THE ROLE OF SCHOOL LEADERSHIP IN CONLICT MANAGEMENT IN SELECTED SECONDARY SCHOOLS OF CHINGOLA DITRICT
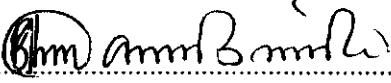
BY

KAMBWILI MWAMBA

A DISSERTATION SUBMITTED IN PARTIAL FULFUMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF SCIENCE PEACE, LEADERSHIP AND CONFLICT RESOLUTION

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UNZA   **2016**

DECLARATION

I Kambwili Mwamba declare that this is my original work and has not been presented for a degree in any other University.

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CERTIFICATE OF APPROVAL

This dissertation of Kambwili Mwamba has been approved as partial fulfilment of the requirements for the award of the degree of Masters of Science Peace, Leadership and Conflict Resolution.

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ACKNOWLEDGMENT

DEDICATION

This Dissertation is dedicated to my wife Elizabeth Kangwa Kambwili and my two sons Mubanga Jackson Kambwili and Bupe Pascal Kambwili for their understanding while I was out conducting the research and my mother Angatela Kabambe Kambwili and late father Jackson Mubanga Bwembya Kambwili for the inspirational advice throughout my life. Also to my late friend Phillemon Chavula.

ABSTRACT

Schools in Zambia are prone to conflicts and breakdown in communication especially in an age where all role-players are aware of their rights. Conflicts in schools can be ignited by a number of aspects. Yet school head teachers, are expected to be able to creatively address conflicts in their schools.The study sought to investigate the role of school leadership in conflict management in selected secondary schools of Chingola District. The study was imperative in that a great number of schools in Zambia have been experiencing a general wave of conflicts. A survey design was adopted which used interviews and document review to collect data from a sample of (70) participants in nine public secondary schools. The sample comprised (9) head teachers, (60) teachers, and the District Education Boards Secretary. The schools were sampled using random sampling. The head teachers and the District Education Boards Secretary were sampled using purposive sampling whilst the teachers were sampled using snowball sampling. Three sets of questionnaire were used as the key data collection tool; one for the head teachers, one for teachers, and an interview schedule for DEBS and some head techers.

The findings showed that head teachers, DEBS and teachers understood what the term conflict management meant in the context of the school environment. Their responses were: ability to effectively communication with teachers; approaches to control misunderstandings among teachers, students, administration and subordinate staff.

The causes of conflicts were absenteeism, teachers having higher qualifications than the head teacher, late coming, incompetence on the part of the head teacher, teachers having a negative work culture, and favoritism.

The findings from the study showed that a course on conflict management should be introduced in the curricula for student teachers and that it should also be introduced as a regular refresher course for teachers and school administrators. School administration has been adversely affected by lack of knowledge of conflict management. Hence, most of them administrators handled conflicts by trial and error approach because there were no specific procedures and methods of managing conflicts.

The findings showed that conflict management strategies commonly used were confrontation, avoidance, dialogue, charging the teacher, communication and scolding the teacher.

All in all respondents understood the term conflict management. They too brought out causes of conflict in schools. Though the school leadership lacked training in conflict management they had conflict strategy methods they employed in trying to solve conflict in their respective schools.

In light of the findings, the study recommended that induction of school head teachers should be mandatory and conflict management should be among the important aspects in this induction. It also recommended that courses in conflict management should be included in the curriculum for teachers in training as a way of preparing them for conflict management in school administration.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS

DEBS: District Education Board Secretary.

MSPL: Master of Sceince Peace, Leadership and Conflict Resolution.

UNESCO: United Nations Educational, Scientific and Cultural Organisation.

PTA: Parents Teachers' Association.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

The chapter presents a general introduction to the problem which includes: background to the study, the statement of the problem and the purpose of the study. Also addressed are objectives, limitations and delimitations of the study, significance, theoretical framework, definitions of central terms as used in the study and finally ehtical considerations.

1.1 Background of the Study

The success of every school depends on its leadership. This is also essential for the development of any education system and for education to achieve its stated goals for the benefits of a nation. Aderonmu and Aina (2008), noted that leadership is a force that can initiate action among people, guide activity in a given direction, maintain such activities and unite efforts towards common goals. A leader is presumed to have the knowledge, skill and experience in the activities engaged in by the group led by him, and of course, he has the authority and power which makes members of the groups accord him respect, obedience and honour. Therefore, leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and process of facilitating individual and collective efforts to accomplish shared objectives (Bass, 2003).

Managing conflict at school has been an age-old challenge for educators. Conflicts are a natural part of life and therefore a natural part of school life. Loomis and Loomis (1965), believe that conflict is an ever-present reality in human relations, and that there is no known institution that is exempt from it. Therefore, conflict is found in any human environment. Johns (1988), adds that conflict is natural and in many ways inevitable because of the natural tendency in almost every human person to presume that their way of thinking and doing things is not only the best, but also the only right way. In the school community, just as in almost any other setting, conflict may come from any quarters. Conflicts may be so complex that they may not be easy to handle, or safely eradicated, even from the start. Consequently, the need to manage conflicts becomes a necessity, rather than an option.

Conflict management as a process entails assembling of activities of planning and monitoring the performance of a process, especially in the sense of a conflict resolution process. It involves the application of knowledge, skills, tools, techniques and systems to define, visualize, measure, control, report and improve processes with the goal to a harmonious environment of co-existence. Managing conflicts, therefore, can prevent them from escalating into greater problems (Parker, 1974) which could reverse the many gains of the institution. It is also important to note that the leader's philosophy will influence how they react to conflict. Hence, the need for educational leaders to learn how to deal with conflict constructively. Even though conflicts are often perceived as negative, and as such must be eradicated at all costs, there is evidence that conflict is not necessarily, or always negative, conflict can be productive and in fact become a necessary part of positive interpersonal relationship, creating problem-solving and group cohesiveness to enhance leadership (Wilson, 2007).

Conflicts are caused by a number of aspects that create tensions between people. Corvette (2007), contends that conflict exists wherever, and whenever there is an incompatibility of cognitions or emotions within individuals or between individuals. Many schools have broken down relationships because of the existence of this incompatibility

According to Deutch and Coleman (2000), the causes of conflict are differences in knowledge, beliefs and values, lust for power, position and recognition, personal liking and disliking, and perception about organizational culture. Similarly, Havenga (2004), expressed some causes of conflict, i.e., unavailability of resources, leadership behavior, unfair distribution of workload, cultural and racial problems. Robbin and Judge (2009), also highlighted various other aspects of conflict, viz.; lack of resources, communication barriers, personality clashes and role ambiguities. Olakunle (2008), however, explored different levels of conflict which are interpersonal conflict, intra and inter group conflicts, and inter and intra organizational conflict.

The administrators have various styles of managing conflict which ultimately affect the outcomes. The theorist Kilmann and Thomas (1975), presented five styles of conflict management which are widely used by the present day educational administrators. These styles are Avoidance, Accommodation, Compromise, Competition and Collaboration. Similarly, Rahim and Magner (1995), also propagated same styles of managing conflict, i.e., Integrating/Collaborating Style, Obliging/Accommodating Style, Dominating/Competing Style, Avoiding Style and Compromising Style.

2

Therefore, the aim of this study was to investigate the role school of leadership in conflict management in selectected secondary schools of Chingola District. It will specifically try to establish the understanding of the term conflict management, the causes of conflict, conflict management training for school leadership and the various conflict management strategies to enhance organizational change.

1.2 Statement of the Problem

School head teachers in Chingola district face many challenges in an attempt to resolve conflict in their schools. According to Garegae-Garekwe (1999), educational managers in schools have not developed sensitivity to potential conflicts both inside and outside the school. As a result, conflict that occurs in schools takes them by surprise and this leads to confusion and frustration. Conflict happens whenever and wherever in school hence, head teachers decision making can influence everyone and control the situation to get better or worse.

However, looking at the Zambian context, there has not been researches directed towards the role of school leadership in conflict management in secondary schools. Nevertheless, the only existing literature and research is by Sompa (2015), which tend to focus on the causes, effects and management strategies of interpersonal conflict between teachers and head teachers being used in selected secondary schools, but little is known on the role of school leadership in conflict management in selected public secondary schools in Zambia, hence, the need for the study.

1.3 Purpose of the Study

The purpose of this study was to investigate the role of school leadership in conflict management in selected secondary schools of Chingola District.

1.4 General Objective

The main objective of this study was to investigate the role of school leadership in conflict management in selected secondary schools of Chingola District.

3

1.5 Objectives of the Study

The study was guided by the following objectives:

(i) To establish the understanding of the term conflict management by both the head teachers the teachers in the context of the school environment.

(ii) To determine the major causes of conflict in secondary schools.

(iii) To investigate whether school managers are adequately trained in conflict management.

(iv) To establish ways in which the school leadership help to manage conflicts.

1.6 Research Questions

The study was guided by the following research questions:

(i) What is the understanding of the term conflict management by both the Head teacher and teachers in the context of the school environment?

(ii) What are the major causes of conflict in secondary schools?

(iii) Are the school managers adequately trained in conflict management?

(iv) In what ways does the school leadership help to manage conflicts?

1.7 Significance of the Study

The study would assist the ministry of General education and specifically the curriculum development centre in developing a curriculum that can be used to enhance the capacity of the administrators, the teachers, and the students in handling conflicts in schools. This would help to reduce school conflicts. Mishandling and mismanagement of conflict are the factors that hinder productivity and demotivate staff, frustrate, anger and stress members.

This study would be very valuable to the management of both primary and secondary schools, since it seeks to provide vital information about conflict management skills for school leadership. Furthermore, it would help the school leadership on how to live and manage conflict; for, the significant and complex nature of schools makes it important that one knows how to handle those inevitable realities such as conflicts that arise there. This in turn, would

help the school leadership to determine suitable ways in dealing with conflict in educational sector.

The study would also be important to the management of government ministries and organisations especially the ministry of General education in their bid to deal with conflict in schools and improve the education standards in the country.

