MANAGEMENT STRATEGIES OF INTERPERSONAL CONFLICTS BETWEEN TEACHERS AND HEAD TEACHERS IN SELECTED SECONDARY SCHOOLS OF LUSAKA PROVINCE – ZAMBIA

BY

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DECLARATION

This project is my original work and has not been submitted for a degree or any other award in any other University.

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This project has been submitted with my approval as a University of Zambia supervisor.

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2015

CERTIFICATE OF APPROVAL

This dissertation of Maureen Sompa has been approved as partial fulfilment of the requirements for the award of the degree of Masters of Education in Civic Education.

Signed: ....Date..

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DEDICATION

This project is dedicated to my husband Kingsley Mulenga Kabuta (Snr) and my son Kingsley Mulenga Kabuta (Jr) for their understanding while I was out conducting the research.

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ACRONYMS USED

OLC	-	Open Learning Classes
DEBS	-	District Education Board Secretary
LSSE	-	Language and Social Sciences Education
TSC	-	Teaching Service Commission
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
PTA	-	Parents Teachers' Association

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ABSTRACT

The study sought to establish management strategies of interpersonal conflict between teachers and head teachers in selected secondary schools of Lusaka Province. A survey design was adopted which used interviews, focus group discussions and document review to collect data from a sample of 107 participants in seven public secondary schools. This sample comprised 7 head teachers, 56 teachers, 42 Heads of Department, the District Education Boards Secretary and the chairperson of the Teaching Service Commission. The schools were sampled using random sampling. The head teachers, the Heads of Department; the District Education Boards Secretary and the Chairperson from the Teaching Service Commission were sampled using purposive sampling whilst the teachers were sampled using snowball sampling.

The findings showed that teachers and head teachers were able to manage conflict through different management strategies such as confrontation, avoidance, dialogue, maintaining government policy by giving teachers copies of working conditions, charging the teacher, mediation, communication and scolding the teacher.

The causes of these conflicts were said to be absenteeism, teachers having higher qualifications than the head teacher, late coming, incompetence on the part of the head teacher, unsatisfactory class allocation, teachers having a negative work culture, favoritism and not submitting teaching files on schedule. These conflicts had a negative impact such as teacher transfers as well as both parties in conflict being frustrated.

In light of the findings, the study recommended that the curriculum planning experts in the Ministry of Education should include a course on management of conflicts in the secondary school teacher preparation programmes. It also recommended that head teachers should also be encouraged to adopt a compromising style for conflict management. The study further recommended that the District Education Board Secretary should organize seminars and workshops aimed at improving good rapport between head teachers and their staff and building good working relations between them. Lastly, more research must be carried out in other secondary schools including private schools in all Provinces.

CHAPTER ONE

INTRODUCTION

1.1   Background

Schools have traditionally been expected to teach children academic skills and have the responsibility to develop in each child a favourable attitude towards learning as this is an institution where pupils interact with one another, their teachers and educational administrators (Boothe, 1993). Communities the world over look up to schools for the nurturing of those innovative ideas which transform the technological, economic and social dimensions of people's lives towards development (UNESCO, 2005). This is one of the reasons why governments, whether in developed or developing nations, usually allocate huge sums of money in training appropriate manpower, developing suitable policies, and providing the needed infrastructure for the smooth running of schools.

Schools are thus dear to many people, as they are believed to be the cradle of development and progress. Therefore one of the last phenomena that one would expect to find in schools is conflict, yet conflict is found in any human environment. 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. Even the school community, which stands for education, growth and progress, has its fair share of a variety of conflicts, such as conflict between teachers and head teachers which at times ends in violence.

Almost every day we hear of cases where teachers and head teachers engage in passive and active conflict over various issues that concern their practices and district offices are

overwhelmingly inundated with reports of conflict. In most cases, unresolved conflicts result in communication breakdown that also culminates into inappropriate operation of the school. In other instances head teachers physically fight with teachers over certain issues. Such situations disturb the tone and climate of the school and ultimately the performance of both teachers and pupils is negatively affected (Parker, 1974.)

Cole (1998), states that conflict is a condition that arises whenever the perceived interests of an individual or a group clash with those of another individual or a group in such a way that strong emotions are aroused and compromise is not considered to be an option. Similarly, Cannie, (2002), defines conflict as a disagreement or struggle between two or more people. On the other hand, Hart (2002), states that conflict is a state of opposition, disagreement or incompatibility between two or more people or groups of people which is sometimes characterized by physical violence or assault. According to Meeks, (2005), conflict is a disagreement between two or more people or between two or more choices.

