be resolved and the study established that the strategy which management used to resolve the conflict was through Openness, Dialogue, Negotiations, Accommodation and Compromise. Teachers led the way by talking about these issues frankly and openly. In the end dialogue was facilitated and the house negotiated to find a way through this impasse and upon admission of guilty on both sides, they were accommodated and they reached a compromise. That is how this conflict was resolved.

At primary school 3, the study established the conflict of land encroachment. It was found out that despite government having constructed schools, it has not formalized documents. Government constructed these schools based on informal agreement which sometimes changes. This brings conflicts as people continue changing goal posts. Hence school land is sometimes encroached upon. The strategy which was used to resolve this conflict was authority, avoidance, dialogue, negotiations and counseling by the traditional leader and the community members.

At primary school 4, the study established conflicts with a political nature bordering on policies. It was found out that some conflicts were ignited by the nature of the subjects which some teachers taught which sometimes made them appear as if they were speaking with a political tone. Subjects like Social and Development Studies have material which touches on the rights and duties of the citizens and governance. These subjects have a thin line of demarcation between politics and civic

rights of the people and governance. The strategy which management used to resolve the conflict was openness, dialogue, negotiations, arbitration and mediation.

The study established that policies and religious beliefs were the other type of conflicts between the school and the communities around them. The study found that some policies or educational materials which had been introduced in the school curriculum were contrary to the religious beliefs of the parents. Indeed, matters of faith are issues for which sometimes people can put their necks on the chopping board. This source of conflict is in line with Mulaisho (2016) whose study revealed that the types of conflicts between communities and the schools were policy related at times and they were centered on the subject contents which were taught in school. Some parents were not comfortable with the reproductive system which was being taught in the primary schools because they thought it was too early for the children to have such knowledge because they can start practicing sex at an early age since they had the information. Therefore, despite the school providing an approved curriculum to the community, it brought conflicts. The strategy which management used to resolve this conflict was openness, negotiations and dialogue.

At primary school 6, the conflict which was there was about the indiscipline of some teachers. Some of the male teachers were very weak morally and were going out with young ladies in the community and drink beer recklessly to the point of neglecting their duties. This brought about a negative reaction from the community. In resolving the issue of indiscipline among the teachers at primary school 6, the head teacher was given the task to resolve this issue. When he gave one teacher a forced transfer, it meant that the strategy he used was authority. Then when he engaged the other two teachers into a discussion, there was dialogue and when they cooperated in terms of adjusting their behaviour accordingly, then there was collaboration.

At the same primary school 6, there was another conflict which emanated from witchcraft. The study found out that whenever the teachers complained of witchcraft being practised on them, the prime suspect was the community surrounding the school. The PTC was brought in to solve the conflict of the accusation because teachers left such schools when the situation was not brought under control. So the strategy which management used to resolve this conflict was authority and dialogue.

6.3 Conclusion of the study

The first objective of the study sought to ascertain the existence of conflicts between public primary schools and communities surrounding them. It has been established that truly conflicts existed between the primary schools and the communities around them in Livingstone district. It can be concluded that conflict is a disagreement between two or more people and failure to compromise to the wishes of others and to desire to champion one's own wish. Despite conflicts being a reality in communities, people should be striving to live in unity as one family. Schools and communities should strive hard to live in unity, if possible zero conflicts or reduce them to minimum levels. The PTC and school administration should always try to engage so that even the conflicts which are there may not be real conflicts, but symbolically live like puppies trying to bite each other when they are just bringing progress to their schools and communities. So to live like that they should always strive for peace.

The second objective sought to ascertain the types of school-community conflicts in selected primary schools of Livingstone District. The study has established the different types of school-community conflicts. The types of conflicts which existed between the primary schools and the communities around them in Livingstone district were diverse. The conflicts included the following: cconflicts of an economic nature, poverty and education status; conflicts of land encroachment; conflicts with a political nature bordering on policies; cconflict from policy and religious beliefs; conflicts bordering on discipline and conflicts concerning witchcraft. Therefore, it can be observed that conflicts are not natural or coincidental. They are man-made either at school- community level or government level. Hence, at both levels, the stakeholders should pull their efforts to resolve these issues so that the schools and communities operate in conflict free zones.

The third objective was to establish the management strategies which were used in resolving these conflicts. These were avoidance, accommodation, compromising and collaboration, dialogue, negotiations, confrontation and counseling. In order to resolve these conflicts, it is important to avoid the blame game or name calling because antagonizing the other person makes it harder for him or her to understand your concerns. Listening and Trusting is also another vital conflict management strategy: A Bemba proverb says, '*umweo wamuntu waba mu kutwi'*. Literally

translating, it means the life of a person is in the ears. So the more you listen, the more life you have because you can receive information to avert danger and harm and hence live longer.

