AN INVESTIGATION INTO SOURCES OF CONFLICTS IN SELECTED PRIMARY SCHOOLS OF LUSAKA DISTRICT, ZAMBIA

By

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AUTHOR'S DECLARATION

I, Charity Mwewa hereby declare that this dissertation represents my work and has not been formerly submitted for a degree at the University of Zambia or any other University.

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APPROVAL

This dissertation by Charity Mwewa has been approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Management at the University of Zambia.

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ABSTRACT

Conflict affects all types of institutions and primary schools are no exception. This study was undertaken to investigate conflicts in primary schools of Lusaka District. The study employed Qualitative methods. Purposive sampling was used for the administrative staff and random sampling for the teachers with a sample size of 50 respondents. Research data was collected using semi-structured questionnaires with a 100% response rate. Data was analysed using descriptive statistics with frequencies and percentages by means of the Statistical Package for Social Sciences (SPSS) software. In addition, thematic analysis was used to give detailed findings.

The study findings indicated that competition among workmates, limited school financial resources, limited possibilities for promotion, miscommunication between teachers and lack of materials for teaching were the main causes of conflict in Primary Schools. Conflict was found prevalent among teachers, administrators, learners and parents within the primary schools. Conflicts between teachers and administrators were resolved using dialogue, involvement of teachers unions, applying conditions of service, compromise and avoidance. Conflicts involving learners were resolved through counselling, sensitization, student orientation; motivational talks and alternative punishment. However, conflicts with parents were resolved by dialogue, meetings, written communication, summoning the concerned parents, collaboration and compromise. The study indicated that conflict is ameliorated by applying established conflict management strategies such as enforcement of school rules, counselling, collaboration, sensitization, mediation, and dialogue. The study concludes that conflict at primary school level is inevitable and school administrators are at the helm of making conflict management strategies effective. The study recommends for the Ministry of General Education (MoGE) to formulate policies for handling school-based conflict and schools to adopt team-based and democratic approaches to management

Key Words: Avoidance, Collaboration, Conflict, Conflict Resolution, Counselling, Dialogue Mediation,

DEDICATION

This paper is dedicated to the entire family of the Mululus, especially to my dear husband, Colonel Imamba Mululu.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

ACRONYMS AND ABBREVIATIONS

CRE   Conflict Resolution Education

DEBS   District Education Board Secretary

MoE   Ministry of Education

MoGE   Ministry of General Education

ODE   Ohio Department of Education

SPSS   Statistical Package for Social Sciences

UNZAREC   University of Zambia Research Ethics Committee

CHAPTER ONE: INTRODUCTION

1.1. Overview

This chapter seeks to give an overview of the research study background, the research problem, the purpose of the study, research objectives, research questions, significance and delimitation of the study as well as the theoretical framework are items that will be looked at in this chapter.

1.2 Background

The Zambian Educational Act stipulates that the school managers have delegate powers to organize and control effective and learning at their school (Ministry of Education [MoE], 1996). However, a number of conflicts that have affected the smooth running of the institution has marred many schools. School managers need to learn from their mistakes because that can strengthen the teaching-learning process (Grady 2004). All meticulous school managers strive to be effective and effective school managers also have strong commitment to fellow administrators (such as the Deputy Head teacher and the Heads of Department) in their schools as they build relationships with them and the teachers alike (O'Hanlon and Clifton 2004). A number of aspects create tensions between people causes conflicts. Corvette (2007) contends that conflict exists wherever, and whenever there is diversity in opinion into people's social interaction. It is the perception or belief that where opposing needs, wishes, ideas, interests, and goals exist there is conflict. Conflict is everywhere; it is inevitable and arises from many sources. In addition to being the antecedent for negotiation, conflict may also arise during negotiation.

1.3. Statement of the Problem

Schools are prone to conflicts and breakdown in communication especially in an age where all role-players are aware of their rights. A number of aspects can ignite school-based conflict. Yet school managers are expected to be able to creatively address conflicts in their schools. According to Geary, (2011) the causes of conflict that affect educational institutions relate to distribution of limited resources; allocation of work activities; differentiation of activities; communication problems; learners discipline; the school environment; differences in opinion; unclear authority structures; unclear policies; differences in attitudes; task symmetries; departmental/subject differences, preferences and nuisances, values, beliefs, and the nature of relationships between the parties.

The Zambian public school system is formalized with a defined management structure having the Head teacher and deputy at the top with Heads of Department and Senior Teachers at the next level for secondary schools and basic schools respectively. Then there are teachers, administrative staff and pupils. While the school system is governed by national policies and systems of management, it is apparent that there arise situations where divergent views arise on matters of school administration, individual preferences, policy issues and pedagogy which invariably breed conflict. Conflicts may be between the administration and the teachers/staff or among teachers; sometimes learners also get involved. Administrators are equipped with management skills to handle all forms of conflict within their schools.

Despite equipping them with skills, most school managers have continuously failed to deal with sources of conflicts in their schools. It is against this background that this research study was conducted to ascertain how various sources of conflict affect schools in Lusaka District.

1.4. Purpose

The purpose of this study was to investigate sources of conflicts in school management and identify strategies school managers use to resolve them.

1.5. Objectives

The overarching objective of this study was to establish the occurrence of interpersonal conflict in Zambian schools and what factors cause such. The following were the specific objectives of the study.

    i.   To establish sources of conflicts in primary schools in Lusaka District.

    ii.   To determine the extent to which the various forms of conflict prevail in selected primary schools in Lusaka District.

    iii.   To determine strategies used by school managers to resolve conflicts in Primary schools in Lusaka District .

    iv.   To suggest intervention measures to ameliorate conflicts in primary school management in Lusaka District.

1.6. Research Questions

The main research question of this study was: to what extent is conflict present in Zambian schools and what factors cause such conflict?

The following were the specific questions of the study:

i.   What were the sources of conflicts in primary schools in Lusaka District?

ii.   What were the levels of prevalence of various forms of conflict in primary schools in Lusaka District?

iii. What strategies were used by school managers to resolve conflicts in Primary schools in Lusaka District?

iv.   What intervention measures did school managers put in place to minimize conflict among members of management in schools?

1.7. Significance

Practically, the findings of this study may be of great significance to the primary school managers because it may provide them with appropriate information with regard to sources and management of conflicts in schools.

The study would also inspire school managers in Primary schools to develop conflict competences in the management of schools and diverse human resources.

Undertaking this study may be a significant contribution towards achieving equality and equity in the workplace.

To government and policy makers in the education sector, the study may be a useful reference tool for devising rules and regulations regarding handling conflict in schools by those in management.

Lastly but not the least, this study may contribute to the emerging body of knowledge on conflict managemet in academic institutions especially Primary schools.

1.8.Delimitation

This research study was conducted in some selected public primary schools of Lusaka district. The Schools, which were studied, are public primary schools under the Ministry of General Education (MoGE). The study focused on public schools since they fall under the same umbrella of management. This provided consistency in the conduct of the study as other types of schools such as Christian schools and private schools. It was taken that other types of schools may face different aspects related to conflict which may not be present in government schools. The study only addressed conflict as it prevails in primary schools within Lusaka district. The aspects included are sources, prevalence, strategies and interventions within the selected schools.

1.9.Summary

This chapter provided brief background of the study, statement of the problem and the purpose of the study. It further highlighted the research questions, significance and delimitation of the study. Finally, limitations of the study and ethical issues were brought out.

CHAPTER TWO: LITERATURE REVIEW

2.1. Overview

This chapter is aimed at giving literature on conflict with empirical studies that have been done by other researchers in relation to conflict in schools. The chapter brings out the gaps in literature that give the focus for this research. Conflict is an essential and unavoidable human phenomenon because where there is human interaction; there is a likelihood of personal likes and dislikes. These agreements and disagreements among individuals and groups lead them to conflicts. Conflicts are neither constructive nor disruptive but the ways these are handled make them either positive or negative. Schools, like other human organizations, are prone to one or other type of conflict. Various conflict management strategies are adopted for handling conflict; the most important among these are mediation, negotiation, avoidance, collaborating and others.

2.2. Conflict and Conflict Management

Conflict has been variously conceptualized by different scholars at different times depending on their inclinations, for example; we can see conflict as the pursuit of incompatible interests and goals by different groups (Francis, 2006). In addition, Conflict could be defined as a situation in which people, groups or countries are involved in a serious disagreement or argument.

However, conflict is normal and healthy in a school organization. Conflict can be managed and lead to positive change. Nnam (2013) adds that conflict can yield both positive and negative results. On the other hand, conflict can strengthen relationships among people which can ignite positive change in an organization. In view of resolving conflict, channels of communication are opened and lead to greater effectiveness in organizational operation. On the other hand, conflict can breed resentment among people and unsolved conflict can lead to misconceptions and poor focus on the job due to frustration. Ehie (2010) adds that conflict can facilitate or hamper performance in operational decision-making setting. Excessive conflict in a school as a social organization is not always healthy. Panisoara (2015) points out that high-intensity and long-term conflict is not beneficial, neither to the individual nor to the organization. This entails that excessive conflict has the potential to redirect people's energy and attention away from their common objective. Conflict can be healthy in an organization like a school, where different interests come to clash based on diverse personality. Conflict is a fact of life in organizations (De Janasz, David and Schneider, 2006). Further, Marxian view conflict not only as built into the social system but also as the primary

stimulus for social change. Robbins (2005) has defined conflict as a process that begins where one party perceives that another party has negatively affected, or is about to negatively affects something that the first party cares about‖. This is a very apt definition emphasising that conflict is about perception not necessarily real facts. It points to the emotional nature of conflict, by referring to a word like care‖. It states that more than one party is involved and that there may be future component attached to it.

Conflict means to be in opposition to one another. It refers to disagreement between people or members of organisations. Such disagreement is inherent in relationships between all human beings. Ositoye et al (2012) contend that conflict is a clash of interests, values, actions or directions. Hence, conflict maybe seen as part of the competition process that is basic to the survival and successful evolution of the species, homosapiens and to his search for new and better ways to cope with limited resources and stress from environmental change. In addition, conflict always exists between people, groups of people, members of an organisation and between organisations which are related in one way or another.

Organizational conflict is defined as the behaviour intended to obstruct the achievement of some other person's goals. Conflict is therefore a product of incompatibility of goals and it arises from opposing behaviours. This is a consequence of boundaries arising within any organisational structure, creating separate groups that need to compete for scarce resources.

Conflict is process which begins when one party perceives that the other has frustrated, or is about to frustrate (Thomas, 2007). Conflict involves situations in which differences are expressed by interdependent people in the process of achieving their needs and goals, and it arises when a difference between two or more people necessitates change in at least one person in order for their engagement to continue and develop. According to Ghaffar, (2012) conflict is often needed. It helps to raise and address problems; energizes work to be on the most appropriate issues; helps people "be real", for example, it motivates them to participate and helps people learn how to recognize and benefit from their differences.

Conflict resolution involves the reduction, elimination, or termination of all forms and types of conflict. Five styles for conflict management, as identified by Thomas and Kilmann, are competing, compromising, collaborating, avoiding, and accommodating. Organisations can benefit from

appropriate types and levels of conflict. That is the aim of conflict management, and not the aim of conflict resolution. Conflict management is the act and process of resolving disputes with a view of coming to a resolution (Wamacha, Nasongo & Injendi, 2012). However, Conflict management may not imply conflict resolution (Alper, Tjosvold & Law, 2000).

Conflict management minimizes the negative outcomes of conflict and promotes the positive outcomes of conflict with the goal of improving learning in an organization. Properly managed conflict increases organizational learning by increasing the number of questions asked and encourages people to challenge the status quo (Batcheldor, 2000).