All in all the study is worthy because it would address the causes of institutional conflict and be able not only to propose solution to improve stability in the educational institutions but also in other public organizations in Zambia prone to all sorts of conflicts.

1.8 Limitations of the Study

The study was confined to selected public secondary schools in Chingola District hence the findings may not be representative of all secondary schools in the country and therefore similar studies may need to be carried out in other secondary schools.

1.9 Delimitations of the Study

The study confined itself to the following: It delimited itself to secondary schools in Chingola District as the researcher resides there, hence making it more accessible to carry out the research. As conflicts exist in schools the study focused itself on the role leadership in conflict management in public secondary schools.

1.10 Theoretical Framework

The study was anchored in the Group Conflict Process Theory developed by Robbins (2003), that indicates that most organizational conflicts are managed through approaches to conflict management such as negotiations, resolution and stimulation. Robbins further identifies cooperativeness and assertiveness as the two dimensions in conflict handling intentions. From these two dimensions, he further generates and identifies five conflict-handling intentions as competing, collaborating, accommodating, and compromising. These dimensions were therefore generated as conflict resolution techniques in the study. Against this background, this theory will help the current study to investigate conflict management methods in secondary schools.

5

1.11 Operational Definition of Key Terms

Conflict:	Refers to being in opposition or hostility, which leads to either passive or violent resistance in educational management by the head teacher, PTA, community or the sponsor in the schools under investigation.
Conflict Management:	The act of resolving disagreement.
School leadership:	Refers to head of Institution. For example head teacher, head mistress or principal in the schools under investigation.
Resolution Techniques:	Refers to the measures employed to resolve conflicts when they occur in public secondary schools so as to minimize and possibly eliminate them.
Public school:	refers to a school that receives government support and its operations controlled by the government for example, posting of teachers and funding in the schools under investigation.

1.12 Ethical Consideration

Ethical considerations are a set of principles about how researchers should conduct themselves when dealing with research participants. It is for this and other reasons that ethical considerations are relevant in research. Other reasons are that ethical considerations ensure respect and make sure no harm is caused to the participants. Furthermore, ethical considerations also show a sign of respect for other researchers and those who will use the research. However, failing to conduct research ethically could be embarrassing or result in research or the researcher being dismissed or rejected by the research community.

The researcher had put into place the following ethical considerations; I had informed consent from participants before they took part, meaning that, they knew exactly what they were being asked to do, and what the risks and benefits were, before they agreed to take part. The participants were informed of exactly who the researcher was, where the researcher was coming from and what the researcher was doing. Furthermore, the participants were assured that the data they gave would be made anonymous; this means the participant's names were removed in order to protect their identity as well as the names of the schools being cited using codes and not their actual names. The information collected was treated with confidentiality.

The participants were assured that they would be protected as the research is purely for academic purposes.

1.13 Summary

The chapter introduced the study on the role of school leadership in conflict management in selected public secondary schools of Chingola District. The chapter also presented the background to the problem, the problem statement, research objectives and questions, significance of the study and the theoretical perspectives applied to the study, definition of terms and ethical considerations. The next chapter provides a review of literature relevant to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A leader is presumed to have the knowledge, skill and experience in the activities engaged in by the group led by him, and of course, he has the authority and power which makes members of the groups accord him respect, obedience and honour. It is against this background that in the recent years, a great deal of management attention has been directed towards the development of an effective way of managing conflicts in schools. This is all intended to empower head teachers and teachers to perform and produce results which are essential for the survival of the school. The literature review for this study include the definition of conflict, nature of conflict in organisations, causes of conflicts, leadership and conflict management in schools, leadership and conflict management styles in schools and summary of literature review.

2.2 Definition of Conflict

Conflict is endemic to all social life. It is an inevitable part of living because it is related to situations of scarce resources, division of functions, power relations and role-differentiation. Because of its ubiquity and pervasive nature, the concept has acquired a multitude of meanings and connotations presenting us with nothing short of a semantic jungle. Like other terms, conflict generates opinions and leaves many scholars and administrators quite uncertain about its meaning and relevance and how best to cope with it. It occurs because individuals have different perceptions (Sagimo, 2002; Rue & Byarrs, 1992). Ageng'a & Simatwa (2011), adds that conflict appears in a variety of forms and grows from simple to complex, from non-violent to violent depending on the gravity.

But what exactly is conflict? Conflict is the contest between people with opposing needs, ideas, beliefs, values, or goals. It is present when parties perceive that their interests are incompatible, express hostile attitudes or pursue their interests through actions that may damage the other parties. Conflict may be further described as a disagreement or incompatibility in wants, values and aspirations of two or more persons or groups. It may also entail differences in people's opinions, beliefs and priorities. Babalola, Oni and Ayeni

8

(2006), define conflict as all forms of disagreements, resistance and opposition which arise when individuals disagree with policies or procedures in their organizations.

Hellriegel, Slocum and Woodman (1992), are in agreement with Babalola, Oni and Ayeni (2006) when they state that conflict refers to the situation in which there are incompatible goals, thoughts or emotions within or between individuals or groups which lead to bitterness and opposition. Conflict connotes a stressful, unhappy, distressing, depressing, annoying and frustrating state of affairs adds (Sagimo, 2002).

In spite of the many negative connotations of conflict, some scholars are of the conviction that conflict is necessary for authentic involvement, empowerment and democracy (Afful-Broni, 2007; Tjosvold, 1997). Putnam (1997), opined that conflict can be used to balance power, to improve communication, and to develop a foundation to manage differences. What makes conflict potentially dangerous is the fact that since a large number of people are unaware of how to identify it or deal with it when it initially occurs, it tends to be more recognizable mostly when its effects have escalated into destructive, sometimes irreparable levels.

Thus, conflict may manifest in form of disagreement, violence, crises, destruction of lives and properties. However there are occasion when conflict could benefit an organization. There are also occasions when conflicts are inevitable. One thing that is clear from the definitions of conflict is that it has to be resolved amicably because if it degenerates, its consequence are very risk. Therefore, administrators are expected to understand the nature of conflict and manage it in a manner that will lead to achievement of organizational objectives.

2.3 Nature of Conflict in Organizations

Conflict is a fact of life in organizations and schools are not an exceptional. Conflict is not something that is a tangible product but it lies in the minds of the people who are parties to it (Salleh, et al., 2012). It does become tangible when it manifests itself in arguing, brooding, or fighting. Conflict isn't the problem, the problem lies with the inability for people to manage and resolve it effectively. If managed effectively, conflict can be constructive. If not, conflict can be a destructive force in people and organizations. Thus, conflict is an inevitable and necessary feature of organisational and international relations. The challenge facing leadership in organisations is not the elimination of conflict, but tather, how to effectively address conflict when it arises. The paradox of conflict is that it is both the force that can tear

relationships apart and the force that binds them together. This dual nature of conflict makes it an important concept study and understand. Conflict is natural and necessary part of our lives.

Chung and Megginson (1981), opined that we live in an age of conflict. In most organizations, the level and number of conflicts seem to be increasing. Employees are becoming more assertive in demanding their share of organizational rewards such as status, recognition, pay, benefits, and autonomy. Conflicts among groups are also increasing. As there are so many interest and pressure groups in organizations, it is difficult to find a sense of community and reach any kind of agreement among them. According to Roloff (1987:496), "organizational conflict occurs when members engage in activities that are incompatible with those of colleagues within their network, members of other collectivities, or unaffiliated individuals who utilize the services or products of the organization". Roloff perception of conflict can be broadened by conceptualizing conflict as an interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities that is, individual, group, organization. Calling conflict of an interactive process does not preclude the possibilities of intra-individual conflict, for it is known that a person often interacts with self. Obviously, one also interacts with others.

2.4 Sources of conflict

The possible sources of conflict are poor communication, competition for common but scarce resources and incompatible goals. Fisher (1997), notes, "...both individuals and groups have undeniable needs for identity, dignity, security, equity, participation in decisions that affect them. Frustration of these basic needs....becomes a source of social conflict"

According to Plunkett and Attner (1989), the sources of conflict include; shared resources, differences in goals, difference in perceptions and values, disagreements in the role requirements, nature of work activities, individual approaches, and the stage of organizational development. Gray and Stark (1984), suggested that there are six sources of conflict. These are: 1) Limited resources; 2) Interdependent work activities; 3) Differentiation of activities; 4) Communication problems; 5) Differences in perceptions; 6) The environment of the organization. According to these writers, conflict can also arise from a number of other sources, such as: 1) Individual differences (some people enjoy conflict while others don't); 2) Unclear authority structures (people don't know how far their authority extends); 3) Differences in attitudes; 4) Task symmetries (one group is more powerful than another and the weaker group tries to change the situation; 5) Difference in time horizons (some

departments have a long-run view and others have a short -run view). Another author Deutch in Camp bell, et al (1983:187) identified a list of sources of conflict. These are: control over resources, preferences and nuisances, values, beliefs, and the nature of relationships between the parties.

2.5 Factors/Causes of Conflict in Schools

Several factors account for the root of conflict in any given community, the school being no exception. Basically, the causes of conflict in school can be classified into two main categories: structural factors, which relate to the nature of the organization and the way in which work is organized; and personal factors, which relate to differences between school members.

Auerbach and Dolan (1997), Rahim (2001), Champoux, (2003) and De Janasz, et al (2006) identified structural aspects of an organization which are likely to cause conflicts. These are specialization, common resources, goal differences, interdependence, authority relationships, status differences, jurisdictional ambiguities, and, roles and expectations.

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

Specialization

Employees in an organization either have general or specific tasks which when the majority of them are specialist, conflicts may arise. For example when one may have insufficient knowledge of the other's job responsibilities, dissatisfaction in either party may exists (Auerbach & Dolan, 1997). This usaully results in the management of organizational involved to channeling the energies, expertise, and resources of the members of conflicting groups for synergistic solutions to their common problems or attainment of overall organizational goals.