6.4 Recommendations

Arising from the suggestions of the respondents of this study, the following recommendations are made regarding the school-community conflict management strategies in selected primary schools of Livingstone District.

i. There is need for the schools and the communities to know that conflicts exist and to understand the types of conflicts which exist between them. It can be done by organising workshops for the PTC executive and teachers through the DEBS office and school management. This will bring about awareness and how these conflicts can be managed better with reference to how others have managed them. With the knowledge of equipping them with the types of conflicts, they will be provided with the window to understand the types of conflicts and how to manage them.

ii. The government should set periodic training in conflict management strategies tailored specifically to all the school managers and Parent Teacher Association Members. This will enable the school-community conflicts to be resolved within the aggrieved parties in the community.

iii. More meetings for the Parent Teacher Committee: Sometimes conflicts pile up because people wait for the Annual General Meeting. This meeting only comes once per year. People cannot wait all year round to bring out issues. So perhaps more meetings could be encouraged perhaps quarterly and if necessary the PTC executive can be called upon to resolve issues and also do timely publicity, transparency, accountability and regular presentation of stewardship. Therefore, reports between the school administration and PTC executive could be encouraged in reducing and resolving conflicts over school-community issues.

iv. It has been observed that some of the conflicts arise from government's failure to engage stakeholders in hatching out policies. The "I know it all" and authoritative approach being demonstrated by government is not helpful. It is therefore necessary that government should be engaging stakeholders (PTC and school management) when coming up with policies so that all the teething issues are taken care of before implementing.

6.5 Further Research

This study analysed school-community conflict management strategies in selected primary schools of Livingstone district. Perhaps some further research could be done on the following:

1. Evaluating the impact of conflicts on the learners and the methods used to manage conflicts.

2. A similar study needs to be undertaken in public secondary schools in Livingstone district using quantitative research methods to allow for generalizations of the study findings.

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Appendix 1: Consent and Assent Form

RESEARCH TOPIC: AN ANALYSIS OF SCHOOL-COMMUNITY CONFLICT MANAGEMENT STRATEGIES IN SELECTED PRIMARY SCHOOLS OF LIVINGSTONE DISTRICT.

Dear participant,

This consent form serves to give an understanding of the purpose of this research and subsequently the procedure to follow when undertaking it. Implications for your participation are explained.

Make sure you read the information carefully, or that it has been explained to your satisfaction.

1. Description

This study is purely an educational research. The researcher is a current student at the University of Zambia pursuing a Master of Education Degree in Sociology of Education. This research is a major requirement for the researcher to complete this program.

2. Purpose

The purpose of this study is to analyze the School-Community Conflict Management Strategies in Selected Primary schools of Livingstone District.

3. Consent

Participation in this activity is voluntary, i.e. you are free to object to participation

4. Confidentiality

All the data collected from this research will be treated with utmost confidentiality.

Participants are assured of anonymity in this research.

5. Rights of participants

The rights of the participants will be protected and respected. Participants are assured that they shall not suffer any harm as a result of participating in this exercise.

Participants are free to ask for clarification at any given point during the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

6. Declaration of Consent.

I have read and fully understand this document. I therefore, agree to participate in this exercise.

Participant's name ……………………………………………………

Signature……………………………………………………………...

Date…………………………………………………………………..…

Appendix 2: Letter of Permission

December, 2019

Sandra Sibajene

University of Zambia

Department of Education

P.O.BOX, 32379

Lusaka

The District Education Board Secretary,

P.O.BOX 30060,

Livingstone.

Dear Sir,

RE: PERMISSION TO CONDUCT AND COLLECT DATA FROM SELECTED SCHOOLS IN LIVINGSTONE DISTRICT.

Refer to the above subject matter. I am a student at the University of Zambia pursuing a Master's degree in Sociology of Education focusing on an Analysis of School-Community Conflict Management Strategies in selected primary schools of Livingstone.

The target population for my proposed study are PTC executive, pupils and teachers in selected primary schools of Livingstone district.

I am preparing for data collection for my study and therefore seek permission through your office to enable me collect data from the selected schools in your ministry.

Thanking you in advance

Yours sincerely,

Sandra Sibajene– 2018247611

Appendix 3: Semi-Structured Interviews for Parent Teacher Committee

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TOPIC: AN ANALYSIS OF SCHOOL-COMMUNITY CONFLICT MANAGEMENT
STRATEGIES IN SELECTED PRIMARY SCHOOLS OF LIVINGSTONE.

Background information

Gender

Male [   ]   **Female** [   ]

Age

 30-40 [   ]

 41-50 [   ]

Over 50[   ]

Qualifications

Certificate   [   ]

Diploma   [   ]

Bachelor's degree   [   ]

PhD   [   ]

Masters   [   ]

Name of Institution   …………………………..

Others specify   ……………………..…

Appendix 4: Research Questions for PTC members

1. Briefly explain what you understand by the term conflict?

2. What are the types of conflicts you experience between your school and your community?

3. What do you think are the main causes of school-community conflicts?

4. Which people are involved in conflict management?

5. What conflict management strategies do you use and how effective are they in your school and community?

6. What method would you recommend in conflict management? Why?

7. What would happen if conflicts go unmanaged in your school and community?

Appendix 5: Semi-Structured Interview Guide for Teachers

TOPIC: AN ANALYSIS OF SCHOOL-COMMUNITY CONFLICT MANAGEMENT
STRATEGIES IN SELECTED PRIMARY SCHOOLS OF LIVINGSTONE.

