



**THE TEACHING OF CIVIC EDUCATION IN ZAMBIAN
SCHOOLS: A TOOL FOR CONFLICT RESOLUTION IN THE
COMMUNITY. A STUDY OF SELECTED SCHOOLS IN
LUSAKA PROVINCE.**

BY:

DAVY MAINDE

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

**UNIVERSITY OF ZAMBIA/ ZIMBABWE OPEN
UNIVERSITY**

2018

DECLARATION

I Davy Mainde, do hereby declare that this dissertation is the result of my own work, all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that it has not been previously presented for a degree at any level at this or another university.

Signed:.....**Date:**

Supervisor: Dr G. Muleya

Signed:.....**Date:**

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APPROVAL

This dissertation by Davy Mainde has been approved as partial fulfilment of the requirements for the award of the degree of Master of Science in Peace, Leadership and Conflict Resolution.

Signed:.....**Date:**.....

DEDICATION

I dedicate this study to my caring and lovely wife Namwiinga Bubala Mainde, my mum Saliya Mainde, my son David Mainde, and daughter Muchimba Mainde for their endurance and perseverance during my studies. I also present this study as a dedication to my elder brother Godfrey Mainde and Keith Chipilauka Mainde for their support and grooming me to this far.

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ACRONYMS

MOE	-	Ministry of Education
DEBS	-	District Education Board Secretary
HOD	-	Head of Department
MOGE	-	Ministry of General Education
ESO	-	Education Standard Officer
DESO	-	District Education Standard Officer
UNZA	-	the University of Zambia
ZOU	-	Zimbabwe open University
NGO	-	Non-Governmental Organisations
DEC	-	Drug Enforcement Commission
ECZ	-	Electoral Commission of Zambia
ACC	-	Anti-Corruption Commission
ZP	-	Zambia Police
UPND	-	United Party for Nation Development
PF	-	Patriotic Front
ZEMA	-	Zambia Environmental Management Authority

TABLE OF CONTENTS

DECLARATION	i
COPYRIGHT	ii
APPROVAL	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT	v
ACRONYMS.....	vi
ABSTRACT	xii
CHAPTER ONE.....	1
INTRODUCTION	1
1.1 Overview.....	1
1.2 Background Information.....	1
1.3 Problem Statement.....	2
1.4 General Objective	3
1.4.1 Specific Objectives	3
1.5 Main Research Question.....	3
1.5.1 Specific Questions	3
1.6 Significance of the Study.....	4
1.7 Conceptual Framework.....	4
1.8 Definitions of Key Terms	4
1.9 Conclusion	5
CHAPTER TWO	6
LITERATURE REVIEW	6
2.1 Overview.....	6
2.2 Understanding of the Concept of Conflict	6
2.3 Motivating Factors behind Conflict.....	9
2.3.1 Fraud in the Electoral System	9
2.3.2 Failure of Governance System.....	11
2.3.3 Economic Resource	11
2.3.4 Religious Beliefs.....	12
2.3.5 Boundaries	12
2.3.6 Land Ownership.....	13
2.3.7 Globalisation Progression	13
2.3.8 Ethnicity and Identity.....	14

2.4	Forms of Conflict.....	14
2.4.1	Intrapersonal Conflict	14
2.4.2	Interpersonal Conflict	15
2.4.3	Intragroup Conflict	15
2.4.4	Intergroup Conflict	15
2.4.5	Inter-organisational Conflict.....	16
2.5	Stages of Conflict Development	16
2.5.1	Latent Stage	16
2.5.2	Intensification Stage	17
2.5.3	Escalation Stage.....	17
2.5.4	Confrontation Stage	18
2.5.5	Crisis or Manifest Stage.....	18
2.6	Conflict Resolution Strategies	18
2.6.1	Avoidance	19
2.6.2	Compromise.....	20
2.6.3	Flow pattern	20
2.6.4	Accommodating.....	21
2.6.5	Threats	21
2.6.6	Fighting.....	22
2.7	The Concept of Civic Education.....	23
2.8	Goals of Civic Education.....	24
2.9	Research Gap	27
2.10	Summary	28
CHAPTER THREE		29
RESEARCH METHODOLOGY		29
3.1	Overview.....	29
3.2	Research Design	29
3.3	Qualitative Research	29
3.4	Research Site.....	30
3.5	Target Population.....	30
3.6	Sample Size	30
3.7	Sampling Technique	31
3.8	Research Instruments.....	31
3.9	Data Collection Techniques.....	32

3.10	Data Analysis.....	32
3.11	Limitation of the Study.....	32
3.12	Ethical Considerations	33
3.13	Summary.....	33
CHAPTER FOUR		34
PRESENTATION OF FINDINGS		34
4.1	Overview.....	34
4.2	Participants’ views on Civic Education for Conflict Resolution	34
4.2.1	Respecting of Human Rights	34
4.2.2	Effective Participation in Decision Making.....	35
4.2.3	For Effective Leadership.....	35
4.2.4	Critical Thinking.....	36
4.2.5	Skills for Conflict Resolution	36
4.2.6	Strategy to Curb Social Challenges	36
4.2.7	Appreciation for Cultural Diversity	37
4.2.8	Elimination of Poverty.....	37
4.3	Strategies used in Teaching Civic Education for Conflict Resolution.....	38
4.3.1	Subject Associations	38
4.3.2	Pupils’ Administrative Boards.....	38
4.3.3	Invitation of Experts	38
4.3.4	Conducting Education Tours	39
4.3.5	Community Engagement	39
4.3.6	Learner Centred Methods	39
4.4	Impediments in the Teaching of Civic Education for Conflict Resolution.....	41
4.4.1	Revision of the Curriculum.....	41
4.4.2	Shortages of Reliable Literature	42
4.4.3	High level of Community Illiteracy	42
4.4.4	Lack of Academic Freedom.....	42
4.5	Solutions to the Challenges Faced in the Teaching of Civic Education	43
4.5.1	Engaging Teachers during Curriculum Revision.....	44
4.5.2	Making Civic Education Compulsory to all Programs in Schools	44
4.5.3	Continue Revision of Textbooks	44
4.5.4	Provision of Digital Libraries	45
4.5.5	Community Based Civic Education Associations	45

4.5.6	Academic Freedom	46
4.5.7	Impartiality when Dealing with Controversial Topics.....	46
4.6	Summary	47
CHAPTER FIVE		48
DISCUSSION OF FINDINGS		48
5.1	Overview.....	48
5.2	Participants' Views on Civic Education as a Tool for Conflict Resolution.....	48
5.2.1	Respecting of Human Rights	48
5.2.2	Effective Participation in Decision Making.....	50
5.2.3	For Effective Leadership.....	50
5.2.4	Critical Thinking.....	51
5.2.5	Skills for Conflict Resolution	51
5.2.6	Strategy to Curb Social Challenges	52
5.2.7	Appreciation for Cultural Diversity	54
5.2.8	Elimination of Poverty	55
5.3	Strategies used in Teaching Civic Education for Conflict Resolution.....	56
5.3.1	Subject Associations	56
5.3.2	Pupils' Administrative Boards.....	56
5.3.3	Invitation of Experts	57
5.3.4	Conducting Education Tours	57
5.3.5	Community Engagement	58
5.3.6	Learner Centred Methods	59
5.4	Impediments in the Teaching of Civic Education for Conflict Resolution.....	62
5.4.1	Revision of the Curriculum.....	62
5.4.2	Shortages of Reliable Literature	63
5.4.3	High level of Community Illiteracy	64
5.4.4	Lack of Academic Freedom.....	65
5.5	Solutions to the Challenges Faced in the Teaching of Civic Education	65
5.5.1	Engaging Teachers During Curriculum Revision.....	66
5.5.2	Making the Teaching of Civic Education Compulsory to All Programs in Schools ..	66
5.5.3	Continue Revision of Textbooks	67
5.5.4	Provision of Digital Library.....	68
5.5.5	Community Based Civic Education Associations	69
5.5.6	Academic Freedom	69

5.6	Summary	70
CHAPTER SIX.....		71
CONCLUSION AND RECOMMENDATIONS		71
6.1	Overview.....	71
6.2	Summary of the Findings.....	71
6.3	Recommendations.....	72
6.4	Recommendation for further Research	72
REFERENCES		73
APPENDICES		78
7.1	Research Schedule	78
7.2	Proposed Budget.....	79
7.3	Permission Letter	80
7.4	Letters of Consent.....	81
7.4.1	Senior Education Standards Officer (SESO) Social Sciences - Lusaka	81
7.4.2	District Education Standards Officers (DESO)	82
7.4.3	Deputy Head Teachers.....	83
7.4.4	Head of Department – Social Sciences	84
7.4.5	Teachers for Civic Education.....	85
7.5	Research Instruments.....	86
7.5.1	With SESO.....	86
7.5.2	With DESO	87
7.5.3	Interview Guide for Deputy Head Teachers	88
7.5.4	With HOD.....	89
7.5.5	Interview Guide for Teachers for Civic Education.....	90

ABSTRACT

This study was aimed at examining the teaching of Civic Education in the secondary schools in Zambia and how it serves as tool for conflict resolution in the community. The following questions guided the study: How is the teaching of civic education in Zambian school used as a tool for conflict resolution in the community? What strategies are used in the teaching of Civic Education in Zambian schools which make it a tool for conflict resolution in the community? What challenges are experienced in the teaching of Civic Education in Zambian schools as a tool for conflict resolution in the community? What solutions can be proposed to the challenges faced in the Teaching of Civic Education in Zambian school as a tool for conflict resolution in the community? The study was guided by conceptual framework emanating from three strands of Civic Education which are; Civic knowledge, Civic Skills and Civic Values. Related literature on conflict management styles as well as concept and goals of Civic Education were consulted.

In ensuring that the study is systematic, a case study design under qualitative research was used. The data was collected using primary and secondary sources, while thematic analysis was employed to analyse the data so that it can make sense.

The study demonstrated the importance of teaching Civic Education as a tool for conflict resolution in the community through the provision of knowledge on: human rights, imparting of civic skills for effective participation, for conflict resolution and for effective leadership. It was established that the teaching of Civic Education in secondary schools in Zambia enables learners to be critical thinkers and also helping in curbing social challenges. Strategies used in the teaching of Civic Education in secondary school which includes: affiliation to subject association, pupils' administrative boards, invitation of professionals, conducting of education tours to public institutions and also through community engagement were discussed as presented by respondents. Learner centered methods which includes; discussion, debate, research and explanation were also discussed. This study established that revision of the curriculum, lack of reliable textbooks, high illiteracy level in the community and lack of academic freedom as the main challenges which teachers face in the teaching of Civic Education. In order to address these challenges, the study suggested the: involvement of teachers in curriculum revision, compulsory teaching of Civic Education in all secondary school faculties, continue revision of Civic Education textbooks and provision of online libraries as remedies to challenges which educators faces in the teaching of Civic Education.

From the findings of the study, it was recommended that, there must be constant revision of Civic Education syllabus and textbooks to meet the new changes in the community. The Ministry of General Education to empower teachers and other professionals who take a leading role in the production of the Civic Education textbooks at all levels of education which meet the current demands of the community and there must be academic freedom to allow teachers cover subject content without fear of victimisation. Government through the Ministry of General Education should recast their decision to enforce the teaching of Civic Education as a compulsory teaching subject in all education faculties in secondary schools. In addition, the Ministry of General Education must open online libraries to enable teachers and learners to access variety of teaching and learning materials.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background information, problem statement, research objectives, research questions, significance of the study and conceptual framework. Further, key terms are provided as well as the conclusion.

1.2 Background Information

Conflict is inevitable and occurs from place to place and individual to others due to variety of interest. From the antiquity to contemporary times, competition and conflict are regarded as inherent phenomena in both nature and society (Jung, 2003). Conflict occurs ordinarily due to human interaction in the society. Once there is the cause for inter-group relations, conflict becomes inevitable and peace must be given a chance (Olaniyi, 2009). Hence, conflict could be seen as a natural phenomenon which must occur among human beings. Latent or violent social confrontations have long been considered as the premium mobile for social changes and transformations (Rugumamu, 2002). Such changes at times may not be accepted by the citizens of that particular community resulting to inert or violent conflict.

There are a number of factors motivating occupancy of conflict in the community. Among other causes includes; political repression to multiparty participation, impunity, ethnicity and polarization, the erosion of exiting mechanisms for conflict management, long standing land and identity disputes, administrative and boundary units related to resources and ineffective mechanisms for political and social dialogue (Nebe, 2012). Further, Ebimaro (2008) provide a list of some of the common causes of conflict in the West Africa sub-region which are; struggle for economic resources, boundary disputes, environmental degradation, and struggle for political power between or among ethnic groups, religious sentiments. These causes though predominately in the Western part of Africa, they can also be found in other regions of the globe.

When conflict is noticed in the community, a variety of strategies to slake it are employed. Strategies to conflict resolution which can also be referred to as response to conflict takes the initial stage before development of conflict to direct violence. Haider (2014: 49) describe response systems to conflict as, “timely and appropriate prevention initiatives, usually undertaken during dormant stages of perceived potential violent conflict”. The failure by parties to resolve conflict during its escalation stages results to employing of conflict

resolution strategies. Conflict resolution is not only important, the method employed in the settlement matters is more in the sense that, it satisfies the parties to the conflict (Best, 2006). Ebimaro (2008) provide the list of common strategies used in conflict resolution. These includes; compromise, avoidance, flight, forcing, collaboration, fight, accommodating and flow pattern. However, these responses to conflict are employed when there is detection for the presence of conflict in the community.

In addition to the common methods used in resolving conflict in the community, this study sought to investigate how the teaching of Civic Education can also be employed as a tool for conflict resolution in the community. This is because there is a profound relationship between education and conflict, hence education has a critical role in building peace. According to Kotite (2012), Civic Education by its very nature contributes to shaping and transforming society and therefore plays a key role in peace-building. Civic Education is embedded with its goals which includes, enlightening citizens with the rights, empowering citizens for effective participation and provision of skills which makes learners critical thinkers in issues that affect them in the community. Since its reintroduction in 2003 under pilot project in three provinces of Zambia (Lusaka, Central and Northern Province), Civic Education has helped in empowering citizens in so many ways. The founder members sought to assist the development of democratic process in Zambia as well as promoting Justice in the community (Katongo, 2013). The teaching of Civic Education in Zambian secondary schools was inevitable for the production of citizens who would contribute to development of the society in line with the dictates of democracy.

1.3 Problem Statement

The teaching of Civic Education in schools is based on imparting civic knowledge, civic skills and civic dispositions to the learners. McCowan (2009) argued that, Civic Education classes have a strong emphasis on knowledge, focusing on Constitution, government and political institutions, as well as national history. Kamp (2011) sees Civic Education as a course of study which helps learners be active, informed and critical citizenry by providing them with relevant skills. Additionally, Halstead and Pike (2006) identify some of the essential values to a civilised society as; human rights, tolerance, respect for persons or anti-racism which students need to learn in Civic Education. With this information, the teaching of Civic Education is expected to promote a peace and discourage coercion as a method to settle dispute in the community. However, it would appear as though Civic Education has seemingly not produced the desired results especially where conflict resolution is concerned. From this background,

this study focused on investigating the teaching of Civic Education in Zambian secondary schools and how it serves as a tool for conflict resolution in the community.

1.4 General Objective

The rationale behind this study was to investigate how the teaching of Civic Education in the Zambian schools serves as a tool for conflict resolution in the community.

1.4.1 Specific Objectives

The following specific research objectives guided the study:

- i. To examine how the teaching of Civic Education in Zambian schools is used as a tool for conflict resolution in the community.
- ii. To identify how strategies used in the teaching of Civic Education in Zambian schools serve as a tool for conflict resolution in the community.
- iii. To describe challenges experienced in the teaching of Civic Education in Zambian schools as a tool for conflict resolution in the community.
- iv. To propose solutions to the challenges in the Teaching of Civic Education in Zambian schools as a tool for conflict resolution in the community.

1.5 Main Research Question

How is the teaching of Civic Education in the Zambian schools serving as a tool for conflict resolution in the community?

1.5.1 Specific Questions

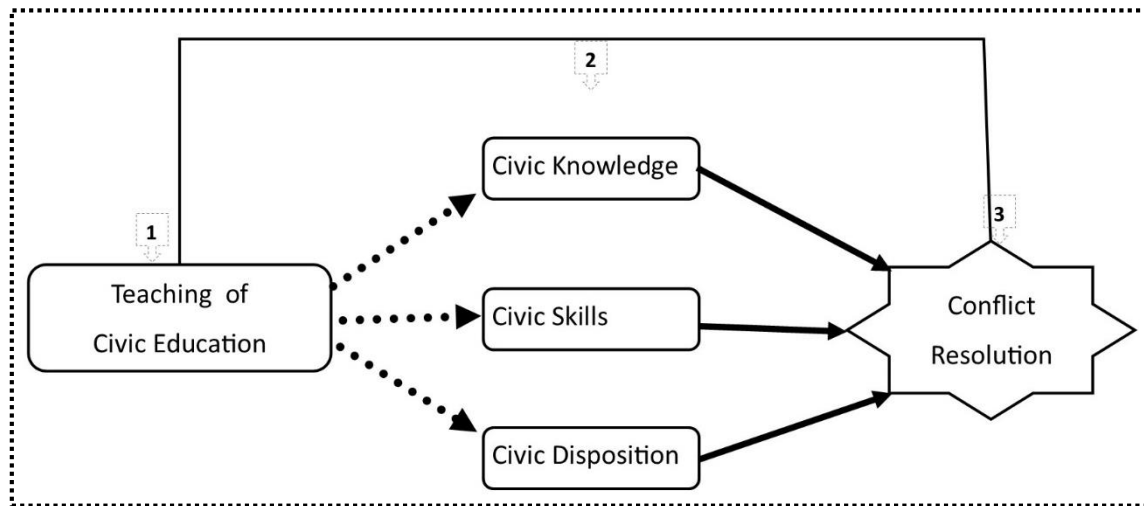
This study was guided by the following research questions:

- i. How is the teaching of Civic Education in Zambian schools used as a tool for conflict resolution in the community?
- ii. What strategies are used in the teaching of Civic Education in Zambian schools which make it a tool for conflict resolution in the community?
- iii. What challenges are experienced in the teaching of Civic Education in Zambian schools as a tool for conflict resolution in the community?
- iv. What solutions can be proposed to the challenges faced in the Teaching of Civic Education in Zambian schools as a tool for conflict resolution in the community?

1.6 Significance of the Study

This study is expected to add value to the existing academic knowledge. It may also help the community to use civic education as one way for resolving conflict. Further, this study may be an eye opener to policy makers to make policies that would promote peace in the community through the promotion of the teaching of Civic Education.