Organizational conflict at the interpersonal level includes disputes between peers as well as supervisor-subordinate conflict. Party-directed mediation (PDM) is a mediation approach particularly suited for disputes between co-workers, colleagues or peers, especially deep-seated interpersonal conflict, multicultural or multiethnic disputes. The mediator listens to each party separately in a pre-caucus or pre-mediation before ever bringing them into a joint session. Part of the pre-caucus also includes coaching and role plays. The idea is that the parties learn how to converse directly with their adversary in the joint session. Some unique challenges arise when organizational disputes involve supervisors and subordinates. The Negotiated Performance Appraisal (NPA) is a tool for improving communication between supervisors and subordinates and is particularly useful as an alternate mediation model because it preserves the hierarchical power of supervisors while encouraging dialogue and dealing with differences in opinion (Billikopf, 2014).

Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly, and efficiently. Since conflicts in a business are a natural part of the workplace, it is important that there are people who understand conflicts and know how to resolve them. This is important in today's market more than ever. Everyone is striving to show how valuable they are to the company they work for and at times, this can lead to disputes with other members of the team (Mckinney, 2012).

2.3. Causes/ Factors leading to conflict

Conflict can be categorised in several ways. Lewicki, Saunders and Barry (2011) classify the causes of conflict into four levels, namely intrapersonal, interpersonal, intragroup and intergroup. Another

perspective for the categorisation of the causes or bases of social conflict is the conflict cube of Bradshaw (2008). Moore (2003) argues that the causes or sources of conflict are relationship-based, value-based, data-based, structural-based and interest-based. Bradshaw (2008) bconcurs, but adds needs-based conflict as an additional base or source and presents a six face cube. Furthermore, causes of conflict can be on multiple levels at the same time. For the purpose of this study, the Bradshaw's multi-faceted conceptualisation of conflict has been used to indicate how to apply it in an educational-organisational perspective.

Affective Conflict: This is defined as "a condition in which group members have interpersonal clashes characterized by anger, frustration, and other negative feelings" (Plunkett, Raymond & Attner, 1999, p.437).

Substantive Conflict: Jehn (1997) characterized this type of conflict as "disagreements among group members' ideas and opinions about the task being performed, such as disagreement regarding an organization's current strategic position or determining the correct data to include in a report" (Jehn, 1999).

Conflict of Interest: This is defined as an inconsistency between two parties in their preferences for the allocation of a scarce resource. This type of conflict occurs "when each party, sharing the same understanding of the situation, prefers a different and somewhat incompatible solution to a problem involving either a distribution of scarce resources between them or a decision to share the work of solving it." (Druckman & Zechmeister, 2013).

Interest-based conflict results due to competition over resources, or for example, when individuals or groups cannot come to an agreement related to how resources should be distributed and shared (Rahim, 2001). The shortage of resources creates an impression that personal and professional objectives will not be achieved based on the impression that others who have received resources will succeed instead (Landau, Landau & Landau, 2001) and as such this scarcity could lead to intensified competition in the workplace. It is therefore important that the sharing of limited resources is done in such a manner that staff at school (and in other organisations) understand and accept that the manner in which it is distributed is to achieve shared common objectives to the interest of all role players (Prinsloo, 2003).

Conflict of Values: This occurs when two social entities differ in their values or ideologies on certain issues. Values refer to what we as individuals or a group believe as being important, worthy and correct from our perspective and as such values include and appear to be shaped by religious, political and ideological beliefs that influence what we value (Bradshaw, 2008). Our values are thus assessed employing criteria or norms that people develop to assess the conduct or behaviour of individuals or groups around us in society. This implies then that people carefully assess what is happening in their surroundings, however, these values as behaviour and attitudes are not always necessarily obvious (Bush & Anderson, 2003). The above becomes apparent in the words of Mayer and Louw (2009) who postulate that values are often un-reflected and unconscious until conflict occur. Hence, in the quest to express ones' values conflict may ensue due to perceived variations.

Goal Conflict: This occurs when a preferred outcome or an end-state of two social entities is inconsistent. Goal conflict may involve divergent preferences over all of the decision outcomes, constituting a zero-sum game (Cosier & Rose, 2000).

Realistic versus Nonrealistic Conflict: Realistic conflict is associated with mostly rational or goal-oriented disagreement while nonrealistic conflict is an end in itself having little to do with group or organizational goals (Ross & Ross, 1999).

Institutionalized versus Non-institutionalized Conflict: The former is characterized by situations in which actors follow explicit rules, and display predictable behavior, and their relationship has continuity, as in the case of line–staff conflict or labor–management negotiations. Most racial conflict is non-institutionalized where these three conditions are nonexistent (Ross & Ross, 1999).

Structural Conflict: Bradshaw (2008) posits that structural conflict has many dimension hinting on social, political and economic aspects. Although Bradshaw does not refer to the school as an institution in his conflict perspective, the opinion is that the mentioned aspects could also be manifesting at school among staff. It appears that structural conflict can also be linked to how work is organised (Aquinas, 2006), implying thus that there are certain rules that have to be adhered to when one engages with certain aspects and hence, not adhering to these rules could lead to conflict. In addition, increased specialisation, interdependence on one another and physical layout within the workplace can thus also be classified as structural, as it is argued that structural-based aspects

9

have the potential to lead to conflict on a social level and within the 'politics' within the organisation (Nelson & Quick, 2008).

Retributive Conflict: This conflict is characterized by a situation where the conflicting entities or factions feel the need for a drawn-out conflict to punish the opponent. In other words, each party determines its gains, in part, by incurring costs to the other party (Saaty, 1999).

Misattributed Conflict: This relates to the incorrect assignment of causes (behaviors, parties, or issues) to conflict. For example, an employee may wrongly attribute to his or her supervisor a cut in the employee's department budget, which may have been done by higher-level managers over the protest of the supervisor (Deutsch, 2007).

Displaced Conflict: This type of conflict occurs when the conflicting parties either direct their frustrations or hostilities to social entities that are not involved in conflict or argue over secondary, not major, issues (Deutsch, 2007).

Needs Based Conflict: According to Bradshaw (2008) needs can be physical and psychological and based his position on the human-based needs perspective of Maslow, as it appears that needs fulfilment drives us as human beings. These needs refer to safety, job security, self-esteem and self-actualisation. The needs-based dimension also appears to include issues of power which causes people to behave in ways that they ordinarily would not (Corbett, 1991). Power as a need also becomes apparent when Wilmot and Hocker (2001) state that individuals are driven by needs that matter to them, hence to influence to their own benefit.

Relationship Based Conflict: According to Moore (2003) opines that relationship-base conflict results due to strong emotions, misperceptions or stereotypes, poor communication or miscommunication and repetitive negative behavior. The above highlights Bradshaw's multi-facet perspective as the relationship-base appears to have a data-base dimension as well, and as such it shows the interrelatedness. Relationship conflict refers thus to engagement or interaction among people, and this includes current and previous engagement or interaction (Bradshaw, 2008). From Bradshaw's perspective, it seems thus that previous interactions could influence the manner in which people engage with one another and hence this could impact on relationships.

Data Based Conflict: Moore (2003) posits that data-based conflict arises as a result of the absence or lack of information, distortion or misinformation and/or the manner in which data is interpreted and assessed. Bradshaw (2008) concurs by stating that states individual's perception and understanding of what is communicated influences the interpretation and as such interpretation could result in conflict due to communication issues, or as he states. Hence, seeing only one side of the picture in a given situation may result in conflict.

Specialisation Conflict: Specialization among teachers can be a cause of conflict in schools. Schools are staffed with experienced long serving teachers and inexperienced young teachers who have recently graduated from training with the most recent teaching ideas. As such, staff members in a school or department have different levels of specialized subject related knowledge. It is this specialized training and knowledge that trained teachers use to scone the untrained non degreed and degreed temporary teachers deployed in the Secondary schools resulting in conflict among the parties. Conflict can result when an experienced teacher must work with a novice who has good theoretical knowledge but few practical skills (Shahmohammadi, 2014). For example, a long-serving teacher in the school who is familiar to teach in the old way will have a conflict with young newcomer teacher who has an advanced technique of teaching. Times have changed but it may be difficult to blend the old and the new in one school where teachers perceive the reality of teaching differently. The young teachers may perceive the elderly teachers as old fashioned. The two different perceptions of teaching held by the recently graduated young teachers and by the experienced long serving teachers may result in conflict when the two groups are unwilling to work together.

Indiscipline: Indiscipline among the teachers may be a source of conflict in schools. Kipiyego (2013) argues that some teachers go into the teaching profession as a last resort when other alternatives of employment have failed to materialize and it is these teachers that never settle in their jobs as teachers. Such teachers work only to earn a salary and they are bound to complain, murmur, grumble, relax and even fight the school head who demands that work be done. To them, always the head is in the centre of blame. Kipiyego (2013) further adds that, it is not only indiscipline from teachers, but other behavior committed by the school heads that also pose a challenge to school management and these include absenteeism, lateness, dishonesty, inaccessibility and autocracy. Such school heads find it very difficult to enforce discipline among

their own teachers. Status differences can be another source of conflict in schools. In many organizations, including schools, principals are granted privilege denied to other employees or teachers. For instance, managers and principals may enjoy flexible hours, free personal long-distance calls, and longer breaks.

Conflict can ensue in school when head teachers are taken up by status of their position that they regard themselves as inseparable from office. Whoever challenges such authority often has to encounter aggression and threats. Such actions on the part of the school head also cause conflict between the teachers and head teachers.

Scarcity of Resources: Provision and sharing of scarce resources is a common cause of conflict in schools. Schools have limited resources that must be shared equitably among teachers and learners of which some might get less than what they desire. According to Shahmohammadi (2014) in many schools teachers are obliged to share the scarce resources and the scarcer the resources are, the greater is the potential for conflict. Dick and Thodlana (2013) argue that in schools it is not feasible for all departments to get a budgetary allocation of funds that enable the departments to purchase all their requirements. Hence some are likely to get more and others less. This inequitable distribution of scarce resources creates conflict between departments, teachers and between departments and school management. In addition, lack of adequate physical and financial resources was also noted as one of the major factor that influenced management conflicts. Kipkemboi and Kipruto (2013) contend that conflict among the school personnel sometimes is a result of inadequate school resources. In some cases heads of schools are blamed for the lack of teaching and learning resources resulting in conflict between school administration and teachers or parents. In some schools where there are double sessions, classes share the same classrooms and furniture. If one class using the classroom first delays to vacate the classroom timeously or fails to handover a clean and swept classroom for the next session, conflict between the two teachers might occur. Teachers quite often blame the school heads for not providing requisite resources yet the same heads are quick to demand good results.

2.4. Nature of the School as an Institution

The School is an institution is in the business of collecting, organizing and blending human knowledge transmitted from one generation to the other. This implies that the school is an artificial

social institution which is established for the conscious management of the process of cultural transmission and social integration. The school as a miniature society cannot be regarded as a natural institution but a "hand work of man" and if it does not engage in developing the human capital and social structures of the school, it will experience defiant and anti-social behaviours (Ohaka, 2011).

The school is the aspect of the society that engages in the character moulding of the child, development of the knowledge of the child and skill training of the child through conscious guidance and supervision. The school is a corporate environment where learning and teaching strives.

The school provides a transformational, theoretical and practical learning experiences for the child by bringing the child out from his personal beliefs to the ideologies and experiences of the modern day society. The school also creates better opportunities where the child can become armed with a broader perspective of life and sundry parts of the environment (Ohaka, 2011).

The modern society is a product of the school. Schools are usually created by the society to maintain, allocate roles, socialize, differentiate and reform society. The school is very sensitive to the dilemmas, contradictions and contests in the society, economic, political, ideological, religious conditions of the society.

It is not just an ordinary place where students and teachers meet, but an educational institution with definite goals; a social organization established by the society to perpetuate its cultural heritage. As an institution, it is not just aware of its social environment, but seeks to include as many elements of the societal cultures as possible in the programme of activities of the schools (Achuonye & Ajoku, 2003).