11

Common resources

In many work situations, resources are shared as an obligation, the scarcer the resource the greater potential for conflict. For example, having a class with extensive workload which only have one computer may create high chances of conflict (Rahim, 2001).

Goal differences

Champoux (2003), identified that normally groups or departments in the organization have different and incompatible goals, increasing the chances of employees experiencing conflict. For example, a principal and a head of academic department have different goals for improving the way of teaching in school. The principal needs to recruit newcomer teachers who have more advance teaching techniques than long-teaching teachers in school. On the other hand, a head of academic department needs to train a new technique of teaching to long-teaching teacher (Pilanthananon, 1984).

Interdependence

Sometimes one employee must depend on another to complete a task. When workers are in an interdependent situation, it is easy to blame a co-worker when something goes wrong (Auerbach & Dolan, 1997, Champoux, 2006). For example, a principal may clash with a teacher who works in registration department because he/she provides inaccurate data of students.

Authority relationships

Often, there is underlying tension between managers and employees (it means principal and teacher). This is because most people do not like being told what to do such as school manager who is overly strict is frequently in conflict with their employees (teachers)-hence, the growing popularity of team approaches and empowerment strategies (Pukkapan, 1999).

Status differences

In many organizations even in school, manager or principal is granted privilege denied to other employees or teachers. For instance, manager and principal may enjoy flexible hours, free personal long-distance calls, and longer breaks. As one management consultant said, "If you want to know who is really important in the organization, just observe the signs in the parking lot and watch for the distance between the parking and the office building; the bigger

the sign and the closer to the building, the higher the status of the incumbent (Salleh, Mohamad Johdi and Adulpakdee, 2012). Auerbach and Dolan (1997) and De Janasz, et al. (2006) stated that human beings are unique who possesses a variety of physical, intellectual, emotional, economic, and social differences. However, some organizations are creating a more egalitarian appearance to reduce conflicts that result from status differences.

Jurisdictional ambiguities

This usually occur when the lines of responsibility in an organization or school are uncertain. When it is unclear who does what, teacher has a tendency to pass unwanted tasks onto the next teacher (Auerbach and Dolan, 1997).

Roles and expectations

A role refers to the behaviors and activities expected of an employee. Every employee plays one or more roles within the organization. These roles are usually defined through a combination of such elements as job title, description of duties, and agreements between the employee and the organization. Manager-subordinate conflict can result when the subordinate's role is not clearly defined and each party has a different understanding of that role (Auerbach and Dolan, 1997). For example, one teacher who has many roles at the same time, teaching students in many classes, being a consultant for students and working for finance department in school (Hannakhin, 1983).

Personal factors is the other category of causes of conflict in school. According to Auerbach & Dolan (1997) and Rahim (2001) the most common personal factors associated with organizational conflict are skills and abilities, personality conflicts, perceptions, diversity, and personal problems.

Skills and abilities

Usually the members of a department or work team have different levels of skills and abilities. Conflict can result when an experienced employee must work with a novice who has good theoretical knowledge but few practical skills (Auerbach & Dolan, 1997). For example, a long-teaching teacher in school who was graduated many years ago and she is familiar to teach in the old way of teaching will have a conflict with young newcomer teacher who has an advance technique of teaching (Pukkapan, 1999).

Personality conflicts

Rahim (2001), opined that personality conflicts are a reality in any group setting, including the workplace. There always seems to be at least one co-worker who is difficult to get along with. One of the most difficult personality traits is abrasiveness. An abrasive person is often hardworking and achievement-oriented, but critical and insensitive to others feelings. Other irritating personality traits include laziness and gossiping.

Perceptions

Kellermann (1996), suggested that conflict may be simply described as a clash between two individuals who are unwillingly or unable to fulfill expectations of each other. Much organizational conflict stems from the fact that employees and managers have different perceptions of situations. For example, a principal may feel that a teacher is underperforming in teaching, whereas the teacher may feel that the best job possible is being done (Auerbach, & Dolan, 1997).

Diversity

There are increasingly heterogeneous. Differences in age, cultural background, ethics, and values can be a source of conflict among employees. For instance, a long-serving staff who feels loyal to the school may clash with a young newcomer staff who sees the school as nothing more than a stepping stone (Rahim, 2001).

Personal problems

When we bring our personal problems to work, our performance tends to suffer and we may clash with co- workers who are obliged to "pick up the slack." (Auerbach & Dolan, 1997). For example, some teachers have a problem at their home then they could not teach effectively in their class because they lack of concentration (Pilanthananon, 1984).

Communication

A common cause of conflict is poor communication, which can lead to misunderstandings and allow barriers to be erected. Probably the easiest way to prevent conflict is to ensure good communication. However, both too little and too much communication can lead to conflict. On the one hand, when there is too little communication, associates do not know enough about each other's intentions, goals, or plans. Coordination becomes difficult, and

misunderstandings are more likely to occur, which can result in conflict. On the other hand, too much communication can also result in misunderstandings that cause conflict (Hitt, et al., 2006). For instance, a principal should be clear in details when he notices a new discipline for all teachers and students in school (Pilanthananon, 1984).

However, there are several factors that account for the root of conflict in any given community, the school being no exception. While the choice of the leadership of a community can be the source of conflict, religious, tribal or ethnic differences are also some major causes of conflict in almost any heterogeneous community in Zambia and elsewhere. In some cases, generation or age differences, either in birth or membership of the institution can be a source of conflict. It has also been discovered that the struggle for power and the competition for the available scarce resources could serve as grounds for conflict (Botchwey, 2006; Afful-Broni, 2007).

Even though they may be variously classified, some scholars put conflicts under four major types; conflicts about goals, conflicts about facts or opinions, interpersonal conflicts, and procedural conflicts (Johns, 1988; Hellriegel et al, 1992). The manners in which conflicts emerge are varied, but on the whole, it is known that most conflicts pass through the emergence stage, escalation stage, and the cessation stage. A good number of outcomes of conflicts pose challenges to the peace, progress and the very survival of the organization. Organizational leaders can be so incapacitated by some of the effects of conflicts that they would naturally do all they could to resist their emergence.

2.6 Leadership and Conflict Management in Schools

Leadership influences organizations and schools are not exceptional. Leadership involves defining and communicating an organization's long-term vision and mission. A leader is a person who influences a group of people towards a specific result. Ogbonna (2007), defined an effective leader as an individual with the capacity to consistently succeed in a given condition and meeting the expectation of an organization or society. Peretomode (2001), described leadership as the process of providing direction and influencing individuals to achieve goals. Ogunsaju (1997), opined that leadership in the schools is the influencing of actions, behaviours, beliefs, and feelings of staff and pupils. More so, leadership is the ability to get others to willingly follow a course of action.

15

Leaders are recognized by their capacity for caring for others and clear communication. Okorie (2002), noted that principal's personal characteristics which include age, marital status, teaching experience, academic qualifications and sex cannot be divulged from the way and manner at which the school is being managed. Ike (2000), submitted that principals' with long year of teaching experience perform better in mobilizing the non-teaching and teaching staff towards attainment of school goals and objectives. Furthermore, Durosaro (1998), opined that the school principal, as a leader must be prepared to integrate roles and personnel to achieve desired goal, the accomplishment of these functions depends solely upon his or her administrative leadership and management skills.

Every organization needs leader's personal characteristics in order to achieve stated goals and objectives. Goleman et al., (2004) agrees with the statement above by identifying four leadership competencies, or domains, that characterize effective leaders that helps in conflict management: self-awareness, social awareness, self-management, and relationship management. Self-awareness and self-management, refer to aspects of personal competence while social awareness and relationship management, refer to social competence. Though no leader can exhibit all competencies, but highly effective leaders generally try to display strength in at least one or more of the four domains.

Self-awareness

Effective leaders are aware of their feelings and the ways in which their feelings affect them and their work. They have done the work to be able to identify and articulate their key values. These leaders realistically assess their own strengths and limitations, invite constructive criticism and feedback, ask for help when they need it, and do the work necessary to make improvements and cultivate new strengths. Self-aware leaders' realistic understanding of personal strengths and weaknesses allows them to display and act with self-assurance.

Self-management

Leaders with healthy self-management skills are able to control inappropriate emotions and impulses and can often channel them toward positive outcomes. These leaders display a healthy transparency, an "authentic openness to others about one's feelings beliefs, and actions" (Goleman et al., 2004, p. 254). They readily admit their own errors or shortcomings and are willing to confront ethical shortcomings in others. Leaders who practice effective self-management can handle multiple demands with equanimity. Goleman, et al., (2004) adds

that they are flexible, adaptable, and limber in their thinking in the face of new data or realities. Leaders who display high self-management hold themselves and the people they work with to high standards. They focus on continual learning and improvement for themselves, the people they lead, and their organizations. Leaders with strong self-management display a healthy sense of initiative. They approach situations with optimism.

Social awareness

Social awareness is a third domain of emotion intelligence. Leaders with healthy social awareness are attuned to the emotional signals of others and display empathy appropriately. They get along well with others, including those from diverse backgrounds or cultures. Socially aware leaders have a sharp sense of social and political awareness and can discern social networks, unspoken rules, and informal power structures in organizations. They are good listeners. Marlow (1986), defines emotional understanding as "the ability to understand the feelings, thoughts, and behaviours of persons, including oneself, in interpersonal situations and to act appropriately upon that understanding." He adds that capacities included in this broad category refer to leaders' abilities to appreciate the emotional states of colleagues, to discern those states in complex social circumstances, to respond in ways that are considered helpful and to understand and manage one's own emotions.

Relationship management

This domain relates most directly to engagement with other people and draws on the competencies of the three other domains. It consists of the competencies of Inspiration, Influence, Developing Others, Change Catalyst, Conflict Management, and Teamwork and Collaboration. Leaders who inspire involve others in moving toward common goals. They give rise to a high degree of enthusiasm and group cohesiveness and model the expectations they have of others. Leaders with a high degree of influence use their understanding of others to engage both individuals and groups in particular initiatives and goals of the organization.