1.7 Conceptual Framework



The above shows the conceptual framework guiding this study. The study is guided by the three strands of Civic Education which are knowledge, skills and dispositions or values. These are to be acquired by a learner who has done Civic Education and should help him or her take a leading role in conflict resolution process. Through this knowledge, people are aware of the civic responsibilities and duties towards each other and community as a whole. The teaching of Civic Education provide skills needed for critical thinking, analyse issues and formulate opinions. The teaching of Civic Education also helps learners to change their mind-set towards involvement in conflict and cherish peace. Therefore, this conceptual framework, based on learners' acquisition of civic knowledge, civic skills and civic dispositions or values is assumed to integrate the interaction between teaching of Civic Education and conflict resolution in the community.

1.8 Definitions of Key Terms

- **Conflict resolution;** skills and knowledge used to settle conflict in the community using a peaceful means.
- **Teaching;** this phrase in this study refer to the process of imparting knowledge, skills and values to learners to help them be better citizens in the community they live.

- **Civic Education;** a course of study offered at various levels of education system. In this study, Civic Education refer to one of the subjects offered at the senior secondary school in the Zambian education system.
- **Zambian schools;** these include education institutions which offer Civic Education at the senior secondary level of the Zambian education system.

1.9 Conclusion

This chapter has presented the background information to the study, problem statement, purpose of the study and research question. The significance of the study, conceptual framework and definition of key terms was also presented in the chapter. The next chapter discusses related literature to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter discusses related literature to the study. The literature is presented under the following headings: understanding the concept conflict, motivating factors behind conflict, forms of conflict, stages of conflict development and conflict resolution strategies. The concept and goals of Civic Education will also be discussed.

2.2 Understanding of the Concept of Conflict

Conflict is inevitable and occurs from place to place and individual to individual due to variety of opposite interests. From the antiquity to contemporary times, competitions and conflicts are regarded as inherent phenomena in both nature and society (Jung, 2003). Conflict occurs ordinarily due to human interaction in the society. Once there is the cause for inter-group relations, conflict becomes inevitable and peace must be given a chance (Olaniyi, 2009). According to Rugumamu (2002), latent or violent social confrontations have long been considered as the premium mobile for social changes and transformations. Such changes at times may not be accepted by the citizens of that particular community resulting to inert or violent conflict. It start in an individual's minds and generate to entire community.

Conflict is a complex phrase which can be defined differently according to scholars' field of orientation. Ebimaro (2008) defines conflict as the pursuit of incompatibility of goals by individuals or groups as a result of the inability of social structure to allocate values objectively. It is a disagreement that generates from distributive injustice. Conflict may be defined as a struggle or contest between people with opposing needs, ideas, beliefs, values, or goals (Thakore, 2013). Since people's culture is dynamic, conflict is caused when there is clash in cultural practice among the people living in the same geographical settings. Cosrer in Otite and Albert (1999) calls this kind of conflict as 'social conflict'. Social conflict is said to be a struggle over values or claims to status power, and scarce resources, in which the aims of the conflicting parties are not only to gain the desired values, but also to neutralize, injure or eliminate their rivals. It is a great creative and ever-present force that leads to social change. This kind of conflict endangers economic development and overall standard of living. Thus why Olaniyi (2000) observed that, conflict exists when two people wish to carry out acts that are mutually inconsistent. They will want to do the same thing or do different things that are

incompatible. In the pursuit of upholding one's culture, one may cause conflict as his or her practices may not be consistent with other members of the same heterogeneity society.

Ball (1983) defines conflict as a political process that generates from diversity of choices and distribution of scarce resources in the society. It is a disagreement that results from the allocation of scarce values or clashes regarding incompatibility of goals or interests. Since conflict is associated with the inter-section of human behaviours, the quest for wealth, position, opportunity, chance and recognition brings about this struggle. The struggle at its apex occurs in form of war, crises and violence when the parties involved fail to reach a conclusive and harmonious agreement (Olaniyi, 2009). When one group in the community possesses or control a lot of wealth at the expense of the poor majority, exploitation of the poor is likely. This exploitation will cause structural conflict which can result into direct conflict in later days. This kind of conflict in Karl Marx's language is referred to as the struggle for economic liberation. According to the Marxist based conflict theory, money is the mechanism that creates social disorder (Olaniyi, 2009). In such a situation where money is made through exploitation of the poor-weak, there is loss of individual freedoms, subsequently the need for change. This change can be effected when the poor realise their potential to control the means of production in the community. In his study, Stiles (2011) showed that, the poor remain in poverty not because they want to, but because of the many barriers deliberately built around them by those who benefit from their poverty. When the majority poor or those who have no hand in the control of available resources in the community develop a desire to control such wealth, then conflict becomes inevitable as the majority group uses force to overthrow the few wealthy-ruling class.

According to ACCORD (2011), conflict may be viewed as a form of tension arising from mutually exclusive or opposing actions, thoughts, opinions, or feelings. This kind of misunderstanding may come as a result of peoples' incompatible differences in their status. It happens when groups of opposite views compete to attain or enforce the available opportunity which cannot be shared, instead controlled by one party. In the study by Robbins (2005), conflict is seen as a process that begins where one party perceives that another party has negatively affected or is about to negatively affect something that the first party cares about. When such happens, there may be a threat to their interests. In the political field, conflict occurs as a result of determination by one group to subdue the other with opposite political ideology. Such control at time may not be easily accepted by the opponent even when they are minority in numbers. In order to enforce control over such groupings, the main or might party will use force to make the opponent comply with their goals.

Most of the people in the community only see conflict when there is physical, open and direct confrontations. However, this is not the case. Conflict can be present even when there is no fighting or use of verbal attacks between members or groups of the community. This has to do with social conditions such as oppression, exclusion, poverty, hunger, diseases, intimidation, fear, and many other psychological effects. There may be no physical fighting present in the community, but the presence of the above stated does not guarantee peace. Therefore, two types of conflict exist. According to Reyes (2015), conflict can either be direct or indirect. Direct and indirect conflict can also refer to a direct and structural violence respectively.

Reyes (2015) define structural or indirect violence as, forms of violence which are reproduced along a range of collective beliefs, values and norms that impact how people relate to each other and within societal and institutional structures leading to inequality, discrimination and injustices. The way people relate to each other in their routine activities can cause discontent among other members. In public institutions, employers or supervisors can cause structural violence to their employees or subordinates in the way they relate to them. This kind of conflict is also common in other sectors of the society. Galtung (1969) postulates that this kind of violence is present in social structures such as economic, political, legal, religious, and cultural institutions that stop individuals, groups, and societies from reaching their full potential. There may be no physical harm caused, but such treatments makes the affected individuals uncomfortable.

Direct violence refers to physical injuries and the infliction of pain that is caused by a specific person or group to the other. Galtung (1969) argued that, under physical violence human beings are hurt somatically, to the point of killing. Further, Salvage, et al. (2012) allude that, people can be killed, psychologically harmed, maldeveloped or deprived through violent socioeconomic or political structures. During war, the beatings, killing, and abuse are examples of direct conflict. Direct conflict is personal, visible manifest and non-structural. When it is over, it always leaves trauma of memories, which even when physical violence has ended, conflict will exist but just change its shape. At all levels, direct conflict is characterised by causing harm or pain to the recipient. Such acts to cause harm to an individual or groups of people is associated with basic interest. According to Reyes (2015), the use of physical, psychological or material threats and injuries is to impose one's needs, goals or desires over another. At a group level, the use of physical injury on other people may be deliberate policy that serves the political interest of an individual or group.

2.3 Motivating Factors behind Conflict

There is a number of literature available for the causes of conflict at various levels in the community. Examples of some causes of conflict include: political repression to multiparty participation, impunity, ethnicity and polarization, the erosion of exiting mechanisms for conflict management, long standing land and identity disputes, administrative and boundary units related to resources and ineffective mechanisms for political and social dialogue (Nebe, 2012). Further, Ebimaro (2008) provide a list of some of the common causes of conflict in the West Africa sub-region which are; struggle for economic resources, boundary disputes, environmental degradation, and struggle for political power between or among ethnic groups, religious sentiments. However, these causes though predominately in the Western part of Africa, they can also be found in other regions of the globe.

2.3.1 Fraud in the Electoral System

Fraudulent of the electoral system has been a major causes of conflict in most parts of the global especially in Africa. It is characterised by any random or organized act that seeks to determine, delay, or otherwise influence an electoral process through threat, verbal intimidation, hate speech, disinformation, physical assault, forced protection, blackmail, destruction of property, or assassination (Fischer, 2002). In this cause, the victims to the conflict are those with opposing view such as, opposition political leaders, ethnic groups which do not adapt to those with power and also other stakeholders in an election. The breakdown in the electoral process can come due to manipulation of electoral agents or system by those with instruments of power in order to favour them win acceptance even when they may not be popular to the citizens. The study conducted by Magasu (2016) shows some cases in which prior to 2011 general elections, conflict and pockets of violent acts were recorded in Lusaka and the Copperbelt mainly by cadres from the then opposition Patriotic Front (PF) due to delay in announcing election day by the then incumbent president Rupiah Banda. Such actions of delaying giving important information to the public especially in times of elections can be a major source of conflict perpetuated by members of opposition as in the case of pluralist states like Zambia.

Additionally, when there is discrimination in the political fields, those who feel affected can organise themselves in order to fight for what they claim to be their rights. Kaumba (2015) cited the freedom of expression and association as being peddled in the PF regime evidenced by political harassment, reluctance by the government and the lack of capacity or will to release permits to opposition political parties who at that particular time intend to hold

political rallies. Of late, members of the opposition United Part for National Development (UPND) have opted to conduct public rally campaigns even when the police cancel the permit which at first was granted. Such kind of violence has caused vandalism to public properties by members of the opposition as they protest and also injuries and death records have so far been recorded in some parts of the country.

The dishonest of the electoral system during the time of announcement of election results can be a haven for conflict in the community. In Africa, most conflict arise due to delay in announcing election results or announcing of wrong figures by those intrusted to manage election in the nation. Fischer (2002) suggest among the causes of electoral violence in most peripheral societies as; delay in announcing of results, announcing wrong figures, sanctioning the members of the opposition to sale their ideas to the public and many other forms. This has been a common trend in Africa and Zambia inclusive where electorates are subjected to wait for longer period of time after voting day to hear the election results. This has attracted the public spearheaded by members of the opposition to stage protest in demanding announcement of election results. In his advisory report, Fischer (2013) outlines some cases where conflict emerged during period of election announcement. In Somaliland, it was observed that conflict re-emerged after a peaceful voting day in 2012 due to allegations of election manipulation by the ruling party. The conflict yielded loss of seven lives.

In a nutshell, Fischer (2002) identifies five stages in which electoral conflict and violence can occur as follows:

1. Identity conflict can occur during the registration process when refugees or other conflict-forced migrants cannot establish or re-establish their officially recognized identities.
2. Campaign conflict can occur as rivals seek to disrupt the opponents' campaigns, intimidate voters and candidates, and use threats and violence to influence participation in the voting.
3. Balloting conflict can occur on Election Day when rivalries are played out at the polling station.
4. Results conflict can occur with disputes over election results and the inability of judicial mechanisms to resolve disputes a fair, timely, and transparent manner.
5. Representation conflict can occur when elections are organized as "zero sum" events and "losers" are left out of participation in governance.

From the list above, it can be concluded that an effort to manipulate the electoral system in any of the party can lead the community into violent conflict.

2.3.2 Failure of Governance System

Democratic country is prone to conflict as political figures compete over control of government machineries. The study conducted in Kenya based on the national elections held in 2007 suggest that the country was driven onto the edge of civil war and near to becoming ungovernable due to influence of political parties with incompatible ideologies. Nebe (2012) presents that, at least 1,133 people were killed and between 350,000 and 600,000 people displaced during the violence. Neither the country's institutions nor the political stakeholders proved capable of solving the crisis. Agbu (2006) argued that, increasing loss of state capacities is a major cause of conflict in Africa. He describes most African states as experiencing regime breakdown, state collapse or others, failed states due to the incompatible ethnic groupings with inept leadership that was enforced by the colonial powers. This breakdown is as a result of failure by those in political government to provide basic functions of a state. Agbu (2006) identify such breakdown as failure in; creating public order, organizing and controlling the military, running a government, dispensing justice, reducing inequalities, managing conflicts among groups and individuals living in the territory. If the government fails to curb these challenges, then the public is forced to provide their own solutions by rising in arms. This is exacerbated due to unfulfilled promises arising from electoral campaigns which includes; enjoyment of freedom of expression, improving economic status and way of life of citizens (Kaumba, 2015). Such promises were easily said, but lack implementation resulting to poor leadership skills by those who assume office.

2.3.3 Economic Resource

This in most African states has been identified as the main cause of conflict. Societies which have plenty and valuable natural resources have enraged themselves into conflict over the control of such wealth. For instance, the availability of the highly demanded natural resources in the DRC has been the major source of conflict in that region. The country is rich in natural resources that include; cobalt, copper, niobium, tantalum, petroleum, industrial and gem diamonds, gold, silver, zinc, manganese, tin, uranium, coal, hydropower and timber (Cone, 2007). Some of these materials may not be found in any other part of the globe, hence developed countries have also been cited as perpetrators of these conflicts in that country. Further, Ebimaro (2008) noted that the struggle for economic resources among or between communities or states underscores the genesis of some conflicts. Every group would want to control these resources for economic purposes. Collier (2000) argues that contemporary conflicts are driven overwhelmingly by 'greed' rather than 'grievance', that is, grievances and

hatreds do not cause conflict; rather economic issues do. Such issues include; dependence on primary commodity exports, low average incomes, slow economic growth and large diasporas are more significant and powerful explanations of the causes of civil war in most African communities.

2.3.4 Religious Beliefs

Religious beliefs is among the most common source of conflict in most heterogeneous African states. Ebimaro (2008) noted that, religious sentiments are a conspicuous sources of conflict in Nigeria as in other states in the East and North Africa. In Nigeria, the conflict started on the suspicion of the rising ascendancy of Christianity in Kano, a heavily dominated Muslim city of the north. The Moslems feel the existence of Christians in their territory is against their religious beliefs, hence efforts to foil the spread of Christian values in this section. On the other hand, Christians take it their democratic rights in these modern pluralist states to choose and worship their God in whichever religious groupings they decide to join or form. As in the case of Nigeria, the Moslems consequently reacted violently by burning down the churches and other Christian properties near and far away in the city of Kano (Ebimaro, 2008). Such antagonism is a cause of conflict because one group would wish to spread its dogmas to the other group which at the time might be considered as infidelity. Religious fundamentalist also fuel conflict in the community as they feel that only their religious canons are right and those who do not agree should be eliminated from the society.

2.3.5 Boundaries

Before Africa was partitioned, it was organised on the monarchy arrangements where ethnic groups lived together in harmony under the leadership of the king or queen. These groupings were based on common cultural identity and they subdued and assimilated other weak tribes. There were no drawn boundaries, instead society men controlled their territories based on their economic activities which differed from one community to the other. The struggle and partition of Africa (1884-1885) and the tribal wars that followed in attempts to forge out unified societies for the purpose of stability and trade increased the intensity of pluralism in African states (Ebimaro, 2008). The bringing together of various ethnic groups of unique background to formation of single state increased conflict among different ethnic groups of the same geographical alignment. This division resulted into the introduction of democracy as the new phenomenon in African monarchical communities. The colonially imposed, artificial boundaries and configuration of given society including the differences between groups as regards to language, culture, religion, class and social organization has been the major source

of conflict in these states since time in memorial (Agbu, 2006). Such conflicts emanating from such forces have proved to be difficult to resolve in the contemporary communities. Such conflict can lead to low development in marginalised communities or in regions dominated by an ethnic group different from the one governing at that time.

2.3.6 Land Ownership

The struggle, claim to land ownership and usage is directly and indirectly connected to economic factors (Ebimaro, 2008). In a study conducted by Agbu (2006), Mauritania, northern parts of Senegal, Mali, Burkina Faso, Niger, Chad, the Sudan, Ethiopia and Somalia were identified as regions which have been facing problems of droughts and unprecedented desertification for longer period of time. The deterioration of land as the natural resource base results to demographic pressure and chronic poverty can force affected community to search for safer havens. In the quest to find these settlements, the needy might clash with the inhabitants of identified land. These calamities results to immense competition of the little arable land resulting to intense disputes, and life-death struggles between the parties in conflict. Citizens fight over the ownership and control of little land available and those who manage to eliminate the opponent take control of the land.

2.3.7 Globalisation Progression

Globalisation or democratisation process has been also one of the factors motivating conflict. Globalization is a process of economic, democratic and social revolution, which has intensified in an ongoing manner since the fall of communism in 1989 (Ebimaro, 2008). In particular, citizens of many countries more than ever are demanding for political and economic accountability in the hands of their governments and leaders. Globalisation is a source of conflict as it divide the world into two major groups; the 'haves' and the 'have not'. Those economically marginalised states have been calling for the home based directed economic policies, while the rich propagate the formation of global village so as to continue dominating the peripheral states. Emeh (2007) reported that, anti-globalization protests and demonstrations have escalated, compelling world leaders to hold their summits in isolated areas. These demonstrations are based on calling for abolishment of enforced economic policies to drive the development of the third world countries. For instance, in 2006 Zambian government refused to implement the World Bank prescription of increasing consumption tax to avoid major conflict with citizens (Ebimaro, 2008). Market economy on which the policy change partly focuses on benefiting the few rich individuals does not allocate resources justly.

Some citizens benefit more compared to others, sometimes at the expense of the poor in the society.

2.3.8 Ethnicity and Identity

Significant attention has been devoted to the role of ethnicity and ethnic tensions as a cause of conflict and a key feature of new wars. The study conducted in Rwanda, Burundi and the Balkan states indicate that ethnicity had a major role to initiate civil war (Thakore, 2013). Smith (2004) defines ethnic conflicts as wars between ethnic groups in which ethnic differences are central to the conflict. This includes identity conflict where warring groups claim power because of a particular identity (Collier, 2000). Ethnic conflict is rooted in ancient group hatreds and loyalties and that these old sources of enmity and memories of past atrocities make violence hard to avoid (Kaplan, 1994). In the study conducted in Rwanda before and during the Rwandan genocide in 1994, Keen (2008) argued that, Hutus were subjected to a major propaganda campaign suggesting that Tutsis and the Rwandan Patriotic Front were planning to kill them. This form of propaganda have been prominent even in Zambian politics where political party leaders influences groups related to their tribe to joined or give them political support. This has exacerbated tensions in the country.