Schools as organisations are part of society in which teachers and learners interact on a daily basis, and as such, there is potential for conflict

2.5 Conflict in School

Conflict is a dynamic process that influences relations. It arises due to differences in attitude and behaviou, leading to contradictions experienced as a result of incompatible goals (Galtung, 2000). When individuals and groups experience that their goals, needs, and interests are not valued or

addressed, the possibility of conflict is high, as contradictions or mismatches appears to form between what is experienced and expected.

Champoux (2003) contends that schools are complex and dynamic places where teachers and departments develop different ways of doing their work hence develop different and incompatible goals which increase the chances of conflict among staff members. Schools are composed of teachers with differences in age, cultural backgrounds, ethics, and values, beliefs, goals, attitudes, socio-economic status and political persuasions hence there is bound to be conflict when such teachers come to work together with their perceptions on issues is different.

Conflict in schools is fundamentally concerned with the creation and establishment of unjust orders, disorderliness, pandemonium and chaotic conditions amongst people arising from a disagreement or ding-dong. Therefore, for every system like the school to develop, they must deal with conflict situations decisively and squarely; because conflict enthrones disintegration as it simultaneously dethrones harmony, trust, love and tranquility. Let also note that conflict may arise as a result of the inability of two equal or unequal opposing and/or contradictory ideas or opinions to synergize or harmonize.

From the sociological perspective, conflict is a situation in which we experience social disharmony and antagonism. In the same light, conflict could be regarded as a state of social imperfection and instability characterized by strife, bickering, disagreement, quarrels and violence.

Conflict in school is said to occur when one party perceives the action of another party as encumbering the opportunity for the attainment of a goal. Hence, for conflict to actually occur in schools, two salient prerequisites must be satisfied that is perceived goal incompatibility and perceived opportunity for interference or blocking Conflict in schools can be objective or subjective, violent or nonviolent and positive or negative (NUCUP, 2006). But whatever may be the case, the teacher's rejoinder to them can either be assertive or cooperative in nature. Also, such school conflicts may constitute either a prominent debilitating or enchanting effect on the victims.

2.6. Causes of Conflict in Schools

Like the other institution of society, there are many variables or natural and artificial tendencies that usually culminate into conflict in schools. It is worthy of note to affirm that what may lead to

conflict between parties may not cause conflict in other miniature societies. This may be relatively linked to the locality, the individual themselves, the interest they seek to protect personally and the goals they all pursue at their disparate quotidian endeavours. For instance; in the family what may cause conflict could be the blatant refusal of the first son to equitably distribute the legacies bequeathed to them by their demised father. While in the school, the quest to become a class monitor between two students or the struggle between two teachers over who becomes the next principal/headmistress/head master/H.O.D can be a conflict causing factor.

Generally, the intrinsic, egocentric, raucous, vociferous, high-handed and domineering nature of some members of the school community could always cause conflict in school, thus, making it increasingly inevitable.

Notwithstanding, the following could be specifically stated as the causes of conflict in schools especially as it pertains to the teachers themselves, the students themselves and between students and teachers. They are highlighted as follows;

- Relatively unfavourable or favouristic administrative policies.
- Individual indifferences in the co-existent, followership and leadership abilities of the students and/or teachers.
- Personality traits or Psychological make ups.
- Discontentment in the amount of salaries and wages/Poor remuneration.
- Riots and Violent protests.
- Quest for Power, Dominance and Political struggle.
- Family background and Cultural differences.
- Unfavourable learning environment or conditions
- Oppression, Bullying, Dictatorship and Victimization by the superior staff.
- Inadequate training and re-training on effective conflict and conflict management strategies.
- Poor classroom management.
- Inability to meet up with personal basic needs.
- Inequitable reward structure and distribution of resources amongst staff.

Conflict arising from teachers' and pupils is of paramount importance in primary schools. The first cause of conflict relates to pupils' behavior commonly referred to as noise making. From the pupils'

point of view, nobody wants to sit for a long time at a desk and hear the teacher teach the same thing day after day. When they become bored during class, students want to talk, sometimes out of sheer impishness. Both teachers and pupils, together with the school environment influence noise making, but it is the student against whom the rule is indicated. Noise making is a major problem in Zambian schools and is the perhaps the first-line offence by pupils. The consequence for noise making is usually punishment of the 'noise makers'. Mantzicopoulos, (2005) asserts that noise making disrupts the flow of the lesson as the teacher must stop teaching to control the noise. This results into loss of time and digressing from the lesson delivery as planned. Pupils lose their attention and stop focusing on what the teacher is teaching. Consequently, lesser understanding is achieved.

The second is dissension regarding appropriate behavior towards each other. Conflict erupts when pupils exhibit rude, disrespectful or condescending behavior towards their teachers. In the Zambian public schools, pupils are required to stand when greeting their teachers and to remain polite under their teacher. According to Bloch (1998) teachers are often to blame for these types of infractions, but students are guilty as well. Teachers who interrupt students, blame them for classroom problems, ignore students' personal needs, criticize them in front of classmates and demonstrate apathy do their students a great disservice. According to Chang (2003) the consequences are that there develops a sense of hatred between the teacher and the affected learners. The student cannot learn properly under constant fear. They lose concentration and may become even more aggressive towards their teacher and others attempting correcting their behavior. The teacher fails to deliver personal attention to such a child who eventually falls behind in their academic work.

The third factor of concern is violence against teachers. This has been reported in Zambia, especially in boarding schools. Doumen et al., (2008) note that even with all of the measures in place to try to prevent violence in schools and keep children safer, it's been noted that many teachers fear for their own safety when they go to work. The problem seems to be on the rise globally as teachers are threatened or had a crime committed against them. According to Chang, (2003) the consequence of aggressive behavior against teachers is that they may be kept away from school for their safety or seeking medical attention if injured. This causes many other students to miss out on learning. The consequences for violence against individuals is expulsion of the perpetrators who miss out on learning.

The fourth element of teacher-pupil conflict is teacher bullying which is the teacher using power to punish, manipulate, or disparage a student beyond what would be a reasonable disciplinary procedure. Often, pupils in Zambia report incidences they claim where of unfair treatment from their teachers. This is especially the case with the abolishment of corporal punishment and other policies upholding pupils' rights. In addition, bullying by a teacher may leads to poor relationships with students. When instructors bully students, their behavior results in dysfunctional teacher-student relationships. Students don't trust teachers who bully them, and they don't feel that those instructors have their best interests in mind. Some students lash out at teachers who bully them or withdraw completely neither of which is a healthy or productive option.

Students who have conflictual relationships with teachers have less social and academic support from teachers and peers (Baker et al., 2008). Hence, learners can miss out on important behavioral and academic scaffolding (O'Connor et al., 2011). The time students and teachers in conflictual relationships spend with one another is often characterized by hostility, anger, and punishment as opposed to warmth and support. Continued criticism and punishment from teachers may strengthen the cycle of student anti-social behavior (Birch & Ladd, 1998).

2.7. Conflict Management in Schools

The concept of conflict management in schools is perhaps an admission of the reality that conflict in schools is inevitable, but that not all conflicts can always be resolved; therefore, what the teacher can do is to manage and regulate them, thus the teacher's role as an inloco-parentis. It is also worthy of note to assert that School conflict management is inclusive of other discrepant variances of conflict management models which are in most cases at the disposal of the teacher. This means those responses that the teacher makes in order to deal with the conditions that can encumber the realization of the aggregate objective of the school and the teacher's instructional and/or behavioural classroom lesson objective.

The classification of conflict as it pertains to internal school systems can be between; students and fellow students, Teachers, non-academic staff and teachers, management and teachers, management, non-academic staff and management, non-academic staff, students and non-academic staff and students and management. But for the purpose of this paper, we shall limit our scope or consideration to conflicts between students, teachers, students and teachers.

Armstrong (2011) in his concrete exposition on how to manage conflict situations in organizations like the school, proposed that there would be clashes of ideas about tasks and projects among individuals. He went further to express that in the process of managing the conflict, disagreement should not be suppressed. For him, to manage such a conflicting situation, it has to be exposed as that could be the only true process to ensure that the issues that caused the conflicts in the organization are explored and resolved.

In school conflict management, the school constituents are usually wheedled to peacefully and harmoniously co-exist by eschewing strife, rancor, bickering, violence, pandemonium, acrimony and even violence; there is a free movement and exchange of ideas, information and messages.

In the school like every other institution in the contemporary society, the institutionalization of conflict management approaches remains sacrosanct since conflict is inherently inevitable. Still on conflict management, Armstrong (2011) further adds that new or modified ideas, insights, approaches and solutions can be generated by a joint re-examination of the different points of view as long as this is based on an objective and rational exchange of information and ideas.

Conflict management in school could be explicated as the deployed conscious and concerted effort by either direct/indirect parties to a conflict or invited parties to take proactive or reactive measures to prevent and contain conflict occurrences. In consonance with the proposition of Shedrack (2007) that conflict management could be broadly categorized as being either proactive or reactive, I would rather perceive conflict management as that which deals with those positively effective pre-containment and post-containment approaches towards the handling of conflict between groups or a group.

The term conflict management is sometimes used synonymously with Conflict Regulation. It encompasses conflict limitation, conflict containment and conflict litigation. It also involves the entire area of addressing conflict positively at different stages, including those efforts made to prevent conflict, by being proactive. Thus, conflict management is explained as being the way of ameliorating adverse effects of conflict through the parties involved in the conflict.

Managing or controlling conflict in school can involve interaction, or structuring the forms of interaction or reducing or changing external pressures. Preventing interaction may mean the

strategy used when emotions are high and it involves keeping the conflicting parties apart in the hope that although the differences still exist, the people involved will have time to cool down and consider more constructive approaches. Another is by "structuring the forms of interaction" which is a strategy that can be used when it is not possible to separate the parties. Then the "personal counseling" is that approach that does not address the conflict itself but focuses on how the two people are reacting to the situation (Armstrong, 2011).

2.8. Strategies to resolve conflicts in schools

Karim, (2015) indicates that school managers and leaders need to understand what is entailed in conflict management and need high conflict competence to be able to be effective in their schools. When conflict managers have determined and defined the nature of the conflict in a conflict situation, they try and find ways of resolving it. Various conflict writers have highlighted various ways of resolving these conflict situations. Many of these are relevant in a school situation. Effective school principals will have the qualities highlighted in conflict literature. Dana (2001) avers that leaders need to comprehend structure to be able analyze conflicts well.

David and Roger (2006) hold that Conflict resolution and peer mediation programs are often promoted as a way to reduce violence (and destructively managed conflicts) in schools. Management of conflict is a human relations concept long recognized in business and industry as a necessary component of the developmental process (Cora, 2004). In other words, conflict resolution may mean the process used by parties in conflict to reach a settlement. Hocker and Wilmot (2005) initially discuss conflict management styles in terms of assumptions. Their assumptions are: People develop patterned response to conflict; people develop conflict styles for reasons that make sense to them; no one style is automatically better than another; people's styles undergo change in order to adapt to the demands of new situations.

Robbins (1999) concentrates on strategies specifically labeled as resolution techniques. He lists eight techniques as follows: problem solving, super ordinate goals, avoidance, smoothing, compromise, authoritative command, altering the human variable and altering structural variables. Earlier, Blake and Mouton (1964) identified five conflicts solving strategies; smoothing, compromising, forcing, withdrawal and problem solving.

Thomas (2001) examines conflict management strategies by focusing on general strategies used by administrators in an educational setting. In his research he points out that there is no difference between management and leadership; hence, manager is synonymous with leader. Thomas' eight strategies for management are: Citizens advisories, Confrontation sessions, Sensitivity training, Process involvement, Educational pluralism, Volunteerism, Cooperative studies and Failure.

Batton, (2002) states that conflicts are resolved constructively when they result in an outcome that all disputants are satisfied with; improve the relationship between the disputants, and improve the ability of disputants to resolve future conflicts in a constructive manner. Conflict Resolution Education (CRE) and Ohio Department of Education (ODE) define conflict resolution as a philosophy and set of skills that assist individuals and groups to better understand and deal with conflict as it arises in all aspects of their lives.