Leaders who are skilled in developing others understand the strengths, limitations, and motivations of the people they work with and are proficient at coaching and encouraging these people to grow. Change catalysts are able to perceive the need for change and to find a way forward, engaging others as they do so. This competency is closely related to Kouzes and Posner's (1987) leadership practice of challenging the process. Leaders who are skilled conflict managers are able to bring conflict issues forward, articulate the views of all parties,

17

and involve all participants in reaching an acceptable conclusion. Leaders strong in teamwork and collaboration are able to bring others together and support the establishment of trusting, collaborative relationships among organizational groups, reflective of Kouzes and Posner's leadership principle of enabling others to act.

2.7 Leadership and Conflict Management Style/Strategies in Schools

Leadership is one of the key factors in determining future changes and developing very clear and specific vision of the organization. The future is not some place we are going to, but the place we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destinations. Indeed, leaders are most important in overcoming the emotions that conflicts usually bring; but these leaders must themselves be conversant with certain strategies known to work well in managing conflict (Botchwey, 2006; Jablin & Putnam, 2001).

Management of conflict is a human relations concept long recognized in business and industry as a necessary component of the developmental process. Sweeney and Caruthers (1996), define conflict resolution as the process used by parties in conflict to reach a settlement.

Hocker and Wilmot (1985), initially discuss conflict management styles in terms of assumptions. Their assumptions are: People develop patterned response to conflict; People develop conflict styles for reasons that make sense to them; No one style is automatically better than another; People's styles undergo change in order to adapt to the demands of new situations.

Robbins (1974), concentrates on strategies specifically labeled as resolution techniques. He lists eight techniques as follows: (1) Problem solving (2) Super ordinate goals (3) Avoidance (4) Smoothing (5) Compromise (6) Authoritative command (7) Altering the human variable (8) Altering structural variables.

Thomas (1971), examines conflict management strategies by focusing on general strategies used by administrators in an educational setting. In his research he points out that there is no difference between management and leadership; hence, manager is synonymous with leader. Thomas eight strategies for management are: (1) Citizens advisories (2) Confrontation sessions (3) Sensitivity training (4) Process involvement (5) Educational pluralism (6) Volunteerism (7) Cooperative studies (8) Failure.

Since conflict is seemingly unavoidable, particularly in a school setting, it is therefore, necessary for administrators to be able to recognize conflict, to view its constructive as well as destructive potential, to learn how to manage conflict, and to apply conflict management strategies in a practical way.

Jhonson & Jhonson (1996), state that conflicts are resolved constructively when they (a) result in an outcome that all disputants are satisfied with, (b) improve the relationship between the disputants, and (c) improve the ability of disputants to resolve future conflicts in a constructive manner.

The theorist Kilmann and Thomas (1975), presented five styles of conflict which are widely used by the present day educational administrators. These styles are Avoidance, Accommodation, Compromise, Competition and Collaboration. Similarly, Rahim and Magner (1995) also propagated the same styles of managing conflict, i.e., Integrating/Collaborating Style, Obliging/Accommodating Style, Dominating/Competing Style, Avoiding Style and Compromising Style. The detailed description of these styles is mentioned below.

Integrating Style

The widely used behavioral style is integrating style which is a blend of assertiveness and co-operation. It is used on behalf of both parties to settle their conflicts mutually and address each other's concerns (Gray, 1989). Integrating style resolve the conflict when both parties are reasonably satisfied and support the solution. It is collaboration in disguise. In integrating style, both parties are reasonably satisfied and willingly support the solution (Killman, 1975). The integrating style is widely appreciated because both sides have win-win situation. Through integrating style, managers can produce constructive outcomes. Anyhow, applying integrating style is difficult because human behaviour as well as interest differs (Huntington, 1993) and demands energy and hard work to reconcile the situation. In a nutshell, Pruitt and Carnevale (1993), conveyed that integrating style is the most appropriate style of managing social conflict.

Obliging Style

An obliging style involves low concern for self and high concern for others. This style is associated with an attempt to diminish differences and emphasize commonalities for the purpose of satisfying the needs of the other party. This style has been found to be used by an individual believing that he/she may be wrong and that the issue in question is much more

important than the other person's involvement. It can be used as a strategy when an individual is willing to make a concession with the hope of getting something in return (Afzalur, Garrett, & Buntzman, 1992).

This style indicates low concern for self and high concern for others. This is also known as accommodating. This style is associated with an endeavor to play down the differences and emphasizing harmony to satisfy the concern of the other party. There is an element of self-sacrifice in this style. It may take the form of selfless generosity, charity or obedience to another party's order. An obliging person neglects his/her own concern to satisfy the concern of the other party. Such an individual is like a conflict absorber.

Dominating Style

According to Rahim (1992), it is forcing behavior to win the situation. Hellriegel (1995), stated that dominating style is applied when managers want to achieve their goals without caring of others and to satisfy one's own concerns and gaining power. It is the most confrontational style because of manager's self-interest. In this style, the manager uses forceful tactics to win its drives and is not ready to move from his initial stand. Dominating style focuses only on winning goals and defeating opponents. Pruitt and Rubin (1986) described that problems' context effect the use of dominating style. Friedman, Tidd, Currall and Tsai (2000, stated that application of dominating style minimize the chance of arriving at conflict resolution. Papa and Canary (1995), reported that dominating style is suitable for the achievement of ambitions. Spitzberg, Canary and Cupach (1994), illustrated the dominating style as to maximize the importance of one's needs at the cost of others' needs. In a nutshell, dominating style may be effective but not suitable in democratic society.

Compromising Style

Compromising style means assertive and cooperative at the same time (Goldfien & Robbennolt, 2007). The manager wants to fulfill his own needs and wants concession from the opponent group. It is all about to maintain harmonious relationship as compared to achieve personal goals. In this style, one party respects the wishes of other party or both parties are in giving in or giving up situation. Moreover, some experts regarded it as more giving up than you want. It is a blend of harmonious relationships amongst parties. This style is suitable when both parties have important goals to achieve. According to Rahim (2001), compromising style may be effectively used to handle the strategic and complex issues. In

20

compromising style, the parties negotiate the strategically important point and let go the insignificant point. In few words, compromising style may be effective in handling immediate conflict but the vital issues should not be sacrificed on the name of compromise.

Avoiding Style

This style is used when the administrator wants to refrain from the conflict. In such style, the administrator does not want to help anyone to achieve his goals or/and does not want to impose his own behavior. This style is used when the matter has no importance for the administrators. Researchers called it turtle style because turtle thinks that to refrain from the conflict is easier than to face it. Moreover, researchers called it passive style because the administrators want to remain away from the problems and try to hide the situation. According to Farooqi, Akhtar and Islam (2013), the administrators who use avoiding style neither satisfies themselves nor to the other party. Moreover, Rahim (2002), stated that it is inappropriate to make hasty decisions through this style. This style is suitable in case of impossible victory. The administrator uses this style when he/she feels that someone else is in good position to solve the problem.

2.8 Summary of the Chapter

This chapter has reviewed literature on definition of conflict, nature of conflicts in organisation, sources of conflict, causes of conflict in organisations, leadership and conflict management in schools and leadership and conflict management styles in schools. The next chapter presents the methodology that guided this study.

21

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The study sought to investigate the role of school leadership in conflict management in selected public secondary schools of Chingola District. This chapter describes the methodology that was used in the study. It includes an account of the research design, study locale, the target population, the study sample and sampling design, research instruments and data collection procedures.

3.2 Research Design

The study employed a descriptive survey design as the researcher is interested in gathering information on the existing conflict management methods. A descriptive survey attempts to describe characteristics of subjects or phenomena, opinions, attitudes, preferences and perception of persons of interest to the researcher. Furthermore, a descriptive survey aims at obtaining information from a representative of the population and from the sample. Basing on this, the researcher was able to present the findings as being representative of the population (Orodho, 2009).

Since a descriptive research design was used, a qualitative approach was be taken. A qualitative research is a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data. The merits of using a qualitative approach in this study was that, it was less expensive and also permits flexibility in the research, meaning, the researcher was always prepared to engage in field research, whenever required. The researcher also used quantitative methods of displaying data such as tables in order to enhance the presentation of findings in chapter four.

The sample size for this research was seventy. A total number of nine public secondary schools in Chingola district were selected using the non-probability sampling design. The technique that was used under non-probability was homogeneous purposive sampling. Non-probability sampling is a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chances of being selected. A homogeneous purposive sample is one that is selected based on the knowledge of a population and the purpose of the study. In this case, a purposive sampling procedure was used to select

head teachers and the District Education Board Secretary as they fitted the purpose of the research. The teachers were however sampled using snowball sampling.

3.3 The Study Location

The study was carried out in Chingola District on the Copperbelt, Zambia. The district boarders Chililabombwe District, Kitwe Distret, and Kalululshi District. The Educational head quarter is in Ndola. The district is made up of two educational divisions namely: Urban and Pery Urban. The district is spersely populated with rapidly growing population. The central part of the District is Urban and is characterised by mining activities as the main stay. While the Pery Urban is engaged in asorted famimng activites. The rest of the population engage in commercial activities such as trade or employed in government and private firms.

3.4 Target Population

According to Andrewarth and Birch (1984), population is all cases or individuals that fit in a certain specification. The study targeted selected public secondary school head teachers, teachers, and the District Education Board officers in Chingola district.

3.5 Sample, Sample Size and Sampling procedures

Purposive sampling was employed to select samples for in-depth interviews. For this study, DEBS and head teacher's were purposively sampled to avail information based on their competences and positions in the institutions or education sector. A purposive sample is a rich case sample where a researcher chooses a few individuals whom he/she considers to be knowledgeable about the issue under study (Mertens, 1997, 261). Purposive sampling was a very helpful tool in this research to obtain an in-depth knowledge of the problem under study. Teachers were sampled using snowball sampling.

The sample consisted of (9) head teacher from nine secondary schools, (60) teachers, (6) from (7) schools, and (9) from two schools and the Chingola District Education Boards Secretary.