2.4 Forms of Conflict

Conflict can occur at different level in the community. In this study, the forms of conflict will include; intrapersonal, interpersonal, intragroup, intergroup and inter-organisational conflict.

2.4.1 Intrapersonal Conflict

This is the first stage of conflict in its development. Larson and Mildred (2000) argued that, intrapersonal conflict occurs within a person and that one can experience intrapersonal conflict with respect to the amount of resources one has by hearing internal voices that disagree. Thakore (2013) state that, an individual may have conflicts when his motives or drives are blocked or he is facing competing roles and goals and unable to take decisions. The reasons behind these conflicts may be uncertainty about roles and goals, inability to compare various alternatives available and unacceptability to the decisions of company. According to Rahim (1986), an intrapersonal conflict though internal to the individual, it affect the functions of an organisation and is perhaps the most difficult form of conflict to analyse and manage. It is the highest level of dissatisfaction which in turn gives rise to conflict within individual. Hart (2001) noted that this form of conflict results to one's frustrations due to blockage of individual's drives or motives before reaching his or her goal. This kind of conflict can also

be recorded when one fails to meet the assigned role in the particular organisation due to various competing interest which might be hindering factors to achieve the said target.

2.4.2 Interpersonal Conflict

Interpersonal conflict refers to conflict between two or more individuals and is the most common type of conflict in the community. Sompa (2015) defines this form of conflict as clashes that involve two or more individuals who perceive each other as being in opposition to preferred outcomes and/or attitudes, values or behaviours. Conflict between people can arise from many individual differences, including personalities, attitude, values, perceptions and other differences (Thakore, 2013). Owusu (2007) describe interpersonal conflict, as a situation in which one or both individuals in a relationship are experiencing difficulties in working or living with each other. Interpersonal conflict affects the interaction of human beings in an organization.

2.4.3 Intragroup Conflict

A conflict that occurs within groups or teams is called intragroup conflict. Intragroup conflict can either be task conflict or relationship conflict. Thakore (2013) describe task conflict as a perception of disagreement of group members or individuals about the content of their decisions and involves differences in viewpoints, ideas and opinions. For example, task conflict about the distribution of resources, about procedures or guidelines and about the interpretation of facts are common in social organisations. On the other hand, relationship conflict is a perception of interpersonal incompatibility and includes annoyance and animosity among individuals. Intragroup conflict occurs among individuals within a team and involves clashes among some or all processes (Berhanu, 2014). Members of the same group can have incompatible goals towards each other, resulting to disagreement. In the study by Sompa (2015), intragroup conflict is equated to a classroom situation, where pupils sit in close proximity and interact with each other, while among members of staffs can occur when they have different views on the kind of measures appropriate for punishing students. Intragroup conflict is similar to interpersonal conflict with the difference that the conflict arises between the people belonging to a common group.

2.4.4 Intergroup Conflict

Intergroup conflict which occurs among members of different teams or groups can also have substantive and emotional underpinnings (Thakore, 2013). These conflicts may be among different levels of organisation like middle level managers having conflict with top or lower

level managers, or may be between different functional departments, like marketing department having conflict with production department. In the view of Rahim (1986), intergroup conflict is quite common in organizations and it can make the coordination and integration of task activities very difficult. Ikeda, et al. (2005) supposed that, organizational conflict involves interpersonal conflicts with colleagues or supervisors, or intergroup conflicts within different sections of an organization. It is a conflict which happens within an organisation, but involves different sections or departments of the same institution. The growing use of cross-functional teams and task forces is one way of trying to minimize such conflicts and promote more creative and efficient operations.

2.4.5 Inter-organisational Conflict

A conflict that occurs between two or more organisation is called inter-organisational conflict. Thakore, (2013) argued that, inter-organisational level conflict occurs between organisations which are in some way or the other dependent upon each other enrage themselves into a dispute. Inter-organisational conflict can either be: vertical or horizontal. Owusu (2007) states that, vertical conflict occurs in groups of different hierarchical levels such as supervisors and salesmen, whereas horizontal conflict occurs between individuals of the same level, such as managers in the same organization. It can also be as a results of jealous in organisations towards each other due to dominance in market and demands which one group might be enjoying. This kind of conflict affects the production of goods and services in the community as it leads to mistrust among organisation administrations of different institutions of the same locality.

2.5 Stages of Conflict Development

Conflict typically occurs in escalating levels of seriousness. In the earlier stages it is easier to deal with the issue which are generated and solutions are more quickly found. People can often solve their differences with little difficulty at the early stage. On the other end of the spectrum, once conflict has degenerated to a deeply hostile and serious level, external assistance is sought from an external source to mediate a solution with the parties involved. Therefore, it is essential to be aware of the stages in which conflict develop in order to help in identifying the common strategy suitable to resolve it.

2.5.1 Latent Stage

This is the first stage in the development of conflict. At this stage, participants are not yet aware of the conflict but hidden frustrations may surface at any time. According to Galtung

(1969), latent violence is something which is not there, yet might easily come about. This is the first level in which people typically become aware that there is a problem. It is also referred to as the discomfort Stage. Nothing specifically may have happened but there may have been some tensions or awareness that something is not right in a relationship. According to Ohana (2012), little is said or done about the problem at this stage as it is not recognised that any problem actually exists. This stage is a part of normal in everyday life. Even good relationships have moments of conflict. In this stage, people look for objective solutions in a co-operative manner. If a solution is not found, especially because one of the parties sticks stubbornly to his or her point of view, the conflict escalates.

2.5.2 Intensification Stage

This stage is also known as the perceived or incidents stage because members are aware that a conflict exists (Ohana, 2012). It is characterised with the occurrence of minor but negative events which make the parties to be discontent and develop the feeling of tension to mistrust. Typically, at this stage things are done or said which give an impression that a problem exists. Galtung (2000) noted that, the parties may feel irritated with each other, fluctuations between co-operation and competition. They may have common interests, but their own wishes become more important. Dealing with information becomes limited to that which favours one's own arguments (Galtung & Webel, 2007). Logic and understanding are used to convince or win over the opposing side. At this stage, each party does everything possible not to show weakness. The temptation not to leave the field of argument increases, until the conflict escalates because of some action(s) taken by one of the parties. If the conflict is not dealt with or avoided, it can escalate to the next stage.

2.5.3 Escalation Stage

Misunderstandings or felt Stage proceed incidents stage of conflict. Here, members feel stress, anxiety, and possibly hostility (Ohana, 2012). It is likely that misunderstandings between two parties with opposing views have contributed to the problem. There may be confusion about the incidents which have previously occurred and the parties may apply false interpretation to those incidents. There is much of blaming the opponent for the cause of the previous problem. Facts may not be clearly presented and may be obscured. Failure to resolve conflict at this stage will generate to the next phase.

2.5.4 Confrontation Stage

According to Galtung (2000), confrontation level also known as the tension level follows very quickly as the situation deteriorates, and as a result of the parties viewing each other with deep suspicion. Typically there is a stiffness to their dealings with each other. Ohana (2012) noted that, at this stage, all behaviours in the relevant parties are viewed through the filter of mistrust and there is little or no trust in the relationships. There may be entrenched due to negative attitude towards each other and the parties tend to have fixed positions. At this level, both parties fear that the grounds for a common solution are lost. In other words, they lose hope for a reasonable outcome to resolve their dispute as interaction becomes hostile. There is no turning back from both parties.

2.5.5 Crisis or Manifest Stage

At this stage, the conflict is open and can be observed. The situation develops into a crisis level as the parties reach a stage of outright hostility and it is clear by this time that events have reached a serious stage indeed. This stage is characterised by poor interactions and extreme gestures are contemplated (Galtung, 1969). Stereotyping is applied as negative identification of the opponent. When this level is reached, it is unlikely the parties will be able to resolve the conflict without external, objective and professional assistance. Experts or new style is employed in order to resolve the conflict which might have reached the apex level.

2.6 Conflict Resolution Strategies

When conflict is noticed in the community, a variety of strategies to slake it are employed. Strategies to conflict resolution which can also be referred to as response to conflict takes the initial stage before development of conflict to direct violence. Haider (2014: 49) describe response systems to conflict as, “timely and appropriate prevention initiatives, usually undertaken during dormant stages of perceived potential violent conflict”. There are two main types of responses to conflict namely; short-term and longer term response. Stine (2013) describe short-term responses as, the rapid collection and dissemination of information about violent events used by relevant actors to stop the violence escalating. He further discusses longer term response as more proactive and analytical to the information gathered over time to address the causes of conflict.

The failure by parties to resolve conflict during its escalation stages results to employing of conflict resolution strategies. Conflict resolution is not only important, the method employed in the settlement matters is more in the sense that, it satisfies the parties to the conflict (Best, 2006). Ebimaro (2008) describe conflict resolution as a process that is predisposed to a new

beginning. New beginning requires new values that dissolve into civilized community public life. This addresses the causes of conflict and seeks to build a new and lasting relationship between hostile groups (Agbu, 2006). It aims at limiting and avoiding future violence by promoting positive behavioural changes in the parties involved after the causes of previous misunderstanding are known and addressed. Communities have variety of techniques they choose to use in conflict resolution. The subsequent segment brings out some of the common tactics used in response to conflict in the community.

2.6.1 Avoidance

In the work of Victor (2012), avoidance response is also referred to as flight approach which is a situation where a group alleging injustice or discrimination is literally ignored or denied recognition by those being accused and those who have the capacity for helping to redress the injustices done to the group. Flight behaviour in conflict management may firstly and partially involve withdrawing to avoid the conflict and just keeping the peace. The intention which may be unconscious, is to protect ourselves rather than deal with the problem. By not confronting the problem to the conflict, the immediate result is relatively soft on the person. Some features of the flight style include; denial of the conflict, equivalent switching and avoiding issues, being non-committal, joking instead of dealing with the conflict and paying undue attention to irrelevant and inconsequential issues (Gonclaves, 2008). This might worsen issues and propels the party ignored or avoided to violent or extra-judicial actions. Thakore (2013) argued that, avoiding strategy may help to maintain relationship that would be hurt by conflict resolution and very effective way to affront conflictive situations at short term. It is used when the conflict involves issues of low importance, or to reduce tensions, or even to buy time. Therefore, flight response cannot be reliable to deal with tense conflict which seem to resulting to fighting.

Additionally, the approach does not address underlying issues to the conflict, hence, there is high chances of conflict resurfacing in future. According to Nelson and Quick (1997), the flight approach to conflict management permits conflicts to deteriorate rather than giving room for improvement. It reinforces the negative notion about conflict as always destructive and must be avoided. The other demerit of using the flight approach is that it blocks the chances of exploring the potentials for development inherent in the issues in conflict. There is restriction of each party to their own group and narrow perceptions about the issues in contentions. Victor (2012) observed that, the more a wronged or perceived to be wronged

party is ignored, or avoided the more the probability of the party gets a win-lose conflict outcome. This tactic often prepares the theatre for violent conflict or war in future.

2.6.2 Compromise

Compromise is another strategy in which disputing parties respond to their differences. Using this method, Ryan (2015) contended that, disputants reach a solution acceptable to all, so all sides are prepared to lose something as well as win something. The method sounds better as both parties are willing to gain or lose something as a way of resolving their differences. There is no right or wrong answer through this method of conflict resolution. The parties in conflict negotiate and bargain as a way to reach a conclusive solution to the problem. Victor (2012) argues that the compromise approach can be identified as bargaining or trading. It involves the parties laying bare cards and making concessions which ordinarily might not have appealed to them. Thakore (2013) postulate that, compromise is often adopted in extreme situations where the parties cannot move forward without making concessions on some of their demands. This is also useful in conflicts characterised by limited resources where parties may need to be contented with available resources even when it is not in conformity with their desired taste. The exigency of time and other pressing issues also compel parties to settle for compromise. If time is one of the most important conditions, compromising can be very useful as it provides faster way of conflict resolution. It decreases the levels of tension and stress which can be consequences of conflict.

Nevertheless, if this approach is used excessively or exclusively, it may lead to simply making everybody happy, without resolving the original conflict. This entails the search for mutually satisfactory outcome of the conflict by parties involved. As a result, both parties may not be satisfied with the outcome of a lose-lose situation. This approach does not contribute to building trust in the long term. However, close monitoring and control may be required when parties want to be sure that their agreements are met (Fleetwood, 1987). This is because this approach may lead to short-term solutions as parties feel they have lost something important.

2.6.3 Flow pattern

Flow pattern is yet another response to conflict which seek to satisfy the needs of both parties without hurting anyone. The approach is usually applied by considerate parties who respect other people's feelings, ideas and conscience. It is termed the best because it involves a win-win situation. According to Fisherm and Ury (1991), parties see conflict as a challenge and an opportunity for growth so much that they confront that conflict confidently using skills and

looking for strategies and solutions to the conflict. The flow pattern approach which is also called a collaborating approach, includes listening to needs and goals of another party towards achieving a common goal (Victor, 2012). It means reaching a better solution through communication and co-operation.

During the win-win approach, the intention is to solve the issue whilst respecting everyone in the conflict. Hence, this will then increase trust and respect and can eventually lead to the effective collaboration in the future. Individuals using this type of conflict style tend to be both highly assertive and highly empathetic (Bayazit, et al., 2003). It gives a chance to the parties to share risks and responsibility of the outcome. However, the flow pattern approach to conflict management requires a contribution of all parties to find a mutually acceptable solution. Because of that it can take a lot of time and efforts than other responses. It cannot be practical approach because the time is an important factor. If the trust is lost, relationships can be spoiled and an individual or group should choose other method of conflict resolution.

2.6.4 Accommodating

Thakore (2013) refer to this method as smoothing. Smoothing results from a low concern for one's group own interests combined with a high concern for the interest of other group. This style is low in assertiveness and high in cooperativeness. One party adopting accommodating approach to conflict management, will show little concern to own personal interests, instead focus on maintaining relationship with the other. Individuals ignore their own goals and resolve conflict by giving in to others because they see the relationships as of the greatest importance while their own goals are of the least importance (Thakore, 2013). This style is adopted when maintaining harmony is important. Victor (2012) noted that, individuals smooth over the conflict out of fear of harming the relationship their unassertive and cooperative behaviour creates a win-lose situation want to be accepted and liked by others. Parties to the conflict think that conflict should be avoided in favour of harmony and that people cannot discuss conflicts without damaging relationships. Unlike other methods, this style is concerned in maintaining relationship.

2.6.5 Threats

Threats response which is also known as confront response in the work on Thakore (2013), refers to strong co-operative and assertive behaviour. Ryan (2015) identified threats as a common strategies used in responding to conflict in the community. This method is used to resolve conflict through the submission of one party by the way of withdrawing from the

conflict. The party which thinks is strong will use threats or force to make the other realise that withdrawing from the conflict is ideal than searching for possible peaceful resolution which might be futile. Thakore (2013) noted that, confronting style is most practical to find an integrative solution when both sets of concerns are too important to be compromised, when objective is to learn, to gain commitment by incorporating concerns into a consensus and to work through feelings that have inferred with a relationship. Victor's (2012) assertion is that, one party sees withdrawing from the conflict would be more ideal than waiting for solutions which might not even be achievable at the end. The party which withdraws might not have been satisfied on the way the conflict might have been resolved, hence, will be prompted to seek for allies or mobilise resource in order to subdue the opponent through direct conflict. In this way, the method is seen as temporal and unstable in resolving conflict.

2.6.6 Fighting

This approach is also called forcing in Thakore (2013), while Victor (2012) refers to it as competing approach. Competing approach entails one party or group winning while the other party or group losing. According to Victor (2012), the fight or competing approach to the control of conflict entails a person or group seeking to reach his/her own preferred outcomes at the expense of a partner. Additionally, during fight behaviour the intention which may be unconscious, is to come down hard on the issue, with little concern for the person (Gonclaves, 2008). The fight approach to conflict management is generally characterized by aggressive communication behaviour that is threatening and seeking control of the opponent. In this approach, one puts personal needs and feelings first and has determination to conquer. Individuals assume that conflict is settled by one person winning and one person losing and they want to be the winner and creating a win-lose situation (Thakore, 2013). Participants do not accept the blame and punishment, as they all feel are right and the other is wrong until they engage in a fight. This approach may be appropriate when quick actions are needed, especially during emergencies. Also it can be useful when an unpopular solution must be applied and a deadline is near.

However, Victor (2012) observed that, this style is inappropriate in an open and participative climate. It creates enemies between parties involved and a grudge by the losing side. Those who manage conflict this way generally fear losing control over the other party and demonstrate a lack of interpersonal skills. Such a person experiences constant tension, anger and disapproval in the society. As a result, the conflict management by competing fails to satisfactorily manage conflict. On the other hand, Bobbins (1974) observed that, this conflict

management style may negatively affect relationships with the opponent in the long term. The opponent can react in the same way, even if he or she used to be forceful originally. This approach takes a lot of energy, thus it can be exhausting to some individuals or society as it requires a lot of resources to engage in this response to conflict.

From the foregoing discussion, it can be ascertained that above responses are appropriate before conflict turns to direct violence. Such techniques are useful when parties involved get to realise that, there would be more cost in engaging to direct violent than if they agree to prevent its outbreak. Therefore, parties resort to use such tactics to curb such anticipation. These styles are employed when some signs to the outbreak of conflict are seen in and individual or the community. Therefore, they may not be sustainable as they can only be seen and applied when sign to the conflict are realised. It is therefore from this background that we need to develop a strategy which may pervasively encourage peaceful co-existence and denounce conflict. Therefore, an effective teaching of Civic Education in secondary schools is anticipated to fill in this gap.

2.7 The Concept of Civic Education

The study of Civic Education which is also known as citizenship education in other areas of society has come with various explanations on what it is constituted of. Scholars from different parts of the global have different understanding on what Civic Education is. Civic Education can also be called, Citizenship Education and Ethics, Civic Culture, Civic, legal and social education (Vasiljevi, 2009; Tovmasyan & Thomas, 2008). The differences in names does not however means the subject have unique content from one society to another, instead it is all based at producing a citizen who will understand the fabrics of his or her society. In this study, few samples among the existing definitions on what Civic Education are explored. This work however, is not set to dive into defining or why many explanations on what constitute this field of study exist, instead it is set to investigate the teaching of Civic Education in Zambia's senior secondary schools and how it serves as a tool for conflict resolution in the society. Hence, other scholars will find it convenient to look into other areas as such in future.