It is important to note that school is an entity which composes of different people with different generational ages where negotiation and mediation must be identified as the best strategies for eliminating conflicts. However, conflict cannot be eliminated completely in a social organization such as a school. Three types of situations demand from the negotiator to face and find solution to them; these situations are task and relationship oriented conflict, intellectual and emotion oriented conflict and compromise and win conflict. Conflict management is deemed to be successful if it has achieved its goal by reaching a win-win, or approach-approach or consensual agreement which is accepted by both parties.

Conflict among teaching staff is better resolved by soothing so that conflicting parties do not feel trivialized. Smoothing involves low concern for self and high concern for others (Crossfield and Bourne, 2018). The idea is to diminish differences by emphasizing common interests to satisfy each other's needs. However, this strategy tends to fail to resolve conflict. Administrators should learn to pay attention to the concerns raised by conflicting parties. A listening ear is important in conflict resolution to provide sustainable solutions. On the other hand, the conflicting parties will feel acknowledged by the mediator in this case the school administration. Soothing give confidence to the conflicting parties because they feel respected by those mediating. It is important for school administrators to ensure that they are broad minded in the various conflicts that are faced by the school as a social organization.

Mediation is another way of conflict management used today. Bentley (1996) describes mediation as a form of problem solving process where a neutral third party assists disputants to reach a mutually acceptable agreement. Mediation proves as an effective method because it involves a democratic and structured process that enables disputants to resolve their own conflict, with the assistance of trained peers. Deutsch (2005) argues that mediators follow these steps: They establish a working alliance with the parties; they improve the climate between the parties; they address the issues, and that they apply pressure for settlement. Mediators should adopt the following skills in order to handle conflict: They must be able to establish a working relation with each of the conflicting parties; establish a cooperative problem solving attitude among the parties; develop a creative group process and group decision making, and gather considerable substantive knowledge about the problems around which the conflict centers.

Dialogue is another effective aspect of conflict management. In dialogue, each party makes a serious effort to take the other's concern into own picture. This requires deep introspection of self on order to accommodate other individual's grievances. Hence, the ultimate goal in dialogue is to create joint approach to conflict resolution. Giving in becomes very important in dialogue. Saunders (2009) adds that dialogue is used to develop joint approach to conflict resolution in order to improve relationships, understanding and trust between individuals in conflict. Dialogue bridges relationships among individuals through correspondence. However, dialogue must be done with caution as it can at times stir tension in the quest to amicably resolve conflict.

Reconciliation is another effective conflict management strategy which is often used in education to ensure that relations among workers are productive. Reconciliation is a collaborative process in which everyone works together and build consensus. However, this method of resolving conflict is highly depended on individual willingness. Whenever differences on the job occur, reconciliation between conflicting parties must be an option as it can help to identify causes of conflict in order to reach a tangible resolution.

Arbitration is commonly used in school setup to resolve conflict. It involves calling the involved parties in conflict in order to ventilate anger and frustration in a free and open fashion (Oboegbulem and Onwurah, 2011). This entails that a third party should be neutral and strive to listen to arguments from conflicting parties. Decision making is the ultimate goal by the mediating party. The mediator should be impartial to those in conflict (Amoh and Bacal, 2007). It is important for

school administrators to be very careful whenever arbitration is employed as a conflict resolution strategy.

It is important to note that no one best conflict management strategy exists for all conflict. Hence, education administrators should be well vested with diverse conflict management strategies. Conflict management strategies can be used variously depending on the conflict at hand and at time, vast experience has proved to be very handy in resolving conflict.

In certain instances, it is very difficult to resolve conflict effectively without using authority vested in administrators as mediators of conflict. However, the scale of conflict is an important determining factor when using authority. Hence, small conflicts are easily resolved using authority. School administrators operate with a certain amount of authority vested in the office. On the other hand, schools follow a code of conduct enshrined in the general orders. The rules and regulations in the general orders can be used as authority to discipline conflicting parties at school level.

Good mediators in conflict resolution must be willing to compromise their positions for the sake of resolving conflict at hand. Compromise gives fertile ground for effective dialogue between the conflicting parties. On the other hand, compromise is an important virtue in every person which can promote effective communication. Posthuma (2012) points out the need to understand how and when to regulate emotions for effective conflict management. Compromise helps to level the playing field in conflict resolution. Conflict resolution is a give and take situation where erring parties must be bold enough to bend a bit for the sake of accommodating others. Saiti (2012) opines that compromise entails maintaining differences by opposing parties while being obliged to find a solution. Ultimately, compromise in conflict resolution strives to find a lasting solution to the conflict at hand.

Conflict can be prevented effectively in a school setup. Good governance is an important tenet in creating a conflict free environment. It is important to understand process, structure and agency of good governance. Promoting democracy in education is very important as it promotes participation and decision making. Good leadership quality can help to ensure that conflict is reduced in education. Education managers must harmonize. Democracy in a school setup can be used by managers to ensure that conflict is resolved amicably (Ekundayo, 2012). On the other hand, leadership style used by education administrators can reduce occurrence of conflict. Democracy

leaders engage different players at different levels of ensuring that participation is maximized to provide support as well as checks and balances.

According to Dana, (2001) there are six parts of conflict structure that people can pay attention to. Interdependency is about how much the parties need one another. Number of interested parties is about how many distinct parties, individuals or groups have an interest in how the conflict is resolved. Constituent representation asks whether the parties represent the interests of other people who are not personally or directly involved in the process of resolving the conflict. The negotiator authority considers if the parties consist of more than one individual, say a department within an organization. Is the person or team of people who represent the interests of that department within an organization, is the person or team or team of people who represent the interests of that department able to make concessions or reach creative solutions without going back to their constituents for approval? Critical urgency is about whether it is absolutely necessary that a solution be found in the very near future to prevent disaster. Communication channels refers to parties ability to talk to each other face to face in the same room. Dana perceives these six dimensions as elements that are necessary to be able to analyze conflict well.

2.9. Revolution

Given conflict theorists' assumption that conflict occurs between social classes, one outcome of this conflict is a revolution. The idea is that change in a power dynamic between groups does not happen as the result of adaptation. Rather, it comes about as the effect of conflict between these groups. In this way, changes to a power dynamic are often abrupt and large in scale, rather than gradual and evolutionary. In a typical school setup, groups of people with different backgrounds and social status come together for a common goal. This entails that such variations can be a sources of conflict.

2.10. Structural Inequality

An important assumption of conflict theory is that human relationships and social structures all experience inequalities of power. In this way, some individuals and groups inherently develop more power and reward than others. Following this, those individuals and groups that benefit from a particular structure of society tend to work to maintain those structures so as to retain and enhance

their power. School administration possess a certain degree of power which can at times foster conflict among the subordinates especially teachers and learners.

2.11. War

Conflict theorists tend to see war as either a unifier or as a cleanser of societies. In conflict theory, war is the result of a cumulative and growing conflict between individuals and groups and between whole societies. In the context of war, a society may become unified in some ways, but conflict still remains between multiple societies. On the other hand, war may also result in the wholesale end of society. Differing on the job among workers in a school setup has the probability to ignite conflict with passage of time. It is important to note that conflict is unavoidable and healthy for effective operations of social organizations such as schools. Schools as social organisations cannot operate in a conflict free environment because of the modus of operation where different interest groups come together to accomplish a common goal.

2.12. Competition

Conflict theorists believe that competition is a constant and, at times, overwhelming factor in nearly every human relationship and interaction. Competition exists as a result of the scarcity of resources, including material resources like money, property, commodities, and more. Beyond material resources, individuals and groups within a society also compete for intangible resources as well. These can include leisure time, dominance, social status, sexual partners, and many other factors as well. Conflict theorists assume that competition is the default, rather than cooperation. The school setup has many competing needs which can bring about conflict whenever interests override individual and group expectations. Individuals and groups within social organisations have differing amounts of material and non-material resources (Mishra, 2013). Hence, competition for both material and intangible resources cannot be avoided.

2.13. Empirical Literature

Dogan (2016), conducted research in Canada to evaluate the reasons for conflicts occurring in school according to perceptions and views of teachers and resolution strategies used for conflicts and to build a model based on the results obtained. In the research, explanatory design including quantitative and qualitative methods were used. According to the research findings, the reasons for conflicts occurring in school has been diversified based on the way of doing things, individual

differences and school management. The strategies for conflict solution used by the teachers vary according to school shareholders in which they experience conflict. Furthermore, findings were obtained regarding that there is not any common management policy in the school. In this context, "Management Model for Conflict in School" for building conflict management culture in the school was made.

A study by Karim (2015), reports a case study of a private English medium school of Gilgit-Baltistan about exploration of conflict management which advocates two approaches at school level, that is, to follow strict rules and regulations and penalizing on violation and secondly, empowering the stakeholders to resolve their own problems by themselves. These approaches proved that competence in conflict resolution skills can also lead to increased social and academic achievements in the short run and a more harmonious world in the long run.

Ghaffar (2012), carried out an exploration of the nature of conflicts in schools, its causes and techniques adopted for its management and redressal. Using qualitative approaches, the study found that prominent conflict handling styles in schools include; competing, avoiding, collaborating, compromising and accommodating. Ghaffar further reports that schools were a long way to go before conflict resolution and peer mediation training is managed constructively in every classroom and school. However, it may be underscored that conflict-free atmosphere is conducive to constructive and creative work.

Peretomode (2001) carried out a study on conflict management strategies adopted by secondary school teachers in Delta state. The main purpose of the study was to ascertain the conflict management strategies adopted by the secondary school principals. There was three research questions one null hypothesis. The research design was descriptive survey research design. The population of the study was 2400 principals and teachers out of which 425 respondents were used as the sample size for the study. The instrument for data collection was questionnaire. Mean and standard deviation were used in answering the research questions. The t-test was used to test the hypothesis. The major findings include: that conflict involving principal and teachers are resolved through the involvement of teachers in various school decision making bodies, and formulation of school regulations.

Maleke (2003) conducted a research study on the extent gender of the school administrator contributes to administrative conflict in Post Primary schools in Delta state. The main purpose of the study was to find out how gender of the school principals leads to administrative conflicts in secondary schools. It was guided by three research questions and one research hypothesis. The design of the study was descriptive survey research design. The sample for study was 392, made up of 152 Principals and 240 teachers. The instrument for data collection was questionnaire. Real limit of numbers were used in analyzing the data while mean score and standard deviation were used to answer the research questions. The t-test statistics was used to test the hypothesis. The findings of the study indicated that the gender of the school administrator does contribute to administrative conflict in the secondary schools. The study is related to the present study because both are interested on the extent that the gender of the school administrator contributes to administrative conflict in secondary schools.

Yolk (2010) conducted a study on the extent the gender of the school administrator contributes to administrative conflict in Post Primary schools in South West Zone of Ondo. The main Purpose of the study was to ascertain how the gender of the school principal leads to conflict in the secondary schools. Four research questions were formulated to guide the study and two null hypotheses. The design of the study was descriptive survey research design. The sample for the study was 300, made up of 52 principals and 248 teachers. The t- test was used in testing the null hypotheses. It was found that male principals exercises energy when conflict arises that has to do with physical strength than their females counterparts.

In South Africa, Msila (2012), conducted a qualitative study that included eight school principals from four primary and four secondary schools in two historically black African areas (townships) in the Gauteng Province. The participants were interviewed and their schools were observed as well. The study found that few principals are prepared adequately for conflict management. They tend to misunderstand the role of conflict and maintain that it should be immediately avoided or halted.

A study carried out in Nkayi District in Zimbabwe by Mapolisa & Tshabalala (2013) revealed that almost every week the head has to deal with one or two cases of conflict. Another study by Makaye and Ndofirepi (2012) on Conflict Resolution between heads and teachers in Masvingo District in

Zimbabwe also indicated that barely a month passes without either the head conflicting with the teachers or the teachers amongst themselves.