3.6 Methods of data collection

Creswell (1994), explains that data collection is the process of gathering and measuring information on themes, in an established systematic fashion that enables one to answer stated research questions and evaluate outcomes. Qualitative methods of collecting data was used by the researcher.

23

3.6.1 Primary data collection instruments

Primary data is said to be a set of raw information that is collected by the investigator conducting the research. To collect primary data the reasercher used a semi-structured interview guide.

3.6.2 Secondary Data Collection

Secondary data collection refers to a set of second hand information initially collected and compiled by someone else apart from the current user. In the case of this study, secondary data were gotten from different school records for example the school log book as well as the head teachers' diary. This was done in order to collect more information related to the topic in case some was left out during the interviews.

3.7 Research Instruments

3.7.1 Questionnaires

The main research instruments was questionnaires and interview schedules while secondary data was obtained from official documents. Questionnaires offer the advantage of being easy and cost effective to administer to a large population (Orodho, 2009).

3.7.2 Interview Schedule

The DEBS and DESO will be interviewed according to time schedules. Some head teachers will also be interviewed to supplement information on questionnaires. This instrument was be appropriate for this category of participants because the diverse knowledge they have on the area of study. This instrument was constructed in line with the set objectives of the study. An interview schedule is a qualitative method of inquiry that combines a pre-determined set of open questions, these are questions that prompt discussion with the opportunity for the interviewer to explore particular themes or responses further. An interview schedule however, does not limit respondents to a set of pre-determined answers and it allows respondents to discuss and raise issues that the researcher may not have considered (Robbins, 1974).

3.8 Summary of the Chapter

This Chapter has presented the methodology used in the study. It focused on the research design, sampling techniques and procedures, the sample size and methods used to collect and analyze the findings of the study. The next chapter presents the results on the role of school leadership in conflict management in selected public secondary schools of Chingola District.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

The preceding Chapter provided the methodology employed for collection and analysis of data in the study. Data weas collected from head teachers, teachers and the District Education Board Secretary. This Chapter presents the results on competence and effectiveness of school leadership in conflict management in public secondary schools. The results are presented in line with the four objectives set out in Chapter One of this dissertation which are to:

(i) To establish the understanding of the term conflict management by both the head

 teachers and the teachers in the context of the school environment.

(ii) To determine the major causes of conflict in secondary schools.

(iii) To find out whether school managers are adequately trained in conflict management.

(iv) To establish ways in which the school leadership help to manage conflicts.

4.2 Gender of the Respondents

The participants were requested to indicate their gender in the questionnaire. The results are presented in Table.1.

Table 1. Gender of the respondents

Group	Gender	Number	Percentage
Head teachers	Female	7	78
	Male	2	22
Teachers	Female	40	67
	Male	20	33

From the Table 1, it was found out that 7 (78%) respondents were female head teachers as compared to 2 (22%) male respondents. Similarly, 40 (67%) of teachers were female and 20 (33%) were female. This shows that there are more female head teachers and teachers in public secondary schools in Chingola District as compared to the male head teachers and teachers.

4.3 Age of the Respondents

The participants were requested to indicate their age in the questionnaire. The results are presented in Table 2.

Table 2. Age of the respondents

Group	Age range	Number	Percentage
Head teacher	20 - 29	0	0
	30 - 39	0	0
	40 - 49	8	89
	50 and above	01	11
Teachers	20 -29	10	17
	30 - 39	20	33
	40 - 49	12	20
	50 and above	18	30

From the table 2, it was found out that there were no head teachers in the age from 20-29 and 30-39. However head teachers aged ranged 40-49 years, 8 (89%) respondents were aged 50-59 years, 1 (11%). For teachers ages ranged from 20-29, 10 (17%), 30-39 years, 20 (33%), 40-49 years, 12 (20%), 50 and above 18 (30%). It appears therefore that majority of the head teachers in public secondary schools in Chingola District are aged 40-49 years while majority of the teachers were aged 30-39 years. And most of them having served five years or more in the profession. This could suggest that this category of respondents was quite matured and experienced.

4.4 Level of education of participants

The participants were requested to indicate their level of education in the questionnaire. The results are presented in Table 3.

Table 3. Level of education of participants

Group	Educational qualification	Number	Percentage
Head teachers	Certificate	0	0
	Diploma	2	22
	Bachelors	7	78
	Masters	0	0
Teachers	Certificate	0	0
	Diploma	12	20
	Bachelors	42	70
	Masters	6	10

From table 3, it was shown that there were 7 (78%) head teachers with Bachelors degree and 2 (22.2%) teachers with Diploma. With teachers 12 (20%) had Dipoma, 42 (70%) had Bachelors degree while 6 (10%) had masters degree of the head teachers had other qualifications. There was no head teacher and teacher with a certificate or PhD degree. It can therefore be inferred that majority of the head teachers and teachers in public secondary schools in Chingola District have the minimum qualifications that allows one to enter into the teaching profession as well as headship respectively.

The educational levels of the head teacher in the study were considered quite impressive, as they ranged from diploma to first degree in various educational disciplines. However, for the teachers, the range was from diploma to second degree. This could suggest that some teachers were more qualified than the head teachers.

4.5 Understanding of the term conflict management

The first objective of the study was to establish the understanding of the term conflict management by both headteachers and teachers in the context of the school environment from selected secondary schools in Chingola district. This objective was guided by the research question: What was their understanding of the term conflict management by both the Head teacher and teachers in the context of the school environment?

4.5.1 Responses from Head teachers

Participants were asked to what their understanding was by the term conflict management in the questionnaire. The results are presented in table 4.

Table 4 Understanding of the term conflict management by head teachers

Head teachers	Responses	Number	Percentage
Category A	Resolving misunderstanding	5	56
Category B	Solving the problems within the institution	2	22
Category C	Taking care individual differences	2	22

From the Table 4, it was found out that, 5 (56%) head teachers as category A defined conflict management as resolving misunderstanding, 2 (22%) head teachers as category B defined conflict management as solving the problems within the institution. The other 2 (22%) head teachers of category C defined conflict management as taking care of individual differences. It can therefore be shown that the definitions of conflicts management by head teachers in secondary schools of Chingola District includes; taking care of the differences that may occur in between individuals e.g. teachers-student, student-management, and teacher- management; setting and resolving misunderstanding or dispute between two people in an institution; resolving disputes arising out of school activities; managing any misunderstanding that may arise in school and can interfere with smooth running of the institutions; handling conflict between school management authorities and students; the ability to solve a problem amicably within the institution; the ability to solve a problem within the institution or between individuals; how conflict is handled when it occurs and how it is prevented; restoration of order and stability; bringing into control or curbing the disagreement in the school by devising methods of avoiding conflicts and creating peace amongst the students and the teachers; ability to effectively communication; and approaches to control misunderstandings among teachers, students, administration and subordinate staff; all in varying opinion in regard to the concept.

29

4.5.2 Response from DEBS

The DEBS was requested to give his understanding of the term conflict management in the context of the school environment. The exact response from the DEBS on the understanding of the term conflict management was:

> " A way to resolve to deal with issues of divergent views in order to bring harmony in school. "

4.5.3 Responses from teachers

Participants were asked to what their understanding was by the term conflict management in the questionnaire. The results are presented in table 5.

Table 5. Understanding of conflict management by teachers

Teachers	Responses	Number	Percentage
Category A	A way to resolve conflict between individuals	21	35
Category B	Ability to manage misunderstanding	15	25
Category C	A way of bringing two parties together	12	20
Category D	How to manage differences	9	15
Category E	Method of stabilising indifferences	3	5

From the Table 5, it was found out that, 21 (35%) teachers as category A defined conflict management as a way to resolve conflict between individuals, 15 (25%) teachers as category B defined conflict management as ability to manage misunderstanding, 12 (20%) teachers of category C defined conflict management as a way of bringing two parties together, 9 (15%) teachers as category D defined conflict management as how to manage differences and 3 (5%) teachers as category E defined conflict management as methods of stabilising indifferences. It can therefore be shown that the definitions of conflicts management by teachers in secondary schools of Chingola District includes; a way to solve conflict between individuals who have disagreed between a certain issue; settling conflicts or grudges between different people by uniting them; managing of misunderstandings and disagreements among parties involved in the school that is, administration, teachers, students; in case of any misunderstanding one is able to refrain from it by not contributing e.g. a strike; being able to solve problems where conflicts arises; being able to solve issues without violence; it is a way of bringing two parties together after they had a misunderstanding; it is the act of resolving disputes among teachers,

students and the school administration by coming up with possible solutions after identifying the cause of the conflict; the ability to resolve conflicts created in order to maintain peace and unity; the ability to understand and be able to manage a misunderstanding between two parties; managing or resolving conflict in an institution; the act of preventing and controlling conflict when they occur without hurting any of the people involved; different methods of stabilizing indifferences in schools; a process of solving disagreement between two people; and it is a process whereby, disagreement between two or more parties can be solved, so as to come to an agreement immediately as possible; all in varying opinion in regard to the concept.

4.6 Major causes of conflict in secondary schools

The second objective of the study was to determine the major causes of conflict in secondary schools. This objective was guided by the research question: What are the major causes of conflict in secondary schools?

4.6.1 Responses from head teachers on the causes of conflict in secondary schools

Participants were asked to what causes conflict in secondary schools in the questionnaire. The results are presented in table 6.