Smith, et al (2002: 16) views Civic Education as, "an organisation under education for Democratic Citizenship". It operates to instil individuals with democratic principles, ethics, an understanding of how democratic institutions function, and their rights and responsibilities to engage in the political system of their community. Branson and Quigley (1998) describe Civic Education in a democratic society as focussed on promoting understanding of the ideals

of democracy and a reasoned commitment to the values and principles of democracy. Students of Civic Education must be well acquainted with the operation of democracy and should strive to influence others to familiarise with this information too. Civic Education is a way of learning to equip and empower citizens for effective participation in a democratic and development processes (Vasiljevi, 2009; Muleya, 2015). It is a subject that deals with knowledge about government structures and processes. The study of Civic Education helps to explain how government machineries ought to operate in relation to the governed and the governor. Civic Education according to Foresti and Wild (2009) unveils governance of a sector, and the way in which politics and institutions interact within that sector. Students become aware of weaknesses that might occur if one of the arms of government is incapacitated or try to intrude in the operation of other branches. Civic Education can facilitate peace in the community as government officials (from legislature, executive and judiciary) will operate within their perimeters and the governed will provide necessary checks and balances while those responsible will bow to accountability principles.

Vasiljevi (2009) describes education as the process through which one takes in and builds up knowledge of the aspects of life so that one may live his or her own life more effectively as an active participant in society. Civic education is a specialized aspect of general life education. Kamp (2011) stated that, Civic Education helps in attaining the goal of an active, informed and critical citizenry by providing the people with relevant information, raising their awareness on their democratic rights and responsibilities, and promoting those values that are indispensable ingredients for a democratic society to thrive. It enables a citizen to be a conscious political player in his or her country's governance. Civic Education enables the citizens to appreciate the values of dialogue, negotiation, compromise, tolerance, diversity, democracy, good governance, accountability, participation, rule of law and in the end it promotes a culture of constitutionalism (UNDP, 2004). These perimeters are a key to fostering peace in the community.

2.8 Goals of Civic Education

Every education program is developed on its unique goals. This is same with Civic Education in which its general rationale is to impart civic knowledge, civic skills and civic dispositions or values to a citizen. This general overview was noted by McCowan (2009) who pinpoint, that Civic Education enables citizenship in the sense of providing people with the knowledge, skills and values required for exercising their rights and fulfilling their responsibilities. These

strands embedded in Civic Education are essential as they empower citizens to become active participants in their community.

The study done by Halstead and Pike (2006) noted the primary aim of Civic Education as to produce informed citizens. The course is intended at producing citizens who becomes the subject of knowledge and skills in their community pertaining governance institutions. McCowan (2009) presents similar findings that the traditional Civic Education classes have a strong emphasis on knowledge, focusing on Constitution, government and political institutions, as well as national history. Kamp (2011) acknowledges that Civic Education as a course of study equip the citizens with the required awareness, knowledge and skills to be conscious and active political participants in the democratic society. Citizens should have knowledge on the organisation of their state for them to actively participate at any level of community organisation. Biesta (2011) infers that, knowledgeable citizens are aware of the complexities of the economic, ethical and social issues and dilemmas that confront people and have some knowledge of political, social, economic and cultural ideas and phenomena. The task is a cognitive one, of extending children's knowledge and understanding of political ideas, institutions and issues.

The teaching of Civic Education is aimed at producing a citizen who is committed to the public values of society. Halstead and Pike (2006) identify some off the essential values to a civilised society as; human rights, tolerance, respect for persons or anti-racism which students need to learn in school. The society provide wider range of values, hence it is for this reason that education enables students to adopt and develop such values which are appropriate to their political institutions. McCowan (2009) re-echoed on the importance of teaching Civic Education in which students develop greater understanding of their existing beliefs, commitment to a more specific moral and political vision of their community. Further, Halstead and Pike (2006) noted the value of Civic Education as to encourage the students to develop a substantive commitment to the public values and the civic virtues or dispositions which allow the public values to flourish. This course of study arouse one's civic obligation in the community. Petersen (2011) argued that, civic obligation broadly comprises of duties expected of a citizen within a particular political community to perform.

The teaching of Civic Education helps young people become active participants in building and strengthening their communities. Youths in civic engagement leads to reduced risky behaviour, increased success in school and leads to greater civic participation later in life (CSP, 2011: 2). The learning of Civic Education results to empowerment of learners to become actively involved citizens during the developmental projects in their community. It

equips citizens with skills to participate and contribute to the development and maintenance of democratic governance and citizenship which eventually leads to the establishment of a stable democratic political system (Crick, 2000). Students see it their responsibilities to engage themselves in the community work in order to provide a solution to the prevailing situation at that time. They value problems of the society as caused by them, hence the need to engage in providing desired solutions.

Further, McCowan (2009) postulate that, Civic Education is aimed at developing a good, effective and/ or empowered citizen. It is based on promoting leadership, self-reliance and self-control. The teaching of Civic Education is aimed at creating individuals with the capacity to go beyond citizens, who are passive subjects of the state, to those who are well informed and responsible (Crick, 2000). Further, Vasiljevi (2009) noted that, in a narrow sense, Civic Education aim at acquisition of knowledge about a constitution and the basic democratic institutions and regulations; while the broader focus is more on the acquisition of competences that enables participation and democratic action, and it includes social learning and political socialization.

The study conducted in Zambia by Muleya (2015) suggests that the teaching of Civic Education is tailored on service learning for enhancement of social change and transformation of a society. His findings provide among the roles of Civic Education as that of imparting knowledge to learners in order to transform their behaviour towards the common good of the community. Halstead and Pike (2006) agrees to these findings that, Citizenship Education provides political literacy, moral and social responsibility as well as community involvement. Their study is anchored on education which is intended to produce active citizens with a commitment to certain public values and practices. Community involvement and service learning are all product of civic minded person.

Sakala (2016) conducted a recent study focusing on assessing the responsiveness of Civic Education teacher training curriculum towards democratic citizenship. He assessed the state of Civic Education teacher training curriculum towards democratic citizenship in Zambia. His findings shows that, without having a proper Civic Education teacher training curriculum, it will be difficult to instil citizenship ideals in student teachers. Consequently, the intended national agenda for effective democratic citizenship transmission will be an illusion. His findings are similar to Crick (2000) who calls education for citizenship where citizens must be well trained effective participation on public issues through acting together.

Elsewhere, the study by Kamp (2011) indicates that Civic Education offers a major contribution by aiming at producing an informed, active and responsible democratic citizenry. He outlines the following as the major aims for Civic Education:

- Increase the acceptance and stability of the democratic system;
- Enhance the protection of individual rights;
- Consolidate effective participation beyond elections;
- Limit concentration and abuse of power;
- Strengthen the “demand side” for democracy;
- Enhance civic engagement;
- Promote development of the country;
- Increase tolerance and peaceful coexistence.

From the above, Civic Education aims at creating individuals with the capacity to go beyond citizens, who are passive subjects of the state, to those who are well informed and responsible. It equips citizens with skills to participate and contribute to the development and maintenance of democratic governance and citizenship which eventually leads to the establishment of a stable democratic political system (Crick, 2000).

In Zambia, Civic Education was introduced for the purpose of bridging the gap that existed between junior secondary and when someone graduate from tertiary institution. The study conducted which focused on the teaching of Civic Education in Zambia and Norway indicated that, the gap had an impact on grade 12 school leavers who in most instances had graduated with little or no experience of Civic Education concerning their rights, roles and obligations (Katongo, 2010). As a result, there was vacuum after pupils wrote their grade nine and the time before they got to tertiary institutions. There was also a need to facilitate children’s participation in decision making and develop their capacity in planning, organizing and coordinating. Therefore, this call was fulfilled in 2003 when the Ministry of Education re-introduced the teaching of Civic Education in secondary schools which was banned in the 1978 due to political reasons.

2.9 Research Gap

From the related literature reviewed, various studies on strategies on conflict resolution have been shown. Compromise, avoidance, flight, forcing, collaboration, fight, accommodating and flow pattern are presented as some of the reliable response to conflict (Ryan, 2015; Victor, 2012; and Thakore, 2012). However, these styles are employed when some signs to the outbreak of conflict are seen in the community. Therefore, they may not be sustainable as they

can only be seen and applied when sign to the conflict are a reality. It is therefore from this background that we need to develop a strategy which may pervasively encourage peaceful co-existence and denounce conflict in the community. Further, the literature reviewed suggested a variety of benefits in the teaching of Civic Education. Muleya (2015) discusses Civic Education based on service learning for enhancement of social change and transformation of a society. Kamp's (2011) research infers on Civic Education aimed at producing an informed, active and responsible democratic citizenry. Civic Education has also been presented as a course which impart civic knowledge, civic skills, and civic disposition or values to learners (Crick, 2000; Halstead & Pike, 2006; McCowan, 2009; Vasiljevi, 2009; Petersen, 2011; and Biesta, 2011). However, it would appear little has been done on the teaching of Civic Education in secondary schools in Zambia and how it serves as a tool for conflict resolution in the community. It is for this reason that this study is sought to investigation the teaching of Civic Education in Zambian secondary schools and how it serves as a tool for conflict resolution in the community.

2.10 Summary

The previous chapter has discussed related literature on conflict management. It has presented the causes of conflict, forms of conflict, stages of conflict and common strategies used in response to conflict in the community. The concept and goals of Civic Education were also discussed. The proceeding chapter is based on the methodologies employed in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

The previous chapter reviewed some of the existing literature related to the study. The current chapter provides the methodologies which were employed in the gathering of the data. It provides an account of the research design, the study sample and sampling procedure, target population, research instruments, data collection instruments and techniques, delimitation and limitation of the study as well as ethical considerations.

3.2 Research Design

In order to have in-depth information, the study used a case study design. Case study according to Komb and Tromp (2006) brings about deeper insights and better understanding of the problems faced by the participants. This design was preferred among other designs as the researcher wanted to get the in-depth views from the participants on the teaching of Civic Education and how it serves as a tool for conflict resolution in the community. Creswell (2003) describe case study as a design in which a researcher explores in depth a program, event, an activity and a process on one or more individuals. In order to have a variety of views from teachers and education administrators in the teaching of Civic Education in secondary schools and how it facilitate as a tool for conflict resolution, this research design was appropriate to the task.

3.3 Qualitative Research

In this study, a qualitative research methodology was used. According to Bryman (2008), qualitative research methodology is said to be a research strategy that usually emphasises on words rather than quantifications in the collection and analysis of data. In this paradigm, the inquirer seeks to examine an issue related to expression of individuals (Creswell, 2003). Therefore, qualitative research methodology helps to establish the meaning of participants' experiences without engaging them into rigid pre-test categories. Aryl (1996) argued that the experiences must be as they are lived by informants in a particular context, for instance, a community, school, culture, group or institution. In this study, a qualitative research method was assumed to bring about the anticipated outcomes as teachers of Civic Education in selected secondary schools of Lusaka province expressed their views on how the teaching of Civic Education serves as a tool for conflict resolution in the community.

3.4 Research Site

This study was carried out in three districts of Lusaka province. These are: Kafue, Lusaka and Chongwe. These districts were identified because they house the four selected secondary schools which were among the first secondary schools in Zambia to reintroduce the teaching of Civic Education at senior secondary school after it was abolished in 1978. Despite being used as pilot project, the teaching of Civic Education has now been made as one of the compulsory subjects in the education curriculum under the Business and Social Sciences academic pathways.

3.5 Target Population

Kombo and Tromp (2006) define population as group of individuals, objects or items from which the samples are taken for measurement. It refers to an entire group of persons or elements that have at least one thing in common. Oso and Onen (2009) clarify that a target population involves the total environment of interest or focus to the one carrying the research. Addition, Patton (1990) also stresses that a set of elements that the research focuses upon to which the results obtained by testing the sample must be generalised to what is referred to as a sample. This study samples: officials from Provincial Education Offices (PEO), officials from District Education Board Secretary (DEBS), secondary school administrators and teachers for Civic Education in Lusaka province.

3.6 Sample Size

Kahn and Best (2006) defined a sample size as a subset or small proportion of the population which has been selected for analysis and observation. It is a “process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group” (Combo and Tromp, 2016: 77). In relation to the foregoing, the sample size for this study is illustrated in the table below:

Level	Position	Number Per Station	Total number	interviewed
Provincial	Senior Education Standards Officer (SESO) Social Sciences	1	1	1
District	District Education Standards Officer (DESO)	1	3	2

School	Deputy Head-Teacher	1	4	4
School	Head of Department Social Sciences	1	4	4
School	Teachers for Civic Education	2	8	6
	Total		20	17

From the table above, one Senior Education Standards Officer (SESO) Social Sciences at provincial level, three District Education Standards Officer (DESO) one per district, four deputy head teachers and Heads of Department Social Sciences each from a selected school and 8 teachers for Civic Education two from each of the selected school were targeted. However, the last column indicate the number of personnel available for interviews. From the table, the targeted sample size for this study was 20 participants and only 17-were interviewed.

3.7 Sampling Technique

In this study, purposive sampling was used in choosing teachers for Civic Education and education administrators as respondents. According to Kombo and Tromp (2006), purposive sampling is used when a researcher targets a group of people who are viewed to be reliable for the topic under investigation. This method therefore allows the researcher to choose only those respondents who are familiar with the needed information to the study. Under purposive selection, homogeneous sampling was employed for the purpose of selecting participants. Homogeneous technique allows the researcher to purposefully samples individuals or sites based on membership in a subgroup that has defining characteristics (Combo & Tromp, 2016). To use this procedure, you need to identify the characteristics and find individuals or sites that possess these characteristics and in this study, Civic Education teachers and education administrators made up this sample. Teachers for Civic Education and education administrators were selected using homogeneous method of purposive sampling because the researcher assumed that these have similar information on the teaching of Civic Education in the secondary school.

3.8 Research Instruments

The study used interview guide to give an opportunity for respondents to express themselves on the knowledge of the topic. Interview guide involve a series of open ended questions based on the topic areas the researcher wants to cover (Musingafi and Hlatywayo, 2013). This technique was used in this study with all the participants to collect the desired information.

The method was appropriate to the study as it helped the researcher to collect in-depth information as informants freely expressed themselves on this topic of study.

3.9 Data Collection Techniques

Data collection according to Kombo and Tromp (2006) is defined as the gathering of specific information aimed at providing or refuting some facts. There are two types of data sources namely; primary and secondary. Primary source is used when collecting the information direct from the respondents through interviews (Ranjit, 2005). It is the data that has been observed, experienced or recorded close to the event in which one can get the truth. It is the first and most immediate recording of a situation (Walliman, 2011). This study used primary source of data provided by the respondents through interview guide devices. On the other hand, secondary data was also used in this study. Ranjit (2005) define secondary sources of data as those which have already been collected and analysed by someone else. Examples of secondary data includes; news bulletins, magazines, newspapers, documentaries, advertising, the Internet, books and many others (Walliman, 2011). In this study, books, journals and internets were used to collect data from already existing literature on conflict management strategies as well as the teaching of Civic Education.

3.10 Data Analysis

Dey (1993) defined data analysis as a process that seeks to reduce and make sense of vast amounts of information, often from different sources, so that impressions that shed light on a research question can emerge. This study used a thematic type of data analysis. Kombo and Tromp (2006) assert that, in this type of data analysis, themes are topics or major subjects that come up in discussions. The researcher needs to carefully go through the descriptive responses given by respondents to each question in order to understand the meaning they communicate. Kothari (1985) stated that, from the responses gathered, the researcher develop broad themes that reflect these meanings. Thematic data analysis compels the researcher to select wording of the theme in a way that accurately represents the meaning of the responses categorized under a theme. Therefore themes of this study become the basis for analysing the text of unstructured interviews.

3.11 Limitation of the Study

The findings of this study may not be generalised to other regions due to a small sample and only three districts of Lusaka province and four secondary schools were engaged in this study. Nevertheless, the study may provide a general clue on the attitudes of the teachers for Civic

Education and education standard officers in the teaching of Civic Education and how it serves as a tool for conflict resolution in the community.

3.12 Ethical Considerations

Cohen et al. (2007) defined ethical considerations as a correct behaviours and procedures that are necessary and in line with the recommended legal and ethical conduct of the researcher. In this study, anonymity and confidentiality was guaranteed to respondents by not asking them of their names. Interviews was conducted on one to one basis. No name of a participant is used in this study, instead participants will be grouped and identified using their titles as education administrators and teachers for Civic Education. An informed consent was sought before collecting information from the informants and guaranteed them with security of the information they provided. Also, the main objective of gathering such information was made clear to the respondents.

3.13 Summary

This section has provided the methodologies used in the gathering of the data in this study. The themes discussed includes; research paradigm and design, location of the study, study population, target population, sample selection, research instruments, data collection techniques, data analysis and ethical considerations. The next chapter presents research findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents research findings. The views presented represent the opinions of participants on the teaching of Civic Education in Zambia. The findings of the study are presented using a thematic approach in relation to guiding questions of the study. The research questions which the study sought to address were:

- i. How is the teaching of civic education in Zambian schools used as a tool for conflict resolution in the community?
- ii. What strategies are used in the teaching of Civic Education in Zambian schools which make it a tool for conflict resolution in the community?
- iii. What challenges are experienced in the teaching of Civic Education in Zambian schools as a tool for conflict resolution in the community?
- iv. What solutions can be proposed to the challenges faced in the Teaching of Civic Education in Zambian schools as a tool for conflict resolution in the community?

4.2 Participants' views on Civic Education for Conflict Resolution

Participants presented their views in relation to the first objective of the study which sought to examine how the teaching of Civic Education serves as a tool for conflict resolution in the community. The themes which emerged from this objective are: Respect for human rights, effective participation in decision making, effective leadership, critical thinking and skills for conflict resolution. The other themes worthy notice from the first objective were: strategy to curb social challenges, appreciation of cultural diversity and elimination of poverty.

4.2.1 Respecting of Human Rights

The findings present that the teaching of Civic Education in the secondary schools in Zambia helps enlightening citizens with human rights. One of the administrator noted that,

“I see the teaching of Civic Education at secondary school level to be helpful in enlightening citizens of their own rights and those of others. Sir, if people are ignorant of their rights and those of others, conflict in the community will continue to be recorded. Therefore, the teaching of Civic Education has tremendous benefits of making those who are aware of human rights to have moral control on the rights of their fellows as they enjoy their own right. As for me, I think this is good enough to reduce conflict which might result from violation of ones' rights and freedoms Sir” (an interview with an administrator, 2018).

The consolidated views from the teachers on the teaching Civic Education for conflict resolution were;

“it helps in the understanding and appreciation of civic and political rights. The rise in understanding of political rights is as a result of the teaching of civic education at the senior secondary schools in Zambia. For instance, the introduction of grade 12 clause for those wishing to contest at parliamentary level is one way we can gauge the involvement of civic education in the community. Additionally, impacts of civic education has resulted into the introduction of polls for city Mayors or district council chairpersons” (Consolidated interview with Civic Education teacher, 2018).