Structural factors have been found to be significant causes of conflict in schools. The structural factors relate to the nature of the organization and the way in which work is organized (Johdi & Apitree, 2012). These include administration incompetence, specialization, and in-discipline among the teachers, status differences, sharing resources, goal differences and poor working conditions. Some conflict situations among the school personnel are a result of the head's leadership style. A study by Dick & Thodlana (2013) in Zimbabwe revealed that much of the school management practices was characterized mainly by dictatorial tendencies reinforced by top-down chain of command with inflexible administrative mandates from higher levels of authority enforced with harsh consequences or any form of dissent. Often there is underlying tension between school heads and teachers because most people do not like being told what to do as is usually the case with an overly strict and autocratic school head who is frequently in conflict with the teachers (Johdi & Apitree, 2012).

2.14. Research Gaps

Reviewed literature and empirical evidence suggests strongly that conflict occurs in schools, especially among teachers and managers. There seems to be emphasis by researchers that conflict management is the responsibility of the school manager. Yet literature indicates that conflict resolution strategies affect individuals as well. The need for a system of conflict resolution has been acknowledged by researchers as capable of operating well within the school. It may not be true that conflict resolution is the sole responsibility of management since the school has multiple sources and types of conflict. The studies indicate sources of conflict as related to management and individual differences but do not address professional aspects and matters of conflict related to learners and other school staff. There is a further gap in that earlier studies have considered conflict as a matter of discipline without realizing the positive aspects that may arise. With these gaps in research, this study would employ qualitative means to include wider aspects of the nature, causes, sources and strategies of conflict in schools. Thus administrators, teachers, other staff, learners, the school environment and external factors will be reviewed. No studies from Zambia were reviewed as those in press fall outside the scope of this study.

2.15. Summary

In all the empirical studies reviewed, there is no known work on administrative conflict between the school managers and teachers in primary schools in Lusaka district. The study is necessitated by a huge gap in the recent studies that have so far been done. Few studies have investigated conflict management in schools. Understanding the dynamics of conflict will minimize the negative effects of conflict among educators. The chapter highlighted the Conflict theory by Karl Marx in relation to this study. It is in light of this that this study explores the question: What are the sources of conflict management in selected Lusaka primary schools.

CHAPTER THREE: METHODOLOGY

3.1 Overview

This chapter outlines the roadmap through which the study was conducted. This chapter highlights the research design, population size, sampling size and procedure, research instruments, data collection and analysis that were used in data collection. Qualitative research approach was used in this study because the study had to get opinions and analyze the behavior of humans in their state of affairs. Quantitative approaches were only used for quantifying the research data to make it easy for statistical analysis.

3.2 Research Design

This study was conducted using a mixed-methods design to investigate everyday conflict in selected schools and quantitative aspects to generate statistical data to help explain the findings. Qualitative aspects were applied to gain an understanding of the respondents' reasoning, opinions, experiences. It also helped to bring out the trends relating to conflict in schools in Lusaka. Quantitative approach were used to quantify the aspects of conflict by way of generating numerical data of the attitudes, opinions, behaviors, and other variables. This helped to generalize results from the sample population. Measurable data was used to formulate facts and uncover patterns in school-based conflict.

3.3   Location of the Study

Location of the study refers to the place where the research project was carried out from. It is a place where a problem to be studied is identified from (Brown, 2005). This study mainly focused on public primary schools in Lusaka District. According to MoGE, (2018) Lusaka urban has 482 primary schools. The area was selected on account that it has the highest number of primary schools in the country and that it has a wider representation of learners, teachers, administrators and types of schools. The location was also suitable for the convenience of data collection as most schools are in close proximity and were more accessible to the researcher. In this study 10 Primary Schools in Lusaka District were randomly selected using simple random sampling selecting 2 from each of the 5 zones in the District. Primary schools were selected because this is where the problem studied was perceived to be quite predominant.

3.4   Study Population

Study population refers to the categories of participants selected for a particular study. These are people the researcher believes can provide the needed information for the research study (Neuman, 2007). The subjects of the study were drawn from a population of 10 primary schools in Lusaka urban. The respondents included Deputy Head Teachers, senior teachers and teachers. The categories of this sample were selected because the researcher believed that they were reliable in giving the information sought in this study.

3.5   Sample Size

Sample size refers to the number of participants the researcher seeks to include in the research study who are selected basing on some characteristics and are reliably believed to provide the researcher with appropriate information applicable to the study (Patton, 2002). Therefore, the sample size in this study was composed of a total number of 50 respondents. This total included 10 Deputy Head Teachers, 14 Senior Teachers and 26 primary school teachers.

3.6   Sampling Procedure

Purposive sampling was used in this study because the researcher targeted a group of individuals believed to be reliable for the study. In purposive sampling, expert sampling was used to select Deputy head teachers and senior teachers while convinient sampling procedure was used to select teachers.

3.7   Data Collection

3.7.1. *Questionnaires*

Semi-structured questionnaires were used to collect information from the respondents in this study. This was a combination of closed and open questions.

3.7.2. *Interviews*

Bernard (2000) recommends that semi-structured interviews are used to gather focused, data. This method offers a balance between the flexibility of an open-ended interview and the focus of a structured ethnographic survey. They are also suitable for a mixed study where some data is textual while other data is statistical. This instrument was useful to cater for the various categories of respondents. The instrument was designed with questions about the sources, prevalence, strategies

and interventions of conflicts in primary schools.On the other hand, document review will be used alongside to get data on various conflicts which have been experienced in school.

3.7.3   Data Collection Procedures

The permit for this project was obtained from the office of the DEBS Lusaka District as gate keepers in the district and from the head teachers of the selected schools with a written permission letter from The University of Zambia Research Ethics Committee. Once the necessary permissions and approvals had been done, the researcher drew out the five schools where the research was conducted. Using the assigned sampling method, the respondents were selected accordingly. The research instruments were distributed in phases firstly to the administrators and then to the teachers.

3.8. Validity, Reliability and Trustworthiness

3.8.1 Validity

Face validity was used to test the degree to which the research instruments appropriately measured the study variables. The questionnaire and interview guide were subjected to scrutiny by two education officials from the provincial office of the Ministry of General Education and four head teachers who were not part of the study.

3.8.2. Reliability

Cronbach's Alpha was applied in measuring the reliability of the study variables. Higher reliability was recognised for alpha values closer to 1. The items with highest reliability ranged from 0.885 to 0.965. Lower items were dropped under factor analysis.

3.8.4. Trustworthiness

Trustworthiness was achieved by ensuring credibility, transferability, confirmability and dependability of the findings. Triangulation was used (questionnaires and interviews) to achieve credibility. The findings of the study can be applied to other educational institutions, thus transferable. Confirmability was achieved by ensuring that the findings were solely based on the data provided by the respondents without any bias. The aspect ofdependability was achieved in the successful completion of the study with recommendations for future research.

3.8 Data Analysis

The responses from the respondents were summarized according to categories. The qualitative data was summarized into themes representing the demographic characteristics of the respondents and the variables of the study according to the research questions (sources, prevalence, strategies and interventions of conflicts). The responses were then be coded using numerical variables to represent the categories of responses. The coded data was tabulated onto a computer spreadsheet and entered onto a data processing software. The software used for data analysis is the Statistical Package for Social Sciences (SPSS). Data analysis was done using descriptive statistics, deriving frequencies and percentages. Analyzed data was presented using tables and figures with applicable narrations to state the findings. Document review will also be incorporated to get a glimpse of conflicts recorded in school this year.

3.9 Ethical Considerations

This study was undertaken with critical consideration of the norms and standards required of academic research. All data was collected from institutions that had given permission to the researcher. All respondents were included on the basis of individual consent. Matters of confidentiality were carefully observed regarding the handling of research data and identities of the respondents and other participants. All information reported in this study was as collected during the study. Any information obtained from other authors has been duly acknowledged and cited accordingly.

3.10 Limitations

The major limitation was the limited scope of the study hence outcomes lack generalization because the study was conducted in one district among the 10 district in Lusaka Province. Secondly, some respondents were not willing to take part in the study hence, responses they gave may have not been as objective as expected.

3.11 Summary

This chapter highlighted the methodology adopted for this study. Notable issues tackled in this chapter included; research design, delimitation of the study, sample size and sampling procedure. Furthermore, the chapter brought out the data collection instruments used before giving detail of the validity, reliability and trustworthiness of the instruments used. The later parts described that data analysis, ethical considerations and limitations. The next chapter will highlight presentation of findings.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

This chapter includes analysis and interpretation of the data collected. The data was analysed using descriptive statistics according to various categories using frequencies and percentages. Data was presented using tables and figures where appropriate.

The chapter is arranged in section addressing the following:

- Demographic Characteristics of respondents.
- Sources of conflicts in primary schools in Lusaka District.
- Extent to which the various forms of conflict prevail in selected primary schools in Lusaka District.
- Strategies used by school managers to resolve conflicts in Primary schools in Lusaka District.
- Intervention measures to ameliorate conflicts in primary school management in Lusaka District.

4.2 Demographic Characteristics

Demographic data of the respondents in by gender, age, position at school and highest qualification attained. The findings are presented in tables 4.1. Genderwise, the majority of respondents were females, representing 30 respondents giving 60% of the sample. The remaining 20 were male representing 40% of the sample.

By age, the majority of the respondents were aged 30 to 39 years and above 49 years with frequency of 20 each, representing 40% respectively; while a minority of 10 respondents were aged 40 to 49 years making up 20%. In terms of positions held at school level, 52% of the respondents were teachers with frequency of 26 while the 28% were senior teachers with frequency of 14. Deputy head teachers were the minority with frequency of 10 representing 20%.

By professional quailifications, respondents indicated having Diploma and Degree in general. The majority of the respondents with frequency 26 held diplomas representing 52% while those with degrees were 21 representing 42% as the highest professional qualification. A minority of 3 respondents hold Masters Degree indicating 6% of the respondents.

Table 4. 1: Gender , Age, Position and Qualification for Respondence

Gender	Frequency	Percent
Male	20	40.0
Female	30	60.0
Total	50	100.0
Age		
30 – 39 years	20	40.0
40 – 49 years	10	20.0
Above 49 years	20	40.0
Total	50	100.0
Position		
Teacher	26	52.0
Senior Teacher	14	28.0
Deputy Head Teacher	10	20.0
Total	50	100.0
Qualification		
Diploma	26	52.0
Degree	21	42.0
Master's Degree	3	6.0
Total	50	100.0

Causes of Conflict within Primary Schools

The study inquired the reasons for conflict experienced within primary schools. The respondents gave various reasons which were categorised according to major themes as summarised in Table

The major reasons for conflict in primary schools were identified as differences in personal views/opinions (78%) representing 39 out of 50 respondents; inferiority complex (64%); miscommunication (58%); poor management/leadership (56%); differences in teaching experience, competition anmong workmates, Limited finances and differences in personality and background all stood at 52% of responses each. In terms of differences in educational levels and qualifications, 25 out of 50 respondents pointed to this fact as a main cause of conflict giving 50%.

The study identified other factors that stood as reasons for conflict in primary schools. These included lack of adequate resources, limited promotion possibilities, Incompartible interests and unimpressive working conditions with each recording 24 out of 50 respondents agreing to be sources of conlict which accounted for 48% for each.

Favouritism accounted for 23 out of 50 respondents giving 46% while 22 out of 50 respondents claimed that conflict was caused by poor time keeping attitudes and time-tabling for each.

Differences in goals, status difference and long administrative procedures recorded 18 out of 50 responses each giving 36% a piece. 16 out of 50 respondents confirmed that workload/ leave and learner indiscipline were sources of conflict in schools giving 32% each. However, 20 out of 50 respondents indicated that teacher indiscipline was a source of conflict accounting fot a minority 20%.

Of lesser significance were the reasons such as occupation of wrong positions (14%); clashes in lesson delivery (10%); failure to plan as departments (8%) and poor monitoring and evaluation (8%).