Table 6. Causes of conflict responses from head teachers

Head teachers	Responses	Number	Percentage
Category A	Poor work attitude towards work by teachers	3	33
Category B	Failure to understand conditions of service by teachers	2	22
Category C	Lack of communication	2	22
Category D	Feeling by some teachers that they are more qualified	1	11
Category E	Incompetent supervision	1	11

From the Table 6, it was found out that, 3 (33%) head teachers as category A cited poor work attitude towards works by teachers as the cause of conflict, 1 (11%) head teachers as category B cited failure to understand condition of service, 2 (22%) head teachers of category C cited lack of communication, 1 (11%) head teachers as category D cited feeling by some teachers that they are qualified, 1 (11%) head teachers as category E cited incompetent supervision and 1 (11%) cited some teachers defined conflict management as methods of stabilising

31

indifferences. It can therefore be shown that the definitions of conflicts management by teachers in secondary schools of Chingola District includes; poor work attitude by teachers, teachers not wanting to submit teaching files as per schedule, teachers being lazy, teachers having negative work culture, failure of teacher to prepare for the lesson, teacher not rich in content, failure to understand terms and conditions of service, excessive use of force by the head teacher when the teacher is wrong, lack of communication and the teacher not going to class to teach. some of the teachers did not like the fact that certain people were their administrators (either as Deputy head or heads of department); the researcher's interview and further observations indicated that some of the teachers felt more competent than some of their administrators and as such did not always cooperate with them. One head teacher remarked in an interview:

> *"Some of the teachers do not have regard for our rank in the Education Service. These young ones think that if they have a Master's Degree and we have only a Bachelor's they should be made the heads and not us."*

Another head teacher stated that:

> *"In this school, there is over enrolment and you find that pupils tend to share a desk. This over enrolment is mostly caused by the illegal enrolment of pupils by teachers. This brings about terrible tension between teachers and the head teacher, and this is how conflicts begin. All this is done because of not understanding their roles as teachers."*

Another head teacher added that:

> *"some teachers are not rich in content, instead of teaching in class they start telling stories of their families and how they travelled abroad, meanwhile, the children are missing out, so the children come to complain to me that they do not learn, hence, conflict begins between me and the teacher."*

4.6.2 Responses from DEBS on the causes of conflicts in secondary schools

The DEBS identified causes such as poor running of the school by the management, communication breakdown, teachers having higher qualifications than the head teacher and teachers doing the right thing at the wrong time.

The DEBS had this to say:

> *"Teachers in most cases are in conflict with their head teachers because they want to do right things at the wrong time, for example, teachers who are furthering their education go to attend classes at the expense of the pupils."*

4.6.3 Responses from teachers on the causes of conflict in secondary schools

Participants were asked to what causes conflict in secondary schools in the questionnaire. The results are presented in table 7.

Table 7. Causes of conflict responses from teachers

Teachers	Responses	Number	Percentage
Category A	Communication break down	20	33
Category B	Responsibilities not shared fairly	5	8
Category C	Favouritism of some teachers by administrators	8	13
Category D	Poor management strategies	2	3
Category E	Negative work culture	18	30
Category F	Late coming	7	12

From the Table 7, it was found out that, 20 (33%) teachers as category A cited communication break down as the cause of conflict, 5 (8%) teachers as category B cited responsibilities not shared fairly, 8 (13%) teachers of category C cited favouratism of some teachers by administrators, 2 (3%) teachers as category D cited poor management stragies, 18 (30%) teachers as category E cited negative work culture and 7 (12%) teachers as category F cited late coming. It can therefore be shown that the causes of conflicts in secondary schools of Chingola District includes; communication breakdown, responsibilities not being shared fairly, negative work culture, incompetent supervision, late coming, absence from work without a reason, head teacher wanting to engage himself or herself into teacher's affairs, unsatisfactory class allocation, showing favouritism to some teachers by management, laziness by teachers and poor management strategies.

One teachers had this to say on favouratism:

> "This head teacher likes some certain individuals who are always the ones
> to help out in the accounts department and the stores, not everyone is given
> a chance to work there."

A smilar sentment was made by another teacher:

> "No matter what wrong things some teachers do, the head teacher will not
> say anything and behave like nothing happened this is because some
> teachers are his favourites. In the case of some of us, even a small issue
> tends to be blown out of proportion."

4.7 Conflict management training for head teachers

The third objective of the study was to find out whether school managers are adequately trained in conflict management. This objective was guided by the research question: Are the school managers adequately trained in conflict management?

4.7.1 Responses from head teachers whether the school managers are adequately trained in conflict management

Participants were asked on whether the schools managers in secondary schools were adquetly trained in conflict management in the questionnaire. The results are presented in table 8.

Table 8. Training in conflict management responses from head teachers

Head Teachers	Responses	Number	Percentage
	No training in conflict management	9	100

From the Table 8, it was found out that, 9 (100%) head teachers as responded that they had no training in conflict management. It can therefore be shown that their teacher training never prepared them for conflict management in the schools. Yet they have learnt that conflict becomes a daily occurrence in their schools. In addition, all the participants stressed the need for the holistic preparation of school managers in school management and leadership. For example, one of the participants had been a school manager for close to two decades but he stated that he could have done better as a school manager had he been mentored before assuming the position.

34

He pointed out:

> "*Unfortunately, I was never mentored when I became school manager. The DESO just accompanied me to this school. After the hand over, he left me in my office and said good luck. That first week I experienced much conflict because the teachers at the school expected the deputy to assume the position of headteacher. I was devastated, and had to strive under difficult conditions.*"

He was supported by another participant who stated:

> "*When I assumed this position I expected male teachers to be opposed to my leadership. I was surprised though, for it was the female who were very confrontational towards me. It is difficult building a school when people are against you. Teachers can make it impossible for you to operate. To make matters worse as school manager we were not really trained to overcome some of these obstacles. We learn on the job.*"

it was interesting to hear the participants talking about mentoring as one of the possible solutions that can enable school managers to be generally effective managers and specifically efficient conflict managers. The participants also concurred that conflict appears to be ongoing in many schools and that "successful managers will be able to avoid it."

4.7.2 Responses from DEBS to whether the school managers are adequately trained in conflict management.

When the DEBS was asked whether the school mangers are adequately trained in conflict management. The response was: Most head teachers if not all lack skills in human resource management such as conflict management. As a result, administrators handled conflicts by trial and error approach and that there were no specific procedures and methods of managing conflicts.

The DEBS in an interview had this to say:

"As you know there is no college or university where they train just head teachers, equally there is no stand alone conflict management course in teachers training colleges or universities where teachers are trained including head teachers."

4.7.3 Responses from teachers to whether the school managers are adequately trained in conflict management

Participants were asked on whether the schools managers in secondary schools were adquetly trained in conflict management in the questionnaire. The results are presented in table 9.

Table 9. Training in conflict management responses from teachers

Teachers	Responses	Number	Percentage
Category A	No training in conflict management	55	92
Category B	Not very sure of the training in conflict managemen for head teachers	5	8

From the Table 9, it was found out that, 55 (92%) teachers as responded that head teachers had no training in conflict management and 5 (8%) teachers respondend that they were not very sure of head teachers training in conflict management. It can therefore be shown that head teachers in did not acquire either pre-job training or on-the-job training in conflict management. Teachers added that head teachers just relied on previous experience in tackling conflict.

One respondent said:

"I wonder if there is any college or university where they offer conflict management courses specifically for head teachers."

4.8 Conflict management methods/strategies

The fourth objective of the study was to establish ways in which the school leadership help to manage conflicts. This objective was guided by the research question: In what ways does the school leadership help to manage conflicts?

School managers need to understand what is entailed in conflict management and need high conflict competence to be able to be effective in their schools. When conflict managers have

36

determined and defined the nature of the conflict in a conflict situation, they try and find ways of resolving it. However leaders response to and dealing with conflict depend on their individual conflict styles which they adopted at a particular time.

4.8.1 Responses from Head teachers on ways in which the school leadership help to manage conflicts

Participants were asked on what conflict management strategies were employed in secondary schools in the questionnaire. The results are presented in table 10.

Table 10. Conflict Management strategies responses from head teachers

Head teachers	Responses	Number	Percentage
Category A	Collaboration	3	33
Category B	Dialogue	3	33
Category C	Confrontation	2	22
Category D	Mediation	1	11

From the Table 10, it was found out that, 3 (33%) head teachers as category A cited collaboration, 3 (33%) head teachers as category B cited dialogue, 2 (22%) head teachers of category C cited confrontation and 1 (11%) head teachers as category D cited mediation. It can therefore be shown that the conflict management strategies used by head teachers in secondary schools of Chingola District includes; collaboration, dialogue and confrontation. Others were: having regular meetings where the aggrieved parties can air their grievances; charging the teacher, confrontation, scolding at the teachers, dialogue and Collaboration. In managing conflict, one head teacher indicated that reaching consensus through collaboration had been one of the techniques they had been adopting.

One of them wrote as a questionnaire response:

> "...we often collaborate closely in order to reach consensus or agreement. We give recognition of and respect for everyone's ideas, opinions and suggestions. Our consensus requires that each member/participant must agree on the point being discussed before it becomes a part of the decision."

Another head teacher on mediation stated that:

> "*We use mediation though in most cases not effective because the mediators are seen to take sides. Teachers are supported by the union while head teachers are also supported by deputy head teachers*"

4.8.2 Responses from DEBS on ways in which the school leadership help to manage conflict.

The study further inquired from the DEBS on ways in which the school leadership help to manage conflict. The response was: the head teachers are directed to have meetings with their teachers and remind the on their terms and conditions of service as stated by government policy. Also to dialogue with the parties involved in conflict with their management team and collaboration.

DEBS had this to say:

> "*Conflicts between teachers and head teachers are better managed through dialogue where they both sit down and discuss about the issue that is causing the conflict. Using this method conflicts are managed very fast.*"

4.9.3 Responses from teachers on ways in which the school leadership help to manage conflict.

Participants were asked on what conflict management strategies were employed in secondary schools in the questionnaire. The results are presented in table 11.

Table 11. Conflict management stratagies responses from teachers

Teachers	Responses	Number	Percentage
Category A	Negotiation	5	8
Category B	Dialogue	18	30
Category C	Tolerance	12	20
Category D	Effective communication	10	17
Category E	Avoiding	5	8
Category F	Confrontation	5	8
Category G	Mediation	4	7

From the Table 11, it was found out that, 5 (8%) teachers as category A cited negotiation, 19(31.6%) teachers as category B cited dialogue, 12 (20%) teachers of category C cited torelance, 10 (17%) teachers as category D cited effective communication, 5 (8%) teachers as category E cited avoidance, 5 (8%) teachers as category F cited confrontation and 4 (7%) teachers as category G cited mediation. It can therefore be shown that the conflict management strategies used in secondary schools of Chingola District includes; negotiations, tolerance and dialogue were key to effective conflict management. While others teachers said effective communication, avoiding conflicts and confrontation.