4.2.2 Effective Participation in Decision Making

The teaching of Civic Education enhance participation in decision making. Representing a group of administrators, one of them said,

“I want to talk about how Civic Education helps in decision making of the country. It is true the subject is rich in political content, for example, most of the countries including Zambia have been experiencing political intolerance and violence. Citizens of the same community rise against each other all in the name of political affiliation. All this is caused by lack of civic knowledge where they would be able to understand that other people have their own rights as well as they have theirs. Therefore, I see Civic Education as a course of study which if taken seriously, can help community produce graduates who will have self-conscious” (an interview with education administrator, 2018).

As for teachers, their views were;

“we teach Civic Education to empower citizens to participate in political, economic and social organisation effectively” (an interview with Civic Education teacher, 2018).

4.2.3 For Effective Leadership

One of the education administrators see the teaching of Civic Education for preparation of future leadership. He adds;

“System of leadership among pupils is seen when they are still in schools. Learners would provide leadership to ensure that there is law and order in the school community. Like at this school, where they are not able to reach, they bring the culprit to the management. Those who do well in Civic Education have portrayed to have good skills of leadership, thus why I am say, Civic Education train learners for conflict resolution through making them as good leaders” (an interview with education administrator, 2018).

4.2.4 Critical Thinking

Majority of teachers and administrators agreed that Civic Education provide critical thinking to learners. For following represent the consolidated information from both;

“Through civic education, people are able to argue out and make informed decision especially during democratic campaigns where different candidates approaches one society to sale for their manifestoes. All these were not there before civic education was introduced as a subject to be taught at the senior secondary school level. Citizens provide accountability to their leadership because they are empowered by Civic Education” (a consolidated interview with teacher for Civic Education, 2018).

4.2.5 Skills for Conflict Resolution

Both administrators and teachers for Civic Education cherished the view that Civic Education provides skills for conflict resolution. One administrator said,

“I know Civic Education is a very important subject, but if it is taught effective, it can lead to peaceful conflict resolution. This will help in conflict resolution as it impart ideals of oneness in the community” (an interview with education administrator, 2018).

Teachers and administrator agrees that,

“Pupil to pupil way of resolving their conflict especially at the school. They will follow the normal channel of communication. This includes, they try to solve the conflict themselves, involve class representative, involve the prefects, and if it fails among pupils themselves, teacher on duty is invited before proceeding to the administrative offices. When they graduate from here, learners get engaged to participate in settling conflict in the community using a rightful and peaceful modes. They become aware of the appropriate methods of solving conflict and apply them in the school conflict resolution as well as in the community when they graduate” (consolidated interview with Civic Education teachers and education administrators, 2018).

Additionally, a teacher for Civic Education posit,

“Sir, Civic Education is a tool for conflict resolution as it involves all levels of communication; personal, interpersonal, national and international level of conflict” (an interview with a Civic Education teacher, 2018).

4.2.6 Strategy to Curb Social Challenges

The participants observed the teaching of Civic Education as a remedy to social challenges. The views of the teachers for Civic Education were,

“at school level, the teaching of Civic Education helps in providing awareness of social challenges which if left unchecked are the source of conflict in the community. Through the establishment of school clubs and associations based on Civic Education, learners are able to sensitise fellow pupils of the dangers of engaging themselves into such illicit activities. Such challenges includes; child defilement, gender based violence, poverty, property grabbing, and sexual harassment. If any member of the community if found wanting is such practices, children are able to take up a social responsibility by reporting such greedy individuals to relevant authority” (consolidated interview with Civic Education teacher, 2018).

Education administrators shared similar views as one of them noted that the teaching of Civic Education in secondary schools,

“makes learners realise that the properties of the society belongs to them too, hence need to take care of them. Rioting and vandalism to public infrastructures is discouraged by those taking civic education” (an interview with education administrator, 2018).

4.2.7 Appreciation for Cultural Diversity

The findings revealed the teaching of Civic Education for appreciation of cultural diversity in the community. One of the teachers for Civic Education alluded that,

“Civic Education exist to provide the understanding of indigenous culture. The coming of the Western culture diluted African culture. As a result, many conflict today arise because Zambians are unaware of their own culture. Through the teaching of Civic Education at the senior secondary schools in the Zambian education sector, pupils will be able to appreciate their indigenous culture as well as respecting of other people’s culture as well” (an interview with Civic Education teacher, 2018).

4.2.8 Elimination of Poverty

The teaching of Civic Education was praised to addressing of structural violence such as poverty. A Civic Education teacher commended that,

“My observation is that, the teaching of Civic Education helps to resolve conflict that occurs within self, community, nation and international level. For examples, let’s talk about poverty. Poverty have caused a lot of conflict in the society, but civic education has come to enlighten citizens on such, so that they can work hard for the wellbeing of the community as well as to their own personal benefit” (an interview with Civic Education teacher, 2018).

From the findings provided in relation to the first objective of the study, Civic Education becomes imperative in providing knowledge, skills and appropriate values to the learners. The

presence of the aforementioned in a learner has a potential to accomplish the presented views from the participants. However the teaching of Civic Education can only be trust as a tool for conflict resolution if the rightful teaching strategies are used.

4.3 Strategies used in Teaching Civic Education for Conflict Resolution

This part represents the second research objective which sought to investigate the strategies used in the teaching of Civic Education in Zambian secondary schools. The findings presented here indicate varieties of learner centred methods used by teachers in the teaching of Civic Education in Zambian secondary schools.

4.3.1 Subject Associations

The first theme which emerged from this objective in the teaching of Civic Education was through formation of and affiliation to subject association. Both teachers and administrators agreed that,

“through subject associations, teachers and other professionals are able to evaluate how the subject have performed and put up measures to enhance it especially if there is an area identified not doing well. The teaching and learning of Civic Education can be seen in the organised professional Conferences and workshops. At a school level, such interaction happens when we have a Continues Professional Development (CPD) or Lesson Study Cycle (LSC)” (a consolidated interview with Civic Education teacher and education administrator, 2018).

4.3.2 Pupils’ Administrative Boards

The administrators commended this method for learning Civic Education in secondary schools. One of the school administrator added that,

“At our school, we also teach Civic Education through Board of prefects. Prefects solve pupil-pupil conflict or pupil-community/school conflict before they come into my office. We also have school clubs where pupils are able to apply what they learn in classroom. These two methods are reliable as learners get to engage themselves on matter that affect them as they review content covered during the learning of theory period” (an interview with education administrator, 2018).

4.3.3 Invitation of Experts

One of the teachers observed and commended the teaching of Civic Education through invitation of professionals to the topic at hand. She said,

“...my learners feel better if an outside professional is invited to present certain topics. Therefore, the school invite professional personnel from government or NGO departments to present a lesson after our teacher see it fit and make recommendation to have such a personnel. For instance, every year we invite personnel from DEC, ECZ, NGO, ACC and ZP to present lessons from Civic Education (an interview with Civic Education teacher, 2018).

4.3.4 Conducting Education Tours

Both school administrators and Civic Education teachers supported the teaching of Civic Education through conducting of Education tours to targeted institutions. A consolidated narrative report showed that,

“Like last term, our teacher took the grade 11 pupils to High court to expose them to how legal matters are dealt in Zambia’s court system, and so far I have already received a request to take learners to ZEMA. Sir, this subject as I have said already is a busy subject to us administrator because every term I receive request in this office from Social Sciences and Civic Education section is toping. When pupils are taken to public institutions like parliament, they get the actual content which they learn in class” (a consolidated interview with education administrator and Civic Education teacher, 2018).

4.3.5 Community Engagement

The findings suggested the teaching of Civic Education through community engagement. Both administrators and teachers at a certain institution narrated that,

“When the ECZ approached us, they requested to use our premise as a station for personnel conducting voter education and referendum sensitisation. I think you are aware sir that there were some challenges before voting day on combining a referendum and general election on the same day. We engaged ECZ to use some of our grade 12 pupils to provide this awareness in the community. As I speak now, 10 grade 12s were involved during voter education and I was happy because there was no negative report which came to my office on these pupils. This method exposed the learners to apply what they learn in classroom and at the end, those pupils who participated during this exercise had better understanding of governance issues” (a consolidated interview with education administrator and Civic Education teacher, 2018).

4.3.6 Learner Centred Methods

The findings of the study suggested the use of learner centred methods in the teaching of Civic Education.

An administrator re-echoed this argument through the support of the education observation instruments,

“Pupil centred method was recommended at the time of its introduction when teaching Civic Education at the senior secondary school level. A teacher should take the role of the facilitator”. (an interview with education administrator, 2018).

However, it was also provided that the learner centered method is pregnant with other methods such as: group discussion, debate and explanatory.

4.3.6.1 Group discussion

An administrator argued that,

“we encourage use of group discussion as a method in teaching Civic Education, while the teacher assume the role of a facilitator. This method helps learners to bring out issues from the perspective of how they understand the topic. When we go to observe our teachers, we do not want to see them use the traditional method of lecturing to learners, we want to see how our teachers have prepared the learners to engage on the topic. Discussion method is used in the teaching of Civic Education as it give a platform for learners to get engaged with the teacher and among themselves. Such discussions in most cases are based on learners’ experience in the community” (a consolidated interview with education administrators and Civic Education teachers, 2018).

4.3.6.2 Debate method

Teachers presented debate method as the best strategy in teach Civic Education in secondary schools in Zambia. One of them narrated,

“My experience in teaching Civic Education is that some topics require exposing learners to debate as a strategy of delivering this course of study at the senior secondary school level. A topic is given in advance at times where learners are put into two opposite groups so that they propose or oppose. Topics such as, ‘women should not work in the military’ under gender roles is an example of such topics I use debate method. Children are able to bring out their views from both sides on such topics” (an interview with Civic Education teacher, 2018).

4.3.6.3 Explanatory method

This method was supported by teachers of Civic Education. Representing their views, one of them said,

“after children have discussed, debated and presented their findings from the research work assigned, we as teachers for Civic Education provide explanation on how such topics implies

to learners. Such explanation is backed by the curriculum, syllabus and literature available. Otherwise, learners can bring anything which if not guided and such can mislead the whole class” (*an interview with Civic Education teacher, 2018*).

4.3.6.4 Lecture method

Although this method was presented as well, it received criticisms from both the teachers and education administrators as unreliable style in the teaching of Civic Education in Zambian secondary schools. According to consolidated interview,

“Traditional method of lecturing was discouraged when teaching civic education. It does not give pupils platform to engage in the lesson, instead the teacher dictate to learners. It demean the ability of learners to think and ask questions for guidance. This method sir is used by those teacher who do not prepare adequately. Traditional lecture method should not be used in teaching Civic Education because it does not make learners think. When we go to observe, we want to see a class we engage in the lesson” (a consolidated interview with Civic Education teachers and education administrators, 2018).

The above teaching strategies are essential in the teaching of Civic Education. However, they should be used in the interest of the learner and not according to teacher’s convenience.

4.4 Impediments in the Teaching of Civic Education for Conflict Resolution

This part presents findings from objective number three which sought to examine the challenges which teachers and education administrators faces in the teaching of Civic Education. The themes which emerged includes; the revision of the curriculum, shortages of reliable literature, community illiterate and lack of academic freedom.

4.4.1 Revision of the Curriculum

Education administrators lamented on this challenge as the foundation of all other challenges. One administrator said,

“the revision of the national education curriculum at times is worrisome. Those in the field of education are literary left out in the whole process, making it difficult for teachers and education administrators to share their views. Even when it is developed and implemented, the resources are not available to meet the stated objectives” (an interview with education administrator, 2018).

4.4.2 Shortages of Reliable Literature

When the curriculum is revised, there are no reliable teaching and learning materials to correspond to the new curriculum. A consolidated argument from the teachers of Civic Education indicated that,

“we face challenges of teaching and learning materials. The books written by MK publishing company are shallow and at times are misleading. Nonetheless, these are materials that have flooded the market scene. Also, there is no literature on the teaching of Civic Education as a remedy to conflict resolution in the community. We don’t have literature trickling down from tertiary to secondary school level” (a consolidated interview with Civic Education teachers, 2018).

Further, education administrators and teachers cited certain textbooks as unreliable compared to the old text books in the teaching of Civic Education. According to their arguments,

“I am a trained teacher for Civic Education, but I find the MK textbooks for Civic Education to be too narrow and teachers have also been complaining over these books. If the teacher have been given this subject for the first time, he or she may not be able to teach some topics fully if does not have any other supporting documents. I would wish if the ZEPH Civic Education textbook continued circulating in the public because they have rich contents than the current new MK released books for Civic Education” (a consolidated interview with education administrators and Civic Education teachers, 2018).

4.4.3 High level of Community Illiteracy

This argument was presented by one of the teachers for Civic Education who bemoaned that,

“I find that the learners are outnumbered by the ignorant community, hence feel discouraged. The community in which learners find themselves lack Civic Education knowledge. As a results, learners finds themselves in an awkward position with their Civic Education knowledge. Hence, they will just learn and memorise for the sake of passing their examinations” (an interview with Civic Education teacher, 2018).

4.4.4 Lack of Academic Freedom

Teachers lamented that the teaching of Civic Education in Zambia is the most challenging thing owing to the lack of academic freedom. One teacher complained,

“My experience last year was bad, because when a child asked whether the arrest of an opposition political party (UPND) leader was a justified treason or not. My comment was based on reasons which can make one be charged is a treason, but in the same class one of the child was coming from a strong sympathiser (cadre) of the ruling PF party. The following

day I received a letter requiring me to report before the PF ward offices to apologise on misleading the children or risk losing employment. From henceforth, I find it difficulty of answering or providing objective information especially if the ruling government is at fault” (an interview with Civic Education teacher, 2018).

Similarly, an administrator commented,

“Sir, the political environment in Zambia as of now is not just that conducive for learners to engage themselves into conflict resolution. They feel it not yet their time to engage themselves into political and social engagement of their community. For instance, the issues of corruption is so challenging for learners to challenge the gurus of the community” (an interview with education administrator, 2018).

Elsewhere, a teacher finds the teaching of Civic Education risking due to controversial topics in it. She argued,

“I find some topics are so controversial for the teacher to deliver. Such topics among others includes; electoral malpractice, independence of the judiciary and freedom of the media. For instance, one of the learners last year (2017) asked me while teaching on the characteristics of election in a good governance, if it is normal where the constituency has 25, 000 registered voters and after counting, the commission announces 30,000. This was very trick for me as a teacher especially if I am aware of such evils, but my comment was neutral for the fear of victimisation as some children might come from the very perpetrators of such” (an interview with Civic Education teacher, 2018).

These challenges noted by the participants have serious impacts to the community especially where the teaching of Civic Education is concerned. Therefore, there must be measures to be considered in order to curb such hindrances.

4.5 Solutions to the Challenges Faced in the Teaching of Civic Education

The last research objective was on suggestions that can be put in place to curb the challenges observed in the teaching of Civic Education the Zambian secondary schools. The following themes emerged from this objective: engaging teachers during curriculum revision, making Civic Education a compulsory subject, continue revision of Civic Education textbooks, provision of online libraries and incorporating project during final examinations. It was also suggested that there must be enhancement of: community based Civic Education associations, academic freedom, observing impartiality when teaching controversial lessons and developing a home grown strategy to solve our own problems.

4.5.1 Engaging Teachers during Curriculum Revision

The teachers for Civic Education demanded their involvement during national education curriculum revision. Their arguments were:

“any changes to the curriculum and syllabus must be done in consultation with teachers. This is because teachers are the ones delivering or implementing the new developed policies and if you leave them behind, then such policies risk delay from being implemented or not implemented at all. The involvement of teachers in such reforms will also give a platform for educators to bring out challenges they face during policy implementation. Teachers will also advise which among the topics needs review either through adding in some missing content or removing irrelevant content to the subject” (a consolidated interview with Civic Education teacher, 2018).

4.5.2 Making Civic Education Compulsory to all Programs in Schools

Majority of teachers advised that the teaching of Civic Education should be made compulsory regardless of the program the school or a child is taking. They argued,

“what is happening in other schools where those who are doing vocational programmes makes the teaching of Civic Education option is not right. Thus why we still have problems arising from lack of Civic Education such as, immorality of citizens in the country, because some graduate hardly have Civic Education knowledge” (a consolidated interview with Civic Education teacher, 2018).

Another teacher brought out the status which Civic Education should receive in secondary schools,

“So for me, all the schools in Zambia should teach civic education at the senior secondary school level regardless of the affiliation of that school. The subject should be given the same status with other important courses as Mathematics, English and Science. This is because the very individuals who say they want to concentrate on Natural sciences course will one day aspire to take up leadership roles. Also, they will need to know of their rights and duties. This knowledge is what makes up of Civic Education” (an interview with Civic Education teacher, 2018).

4.5.3 Continue Revision of Textbooks

This theme was supported by majority of teachers for Civic Education. Views collected from different stations showed that,

“there must be a continual revision of Civic Education books in response to any change in the national documents. Writers should also engage themselves into writing books that will be with up today information. For instance, available literature state that, the constitutional of Zambia has fourteen part while in actual sense are twenty-one and citizenship is part two, but actually is on part four, in the constitution of Zambia. Additionally, in the textbooks in circulation the mayor and district council are elected by the council chamber, term of office for counsellor is three (03) years, and many other content which is outdated. Publishing houses to continue revising their textbooks and government to pump more money towards the production of teaching materials especially in Civic Education” (a consolidated interview with Civic Education teacher, 2018).

Both education administrators and Civic Education teachers support the revision of Civic Education textbooks content to be led by professional as there are changes in the community, *“We need literature which is updated from time to time as human beings are dynamic. Since Civic Education learning involves the affairs of human beings, such learning should be updated regularly especially when there are changes in the socio-political and economic world. The professional in Civic Education must take a leading role in the writing of Civic Education books. Lecturers and teachers must be in forefront in writing and regular reviewing of Civic Education books in order to respond to the current demands of the society as well as government effort to respond to society’s happenings” (a consolidated interview with education administrator and Civic Education teacher, 2018).*

4.5.4 Provision of Digital Libraries

In order to provide accessibility of literature in Civic Education to all, education administrators are suggesting the opening of online libraries. They applauded that, *“We recommend through your document sir that, there must be a country’s online library where one can login and find the literature they want without any limitations. This will help address the challenge of inadequate teaching resources” (an interview with education administrator, 2018).*

4.5.5 Community Based Civic Education Associations

The views of the teachers for Civic Education suggest that community based Civic Education association must be enhanced. One of them presented this view as, *“I think, there must be introduction and enhancement of community based Civic Education clubs to sensitise the community on Civic Education issues. Such clubs would act as a link*

between secondary schools and tertiary education and also between secondary school and tertiary education with the government. Through such associations, schools' Civic Education clubs will have role models to look up to in the community. Such community based Civic Education organisations will provide Civic Education to the community especially on issues of Peace and Conflict Resolution through provision of posters, brochure, billboards and workshops” (an interview with Civic Education teacher, 2018).