Table 4. 2: *Factors that cause Conflict Experienced in Primary Schools*

Reasons for Conflict	Frequency	Percentage
Different personal views/opinion	39	78
Inferiority complex	32	64
Miscommunication	29	58
Poor management/leadership	28	56
teaching experience	26	52
Personal background/personality	26	52
Competition with workmates	26	52
Limited school finances	26	52
Difference in educational levels/qualifications	25	50
Lack of resources/share of resources	24	48
Limited Promotion Possibilities	24	48
Incompatible interests	24	48
Unimpressive working conditions	24	48
Favouritism	23	46
Skills and abilities of teaching	22	44
Time keeping	22	44
Time – tabling	20	40
Difference in goals	18	36
Status difference and teaching specialization	18	36
Long administrative procedures	18	36
Workload/ Leave	16	32
Indiscipline among learners	16	32
Indiscipline among teachers	10	20
Poor Infrastructure	8	16
Low Self-esteem	8	16
Occupying wrong positions	7	14
Clashes in lesson delivery	5	10
Failure to plan as departments	4	8
Poor monitoring and evaluations	4	8

4.3 Prevalence of Conflict in Primary Schools

The study investigated the prevalence of conflict among individuals, that is, teachers, administrators, learners and parents within the primary schools.

Table 4.3 shows the individual differences that caused conflict among primary school teachers. Four factors were identified as major causes of conflict among individuals: lack of harmony (84%); jealousy (84%); personal hatred (72%) and differences in opinion (60%). Looking down on those with less experience was less significant at 48%.

In addition, the respondents also mentioned other factors of least significance at a uniform rate of 12%: failure of an individual to perform; tribalism; favouritism; nepotism; disunity; failure to accommodate others; feeling more educated; lack of team work and lack of coordination.

Table 4. 3: *How Individual Differences Cause Conflict in Primary Schools*

Individual Differences Causing Conflict	Frequency	Percentage
Lack of harmony	42	84
Jealousy	42	84
Personal hatred	36	72
Difference in opinion	30	60
looking down on those with less experience	24	48
Failure to perform	6	12
Tribalism	6	12
Favouritism	6	12
Nepotism	6	12
Lack of unity of purpose	6	12
Failure to accommodate others	6	12
Individual qualifications: feeling more educated	6	12
Lack of teamwork	6	12
Lack of coordination	6	12

Table 4.4 shows the people with whom conflict was most prominent. The study found that there were marginal differences with teachers being the most involved people with 36 out of 50 respondents in agreement giving 72%, followed by conflict with management with 32 out of 50 respondents agreeing to this fact representing 64% and conflict with learners being at 54% which is 27 out of 50 respondents.

Table 4. 4: Person with whom Conflict was most Experienced

People involved	Frequency	Percentage
Teachers	36	72
Management	32	64
Learners	27	54

Table 4.5 indicates the respondents' perceptions of the best ways to resolve conflict between teachers and administrators. In this regard, the most prominently mentioned strategies were dialogue (82%); involvement of teachers unions (72%); applying conditions of service (66%) compromise (56%) and avoidance (54%). Other strategies were identified as impartiality (40%); guidance and counselling (38%) and management style (26%).

Table 4. 5: Conflict Resolution between Teachers and Administrators

Teacher-Administrator conflict	Frequency	Percentage
Dialogue	41	82
Involving the Unions	36	72
Following conditions of service/code of conduct	33	66
Compromise	28	56
Avoidance	27	54
Impartiality	20	40
Guidance and Counselling	19	38
Management Style	13	26

4.4 Strategies undertaken to resolve conflicts within primary school

The study investigated the strategies undertaken to resolve conflicts with teachers, administrators and learners in Primary schools. Table 4.6 indicates that various strategies are used for resolving conflict between Teaching staff and school administration.

The major strategies include workshops (80%); meetings (78%); improving communication (76%); involvement of unions (72%); negotiation (70%); mediation (66%); advise (56%); transparency (54%) and collaboration (54%).

Among other strategies, sensitization was recommended by 44% of the respondents while 38% recommended talks. Other strategies on the minority side were leading by example (26%); applying the TCZ Code of Ethics (26%) and conducting a go-slow at 14%.

Centering on Strategies for Resolving Teachers-Administrators Conflict, the study inquired on how frequent the mentioned strategies were applied. The strategies that were used always were negotiation (80%) , advise (76%) and sensitisation (74%). Strategies which were used only sometimes were meetings (54%); mediation (54%) and talks (50%).

Those which were rarely used included workshops (28%); advise (20%); involving the teachers unions (14%) and collaboration (10%).

In addition, other strategies such as workshops, improving communication, transparency, leading by example and go-slow were not being applied.

Table 4. 6: Strategies for Resolving Teachers-Administrators Conflict

Teacher-Administrator Conflict Management Strategies	Frequency	Percentage
Workshops	40	80
Meetings	39	78
Improve Communication	38	76
Involvement of Unions	36	72
Negotiation	35	70
Mediation	33	66
Advise	28	56
Transparency	27	54
Collaborating	27	54
Sensitization	22	44
Talks	19	38
Leading by example	13	26
Apply TCZ Code of Ethics	13	26
Go Slow	7	14

Table 4.7 shows the strategies that were used for resolving conflicts with students. The most prominently reported were counselling (80%) and sensitization (72%). Of particular significance were student orientation (56%); motivational talks (52%) and alternative punishment (50%). Other strategies were creating a conducive environment (44%) and promoting cooperative behaviour (42%). The minority of respondents also mentioned the strategies of building confidence (36%) and accommodating (26%).

Table 4. 7: *Conflict Management Strategies used when resolving Conflicts with Students*

Strategies for Conflict with Students	Frequency	Percentage
Counselling	40	80
Sensitization	36	72
Orientation	28	56
Motivational talks	26	52
Alternative punishment	25	50
Create conducive environment	22	44
Promoting cooperative behaviour	21	42
Building confidence	18	36
Accommodating	13	26

Table 4.8 shows the conflict resolution strategies that the respondents in the study indicated were used with parents. Of these, the most prominent were dialogue (82%); meetings with parents (76%); written communication with the parents (66%); summoning the concerned parents (62%); collaboration (56%) and compromise (52%). Avoiding was rarely used (14%).

Table 4. 8: Conflict Resolution Strategies used with Parents

Conflict Resolution Strategies used with Parents	Frequency	Percentage
Dialogue	41	82
Meetings with concerned parents	38	76
Written communication	33	66
Summoning	31	62
Collaborating	28	56
Compromise	26	52
Avoiding	7	14

Various reasons are responsible for using a given strategy to resolve conflict in any organization. Table 4.9 indicates the reasons for using conflict resolution strategies within the primary schools in Lusaka distict.

The study findings indicted two most important reasons for resolving conflict in primary schools were to maintain peace and harmony (92%) and to solve problems (66%).

The respondents also mentioned promotion of sanity (42%). Other reasons indicated were: improving school management (36%); to reach agreement (34%); to find workable measures to difficulties (26%); to be at the same level (26%) and to benefit both parties (24%).

Table 4. 9: Reasons for using Conflict Strategies

Reasons for using Conflict Strategies	Frequency	Percentage
Maintain peace and harmony	46	92
To solve problems	33	66
Promote sanity	21	42
Improve school management	18	36
To reach an agreement	17	34
To find measures to difficulties	13	26
To be at same level	13	26
Beneficial to both parties	12	24

4.5 Recommended Intervention measures to ameliorate conflicts in Primary Schools
The study obtained the perceptions of the respondents regarding the best measures to undertake at primary school level in order to resolve conflicts effectively. According to Table 4.10, the major measures included meetings (98%); compromising (98%); corroboration (98%); enforcement of school rules (96%); counselling (96%); learner sensitization (94%); improving communication (94%); involving more people in decision making (85%); mediation (85%); dialogue (85%) and

punishment (80%). Further, the respondents indicated having regular school counsels (67%) and character training at home (67%).

The respondents also indicated the strategies of immediate resolution (40%) and confidentiality (40%). Of lesser significance were establishing religious groups (35%); social gatherings outside school hours (31%); open policy top relate freely with administrators (22%); accommodation (22%); fellowship (18%) and establishing a sense of belonging (13%).

Table 4. 10: *Intervention Measures to ameliorate conflicts in Primary School*

Measures to ameliorate conflict	Frequency	Percentage
Meetings	49	98
Compromising	49	98
Corroboration	49	98
Enforcement of school rules	48	96
Counselling	48	96
Sensitisation of learners	47	94
Improve communication	47	94
Involve more people in decision making	42	85
Mediation	42	85
Dialogue	42	85
Punishment	40	80
Have regular school counsels	33	67
Character training at home	33	67
Immediate resolution	20	40
Confidentiality	20	40
Make religious groups	18	35
Social gatherings to interact outside school hours	15	31
Open policy to relate freely with administrators	11	22
Accommodation	11	22
Fellowship	9	18
Establish sense of belonging	7	13

4.6   Summary

This chapter highlighted demographic characteristics of respondents, sources of conflict, extent to which the various forms of conflict prevail in primary schools and the strategies used by school managers to resolve conflicts in primary schools in Lusaka District. The next chapter will highlights the discussion of findings.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

This chapter is the discussion of the findings presented in Chapter Four. It adds details to the major findings of the study, indicating the implications to research and practice and how the findings are related to previous studies.

5.2 Discussion of Findings

The study found various causes of conflict in primary schools. Regarding competition with workmates, it is mainly competition among teachers in academic issues such as the performance of the learners, materials, school fundraising, dressing, cars, salary grades, grades taught (such as primary teachers feeling inferior) social status. Sometimes grade teachers wish for their classes to be well taught by all the teachers.

The aspect of competition as found in this study is similar to the study by Plunkett (2009) who found that competition can take the form of two individuals trying to outperform each other. As much as competition has been found to be healthy for it brings out creativity, on the other hand, competition can also erupt over a struggle for a scarce commodity. This could lead not only to lack of co-operation but to open conflicts as well. Some of the conflicts experienced in schools sometimes emanate from leadership of the school managers.

Regarding limited possibilities of promotion, it can be said that schools often have the perception that some teachers are promoted even if not qualified. Old teachers who have served many years become difficult to handle especially if they have been at the school for many years. Teachers get frustrated when they realize that chances of promotion are slim. Over staffing at schools is a major cause of limiting promotions as there are too many teachers after few positions. This is exacerbated in schools having many qualified teachers.

Limited school finances was found to be a significant cause of conflict in primary schools. The available resources are often unevenly distributed. Government has been unable to consistently and effectively finance free primary education. Most schools receive less than their allocation on an irregular basis. There are also suspicions among the staff that administrators misappropriate school funds. The consistent lack of finances brings down teachers' morale.

The lack of teaching materials was identified as a major area of conflict at primary school level. Teachers rely on materials such as text books, chalk, stationery and other important requirements which must be provided adequately by the school. However, when these are not adequate, teachers have to share the little. Conflicts arise when the same books, for example, are needed at the same time and one has to be favoured. The same is the issue for sharing office space, furniture and equipment. Teachers and learners need to share a lot of materials and decisions of deciding who should use what at a certain time are difficult, leading to conflict. Sometimes there is segregation in the allocation of resources as much as there is favoritism.

The scarcity of financial resources entail scarcity of other resources. The existence of conflict over sharing resources concur with findings by Johdi and Apitree (2012) and Shahmohammadi (2014) in that in many schools teachers are obliged to share resources and the scarcer the resources are, the greater is the potential for conflict. The study also confirmed findings by Dick and Todhlana (2013) that under current circumstances of high budgetary constraints it is not feasible for all departments to get budgetary allocation of funds that enable the departments to purchase all their requirements. Hence conflict over provision of resources is inevitable in schools as some departments are allocated more according to needs while others less.