One teacher stated that:

"When you are in conflict with another person, it is better for the two parties to come together and try to understand each other and resolve the conflict in the process. I will give myself as an example, I was in conflict with the head over my constant late coming for work. It was only through dialogue that the madam got to understand my situation and the conflict was managed."

One of the teachers on mediation responded that:

"Mediation is one way of resolving conflicts between the head teacher and the teachers but has never been effective in the school as the mediator is usually the deputy head teacher on side of the administration and union on side of the teachers. Though they are called to mediate, they are junior officers. Hence the head teacher feels the mediator cannot be of a lower position to him."

4.9 Summary of the chapter

This Chapter has presented the results of the study on the role of school leadership in conflict management in selected public secondary schools of Chingola District. It must be mentioned that the results were presented in line with the four research questions set out in Chapter One . The next chapter will discuss the findings of the study.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

The previous Chapter presented the results on the role of school leadership in conflict management in selected public secondary schools of Chingola District. The results were presented in line with the four objectives set out in Chapter One of this dissertation.

However, this Chapter discusses the findings in Chapter Four by relating them to the literature reviewed in Chapter Two in the light of the four objectives of this study. The major findings are discussed under four headings derived from the research questions. This is however meant to provide sufficient answers to the four objectives and realize the purpose of this study.

5.2 Discussion of the findings

In order to establish the understanding of the term conflict management, respondents who were head teachers, DEBS and teachers were asked as to what they understood by the term conflict management in the context of the school environment.

There was clear evidence that through the study head teachers, DEBS and teachers understood what the term conflict management meant. This made it easy for the researcher to carry on and ask further questions. Their definitions were: how conflict is handled when it occurs and how it is prevented; restoration of order and stability; bringing into control or curbing the disagreement in the school by devising methods of avoiding conflicts and creating peace amongst the administration and the teachers; ability to effectively communication with teachers; and approaches to control misunderstandings among teachers, students, administration and subordinate staff. These definitions are in line with the definition of Moran (2001), who sees conflict management as "a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives". Conflicts as a concept never remain positive or negative but it has always been seen as a basic and result oriented part of school life. The better the head teacher and teachers understand the nature of conflict, the better able they are to manage conflicts constructively.

Basing on how the respondents expressed their understanding of the term conflict management in different words. It should however be noted that there were no divergent responses from the respondents as they all summed up to a process of resolving a conflict.

Conflicts are a natural part of life and therefore a natural part of school life. Johns (1988), says conflict is natural and in many ways inevitable because of the natural tendency in almost every human person to presume that their way of thinking and doing things is not only the best, but also the only right way. In the school community, just as in almost any other setting, conflict may come from any quarters.

The research study found that there were several causes of conflicts in secondary schools. However the major ones according to the head teachers and DEBS were; some of the teachers did not like the fact that certain people were their administrators; the researcher's interview and further observations indicated that some of the teachers felt more competent than some of their administrators and as such did not always cooperate with them: teachers not wanting to submit teaching files as per schedule, teachers being lazy, teachers having negative work culture, failure of teacher to prepare for the lesson, teacher not rich in content, illegal enronment of pupils by teachers: failure to understand terms and conditions of service, poor work attitude by teachers, excessive use of force by the head teacher when the teacher is wrong, lack of communication and the teacher not going to class to teach. The findings supported the factors of organizational conflict in school from (Auerbach & Dolan, (1997), who found that the factors of organizational conflict in school can be classified into two categories: firstly, structural factors as different goals and secondly, personal factors as bringing personal problems to work.

The teachers also revealed that there were quite a number of causes of conflicts in secondary schools and these were cited as communication breakdown, responsibilities not being shared fairly, incompetent supervision, late coming, absence from work without a reason, head teacher wanting to engage himself or herself into teacher's affairs, unsatisfactory class allocation, showing favouritism to some teachers by management, laziness by teachers and poor management strategies.

Communication breakdown came prominantly and was noted in instances such as teachers being reminded constantly on what they were supposed to do. Legotlo et al. (2003) and Gerardi (2004) indicated that communication block develops because not all groups have the same information. Each group, therefore, takes a stand on its view of the world and the

41

information it has. According to Legotlo et al. (2003), communication problems frequently lead to conflict among people. If the school lacks proper communication, the situation can lead to antagonism and escalate and complicate conflict.

Incompetence of the head teacher was the other major cause of conflict. It has been supported by a study done by Yee and Cuba (1996), which stated that head teachers were unable to adopt and respond to complexities in their schools fast, hence, teachers got impatient because they expected quick positive change, and when change failed to occur that fast, the head teacher was accused of being a low performer. Rono (2001), shares the above views and indicates that some head teachers display poor leadership qualities that create conflicts in schools.

Favouritism of some teachers by the head teacher is another cause of conflict and has been supported by Omboko (2010), in Nigeria, where he reveals that head teachers sometimes find themselves in conflict with teachers due to the head teacher favouring some teachers.

Poor work culture is another cause of conflict. Seamus (1995), concurs with the assertion that teachers have a negative work culture. He goes on to state that some teachers go into the teaching profession as a last resort when other alternatives are absent. These teachers never settle in their jobs as professionals. They work to earn a salary with the hope that they will soon leave the profession. Foster (1989), affirms this view and indicates that teachers with a negative work culture are unmotivated and do not produce good results.

Kingala (2000), also adds that men and women who have no calling to the teaching vocation take up the training as teachers but have no interest in looking after the pupils. These teachers find themselves inside the classroom doing a job they do not like but because they need money, they stick to it.

The findings from the study clearly showed that it was pertinent that a course on conflict management should not only be introduced in the curricula for student teachers, but that it should be introduced as a regular refresher course for teachers and school administrators. School administration has been adversely affected by lack of knowledge of conflict management. Most administrators handled conflicts by trial and error approach because there were no specific procedures and methods of managing conflicts. Garegae-Garekwe (1999), concur the assertion above that educational managers in schools have not developed sensitivity to potential conflicts both inside and outside the school. Hence, in-service training

42

workshops or seminars for school leaders and other members and stakeholders in conflict identification and management will help school leadership. Adequate knowledge in conflict management and resolution in schools will go a long way to sanitise the educational system in the country. Futhermore, training in conflict management will give them skills that can enable them to turn conflict erupting in their schools into a positive force that can bring positive change. This training will make them understand that conflict is inevitable, so it should not be perceived as a negative force that hampers productivity, but a force that leads to personal development and innovation.

When head teachers assume responsibility, they need training which covers the strategies of managing conflict in their institutions. They must know how and when to choose a particular strategy that will suit the situation. Namara (2002), agrees that conflict management is the key managerial skill that every manager should possess. A common consensus is that if conflict is not handled properly, it can cripple the day-to-day running of any institution and negatively impact on productivity, paralyze decision-making and prevent the achievement of organizational aims (Van Deventer & Kruger, 2003).

On conflict management, Wilson (2007) & Thomas (1977) are of the view that the difference in whether a conflict has a productive or destructive outcome is the management of the conflict. How leaders respond to and deal with conflict depend on their individual conflict styles which they adopted at a particular time. In managing conflict, the two head teachers indicated that reaching consensus through collaboration had been one of the techniques they had been adopting. However, the most effective management strategies as highlighted by all the three categories of respondents were: effective communication, collaboration and dialogue.

Meyer (1994), supports all the three categories of respondents that effective communication was the best because it would make the parties in conflict aware of the kind of communication which could lead to problem solving.

Collaboration has been described as putting an idea on top of an idea in order to achieve the best solution to a conflict. In this regard, the parties in conflict come together to create a solution to the conflict that would not have been generated by a single individual. This is in line with a research by Ndlovu (2006), who argued that, due to the positive outcome that collaboration brings, it has been argued that the collaboration mode is always the best conflict

43

mode to use. However, collaborating takes a great deal of time and energy. Therefore, the collaborating mode should be used when the conflict warrants the time and energy. In achieving consensus through collaboration, the research revealed that heads had often avoided arguing over individual ranking or position; they had avoided win-lose statements and the perception of someone should always be found guilty.

A common cause of conflict is poor communication, which can lead to misunderstandings and allow barriers to be erected. Probably the easiest way to prevent conflict is to ensure good communication. However, both too little and too much communication can lead to conflict. On the one hand, when there is too little communication, associates do not know enough about each other's intentions, goals, or plans. Coordination becomes difficult, and misunderstandings are more likely to occur, which can result in conflict. On the other hand, too much communication can also result in misunderstandings that cause conflict (Hitt, et al., 2006). Meyer (1994), describes effective communication as the best strategy because it makes parties in conflict aware of the kind of communication which could lead to problem solving.

Dialogue is yet another strategy that was pointed out by all the three categories of respondents as a way that is used to manage conflicts. This was line with a study by Dzurgba (2006), who noted that conflicts could be settled through dialogue, meaning to engage in the exchange of views and ideas between the parties in conflict. Likewise, Oyebade (1995), identified certain strategies as important in resolving conflict such as dialogue.

However, there were other methods which also came out mainly from the head teachers and DEBS. These were avoidance, having regular meetings where the aggrieved parties can air their grievances; charging the teacher, scolding at the teachers, and confrontation are other strategies used but not considered effective. Avoidance is not a successful method for achieving a long-term solution since the original cause of the conflict remains (Tunner, 1983).

Makaye (2012), argued that confrontation is one of the techniques that have been used to address conflicts in secondary schools. Confrontation can involve collaboration and compromise. It is done in the hope that the parties in conflict are ready to face each other amicably, and entails intercession, bargaining, negotiation, mediation, attribution and application of the integrative decision making method, which is a collaborative style based on the premise that there is a solution which can be accepted by both parties. It involves a process of defining the problem, searching for alternatives and their evaluation, and deciding by consensus.