4.5.6 Academic Freedom

Teachers for Civic Education are recommending for an academic freedom in teaching such subjects as Civic Education. One of them said,

“There must be academic freedom for teachers to express themselves in content delivery as professionals. They must not be cited for contempt when they are delivering controversial topics, instead should be accorded such a freedom which will allow them to deliver subject content objectively in relation to happenings of that particular society. Teachers should also be encouraged to further their studies so as they can have ethics in delivering of certain topics” (an interview with Civic Education teacher, 2018).

4.5.7 Impartiality when Dealing with Controversial Topics

On the question of the teaching of controversial topics, a school administrator encourages teachers to remain objective in the teaching of Civic Education. She said,

“All of us stick to the course content especially in controversial topics like, corruption, freedom of expression, electoral malpractices and independence of the judiciary. In this department, we are encouraged to always be objective in the way we deliver lessons in class. We become professional and deliver what we were trained to do. Thereafter, learners will provide judgement from the lesson content which the teacher will provide in class” (an interview with education administrator, 2018).

Another participant who is a teacher of Civic Education agreed to this administrator and said, *“I always remind the pupils that I am non-partisan person before start teaching such controversial topics. They see me as an implementer of government policy. I remember when I was teaching about types of governance, a pupil said, ‘kanshi’ Sir you can be a very good politician with this knowledge vested in you. However, my response was based on what ought to be done by those in political office in line with demands of good governance” (an interview with Civic Education teacher, 2018).*

4.6 Summary

This chapter has presented research findings based on four research objectives of this study. The next chapter focuses on the discussion of the findings presented in this chapter.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses research findings as presented in the previous chapter. The findings were based on the research questions which are:

- v. How is the teaching of Civic Education in Zambian school used as a tool for conflict resolution in the community?
- vi. What strategies are used in the teaching of Civic Education in Zambian schools which make it a tool for conflict resolution in the community?
- vii. What challenges are experienced in the teaching of Civic Education in Zambian schools as a tool for conflict resolution in the community?
- viii. What solutions can be proposed to the challenges faced in the Teaching of Civic Education in Zambian school as a tool for conflict resolution in the community?

5.2 Participants' Views on Civic Education as a Tool for Conflict Resolution

The current study established a serious connection in the teaching of Civic Education in secondary schools in Zambia to conflict resolution in the community. Majority of the respondents agreed that the teaching of Civic Education has a potential to serve as a tool for conflict resolution in the Zambian community. Both education administrators and teachers for Civic Education demonstrated that civic knowledge, civic skills and civic values acquired in the teaching of Civic Education are essential in the management of conflict in the community. These findings seem to agree with the work of Branson and Quigley (1998) who postulate that, the teaching of Civic Education for conflict resolution should be based on the three principles which are: civic knowledge, civic skills, and civic dispositions for it to produce a whole round citizen who will serve in the community in order to address social challenges as conflict. Similarly, McCowan (2009) also sees the potential in the teaching of Civic education for conflict resolution as it enables citizenship acquire knowledge, skills and values required for exercising of their rights and fulfilling of their responsibilities. The views of the participants were specific in which civic knowledge, civic skills and civic values or disposition acquired in the teaching of Civic Education can contribute in promoting peace and minimising conflict in the community.

5.2.1 Respecting of Human Rights

The present study presents the teaching of Civic Education in the secondary schools as a platform where learners are given knowledge concerning the promotion and respecting of

human rights. It was discovered that the teaching of Civic Education in the secondary schools in Zambia help enlightening citizens with human rights. Through the teaching of Civic Education in secondary schools, citizens become aware of their rights and that the enjoyment of one's rights should have limits as it can bring conflict through the infringing of other citizens' rights. This argument appear to be in conformity with Halstead and Pike (2006) who identified essential values to a civilised society through the teaching of Civic Education as: human rights, tolerance, respect for persons or anti-racism which students need to learn in schools. A civically minded person is aware that in pluralist society like Zambia, such values govern the society.

In the work of Sinclair (2004), peace education is mainly a matter of promoting human rights, as well as the matter of environmentalism, disarmament and the promotion of a culture of peace. The focus of this study is the teaching of Civic Education which will provide sustainable enjoyment of one's rights and freedoms. Kotite (2012) argued that, respect for human rights begins in the family and community and educational institutions can play a critical role in fostering a culture of understanding and respect for human rights. The work of these scholars seem to adapt to the present study as the teaching of Civic Education is placed at the centre in the enjoyment of human rights. At the secondary school level in Zambia, leaners are given knowledge on the characteristics of human rights as well as ways of enforcing them. It is in the teaching of Civic Education in Zambian secondary schools that a citizen may know that his or her rights are violated and take a step to report such infringements to relevant authorities.

Further, the findings of the current study have demonstrated how the teaching of Civic Education in secondary schools in Zambia enhances application of political rights. Participants made an observation that the teaching of Civic Education has facilitated to infuse a clause in the constitution of Zambia which limits political office seekers to a minimum academic qualification. Such arguments were clearly stated as,

“The rise in understanding of political rights is as a results of the teaching of civic education at the senior secondary schools in Zambia. For instance, the introduction of grade 12 clause for those wishing to contest at parliamentary level is one way we can gauge the involvement of civic education in the community. Additionally, impacts of Civic Education has resulted into the introduction of polls for city Mayors or district council chairpersons”.

The arguments presented above seem to be in agreement with the provisions of the Constitution of Zambia (2016) article 70(d) for members of parliament and 100(e) for

presidential candidates which demands that anyone vying for these position must have obtained a minimum academic qualifications which is a grade twelve certificate or equivalent in this regard. Similarly, the impacts on the teaching of Civic Education can be seen through the introduction of the polls for the mayoral or district council chairperson.

5.2.2 Effective Participation in Decision Making

The results of this study indicates that the teaching of Civic Education in Zambian secondary schools has enhanced participation in decision making. What emerged from participants is that learners who have studied Civic Education have unique abilities to participate in the decision making in the community. This present study seem to be in conformity with the study by Vasiljevi (2009) as it aims on the acquisition of competences that enables citizens' participation and democratic action which includes social learning and political socialization. The leaning about democratic actions can be equated to what the current study findings presents where Civic Education is seen helping learners know about the political organisation of their community.

The current study established that citizens needs to participate in the social, economic and political organisation of their community. Crick (2000) calls Civic Education as education for citizenship where citizens must be well trained for effective participation in the politics and economy of their community. In the political scene where participation is characterised with aggressive behaviour among political players, this course will train citizens that it is not the might but the right person who should be accorded support. Citizens finds it their responsibilities to remove from office through a ballot in the case of democracy such individuals who govern them through threats, but less performance. The findings of the present study seem conforming with Halstead and Pike's (2006) study where they see Citizenship Education as an entity which provides political literacy, moral and social responsibility as well as community involvement. This gives the citizens self-control as they participate in the public affairs.

5.2.3 For Effective Leadership

The results of the present study place the teaching of Civic Education for preparation of future leadership. Kotite's (2012) study seems like reporting similar findings as education should aim to work with youth, by harnessing and respecting their contribution as future leaders. Observation was made from the emphasis which education administrators provided in the teaching of Civic Education for the purpose of training learners to be good leaders in the community. It require good leadership skills to manage conflict in the community. With

leadership skills, citizens in leadership are able to set strategies which will promote peace in the community and denounce conflict as it is a drawback to the community's development. Citizens acquire communication skills embedded in the teaching of Civic Education in the secondary school. The procedures they learn at school empower them to be responsible persons in the community they find themselves in after their secondary school. They will take responsibilities to settle any dispute they are involved in or invited to settle, and if they fail, relevant authorities are sought to deal with the challenge.

5.2.4 Critical Thinking

The findings of the current study suggest that the teaching of Civic Education seems to be in agreement with the provision of the Ministry of Education (1996) document which outlines the teaching which helps learners develop desirable intellectual skills and qualities such as reflective reasoning, logical thinking ability and ability to concentrate on the target. Civic Education empowers citizens with skills to analyse the policies and actions of those in leadership. The citizens are able to provide accountability to political leadership as they reflect to the Civic Education content's demand.

“Through civic education, people are able to argue out and make informed decisions especially during democratic campaigns where different candidates approach one society to vote for their manifestoes. All these were not there before civic education was introduced as a subject to be taught at the senior secondary school level”.

The major emphasis in the findings concerning the teaching of Civic Education were for empowering citizens to provide accountability to their leaders. Civic Education also helps citizens to live in harmony with other members of the community. Kotite (2012) adds that, the teaching of Civic Education instils values of tolerance, understanding and respect for diversity among the school children. Skills for conflict resolution

5.2.5 Skills for Conflict Resolution

The findings of the current study confirmed how the teaching of Civic Education serves as a tool for conflict resolution in the community. Through the teaching and learning of Civic Education, children acquire skills which empower them to effectively participate in resolving conflict in the community. These skills are identified during learners' school days where they engage themselves in dispute resolution which might or have emerged among themselves. This effort was clearly elaborated by one of the administrators who said,

“Pupil to pupil way of resolving their conflict especially at the school. They will follow the normal channel of communication. They try to solve the conflict themselves, involve class

representative, involve the prefects, and if it fails among pupils themselves, teacher on duty is invited before proceeding to the administrative offices”.

The study finds this procedure suitable in the community in resolving conflict among community members. Citizens should try to settle the matter among themselves using conflict management styles acquired while at secondary school before proceeding to the courts of law. With Civic knowledge and skills, citizens are able to find a suitable solution to any such misunderstanding that might have occurred.

The study established that teaching of Civic Education is embedded with a variety of conflict resolution strategies to settle disputes at all levels of conflict. This was brought to light when one of the interviewee posited,

“Sir, Civic Education is a tool for conflict resolution as it involves the use of suitable conflict resolution style at all levels of conflict; personal, interpersonal, national and international level of conflict”

The findings of the present study seem to be in-line with a study by Larson and Mildred (2000), Thakore (2013), Rahim (1986), Hart (2001), Owusu (2007) and Ryan (2015) who all presented the levels of conflict as observed by the respondent above. Knowing the type or level of conflict will enable one search for a suitable solution in order to resolve such dispute. When conflict is identified to be present in an individual, group or community, strategies such as: avoidance, compromise, flow pattern, accommodation, threats and fight as identified by Victor (2012) are employed.

However, knowing the best strategy to resolve conflict may not be an appropriate tool for conflict resolution in the community. Although the findings of the study correlate well with some literature such as Kotite (2012) on the teaching of Civic Education for conflict resolution, I take a different side all together. It is not ideal to know the strategy and wait for conflict to emerge. Such skills at times may not work owing to cultural diversity of the community at target. Therefore, the present study support the teaching of Civic Education which will transform the mind-set of citizens to cherish culture of peace and denounce conflict at all levels in the community. The teaching of Civic Education should emphasis not only on knowledge and skills acquisition, but also on value change.

5.2.6 Strategy to Curb Social Challenges

The current study revealed that the teaching of Civic Education is serving as a remedy to social challenges in the community. It was found that teaching of Civic Education helps learners with the information on the social challenges which the community is faced with. These

include: property grabbing, child abuse, drug abuse, defilement, rape, gender based violence and many others which have hampered the communities for long period of time. If not addressed, such challenges are a potential source of both structural and violent conflict in the community. Similarly, the current study seem to be in-line with Gregg's (2012) who argued that, many countries have diverse populations based on the ethnic, linguistic, religious, and many other cultural practice which if not checked have a potential to plunge the community into violence conflict. With the knowledge and skills vested in them, citizens are able to engage the community to refrain from such ancient practices. Through such engagement, the public is expected to be at peace as all members of the community will respect one another even when culture of such community see it normal to have such primitive practices.

The introduction of Civic Education at the senior secondary school was for the purpose of enlightening learners with gender issues. Learners who have done Civic Education at the senior secondary school levels have a better understanding on gender dimensions and tend to be professional when dealing with such matters. Smith-Höhn (2009) argued that, gender matters like gender roles, equality and equity have been a source of conflict in most communities in relation to the cultural practices of that particular society. The current study identified some of the roles of women in relation to cultural practice especially in most Zambian communities as: nursing children, food preparation, and home care in reverence to their husband. This has caused majority of women to have self-stereotype. Such practices causes structural conflict in the community which negatively affect the ability of women to participate in political and economic programs.

The study demonstrated how the teaching of Civic Education in Zambian secondary schools can aid curtail such backward activities. This came to light when an interviewee accentuated, *"At school level, the teaching of Civic Education helps in providing awareness of social challenges which if left unchecked are the source of conflict in the community. Through the establishment of school clubs and associations based on Civic Education, learners are able to sensitise fellow pupils of the dangers of engaging themselves into such illicit activities"*.

Such sensitisation influences the community hampered with such discriminatory practices to desist and allow women to invest their abilities. Of late, Zambia has seen rise in the participation of women which was not the case in old days. The rise in women participation have been bucked with the teaching of Civic education in secondary schools which transform the mind-set of citizens to allow women use their abilities for economic enhancement.

Another emphasis which was placed in the teaching of Civic Education was sensitisation on the dangers of property grabbing in the society especially if the husband dies. The current

study established that, the relatives to the deceased would organise themselves in order to grab all the property which the deceased has left. This caused a lot of conflict in the community between the relatives of the deceased and surviving spouse. Therefore, this research findings shows that the teaching of Civic Education at the senior secondary school prepare learners to be advisors in the community where such evils are common. This was stressed when one member argued,

“In the community where such evils as property grabbing exist, children are able to advise such affected individuals based on the knowledge and skills they have acquired in civic education that such is not allowed by law. Those who insist, children are able to take up a social responsibility by reporting such greedy individuals to relevant authority”.

This argument support that learners see it their social responsibility that the suffering of one member of the community, is the suffering of the entire community.

5.2.7 Appreciation for Cultural Diversity

It was also demonstrated through this study that the teaching of Civic Education in secondary schools enable citizens to be aware of cultural diversity of their community. This would appear like compatible with the work of Nabavi (2010) who postulates that, Civic Education is important in the understanding of one’s culture. Based on his research on ‘Citizenship Education in Canada’, Nabavi (2010) noted that, the teaching of Citizenship Education in school helps in knowing one’s cultural rights and identity. The understanding of cultural rights and identity helps citizens live in harmony as they cherish their own cultures as well as respecting of other peoples’ culture in communities which are heterogeneity. In a related study by Collier (2000), culture identity is a source of conflict where warring groups claim power over each other through their cultural practices. Such type of conflict is difficult to quench once it occurs. Therefore, the teaching of Civic Education provide knowledge and skills on how multicultural communities like Zambia should live in peace. Learners will understand their cultural practices and be able to appreciate those of other ethnic groups in the same community. Through such understanding, the cultural stereotype which can result to conflict between deferent groups of people in the community will be denounced. Citizens will cherish the spirit of oneness through embodying of such traditional practices.

Further, the current study unveiled how Civic Education has helped in providing culture civilisation in the community. In a related study, Kotite (2012) observed that, UNESCO’s wide ranging programmes to preserve and enhance the cultural heritage of humanity enriches intercultural dialogue and appreciation of universal values. Education enables the students

analyse the similar principles and practices of world philosophy which teach tolerance, brotherhood and peaceful resolution of differences. Tolerance and respect for cultural diversity as part of the democratic process is a major issue today, yet unfortunately, various groups throughout history have misused cultural concepts for political purposes and aggression and thus distorted the basic principles peace in the community. This study finds it appropriate that the teaching of Civic Education in secondary schools in Zambia is providing clarity on which among the cultural practices in the community have a potential to promote peace or chaos in the community.

In addition, the teaching of Civic Education makes learners aware of global culture which in turn will facilitate sustainable global peace. A study by Nabavi (2010) seem confirming how the teaching of citizenship education based on the importance of the relationship between nationalism-globalization culture and an overall commitment to develop knowledge, skills, and dispositions leads to creation of culture of peace. Due to globalisation, most communities are enraged into conflict as the superior states desire to dominate the inferior state through spreading and enforcing of their culture on such vulnerable communities. The imparting of civic knowledge will moderate the behaviour of citizens that, in this global village one ought to cherish and respect the traditional practice of other members of the community. Knowledge alone is insufficient, hence the imparting of civic values which will transform the mind-set of citizens in both rich and peripheral society to promote culture which will result to creation of peace worldwide.

5.2.8 Elimination of Poverty

The present study shows that the teaching of Civic Education in the secondary schools in Zambia is aimed at producing a whole-round person who will contribute to the nation's wellbeing. Civic Education gives knowledge to learners that poverty is hindrance to attainment of sustainable peace in the community. This is because poverty is cited to be among structural violence which is an enemy to peace (Galtung, 1969). Through teaching of Civic Education, children will be imparted with skills which they will use to eliminate poverty in their lives. These findings in the current study appear to be in-line with the assertion in the MoE (1996) where education is seen to provide to each learner a solid academic and practical formation that serve as a basis for a fulfilling life. The fulfilling of one's ability for the purpose of contributing to the development of his or her community provide a platform of enjoyment of economic rights. Civic Education encourages citizens to work hard in fulfilment of their

future dreams. Their minds are convinced that it is only when they work hard is that when they can eliminate poverty in their community which is a source of conflict.

5.3 Strategies used in Teaching Civic Education for Conflict Resolution

The findings from the current study present a number of appropriate strategies used in the teaching of Civic Education in secondary school. It was noted that all the learning of Civic Education should be based on the learner centered approach. However, there are other approaches which can enhance the teaching of Civic Education in the community. The current study also established other teaching strategies which are not learner centred and their relevance in the teaching of Civic Education.

5.3.1 Subject Associations

It was established that the learning of Civic Education is done through affiliation to Civic Education associations. Teachers should form such groupings where they will share various tactics on how certain topics can be presented to learners. One of the participants commended that,

“through subject associations, teachers and other professionals are able to evaluate how the subject have performed and put up measures to enhance it especially if there is an area identified not doing well. The teaching and learning of Civic Education can be seen in the organised professional Conferences and workshops”.

The above argument seem to be in conformity with Jacobsen, et al (2009) study where they contended that, such associations can be designated according to the geography of surrounding schools or can take a form of single institution. Teachers are able to evaluate on how they can make the teaching of Civic Education productive in relation to conflict resolution in the community. Such sharing build up teacher to manage the pressure which they may incur as individuals in the teaching of certain topics in Civic Education.