Miscommunication with and among teachers causes conflict when information reaches a few teachers and is inaccurate. The growth of the 'grapevine' is a significant contributor to conflict, especially when it is about unfounded suspicions, gossip and false reports about others. There is miscommunication when administrators withhold essential information from the staff and perhaps share it with a selected few teachers. The aspect of communication has been found to be a major cause of school conflict. This findings is in tandem with Johdi and Apitree (2012) who indicated that both too little and too much communication leads to conflict. They argue that when there is too little communication, teachers and departments do not know enough about each other's intentions, goals and plans and coordination can become difficult and misunderstandings are more likely to occur which can result in conflict. In addition, too much communication on the other hand can result in misunderstandings that cause conflict too.

Perhaps the easiest way to prevent conflict is to ensure good communication. The school head therefore needs to constantly meet with all sectors of the institution to speak out and set the record straight to avoid distortions that may lead to conflict. In a school set up the head should periodically

hold scheduled meetings with Heads of Departments, Senior Teachers, all teachers, support staff, student representatives and School Development Committees in addition to emergency meetings.

It was found that in some cases communication of important meetings was not made to everyone. For example communicating using social media is no guarantee that everyone will view the message. Sometimes the change of a program is not communicated to the affected teachers.

There is also conflict when information concerning professional matters is not well handled. For example, teachers may have strong misunderstandings on pedagogical matters such as lesson delivery methodologies. Sometimes official information and documents may be understood differently. Other common miscommunications relate to timetabling, official announcements, incomplete information, failure to adhere to instructions, applying personal initiative to officially described procedures and much more.

This aspect of misinformation as a cause of conflict has also been highlighted by Achoka (1990) that the difficulties involved include noise, sematic differences and insufficient exchange of information. Any distortion of information of either the sender or the recipient may cause unnecessary conflict in a school. The work of Plunkett (2009), shares these sentiments by saying that communication is seldom perfect, and imperfect communication may result in misperception, misinterpretation and misunderstanding. Due to the fact that the receiver may not be listening actively, he/she may simply misunderstand the sender. The results can be a disagreement about the goals, roles, or intentions. Sometimes information is withheld intentionally, for personal gain or to embarrass a colleague.

Although the causes of conflict discussed above were found significant, the study found other causes. Incompatibility of interests and needs was indicated where teachers differed on what activities to undertake at a time. For example others may prefer teaching as more important than doing sports. Religious differences among teachers also led to conflict, especially where church doctrines differed. For example, Jehovah's Witnesses would not accept to sing the National Anthem or offer prayers in public. On the other hand, Seventh-Day Adventists would not accept to attend school activities on Saturdays.

When the interests of the school members differed, it affected the planning process and allocation of resources. For example prioritizing areas of budgeting would be affected. The same would be the case for holding of events where some prefer one venue over another. Similar challenges occur when selecting the best criteria for teacher awards. This cause of conflict in schools could be resulting from different teachers' varied background, beliefs, incompatible goals, attitudes, socio-economic status and political persuasions as revealed in Champoux (2003). Conflict in schools could also be emanating from incompatible activities and goals between teachers and administration in which some departments concentrate on achieving departmental goals at the expense of overall institutional cooperation and collaboration.

Regarding favouritism at work, the study identified that there was segregation by management in the way teachers were awarded; allocation of resources and allocation of responsibilities. Other factors of favouritism were tribalism, nepotism, gender biases and staff having close relationships amongst each other or with administrators.

Favoritism is another cause of conflict in schools. Favoritism means to prefer someone or group of people from others just because management likes him/her or them. Due tonfavoritism, conflict arises in organizations because the workers are not selected according to agreed criteria. This finding is supported by Kipyego (2013) who indicated that school heads sometimes favored some teachers at the expense of others. This kind of treatment results in discontentment among other teachers. Smith (2013) posits that favoritism in the workplace means giving preferential treatment to one or more employees. This unfair treatment to favor certain people in an organization such as a school disturbs the state of employees and affects job satisfaction among employees.

Preferential treatment can be intentional; for example, an employer could assign the choicest responsibilities to the most veteran worker. Preferential treatment can also be subconscious; for example, employees might notice that an older male supervisor seems to treat young female workers with friendly smiles and encouragement while benignly ignoring male workers in the hallways resulting in conflict. In favoritism, decision makers consciously favor their friends at the expense of others who are more deserving. By not treating everyone equally, a manager is fostering a sense of resentment and separation that can de-motivate employees and damage team unity. Resentment, anger and hatred are the consequences of discrimination which eventually lead to rumors, jealousy and conflicts at the workplace. Jealousy leads to vicious rumors which in turn

lead to back stabbing. Under such an environment, members are filled with distrust towards the head of institution and disputes are not easily resolved. Favoritism is a natural phenomenon and as such it is bound to affect any organization, including schools (Kipyego, 2013).

This study identified poor working conditions as causing conflicts in primary schools in Lusaka District. The poor working conditions demotivated the teachers as they complained about the lack of infrastructure, protective clothing and equipment for such subjects as computer studies, art and science. In the primary schools, teachers are compelled to work under difficult conditions as schools lacked adequate resources and infrastructure. Over enrolment due to high pupil: teacher ratio contributed to poor working conditions. Other factors include poor sanitation, furniture shortages and disrepair. Taken together, these factors contributed significantly to conflict within primary schools.

Conflict between teachers and administrators arose due to the bureaucratic nature of the public primary schools. For example, obtaining leave took a long procedure and was not readily granted. This requires the teacher to apply, then the head teacher sends the recommendation to the DEBS. Teachers wait long days and weeks before their leave can be approved. Another example is when urgently materials needed have to be procured. Schools need to seek permission from the DEBS upon obtaining invoices. The pre-approval sometimes takes long as there are many schools to attend to. The procedures to get confirmation, recommendation, transfers and other needs take long. This leads teachers to become frustrated and begin to personally follow-up their issues even if they are restrained.

Time keeping was a challenge where teachers shared classes, waiting for teachers to complete lessons and late coming by both learners and teachers. Other issues relate to unfavorable time tabling; teachers having timetable preferences and frequent timetable changes. This resulted in teachers venting their displeasure at one another based on the manner the timetable was designed to accommodate varied interests on time allocated to various subjects.

There were conflicts arising from status/specialisation differences. For example, certain subjects were considered more important than others. This was necessitated by government providing more support and materials for Science and Mathematics while not making mention of subjects such as Art and Religious Education. Even where teachers have the same qualifications, there arise

conflicts related to which institution one attended. Other institutions are considered more superior to others. Teachers may differ on the sheer fact that one studied Mathematics or Science, perceived to be more difficult; while another studied Civic Education, perceived easier. The allocation of resources in most primary schools has been towards Science than other subjects such as Physical Education and Music.

The findings related to conflict arising from qualification were reported in another study on account of experience. This finding is buttressed by Johdi and Apitree (2012) who found that conflict resulted when an experienced employee works with a novice who has good theoretical knowledge but few practical skills. An example is an experienced long serving teacher who graduated many years ago and is likely to have some conflict when working with young graduates displaying the most current and advanced teaching techniques.

The specialization form of conflict concurs with Shahmohammadi (2014), that it could be emanating experienced teachers regarding themselves as superior to the recently graduated inexperienced teachers and the young inexperienced teachers feeling that they have the most recent teaching ideas to offer against old experienced teachers with old teaching styles. On the other hand school heads as indicated by Kipyego (2013) tend to be taken up by status of their position that they regard themselves as inseparable from office and are enjoying privilege denied to other employees or teachers resulting in conflict with teachers. This further transcends to a situation where the recently graduated teachers scorn the old experienced teachers, non-degreed teachers and temporal teachers resulting in conflict. Of late, teachers have acquired high professional qualifications in various fields of interest in order to enhance professionalism on the job. However, a good number of teachers have not upgraded their professional qualifications especially those who are old in the teaching fraternity.

Differences in personality causes conflict in as far as primary schools are concerned. This affects performance and attitude towards work. There are teachers who are committed and want things done immediately. Others have a laissez fair personality and may delay the process. Such as failure to timely submit test items for an examination. Same applies when marking, other teachers of Social Studies may mark while others may delay until the last minute. According to Deutsch, (2000) personality differences mean the characteristics of a person and the way in which he/she express him/herself which clashes with that of other people. These people tend to blame others for their

miseries. Some of the divergent personality types are stubborn, argumentative, complaining, non –assertive, and highly emotional. It is very crucial for a school to have strategies in place to manage conflicts arising from personality difference. This finding is in agreement with Johdi and Apitree (2012) who opined that people have different personalities and as such are bound to do and perceive situations and phenomena differently. It is these differences in opinion, perceptions, responses to diverse situations among teachers that create a potential for conflict among primary schools. Differences in personalities allow for arguments and disagreement to be voiced out to enable the head to know how to handle certain individual staff members and situations. The study findings are also in tandem with Dick and Thodlana (2013) who argued that conflict was necessary for authentic involvement, empowerment and institutional sustainable development. However, not all forms of conflict is healthy on the job especially in schools where interdependency is highly valued for normal functioning of the school.

The aspect of personality as conceived in this study is similar to research done by Robbins (2000) that conflicts can evolve out of the individual who idolizes personal value systems. The chemistry between some people makes it hard for them to work together. Individual conflicts are often associated with factors such as background, education, experience, and training mouLd each individual into a unique personality with a particular set of values. The result is people who may be perceived by others as abrasive, untrustworthy, strange, or difficult to work with. These personal differences can create conflict.

Studies done by Deutsch (2000) opined that since people have different personalities, this has often resulted in them doing things differently, which has been deemed to be normal. These diverse personalities could create the potential for conflict among the people concerned.

Heavy workloads constrain teachers and lead to conflict. Heavy workloads were found to be sources of conflict in Primary schools under research. Teachers at primary school have large classes of more than seventy learners. The shortage of teachers in schools puts stress on the few teachers who may end up taking double classes. As a result, the teachers fail to perform as expected and any requirements to do more causes disagreements. This has caused teachers to be perceived disobedient as they fail to perform their minimum. They fail to complete their marking of books; keep individual learners' records and get stressed which leads to late coming. Hence, stress on the

job can lead to conflict among teachers which can lead to frustration and demotivation becomes ultimate.

The above findings of this study can be described in terms of structural causes of conflict. This finding is supported by Achoka (1990) who discovered that conflicts in schools was highly caused by structural connotations deep rooted among teachers . For instance, the size of the school correlates with the number of disputes and possible conflicts erupt. That is the larger the school, the greater the number of differences and the higher the degree of conflict. School bureaucratic characteristics like the degree of specialization correlates with conflict. Certain schools have large classes, posing extreme and stressful workloads on the available few teachers. While people like educators are dissatisfied or cannot realize their status aspirations, they can compensate for it by fostering discord within the school.

The causes of conflict as established in the current study are similar to what other researchers have found. Similarly Fisher (1997), notes that both individuals and groups have undeniable needs for identity, dignity, security, equity, participation in decisions that affect them. Frustration of these basic needs becomes a source of social conflict. In the same vein, the sources of conflict include; shared resources, differences in goals, difference in perceptions and values, disagreements in the role requirements, nature of work activities, individual approaches, and the stage of organizational development.

There appear to be common sources of conflict among researchers: limited resources; work activities; differentiation of activities; communication problems; differences in perceptions; the environment of the organization; differences in professional status; individual differences type of authority structures; differences in attitudes; nature of tasks; values, beliefs, and the nature of relationships between the parties. This finding is confirmed by Hocker (2017), who suggested that people develop patterned response to conflict; people develop conflict styles for reasons that make sense to them; no one style is automatically better than another; people's styles undergo change in order to adapt to the demands of new situations. In day to day operations of Primary schools, people of various characters and interests interact to achieve a common goal and conflict is inevitable in such cases.

The study found that there was conflict prevailing and affecting teachers, management, and learners. Thus there was teacher to teacher, teacher to manager, teacher to pupil conflicts which affected the way primary school were managed. Conflict with management was reported on account of poor leadership competence. This entails that school leadership has a bearing on conflict levels experienced in a particular school setting. This finding is similar to Rabinowitz (2014) who suggested that leadership was a source of conflict in schools. Insecurity has to do with the feeling that one is not up to the tasks they face. They may even believe that they're fooling people with their air of competence, when they know they're really not very capable at all.