44

Mediation was another way of conflict management used. Bentley (1996), describes mediation as a form of problem solving process where a neutral third party assists disputants to reach a mutually acceptable agreement. Mediation proves as an effective method because it involves a democratic and structured process that enables disputants to resolve their own conflict, especially with the trained personel. This was in agreement with the concerns from the administors' and teachers point of view where both were not confortable with the mediators in school who are the union and deputy head teachers. Deutsch (2005), argues that mediators follow these steps: (a) They establish a working alliance with the parties, (b) they improve the climate between the parties, (c) they address the issues, and that (d) they apply pressure for settlement. This usually lacks from the mediators in schools due to lack of training.

Mediators should adopt the following skills in order to handle conflict, namely; They must be able to establish a working relation with each of the conflicting parties; They must be able to establish a cooperative problem- solving attitude among the parties; They must be able to develop a creative group process and group decision making; and They must gather considerable substantive knowledge about the problems around which the conflict centers.

Charging the teacher and scolding at the teachers were brought out by head teacher which were new conflict management strategies. This was coming out as a way of instilling fear in the teacher and as a way of punishing the teacher.

It should however be noted that, being the manager of the school, the head teacher should be able to employ different management strategies in the school in order to manage conflicts. This is in line with other researchers who have pointed out other strategies of handling conflicts.

5.2 Summary of the chapter

This Chapter has discussed the major findings of the study. However, the next and last chapter will draw conclusions to the study and provide recommendations on the role of school leadership in conflict management in selected public secondary schools of Chingola District.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The preceding Chapter presented the discussion of the major findings of the study. The present Chapter will draw conclusions to the study, provide recommendations on the role of school leadership in conflict management in selected public secondary schools of Chingola District and make further suggestions.

6.2 Conclusion

The purpose of this study was to investigate the role of school leadership in conflict management in selected public secondary schools of chingola district. The study further sought to establish the understanding of the term conflict management by both the head teachers and the teachers in the context of the school environment, to determine the major causes of conflict in secondary schools, to find out whether school managers are adequately trained in conflict management and to establish ways in which the school leadership help to manage conflicts in selected secondary schools of Chingola District.

The study showed that the respondents understood the term conflict management as; ways used to resolve a conflict between two conflicting parties; the ability to solve a problem amicably within the institution; the ability to solve a problem within the institution or between individuals; how conflict is handled when it occurs and how it is prevented; restoration of order and stability; bringing into control or curbing the disagreement in the school by devising methods of avoiding conflicts and creating peace amongst the students and the teachers; ability to effectively communication; and approaches to control misunderstandings among teachers, students, administration and subordinate staff.

Major causes of conflicts in schools were said to be incompetence of the head teacher, absenteeism, late coming for work by teachers, not submitting teaching files, unsatisfactory class allocation, favouritism of some teachers by the head teacher, teachers having a negative work culture, use of poor management strategies, teachers not rich in content, lack of communication between management and teachers, poor management of schools by the head teachers and teachers having higher qualifications than the head teacher.

46

School leadership was adversely affected by lack of training in conflict management. Most administrators handled conflicts by trial and error approach because there were no specific procedures and methods of managing conflicts. Training in conflict management will give them skills that can enable them to turn conflict erupting in their schools into a positive force that can bring positive change. This training will make them understand that conflict is inevitable, so it should not be perceived as a negative force that hampers productivity, but a force that leads to personal development and innovation.

Conflict management styles are essential in order to utilize them for handling conflicts in the schools. Prominent conflict handling styles include; competing, avoiding, collaborating, compromising and accommodating. Competing style characterizes assertiveness and uncooperativeness and it occurs when the parties involved work for their respective gains at the expense of opposite party. This style is described as power-focused style and might is right approach can best summarize this approach.

Second style is avoiding which is both unassertive and uncooperative; in this the person involved work neither for his own benefit nor bothers about the other party. This is sometimes considered as best because it works on the principle of leave one alone. Collaborating approach is opposite of avoiding and is characterized by both assertiveness and cooperativeness. This style focuses on satisfying the needs of both parties involved. In this both parties agree on working together.

A collaborative approach to conflict management, we argue, may enhance levels of trust and cooperation between the president and the board. Collaboration may be an especially useful strategy for resolving and/or regulating conflicts and loosening the grip of dissension where confrontation involves stakeholders with differential power andresource. Compromising style is a mid way approach for conflict management, it adopts an intermediate course between assertiveness and cooperativeness and it is effective when both parties agree on sacrificing some concerns for achieving a solution. Finally, accommodating style is characterized by both unassertiveness and cooperativeness and it is the opposite of competing style. In this style an individual gives up some of his concerns so as to accommodate the needs of his adversary. The researcher is of the view that conflicts in secondary schools will continue to exist and worsen as long as head teachers and teachers are not trained in conflict management.

47

6.3 Recommendations

In the light of the major findings above, the following recommendations are being proposed on how secondary school leadership could managed conflict effectively.

1. The induction of school head teachers should be mandatory and conflict management should be among the important aspects in this induction.
2. Courses in conflict management and human relations should be included in the curriculum for teachers in training as a way of preparing them for conflict management in school administration.
3. Practicing school managers need an on going formal professional development because education practices constantly change all the time.
4. More research needs to be conducted in schools regarding the instilling of conflict management among school leadership.
5. School heads should develop or improve upon their collaborative skills such that they would empower their staff to assist them in ensuring that they are not needlessly overburdened; they would do well to have others assist them in identifying conflict, especially at the emergence stage.

6.4 Suggestions for further research

The following recommendations are made for further research following the findings of this study:

1. A similar study need to be undertaken in private secondary schools to allow for generalizations of the study findings.
2. A study needs to be undertaken on the effects of various conflict management strategies applied by various schools on the teachers and academic performance of students.

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APPENDICES

Appendix A

HEAD TEACHER'S QUESTIONNAIRE

Please tick (√) where appropriate or fill in the required information on spaces provided.

Part A: Background information

1. Your gender   Male [ ]   Female   [ ]

2. Your age (in years)

      Between 20-29   [ ]   Between 40-49 [ ]

      Between 30-39   [ ]   Over 50   [ ]

3. Marital status Single   [ ]   Married   [ ]

4. Level of education

      PhD   [ ]   Masters [ ]   Bachelors degree [ ]

      Others specify   [ ] ....

7. Experience as a head teacher ....years.

8. What is the number of teachers in your school?

      Male [ ]   Female [ ]   Total [ ]

Part B Conflict Management methods

9. What is your understanding of conflict management in the context of the school

    environment?...

    ....

    ....

    ....

10. Have you had an opportunity to attend courses in conflict management?

      Yes [ ]   No [ ]

11. If the answer is yes, how has this helped you in conflict management in your school?

    ....

    ....

....

12. If the answer is No, how has this affected you in conflict management in your school?

....

....

....

Part C: Causes of Conflicts in Secondary Schools

13. What are the causes of conflict in your school?

i.   ....

ii.   ....

iii. ....

iv.   ....

v.   ....

14. From the above, which type of conflict(s) is most common in your school?

....

....

Part D: Conflict Management Methods

15. What conflict management methods do you use in your school?

....

....

....

....

16. What other management strategies/techniques could be used by school leadership in

   resolving conflicts in secondary schools in the State?

....

....

17. What important skills do Head teachers need to have to be able to deal with conflict in their school effectively?

....

....

TEACHER'S QUESTIONNAIRE

Please tick (√) where appropriate or fill in the required information on spaces provided.

Part A: Background information

1. Your gender   Male [   ]   Female   [   ]

2. Your age (in years)

            Between 20-29   [   ]   Between 40-49 [   ]

            Between 30-39   [   ]   Over 50   [   ]

3. Marital status Single   [   ]   Married   [   ]

4. Level of education

        PhD   [   ]   Masters [   ]   Bachelors degree [   ]

        Others specify   [   ] ....

7. Experience as a teacher ....years.

8. What is the number of teachers in your school?

            Male [   ]   Female   [   ]   Total [   ]

Part B Conflict Management methods

9. What is your understanding of conflict management in the context of the school

    environment?...

    ....

    ....

    ....

10. Has your head teacher had an opportunity to attend courses in conflict management?

            Yes [   ]   No [   ]

11. If the answer is yes, how has this helped him/her in conflict management in the school?

    ....

    ....

    ....

12. If the answer is No, how has this affected him/her in conflict management in your school?

....

....

....

Part C: Causes of Conflicts in Secondary Schools

13. What are the other causes of conflict in your school?

i.   ....

ii.   ....

iii.   ....

iv.   ....

v.   ....

14. From the above which type of conflict(s) is most common in your school?

....

....

Part D: Conflict Management Methods

15. What conflict management methods are used in your school?

....

....

....

....

16. What other management strategies/techniques could be used by school leadership in

resolving conflicts in secondary schools in the State?

i.   ....

ii.   ....

iii.   ....

iv.   ....

17. What important skills do Head teachers need to have to be able to deal with conflict in
their school effectively?

....

....

Appendix C

INTERVIEW GUIDE (HEAD TEACHER)

1. What do you understand by the term conflict management in the context of the school environment?

2. What are the causes of conflict in your school?

3. State the common types of conflicts that have happened in your school.

4. What conflict management strategies have you used in your school which you found to be very effective?

5. Give any two conflicts you have encountered in your school.

6. How did you resolve these?

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

8. Do you record any of the conflict experiences in your school?

Appendix D

INTERVIEW GUIDE (DEBS)

1. What do you understand by the term conflict management in the context of the school environment?

2. Are you aware of any conflicts between head teachers and teachers in your schools?

3. What kinds of conflict are common between teachers and their heads?

4. What are the causes of conflicts in secondary schools?

5. What are the conflict management strategies used when resolving conflicts in secondary schools?

6. What are the most effective management strategies for managing conflict in secondary schools?

7. Are secondary school heads and teachers trained in conflict management?