5.3.2 Pupils’ Administrative Boards

Another strategy which was common among education administrators and teachers for Civic Education in this study was the teaching of Civic Education through the students council board. The findings indicated that pupils can learn Civic Education through participation in decision making in the school administration. The work of McCowan (2009) seem to confirm to the findings of the present study that learners learn Civic Education via participation in decision-making about school rules or through hierarchical teacher-student relations as well as through classes on political institutions and national heroes. A point worth notice from the

above quote is the involvement of pupils in school rules and hierarchical order in dispute resolution. This came out clearly when one member responded to this question as,

“At our school, we also teach Civic Education through Board of prefects. Prefects solve pupil-pupil conflict or pupil-community/school conflict before they come into my office”.

It was demonstrated that the above method is reliable as learners get to engage themselves on matter that affect them as they put into practice content covered during the learning of theory period.

In the related findings, Halstead and Pike (2006) posit that school life makes the children learn Civic Education through observation in school rituals and ceremonies. Such commemorations facilitate in helping learners realise sacrifice which freedom fighters offered during the struggle for liberation. For example, in many countries education taken as one of the main ways that citizens are encouraged to develop loyalty to the state through the daily routine of singing the national anthem, raising the national flag, display of leaders' portraits or celebration of national days. Smith (2010) viewed such practices in relation to contributing to a sense of national unity, though he also critic such as problematic in conflict-affected countries, especially where the legitimacy of the state is challenged. Hence, the bonding of the society by focusing onto national heroes and their sacrifices. Any attempt to breach of peace will result to condemnation by the populace as they remain united through the activities and memories of their history.

5.3.3 Invitation of Experts

This is one of the ways in which Civic Education can be taught in secondary schools. An expert or professional is invited to deliver on a topic of his or her specialisation to the learners. This method was highlighted by one of the respondents who argued that,

“For instance, every year we invite personnel from DEC, ECZ, NGO, ACC and ZP to present lessons from Civic Education.

This style of teaching Civic Education give learners a platform to ask those officers in such institutions related questions which the teacher might not be able to respond. Learners are inspired to take careers similar to an institution of one's preference as the invited expert will also act as a role model to them.

5.3.4 Conducting Education Tours

Both education administrators and teachers for Civic Education agreed that the teaching of Civic Education should be characterised with education tours to public institutions in relation

to the topic learners may be discussing at that particular period of time. McCowan's (2009) study also support that, visitation to public institutions can stage contexts for participation, such as elections, trials and parliaments, in which the procedures are as close to reality as possible. This method expose learners to the actual content which they cover in the classroom. Similarly, MOE (2001) also support this method as it enables pupils to gain first-hand information and become familiar with materials and phenomena in their natural relationship. Teachers for Civic Education should be organising education tours to the National assembly, Cabinet, Judiciary and other autonomous government departments such as Anti-Corruption Commission offices, Drug Enforcements Commission offices, Electoral Commission of Zambia and many others, so that learners see what they learn in classroom situation in reality. It also exposes learners into new information which they might not have covered during the time for lesson delivery. Field trips helps learners to discover new careers and also motivate them to work extra hard so that they find themselves into such institutions when time comes.

This method is essential as it bring learners closer to those officials operating in these institutions. In this interactions, leaners are able to ask questions which might not have been covered during the lesson session in the classroom. Visitation to public institutions as a method in the teaching of Civic Education for conflict resolution gives the learner the zeal to investigate why conflict have continued in certain sectors of the society and also to evaluate the methods used to settle such disputes. New suggestions are provided by learners if at all during the evaluation they have discovered that old methods are not effective to curb conflict in the community.

5.3.5 Community Engagement

The findings of the current study presented that community engagement method is of greater importance in the teaching of Civic Education as it expose learners to actual issues in their community. Muleya (2015) and Xu (2010) referred to this kind of strategy as 'service-learning' as it combines service to the community with classroom study in a way that improves both the student and the community. Students get an opportunity to interact with the actual environment in a particular field of study. Through this of method, learners will unveil the root causes of conflict and the use of various mediation strategies in the community. They become agents of early detection of social grievances by monitoring the distribution of educational resources, pedagogy and level of violence in and around schools. The involvement of learners in identifying the problems as well as finding the solution to the challenges trains them for future community involvement.

This method is one of the cheapest and reliable in the teaching of Civic Education. When dealing with such topics as ‘Environmental Education’, the teacher should take the pupils outside the classroom environment so that they see how environmental degradation is a source of conflict in the community. Pupils must conduct a clean-up activities in the school environment. In this way, they will become agents of cleanness through the caring of the environment wherever they will find themselves. Learning Civic Education through community engagement in this study emphasises on involving learners in conflict related matters. They should be consulted and advised how best certain conflict in the community should be addressed.

5.3.6 Learner Centred Methods

The findings of the present study suggest the use of learner centred method in the teaching of Civic Education. Hill (2002) argued that, when teaching is learner-centered, the role of the teacher changes, instead they assume the role of the: guides, facilitators, and designers of learning experiences. They are no longer the main performer, the one with the most lines, or the one working harder than everyone else to make it all happen. The action in the learner-centered classroom features the students. Teaching action expedites learning. This includes the careful design of experiences, activities, and assignments through which the students encounter the content. It also includes being there during the encounter to offer guidance, explanations, wise counsel, critique, and encouragement. It means being there afterward with praise and with the kind of constructive critique that motivates an even better performance next time. Therefore, the current study established approaches contained such method as discussion, debate and explanation. This study demonstrated that the teaching of Civic Education should involves such methods which will place learner at the centre of learning process and make critical thinkers. Adding to this, Eurydice (2017) reported that, the learning process demands innovative pedagogies that allow the student to build knowledge and understanding of citizenship education topics as well as develop the skills and attitudes associated with this area of learning. Therefore, all the teaching of Civic Education should be minded to the benefit of the student.

5.3.6.1 Group Discussion

Majority of participants presented that teaching of Civic Education in secondary schools in Zambia is better done using a discussion method. In support of this argument, McCowan (2009) posit that, discussion method allow students to state their views and modify them in the light of those of others. During the lesson, learners are able to provide their views on how

a certain topic or lesson should be presented. One of the participants who supported this method said,

“discussion method is used in the teaching of Civic Education as it give a platform for learners to get engaged with the teacher and among themselves. Such discussions in most cases are based on learners’ experience in the community”

The learners are able to express themselves freely and brings out their understanding on the topic under discussion. This method put learners at the centre of learning and teaching process, while the teacher assume the role of the facilitator. Ndirangu (2006) also seem to agree to the findings of the present study that, the role of the teacher is to provide guidance as a facilitator by giving students challenges that will help to correct their misconceptions and enable them to draw correct concepts.

The method is suitable for teaching lessons which are complicated and requires a teacher to take a journalistic stance. Ndirangu (2006) recommend discussion method in the teaching and learning environment as it allows students to share their ideas. If cherished, this method has a potential in making the teaching of Civic Education for conflict resolution in the community as learners get involved in the actual discussion of challenges that affect them in the community. The technique can be used at the beginning of a topic to ascertain students’ pre-conceived notions of the subject matter or towards the end of a topic by presenting students with a new situation and asking them to explain it in terms of what they have just learned. In Civic Education, topics like political participation, violation of human rights, and other sensitive topics are better done through this method. Learners will give their views and the teacher will play a role of the moderator. When this method is applied appropriate, it has a potential to avail to the teacher with certain information he or she may not be aware of brought by learners as they freely interact among themselves. At the end, the teacher will be able to sieve which point among the many is useful from the presentations of the learner during the class lesson.

5.3.6.2 Debate Method

Teachers presented debate method as the best strategy to teach Civic Education. This style requires putting learners into two groups and provide them with the topic to provide argument. The teacher may decide to give the learners a topic in advance so that they go and research. This aid research techniques and teamwork among pupils of the same group. In addition, Kamp (2011) opt that, research enhances participation and interaction as well as helping the participants to get to know each other better, build relationships and learn to cooperate and

practice their skills. As learners are sent in the society to gather views of the public, they will be made to cooperate among themselves and at the end, build long-life friendship. At times, the topic is presented to learners in the classroom during the lesson. Hall (2000) argued that, this method encourage students to make rational, logical, objective contributions and help them to see why emotive contributions are less desirable. It also inspire them to raise questions, offer objective opinions and listen carefully to others. In this way, learners are trained to become critical thinkers while tolerating each other's viewpoint.

5.3.6.3 Explanatory Method

This method was presented by teachers of Civic Education. The study demonstrated that, after learners have been engaged through discussion and debate, the teacher summarise the whole topic by combining both views of learners in order to make sense in relation to the objectives of the lesson. The role of the teacher at this point is explaining the whole lesson so that the learners have a consolidated information. In support of this, McCowan (2009) added that explanation method extends by allowing discussion and debate to develop, in which students can state their views and modify them in the light of those of others. This method is essential as it bring learners to the correct position in relation to the objectives of the syllabus.

5.3.6.4 Lecture Method

Though this method was presented, it received criticism from the teachers as not reliable style in teaching Civic Education. Lecture method was regarded as a traditional methods which does not consider learners as object who can think, instead the teacher think on their behalf and provide the learning for them. Henze (2003) see such methods as making pupils to be as if they are objects of teaching or objects to be worked on. Pupils must be the active agents rather than objects of teaching or recipients of knowledge. The method is used by the teachers who does not prepare adequately when going to teach. The current study seems to agree with the views of Hall (2000) who critic this teaching method that it can be boring, long, and poorly presented. Students can have little opportunity for involvement, so social skills and learning outcomes can be minimal. It does not engage the learners in the actual learning, hence pupils will not learn skills needed for community engagement.

The strategies presented above will have greater impacts in driving the teaching of Civic Education for conflict resolution in the community. The Eurydice (2017) report demands, the learning process through innovative pedagogies that allows the student to build knowledge and understanding of citizenship education topics as well as develop the skills and attitudes associated with this area of learning. In a related study, Muleya (2015) argued that, it is clear

that under normal conditions and with correct pedagogy, the teaching and learning of Civic Education has the potential to create a society that is transformed in all aspects. The use of correct and relevant teaching pedagogy in Civic Education bears a greater influence to the outcome of the whole program. Smith (2011) echoed that, pedagogies vary from didactic approaches, often through learning facts from a textbook to more active learning through community-based projects. This position is in line with Eurydice (2017) report where active learning is seen as emphasising on learning by doing and is strongly aligned to experiential learning. The researcher share similar views with aforementioned, in that the teaching of Civic Education may produce desired results if it is based on community engagement which might result to promotion of peace in the community. This however is only possible if the teacher uses correct methods related to the teaching of Civic Education for conflict resolution in the community. Without such coloration, the teaching of Civic Education may not have impact the learners for community involvement. Therefore, the right methods in the teaching of Civic Education in secondary schools have a potential in making it respond well to conflict resolution in the community.

5.4 Impediments in the Teaching of Civic Education for Conflict Resolution

Teachers and education administrators brought a number of challenges they face during the teaching of Civic Education for conflict resolution in the community. Among the challenges suggested in the study includes; the revision of the curriculum, shortages of reliable literature, community illiterate and lack of academic freedom. These findings seem to be similar to studies conducted by researchers from other regions.

5.4.1 Revision of the Curriculum

The findings of the present study presented similar views from education administrators and teachers for Civic Education that the revision of the national education curriculum has been one of the challenges in the teaching of Civic Education. The revision of the curriculum in most cases leave the teachers aside in the whole process. Once the teachers are left out in the revision of this education document, its content risk not implemented as educators' needs might not have been attended to. The study by Bar-Tal and Harel (2002) shows that, teachers are probably the single most important factor in mediating the curriculum and the values it conveys. However, it was discovered in the study that the situation in Zambia is different. The curriculum is reviewed following the political ideology of a certain political party which assume power. The content will be driven from the political agenda or ideology of the super

power funding the political group spearheading the revision of this document. It is used as an instrument to fulfil their political manifestoes presented while campaigning for an office.

Participants also identified delay in curriculum reform even when there is such a need. The curriculum should respond to socio-economic and political set up of the community in order to facilitate creation of peace in the community. Smith (2010) support this as he adds that peace-building is represented by attempts at education sector reform, both as a means of conflict prevention and as part of post-conflict transformation. When there conflict in the community, education should be used a centre pivot to transmit knowledge on the dangers of violent conflict, skills on conflict management and values for change of mind-set in the community. In this way, the review of the curriculum will be essential at that particular period of time.

5.4.2 Shortages of Reliable Literature

This study established lack of reliable textbooks which correspond to content of the new curriculum as a major challenge at the time of implementation. Teachers in most times finds it difficult to teach Civic Education when its syllabus has been revised without reference textbooks which matches to the content of the syllabus. This finding is in line with European education report on Civic Education that, the new textbooks were not ready to be used during the pilot phase or during the first year of full implementation of the new curriculum (Eurydice, 2017). Although teachers are to be resourceful, there must also be guiding references especially at the beginning of the implementation of the new project. This gap can result in omission of important content which the teacher may not manage to cover in the absence of guiding reference books.

The study found that most respondents find it difficult to source for the materials which respond to the teaching of Civic Education for conflict resolution. The interviewees complained on the part of teaching and learning materials as the main obstacle in the teaching and learning of Civic Education for conflict resolution in the community. The present study findings seem to be in line with the findings of Matyola (2017) where similar challenges of lack of reliable textbooks were identified as a serious encounter teachers faced during the implementation of language policy in the Zambian education system. Some of available textbooks might not respond to the content objectives according to the syllabus especially where promotion of peace is concerned. The book done by MK publishing house was cited as having lacunas compared to those produced by ZEPH. A teacher said,

“...books written by MK publishing company are shallow and at times are misleading compared to those old ones produced by ZEPH...”

If teachers continue using such text books in the teaching of Civic Education, the end results will be producing individuals with wrong information.

The current study findings looks like it relate well with the Ministry of Education (1996) national document where most secondary schools have had no library facilities and very few have trained librarians. This challenge happens to be countrywide deterrence in Zambia and not only to education department, but in general. This makes it hard for learners to do their research work, hence relying on teacher produced notes. In this way, the teaching of Civic Education in secondary school might be limited in serving as a tool for conflict resolution in the community. Libraries if well stocked will avail to learners with new information which might not have been provided in the classroom arrangement. School libraries also provide a variety of choices for teacher to have dimensional views as they consult various documents in preparation of the lesson.

5.4.3 High level of Community Illiteracy

The findings of the current study highlights that it is difficulty to teach Civic Education and expect learners to implement or influence the community on what ought to be done. Confirming in relation to the current study is Davies (2010) who suggests that any analysis of the education system is more likely to highlight a range of areas where some parts of the system may be fuelling conflict in a highly politicized way, whilst there may be other aspects of the system that are trying to bring about change and contribute towards peace building. Indeed, it is challenging to turn the minds of the most ignorant people especially if they are many in numbers. This came to light when a participant said,

“I find that the learner are outnumbered by the ignorant community, hence feel discouraged. The community in which learners find themselves lack Civic Education knowledge. As a results, learners finds themselves in an awkward position with their Civic Education knowledge. Hence, they will just learn and memorise for the sake of passing their examinations”.

Learners with their Civic Education will end up joining the majority whose mind-sets are already saturated with wrong doctrine. Students put this subject at the centre of passing examination with excellence grades, but are not engaging into their community in identifying and providing solutions to the problems of the community. They feel it is not yet time for them to engage.

5.4.4 Lack of Academic Freedom

Since Civic Education is a living subject which hinges on current happenings of the community, there are some topics which the current study found to be controversial in nature. Therefore, it becomes very difficult for such topics to be taught objectively as certain examples or questions from the pupils may lead to criticise the incumbent political government. The current study found political related topics as crucial lessons in the teaching of Civic Education in Zambian schools. In such situation, the role of the teacher is compromised as a result of lack of academic freedom in Zambia at this level of education. The experience resulting from the lack of academic freedom have a potential to distort the quality in the education sector. Teachers resort to protecting their employment instead of their integrity. Wrong material will be provided to learners who will be public office bearers with such awful information.

The present study established the political environment in Zambia as not conducive for teaching certain topics in Civic Education. These findings seem to conform to Tawil and Harley's (2004) work where they focused on Rwanda's political climate after the genocide of 1994 as fragile at that time. The nature of the cessation of hostilities and of the peace achieved is crucial to defining the possibilities for social and civic reconstruction through education policy. Hilker (2010) share similar views that the nature of the political settlement has implications for the nature of political will to reform education, as well as for the consolidation of legitimating mechanisms which give education policymakers a mandate for change. The lack of academic freedom is a threat to development as teachers will teach to protect their jobs, instead of being professional and objective.

These challenges established in the current study have serious impacts to the community especially where the teaching of Civic Education is concerned. If left unattended to, the teaching of Civic Education as a tool for conflict resolution in the community might take time to be accomplished. Therefore, there is a serious need to find a lasting solution in order to curb these vices.

5.5 Solutions to the Challenges Faced in the Teaching of Civic Education

This segment of the current study suggest solutions in which the challenges facing the educators as discussed, can be mitigated. The main themes which emerged from the findings are; engaging teachers during curriculum revision, continue revision of Civic Education textbooks, provision of online libraries, and incorporating project during final examinations.

It was also suggested that there must be enhancement of community based Civic Education associations, academic freedom, and developing a home grown strategy to solve our own problems.

5.5.1 Engaging Teachers During Curriculum Revision

The present study demonstrated that there is serious need to engage educators in the curriculum making process. Bar-Tal and Harel (2002) place teachers as probably the single most important factor in mediating the curriculum and the values it conveys. Since teachers are the one in charge of implementation of the curriculum, their involvement from the beginning becomes ideal. They can provide strategies which might be missing in the previous document which in some ways are essential to the wellbeing of the society. The involvement of educators also in the curriculum making process provide them with a platform to bring out challenges they face during policy implementation. Hence, the curriculum developed through the consultations of the teachers will be legitimate in the education sector.

5.5.2 Making the Teaching of Civic Education Compulsory to All Programs in Schools

Both teachers and education administrators advised that the teaching of Civic Education in the Zambian secondary schools should be made compulsory regardless of the program the school or a child is taking. Currently, Civic Education in Zambian secondary schools is adopted as a compulsory subject to schools following the academic and business career pathways. Those schools offering vocational pathways take Civic Education as an option subject. The Zambia Education Curriculum Framework (2013: 45) provide the compulsory subjects under the following categories:

A. Technology Curriculum

- i. *Design and Technology/Computer studies*
- ii. *English Language*
- ix. *Mathematics*
- x. *Science*
- xi. *Biology*

B. Home Economics and Hospitality

- i. *Fashion and Fabrics/Food and*
- ii. *Nutrition/Home Management*
- iii. *English Language*
- iv. *Mathematics*
- v. *Science*

vi. *Biology*

From the above sample, it can be noted that Civic Education is missing as it is taken as an optional subject under these streams. It can be ideal if the subject receive equal status similar to other compulsory subjects like English, Mathematics, and Science because Civic Education contains information pertaining the organisation of the community in which these graduates finds themselves after completion of their education. The learners who claim to be taking vocational subjects are also affected with changes and demands of the community. They will one day find themselves at the helm of leadership either in institutions they will serve, community or non-governmental organisations. Hence the teaching of Civic Education will provide them with leadership skills and knowledge on how to treat different individuals at workplace.