Insecurity can be crippling to both the school head as the leader and the group or the school. Such leaders can often target a person whom they feel has slighted them or let them down, even if the person has done so totally unwittingly. Rabinowitz (2014) further adds that instead of creating a conducive atmosphere for resolving conflict, an insecure manager usually resorts to bullying, arrogance, and power games. The tiniest little mistake is blown out of proportion as they believe they never make mistakes and that it is always someone else's fault. Therefore it is important for school heads to be equipped with various conflict resolution strategies.

This study found that various strategies were used to resolve conflicts between teachers and administrators in Primary schools which included dialogue, involving the unions, applying conditions of service/code of conduct, compromise and avoidance. This entails that varius strategie are employed in resolving conflict in Primary schools which is a sing that various types of conflicts demand varied strategies to effectively manage conflict at school level. Conflicts with learners were resolved using counselling, sensitization, student orientation, motivational talks and alternative punishment. Conflicts with parents were resolved using dialogue, meetings with parents, written communication with the parents, summoning the concerned parents, collaboration and compromise. In addition, this study discovered that conflict in schools emates both internally and externally.

This study identified conflict which ensue between school administration and learners. Teacher-pupil conflict is present in primary schools as indicated in this study. Moreover, school administration has devised strategies to ensure that teacher-pupil conflict is effectively dealt with at school level. Mediation of conflicting situations in primary schools is done through conselling, sensitization and orientation of both teachers and learners as the most recommended means of

rectifying the situation. This finding is buttressed by Johnson and Johnson (1996) hold that conflict resolution and peer mediation programs are often promoted as a way to reduce violence in schools. Strategies employed in resolving teacher-pupil conflict involve engaging the conflicting parties to ensure that conflict is resolved in the most civilzed manner to achieve a win-win situation. Hence, there is strong commitment to resolve conflict at lower levels of school management in primary schools. There is strong belief in primary schools that less conflict at lower levels of the school structure, may lead to less conflict with management.

Similar to this study, Ghaffar, (2014) found that various conflict management strategies are adopted for handling conflict in schools; the most important among these are, mediation, negotiation, avoidance and collaborating. School administration in primary schools in Lusaka District have been proactive in ensuring that various forms of school based conflicts are resolved by all means using various startegies. However, Bodin and Crawford (1999) suggest that conflict resolution strategies for schools is based on who maintain that since school is an entity which composes of different people with different generational ages and that negotiation and mediation must be identified as the best strategies for eliminating conflicts. Three types of situations demand from the negotiator to face and find solution to them; these situations are task and relationship oriented conflict, intellectual and emotion oriented conflict and compromise and win conflict. However, this study did not identify best strategies among the many strategies used in resolving conflict in primary schools in Lusaka District. Conflict management is deemed to be successful if it has achieved its goal by reaching a win-win, or approach-approach or consensual agreement which is accepted by both parties.

While this and other studies have established the negative aspects of conflict, a study by Katz & Lawyer, (1993); reports that on the positive side, conflict can provide an opportunity for creativity, renewed energy, drama, development, and growth to individuals, groups, and organizations, resulting in increased cohesion and trust. The conflict is covert or overt; the object of conflict management is to achieve a constructive emotional state in all parties and a clear, mutual understanding of one another's view. To manage conflict involves two processes interpersonal process and group process. The interpersonal process is to notice the tension and begin to listen; continue to listen; summarize the other's view; state your view; handle defensiveness; invite a summary of your view; summarize both sides; and diagnose needs versus beliefs. In the group

process: notice the tension and say what you see, hear and feel, convey the importance, involve reflective listening; have the attitude, at all times, of a listener, summarize the positions and interests – make a clear distinction between this phase and the next, express appreciation, diagnose needs versus beliefs.

5.3 Summary

This chapter identified the measures recommended by the respondents adequate to ameliorate conflicts in primary schools. These included meetings, compromising, corroboration, enforcement of school rules, counselling, learner sensitization, improving communication, involving more people in decision making, mediation, dialogue, punishment, having regular school counsels and character training at home.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1. Overview

This chapter is the conclusion of the study investigating sources of conflict in primary schools of Lusaka District. The study assessed conflict in terms of sources, prevalence, resolution, strategies and interventions. This chapter concludes by describing the implications of the study to the education system at primary school level and to research.

6.2. Conclusions

Conflicts are inevitable, and can spring from miscommunication, unmet expectations, and feelings that one's contributions has not been acknowledged: in fact conflicts seldom have a simple cause. Conflict management strategies are therefore fundamental aspect of management to peaceful co-existence in any organization. Conducting this study affirmed that conflict was much a part of the Zambian primary schools as expected of every other organization. Indeed, primary schools are prone to conflicts and breakdown in communication especially in an age where all role-players are aware of their rights. School-based conflict can be ignited by a number of aspects. Yet school administrators as managers, are expected to be able to creatively address conflicts in their schools. It was established that conflict affects teachers, administrators, learners and parents and arise from various factors including resources, individuals, structures, rules, work tasks and the nature of the profession as well.

The study established that conflict resolution was indispensable in Primary schools. Strategies such as dialogue, involving the unions and applying conditions of service/code of conduct came out as unique to primary schools and not mentioned in earlier studies. Of course strategies like compromise, collaboration and avoidance were sustained. The study identified further that different strategies were used for conflicts involving teachers, learners and parents. School managers have to contend with the prevalent student-student conflict, teacher - teacher conflict; teacher-student conflict, school-parent conflict and teacher-administrator conflict. This indicates the diversity associated with the running of schools today especially primary schools.

Primary schools in Lusaka District experience some kind of conflict at varied levels. Successful schools will be those that have effective conflict managers at the helm. It may be underscored that a conflict-free atmosphere is conducive to constructive and creative work. For primary schools,

effective conflict management strategies are inevitable. Such should avoid conflicts between teachers and learners or administrators escalating. There are learners who must be protected from adopting wrong behaviours from their teachers. Therefore, sincere efforts should be made to resolve tensions and cultivate an atmosphere of mutual acceptance and tolerance, accommodation and understanding. Uncalled for tensions and conflicts so often lead to mental stresses and strains that, in turn, cause psycho-somatic diseases deformities. However, the study has indicated that schools have adopted various startegies for resolving conflict in order to ensure that Primary schools operate in the most effective and efficient manner. In addition, modern and democratic techniques are employed to resolve conflict involing school administration, teachers, learners and parents. Schools strive to engage teachers, learners and parents to ensure that conflict is resolved effectively for improved school environment.

The study confirms with the theory that various types of conflict exist in primary schools emanating from interaction of various players in the workforce ranging from school administration through to teaching staff and down to the pupils. The dymanic nature of related work activities which take place in school, various conflicts ensue which are resolved using various conflict resolution strategies. The conflict theory is confirmed by the findings of the study that conflict results from limited resources distribution in primary schools. In addition, structural conflict is very rampant in primary schools where administrators, teachers and learners experience conflict because of the manners schools are structured and operate in the quest to provide education. Hence, the conflict theory is applicable in the education sector specifically in primary schools. Hence, conflict is an important aspect of effective operation of primary schools in Lusaka District. However, it is important to note that factors relating to social classes are less evident in public primary schools in Lusaka District.

6.3 Recommendations

   I. The Ministry of General Education should come up with a conflict resolution policy and strategy document that can guide school managers and teachers in the management of conflict within institutions of learning especially public primary schools.

  II. There must be on-going professional development for school managers and teachers which should also focus on establishing main sources of conflict and the best strategies that can be used to resolve such conflict.

 III. The Ministry of General Education should develop the teams approach for executing professional tasks to act as guiding priciciple for all teachers under the Ministry. Teachers should not be left to plan alone but to do so in their respective professional groups. Conflicts arising within the group are better resolved because after agreement, all teachers will work according to what they agree to as a team.

  IV. There is need to make schools more democratic and decentralize some of the bureaucratic tendencies that make procedures unbearably long on various matters of interests regarding teachers in order to reduce conflict in primary schools.

   V. There is need to undertake future research on the impact of school-based conflicts on the attainment of educational outcomes in primary schools.

  VI. A comparative study must be undertaken on school based conflict in both Public and Private Primary schools in the near future in order to unearth dymanics of conflict in schools in generals.

6.4. Suggestions for Further Studies

The study proposes a few arears for future studies:

   I. There is need to undertake future research on the impact of school based conlicts on the attainment of educational outcomes in primary schools.

II.   A comparative study must be undertaken on school based comflict in both public and private primary schools in the near future inorder to unearth dynamics of comflict in schools in general.

6.5   Summary

This chapter highlighted the conclusion and recommendations for the study. Notably, conflict was present in primary schools of various kinds in Lusaka district. In addition various strategies were used to resolve conflict in primary schools. Recommendations have been put forward based on the study findings to arrest conflict in primary schools in Lusaka district.

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APPENDICES

Appendix I. Questionnaire

Dear Respondent,

You have been selected to take part in this study *"AN INVESTIGATION INTO SOURCES OF CONFLICTS IN SCHOOL OF LUSAKA DISTRICT"* being undertaken by Charity Mwewa for academic purposes under the auspices of the University of Zambia.

You are completing this questionnaire representing matters of conflict as they obtain within your school. The information you provide will be kept confidential and will only be used for academic purposes. Please do not indicate your name or identity mark anywhere on this questionnaire.

For each question, write or select the corresponding answer in words or ticking the correct box.

DEMOGRAPHIC CHARACTERISTICS

Indicate your gender:

What is your present Age?

What position do you hold at the school?

What is your highest level of qualification?

REASONS FOR CONFLICT

To what extent is conflict caused by the following factors within your school? Tick: High, medium, low and none.

STRUCTURAL CAUSES OF CONFLICT	HIGH	MEDIUM	LOW	NONE
Competition with workmates				
Incompatibility of needs and Interests				
Miscommunication between teachers				
Unmet Expectations				
Personality Differences				
Contradictory Opinions				
Unimpressive working conditions				
Style of leadership				
Indiscipline among teachers				
Provision and sharing of scarce resources				
Status differences and teaching specialization				
Differences in goals				
Indiscipline among learners				
Limited possibilities for promotion				
Limited school financial resources				
Poor dissemination of information				
Poor infrastructure				
Lack of materials for teaching				
Poor dissemination of information				
Long administrative procedures				
Timetabling				
Heavy workload/no leave				

To what extent is conflict caused by the following personal factors within your school? Tick according to the level of extent: High, medium, low and none.

PERSONAL FACTORS	HIGH	MEDIUM	LOW	NONE
Different teaching qualification				
Skills and abilities of teaching				
Low Self-esteem				
Favoritism at work by leadership				
Timekeeping				

What do you think are the reasons for conflicts experienced in your school? Explain.

_____

_____

_____

_____

What are the reasons for conflicts experienced in your school? Explain.

_____

_____

_____

_____

How do individual differences cause conflict in your school? Explain.

_____

_____

_____

_____

With whom do you experience the most conflict in your school? State.

_____

_____

_____

_____

STRATEGIES FOR RESOLVING CONFLICTS

Which conflict management strategies can be used when resolving conflicts between teachers and administrators?

_____

_____

How do you think these conflict management strategies can be used?

_____

_____

_____

_____

Which conflict management strategies can be used in resolving conflicts among teachers?

_____

_____

How often are these strategies used?

_____

_____

_____

_____

Which conflict management strategies do you use when resolving conflicts with students?

_____

_____

Why do you use these conflict strategies?

_____

_____

_____

Which conflict strategies do you use when resolving conflicts with parents?

_____

_____

Why do you use these conflict strategies?

_____

_____

_____

_____

INTERVENTION MEASURES

Suggest **three (3)** intervention measures that can be undertaken to ameliorate conflicts in your school.

_____

_____

_____

End of Questionnaire. Thank You