Background information

Gender

Male   [   ]   **Female** [   ]

Age

30-40   [   ]

41-50   [   ]

Over 50 [   ]

Qualifications

Certificate   [   ]

Diploma   [   ]

Bachelor's degree   [   ]

PhD   [   ]

 Masters   [   ]

Name of Institution   …………………………..

Others specify   [   ]

Appendix 6: Research Questions for teachers

1. Briefly explain what you understand by the term conflict?

2. What are the types of conflicts you experience between your school and your community?

3. What do you think are the main causes of school-community conflicts?

4. Which people are involved in conflict management?

5. What conflict management strategies do you use and how effective are they in your school and community?

6. What method would you recommend in conflict management? Why?

7. What would happen if conflicts go unmanaged in your school and community?

Appendix 7: Focus Group Discussion for Pupils

TOPIC: AN ANALYSIS OF SCHOOL-COMMUNITY CONFLICT MANAGEMENT STRATEGIES IN SELECTED PRIMARY SCHOOLS OF LIVINGSTONE.

Background information

Gender

Male   [   ]   Female [   ]

Age

12-17   [   ]

Name of School   …………………………..

RESEARCH QUESTIONS

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1. Briefly explain what you understand by the term conflict?

2. What types of conflicts do you experience between your school and your community?

3. What do you think are the main causes of school-community conflicts?

4. Who are the people involved in conflict management?

5. What would happen if conflicts go unmanaged in your school and community?

Appendix 8: Approval Letter

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777
Fax: +260-1-290 258/253 952 | Email: director@drgs.unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

10th July, 2020.

REF NO.HSSREC-2020-FEB-039

Sandra Sibajene,
LUSAKA.

Dear Ms. Sibajene,

RE: **"AN ANALYSIS OF SCHOOL-COMMUNITY CONFLICT MANAGEMENT STRATEGIES IN SELECTED PRIMARY SCHOOLS OF LIVINGSTONE"**

Reference is made to your protocol dated 1st February, 2020. HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	HSSREC: 2020-MAY-043
Approval and Expiry Date	Approval Date: 10th July, 2020	Expiry Date: 9th July, 2021
Protocol Version and Date	Version - Nil.	9th July, 2021
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Appendix 9: Permission Letter

LETTER OF PERMISSION

December, 2019

Sandra Sibajene

University of Zambia

Department of Education

P.O.BOX, 32379

Lusaka

The District Education Board Secretary,

P.O.BOX 30060,

Livingstone.

Dear Sir,

RE: <u>PERMISSION TO CONDUCT AND COLLECT DATA FROM SELECTED SCHOOLS IN LIVINGSTONE DISTRICT.</u>

Refer to the above subject matter. I am a student at the University of Zambia pursuing a Master's degree in Sociology of Education focusing on An Analysis of School-Community Conflict Management Strategies in selected primary schools of Livingstone .

The target population for my proposed study are PTA executive, pupils and teachers in selected primary schools of Livingstone District.

I am preparing for data collection for my study and therefore seek permission through your office to enable me collect data from the selected schools in your ministry.

Thanking you in advance

Yours sincerely

Sandra Sibajene - 2018247611

Appendix 10: Permission letter from DEBs

REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY
P.O. BOX 60270
LIVINGSTONE

13th October, 2020.

TO: The Headteachers
Nansanzu Primary and Secondary
Mulwani Primary and Secondary
Linda Secondary
Highlands Secondary
St Raphael's Secondary
Highlands Secondary
LIVINGSTONE

RE: COLLECTION OF DATA ON COMMUNITY CONFLICT MANAGEMENT STRATEGIES.

Reference is made to the above mentioned subject.

This minute serves to inform your institutions that Ms Sandra Sibajene a student at the University of Zambia pursuing a Masters Degree in Sociology of Education is visiting your institution to collection Data on Community Conflict Management Strategies.

Any assistance rendered to her will be most appreciated.

Kambunga A. (Mr.)
DISTRICT EDUCATION BOARD SECRETARY
LIVINGSTONE DISTRICT

Appendix 11: Permission Letter to conduct a Research in Livingston

THE DISTRICT EDUCATION BOARD SECRETARY,

P.O BOX 60030,

LIVINGSTONE,

12TH OCTOBER, 2020.

SANDRA SIBAJENE,

UNIVERSITY OF ZAMBIA,

DEPARTMENT OF EDUCATION,

P.O BOX 32379,

LUSAKA.

Dear Sir,

REF: <u>PERMISSION TO CONDUCT AND COLLECT DATA FROM SELECTED SCHOOLS IN LIVINGSTONE DISTRICT.</u>

Refer to the above subject matter. I am a student at the University of Zambia pursuing a master's degree in sociology of education focusing on an analysis of school – community conflict management strategies in selected primary schools of Livingstone. The target populations for my proposed study are community members, PTA executive and teachers in selected primary schools of Livingstone District.

I am preparing for data collection for my study and therefore seek permission through your office to enable me collect data from the selected schools in your Ministry.

Thanking you in advance.

Yours sincerely,

SANDRA SIBAJENE - 2018247611