5.5.3 Continue Revision of Textbooks

The current study suggests the production of textbooks alongside revision of the curriculum and syllabus. The teaching materials should be revised to respond to the changes and demands of the community. For instance, the grade 10 Civic Education both produced by MK and ZEPH publishing houses has not yet updated its content especially on the structure of the constitution of Zambia where they both read that the constitution of Zambia has fourteen parts, Citizenship is presented on part ii, Executive part iv and many others invalid information. Such information must be corrected as the current constitution of Zambia is divided into twenty-one parts, and part ii contain National Values, Principles and Economic Policies, while Citizenship is presented on part iv (Constitution of Zambia, 2016). If the teacher does not have the current constitution of Zambia, he or she may be teaching chilled based on the 1996 Mwanakatwe constitution.

The government should also support professionals who venture in writing education materials. The findings of the current study appear to be in-line with the provisions of the Ministry of Education (1996) which support for an open and free market economy, in an effort to see the establishment of a fully liberalised school-book industry where publishers assume responsibility for book initiation, development, production and marketing. This declaration can only come into light if the government take a centre stage in empowering authors in the production of education materials. The study re-emphasised on empowering teachers in the publications of text books in in relation to their professional field. There must be variety of choices on the market from local producers in which schools will purchase their books for

enhancing learning. Involving teachers through this empowerment will also provide solutions to the challenges of lack of reliable textbooks which the education sector has been facing.

5.5.4 Provision of Digital Library

In order to ensure accessibility of teaching and learning materials in all regions of the country, the current study suggest the establishment of digital libraries where teachers can login and download textbooks alongside with hard copies which the school may have in stock. According World Scientific News (2015), libraries are redesigning services and information products to add value to their services and to satisfy the changing information needs of the other user community. Revision of traditional libraries to digital enable the provisions and quick access to learning materials with updated information in case of any change in the community. The emphasis of participants demands that,

“We recommend through your document sir that, there must be a country’s online library where one can login and find the literature he wants without any limitations. This will help address the challenge of inadequate teaching resources in Civic Education”.

From the above observation, it becomes clear that the demands of online library serves many purpose. The digital libraries cane stock literature from different sources and can be accessed by the user at any time and place when the need arise. Gore (1998) opined that, a new wave of technological innovation is allowing us to capture, store, process and display an unprecedented amount of information about our planet and a wide variety of environmental and cultural phenomena. The variability of information on this platform will aid educators to access to any reference they wish to use at the time of lesson preparation. This information will be reliable with old and updated information.

The digital libraries are easy and cheap to maintain compared to the traditional libraries which are full with bulky and expensive to store literature. For instance, WSN (2015) reported that, if an average book occupies 500 pages at K1 print per page, then without compression it can be stored comfortably in one megabyte. Hence, it is certainly feasible to consider storing all books digitally than producing at an expensive cost, storing which will demand physical premise and also time consuming as one is forced to move to the location of the library and locate the materials he or she may want to use. The amount of storage in digital libraries is sufficient to house not only all books, but all: photographs, legislative material, court decisions, museum objects, recorded music, theatrical performances, including opera and ballet, speeches, movies and videotape which are worth storing. A traditional library is characterised by: emphasis on storage and preservation of physical items, particular of books

and periodicals cataloguing at a high level rather than one of detail and books of same course are located near each other on the book shelves of the library. On the other hand, WSN (2015) provide that, the digital library give access to digitised materials wherever they may be located. Materials of the same course may not need to be near to each other, instead can be accessed from any place of storage and users have access at any place and time, for example home, school, office or in a car.

5.5.5 Community Based Civic Education Associations

The views of the teachers for Civic Education suggest that community based Civic Education association must be enhanced. This was emphasised by one of the respondent who suggested that,

“...there must be introduction and enhancement of community based Civic Education clubs to sensitise the community on Civic Education issues. Such clubs would act as a link between the secondary school and tertiary education and also between secondary school and tertiary education with the government”.

The introduction of such association should be based on enlightening community citizenry with Civic Education information. This will motivate learners to implement what they learn in schools, in the community through the support of such organisations. This study seem to confirm with Riutta's (2007) study where he opined that, young people are likely to stay engaged when they feel their participation is meaningful and they can make useful contributions in the community. Children will find the teaching of Civic Education relevant in solving community problems such as conflict. When given platform in such associations, learners will be able to share current Civic Education knowledge and skills which are essential in conflict management in the community.

5.5.6 Academic Freedom

The current study suggests for the development and enactment of an Act in the supreme law of the law which will embrace academic freedom. Since knowledge is power, those with such knowledge or power should be protected from act of victimisation when they become objective in the presentation of critical information. Teachers especially those teaching Civic Education with a lot of controversial topics, should not be cited for contempt when making reference to actual happenings in the community in relation to the lesson at hand. They must freely provide information in the professional manner so that learners make a choice between what is right for the community and right for an individual. One of the participants advised,

“All of us stick to the course content especially in controversial topics like, corruption, freedom of expression, electoral malpractices and independence of the judiciary. In this department at this school, we are encouraged to be always objective in the way we deliver lessons in class. We become professional and deliver what we were trained to do. Thereafter, learners will provide judgement from the lesson content which the teacher will provide in class”.

From the above, being objective at times may be interpreted as criticising the authority. Therefore, the issue at hand is for the calling of an Act in the constitution of the land which will protect teachers from being cited for contempt during their lesson delivery. Kwadwo, et al (2016) opined similar views that, higher-education teaching personnel are entitled to the maintaining of academic freedom, that is to say, the right, without constriction by prescribed doctrine, to: freedom of teaching and discussion; freedom in carrying out research and disseminating and publishing the results thereof and freedom to express freely their opinion about the institution or system in which they work. The views of these writers are more inclined to higher institutions of learning and not in secondary schools in Zambia. Also, this provision is not legally binding, instead it is a declaration. Therefore, the claim for the current paper becomes inevitable for the enactment of academic freedom bill in the highest law of the country.

5.6 Summary

This chapter has discussed the major findings based on four research objectives of this study. The proceeding and last chapter provide conclusions to the study and make recommendations on the teaching of Civic Education in Zambian secondary school and how it serves as a tool for conflict resolution in the community.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter discussed research finding. This chapter presents the conclusions and recommendations based on the findings of the study. The main purpose of the study was to examine the teaching of Civic Education in Zambian secondary schools and how it serves as a tool for conflict resolution in the community.

6.2 Summary of the Findings

This study was set to examine the teaching of Civic Education and how it serves as a tool for conflict resolution in the community. The study examined how the teaching of Civic Education in Zambian secondary schools is serving as a tool for conflict resolution in the community. Most teachers and administrators said that the teaching of Civic Education has a potential to serve as a reliable tool for conflict resolution in the community. The study demonstrated that Civic Education provide awareness to citizens on the fundamental rights and freedoms. It was discussed that effective leadership and participation in decision making skills are important skills which leaners acquire in the teaching of Civic Education in secondary schools in Zambia.

With Civic Education skills, learners will become critical thinkers as well as being consultants where conflict resolution is concerned. All this knowledge, skills and values obtained by learners in the teaching of Civic Education are key to conflict resolution in the community. The administrators said that the teaching of Civic Education provide learners with Civic knowledge, skills and change of mind-set in the way they perceive things.

Participants agreed that the teaching of Civic Education in Zambian secondary school must incorporate learner centred styles of teaching. Such methods as discussed includes: research, discussion, debate, community engagement and education tours. These styles place the learner at the centre of learning, therefore become actively involved during the whole learning process.

In terms of the challenges faced by teachers during the teaching of Civic Education, the study presented a number of them which includes; lack of involvement of professional teachers during the time of curriculum review, lack of textbooks alongside the implementation of the new curriculum and lack of academic freedom.

The study presented suggestions which can be put in place in order to address these challenges. Engagement of teachers during curriculum reform, making the teaching of Civic Education compulsory in all faculties of secondary schools, regular revision of textbooks as well as developing and enacting of academic freedom Act in the constitution of Zambia.

6.3 Recommendations

The following were the major recommendations of the study:

1. There must be constant revision of Civic Education syllabus and textbooks to meet the new changes in the community.
2. The Ministry of General Education to empower teachers and other professionals who take a leading role in the production of the Civic Education textbooks at all levels of education which meet the current demands of the community.
3. There must be academic freedom to allow teachers cover subject content without fear of victimisation.
4. Government through the Ministry of General Education should recast their decision to enforce the teaching of Civic Education as a compulsory teaching subject in all education faculties in secondary schools.
5. The Ministry of General Education must open online libraries to enable teachers and learners access variety of teaching and learning materials.

6.4 Recommendation for further Research

The following recommendations are made for further research:

- There may be need to investigate the effectiveness of teaching strategies in Civic Education in relation to Conflict resolution in the community.
- There is a need to examine the role of the teaching of Civic Education in secondary schools in relation to political violence.

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APPENDICES

7.1 Research Schedule

TIME	ACTIVITY
September, 2017	Identification of research problem/area
September, 2017	Formulation of objectives and title
September, 2017	Search for literature and development of literature review
December, 2017	Development of research Design
January 2018	Writing of proposal
April, 2018	Submission of research proposal
May, 2018	Data collection
June, 2018	Analysis of data
July, 2017	Presenting findings and poster
July, 2018	Presentation of the research
August, 2018	Correction of the research
August, 2018	Submission for further correction
September, 2018	Correction
October, 2018	Final submission for marking

7.2 Proposed Budget

	ITEM	COST
1.	Transport	K1000. 00
2.	Printing of the proposal	K300.00
3.	Binding of the proposal	K100.00
4.	Printing of the dissertation	K800.00
5.	Binding of the dissertation	K200.00
6.	Food	800.00
7.	Communication	K200.00
8.	Stationaries (note books, pens, etc.)	K500.00
9.	TOTAL COST	K3, 900.00

7.3 Permission Letter

Davy Mainde – MA Student
University of Zambia
School of Education
Department of Language and Social Sciences Education
P.O. Box 32379
Lusaka, Zambia
2nd May, 2018.

Provincial Education Officer
P.O. Box
Lusaka.

Dear Sir/ Madam,

RE: Permission to conduct and collect data for my studies from selected schools in your province

I am Davy Mainde bearing a computer number **716813090** and a student from the University of Zambia pursuing a Masters of Science in Leadership, Peace and Conflict Resolution (Msc-PLCR) Degree. My proposed research study is; **The Teaching of Civic Education: A Tool for Conflict Resolution in the Community.**

I am now in the process of collecting data for my study from the sample selected in your province. The target population are teachers of Civic Education, Heads of Departments – Social Sciences and Deputy Head Teachers in some selected secondary schools in three districts; District Education Standard Officer (DESO) from three selected districts and Senior Education Standard Officer (SESO) – Social Sciences.

Therefore, I am writing to seek for permission through your good office to allow me conduct and collect data from the mentioned offices under your prerogative for my studies.

Looking for hearing positive response from your able office.

Yours Faithfully

Davy Mainde – student number – 716813090

7.4 Letters of Consent

7.4.1 Senior Education Standards Officer (SESO) Social Sciences - Lusaka

Dear respondent,

I am a Masters of Science in Leadership, Peace and Conflict Resolution (Msc-PLCR) student from the University of Zambia conducting a research study with the title: **The Teaching of Civic Education in Zambian Schools: A Tool for Conflict Resolution in the Community.**

Therefore, you have been selected and requested to be interviewed for the purpose of collecting information. Participation is voluntary.

The information collected will be used for academic purpose only and high level of confidentiality will be observed.

Your positive response will be highly appreciated. Thanking you in advance for your cooperation.

Agree to be interviewed

disagree to be interviewed

Sign:

sign:

Date:

Date:

7.4.2 District Education Standards Officers (DESO)

Dear respondent,

I am a Masters of Science in Leadership, Peace and Conflict Resolution (Msc-PLCR) student from the University of Zambia conducting a research study with the title: **The Teaching of Civic Education in Zambian Schools: A Tool for Conflict Resolution in the Community.**

Therefore, you have been selected and requested to be interviewed for the purpose of collecting information. Participation is voluntary.

The information collected will be used for academic purpose only and high level of confidentiality will be observed.

Your positive response will be highly appreciated. Thanking you in advance for your cooperation.

Agree to be interviewed

disagree to be interviewed

Sign:

sign:

Date:

Date:

7.4.3 Deputy Head Teachers

Dear respondent,

I am a Masters of Science in Leadership, Peace and Conflict Resolution (Msc-PLCR) student from the University of Zambia conducting a research study with the title: **The Teaching of Civic Education in Zambian Schools: A Tool for Conflict Resolution in the Community.**

Therefore, you have been selected and requested to be interviewed for the purpose of collecting information. Participation is voluntary.

The information collected will be used for academic purpose only and high level of confidentiality will be observed.

Your positive response will be highly appreciated. Thanking you in advance for your cooperation.

Agree to be interviewed

disagree to be interviewed

Sign:

sign:

Date:

Date:

7.4.4 Head of Department – Social Sciences

Dear respondent,

I am a Masters of Science in Leadership, Peace and Conflict Resolution (Msc-PLCR) student from the University of Zambia conducting a research study with the title: **The Teaching of Civic Education in Zambian Schools: A Tool for Conflict Resolution in the Community.**

Therefore, you have been selected and requested to be interviewed for the purpose of collecting information. Participation is voluntary.

The information collected will be used for academic purpose only and high level of confidentiality will be observed.

Your positive response will be highly appreciated. Thanking you in advance for your cooperation.

Agree to be interviewed

disagree to be interviewed

Sign:

sign:

Date:

Date:

7.4.5 Teachers for Civic Education

Dear respondent,

I am a Masters of Science in Leadership, Peace and Conflict Resolution (Msc-PLCR) student from the University of Zambia conducting a research study with the title: **The Teaching of Civic Education in Zambian Schools: A Tool for Conflict Resolution in the Community.**

Therefore, you have been selected and requested to be interviewed for the purpose of collecting information. Participation is voluntary.

The information collected will be used for academic purpose only and high level of confidentiality will be observed.

Your positive response will be highly appreciated. Thanking you in advance for your cooperation.

Agree to be interviewed

disagree to be interviewed

Sign:

sign:

Date:

Date:

7.5 Research Instruments

7.5.1 With SESO

The purpose for this research study interview is to gather information on how the teaching of Civic Education serves as a tool for conflict resolution in the community. The questions below may be followed with another question depending on the answer given by respondent.

1. Would you tell me about yourself?
2. Among other subjects you are managing is Civic Education, how do you define this subject from the perspective of the Ministry of General Education?
3. Give a brief history for the teaching of Civic Education in Zambian secondary school since independence.
4. Explain the challenges faced in the implementation of civic education programs as a tool for conflict resolution in the community.
5. What strategies are used in the teaching of civic education as a tool for conflict resolution in the community are recommended by the Ministry of General Education?
6. How is the teaching of civic education in Zambian secondary schools serving as a tool for conflict resolution in the community?
7. What measures should be put in place to make the teaching of civic education in Zambian secondary schools work as an effective tool for conflict resolution in the community?

7.5.2 With DESO

The purpose for this research study interview is to gather information on how the teaching of Civic Education serves as a tool for conflict resolution in the community. The questions below may be followed with another question depending on the answer given by respondent.

1. Would you tell me about yourself please?
2. Among other subjects you are managing in the district is Civic Education, how do you define this subject as a district?
3. What challenges do you face in the implementation of civic education programs as a tool for conflict resolution in the community?
4. How is the teaching of civic education at senior secondary school in your district serving as a tool for conflict resolution in the community?
5. What measures should be put in place to make the teaching of civic education in Zambian secondary schools work as a tool for conflict resolution in the community?

7.5.3 Interview Guide for Deputy Head Teachers

The purpose for this research study interview is to gather information on how the teaching of Civic Education serves as a tool for conflict resolution in the community. The questions below may be followed with another question depending on the answer given by respondent.

1. Would you tell me about yourself please?
2. This school is among the first ones to introduce the teaching of civic education at the senior secondary school level. How would you define this course of study?
3. How is the teaching of civic education at your school serving as a tool for conflict resolution in the community?
4. Are all teachers teaching civic education trained professionals in this subject or untrained volunteers?
5. What challenges do you face in the school from the teaching of civic education as a tool for conflict resolution?
6. Give suggestions on what should be done to mitigate challenges faced in the school in the teaching of civic education as a tool for conflict resolution in the community?
7. Apart from the teaching of civic education, what other known strategies are used to resolve conflict in the community?

7.5.4 With HOD

The purpose for this research study interview is to gather information on how the teaching of Civic Education serves as a tool for conflict resolution in the community. The questions below may be followed with another question depending on the answer given by respondent.

1. Would you tell me about yourself please?
2. Among other subjects you manage in your department is Civic Education. Tell me what you know about this subject.
3. How is the teaching of civic education at your school serving as a tool for conflict resolution in the community?
4. What strategies do your teachers use in the teaching of civic education as a tool for conflict resolution in the community?
5. What challenges do you face with teachers of Civic Education in their teaching of this subject as a tool for conflict resolution?
6. Explain briefly how you have managed these challenges in your department in the teaching of Civic Education as a tool for conflict resolution in the community.
7. Give suggestions on what should be done to mitigate challenges in the teaching as a tool for conflict resolution in the community?
8. Apart from the teaching of civic education, what other known strategies are used in the community to resolve conflict?

7.5.5 Interview Guide for Teachers for Civic Education

The purpose for this research study interview is to gather information on how the teaching of Civic Education serves as a tool for conflict resolution in the community. The questions below may be followed with another question depending on the answer given by respondent.

1. Would you tell about yourself please?
2. As a teacher and professional in Civic Education, tell me what you know about this subject.
3. Since the time you started teaching this subject, how has the teaching of civic education at senior secondary school served as a tool for conflict resolution in the community?
4. Tell me the strategies you use in the teaching of civic education as a tool for conflict resolution in the community.
5. What challenges do you face in the teaching of civic education as a tool for conflict resolution?
6. How have you managed to solve these challenges in the teaching of Civic Education as a tool for conflict resolution in the community?
7. Give suggestions on what should be done to mitigate these challenges in the teaching of Civic Education as a tool for conflict resolution in the community?
8. Apart from the teaching of civic education, what other known strategies are used in the community to resolve conflict?