From these definitions, conflict can be seen as a contest of opposing forces or power, a struggle to resist or overcome. It is also seen that conflict exists whenever incompatible perception or activities occur. Conflict can also be a situation in which there are incompatible goals, thought or emotions within or between individuals or groups that lead to opposition.

Meeks (2005), is of the view that conflict emerges in many aspects of human life. They explain that conflict occurs in the family, in the community and in an organisation such as a school. Conflict also may surface within oneself and can be centred on different needs and values a person has. As Covey (2002), has observed, conflict emerges when one party decides that things are not moving the way they should and seeks a change, which is not agreed to by the other

party. This shows that it takes one party to declare a conflict which the other party is drawn into. To Tannen and Debora (2003), where there is a change, there will be conflict since conflict is a natural part of the change process. They argue that conflict is actually the main vehicle through which change takes place in society. In this regard, Girard, (1996), asserts that the rapid pace of change in society over the last few decades has far outstripped the human body's natural evolutionary change rate, hence, the many conflicts in the world.

While improved performance in education is expected, training teachers and head teachers in mediation skills is frequently neglected. The impact has reflected on frequently and repeated conflicts in schools manifesting in boycotts, riots, drop outs, as well as breakdown of managerial capacities and accountability in some schools. Conflict management skills for teachers and head teachers in most schools have not been emphasized. This statement is according to a research by Rejoice (1993), in some South African Secondary Schools.

Lyons and Hathely (1992), state that, Conflicts in schools need to be properly managed in order to create a healthy organizational climate that is so important for effective learning and performance of responsibilities. Mosha (1994), stressed that, some conflicts in secondary schools occur due to lack of proper diagnosis leading to crisis and that they are not understood or not managed properly.

Burton (1969), suggested that if conflict builds towards crisis, successful management should be able to turn the conflicting forces towards a constructive rather than a destructive direction. For Johns (1988), conflict is natural and in many ways inevitable because of the natural tendency in almost every person to presume that their way of thinking and doing things is not only the best, but also the only right way. Conflicts may be so complex that they may not be easy to handle, or

safely eradicated, even from the start. Managing conflicts, therefore, can prevent them from escalating into greater problems (Parker, 1974) which could reverse the many gains of a given institution. 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).

As this background statement has established, conflict is found in all institutions such as schools. Zambian schools also have their own share of conflict. What has not been established in the Zambian situation are the causes of conflicts and strategies school head teachers use to manage conflicts which arise with teachers.

This study aimed at establishing what conflict management strategies are used to manage interpersonal conflicts between teachers and head teachers in selected secondary schools in Lusaka Province of Zambia.

1.2 Statement of the problem

As stated by Loomis and (1965), conflict is an ever-present reality in human relations, and there is no known institution that is exempt from it. Interpersonal conflicts between teachers and school head teachers have remained persistent in most if not all schools in Zambia and, particularly in Lusaka Province. Looking at the Zambian context, the researcher did not find any literature on how interpersonal conflicts between teachers and head teachers were being managed. Their causes and effects as well as ways of addressing them have remained widely unreported and uncertain. Therefore, this study sought to establish the causes, effects and what

management strategies of interpersonal conflict between teachers and head teachers were being used in selected secondary schools of Lusaka Province in Zambia.

1.3 Purpose of the study

The purpose of this study was to establish management strategies used to address interpersonal conflicts between teachers and head teachers as well as to determine the causes and effects of such interpersonal conflicts.

1.4 Objectives

The following were the objectives that guided the study:

1.4.1 General objective

To establish causes, effects and what interpersonal conflict management strategies were being used to manage interpersonal conflicts between teachers and head teachers in selected secondary schools of Lusaka Province.

1.4.2 Specific Objectives

(i) To establish the perception of the term "conflict management" between teachers and head teachers of selected secondary schools in Lusaka Province.

(ii) To identify the causes of interpersonal conflicts between teachers and head teachers among selected secondary schools in Lusaka Province.

(iii) To explore the effects of interpersonal conflicts between teachers and head teachers among selected secondary schools of Lusaka Province.

(iv) To determine what the conflicting parties consider being the most effective strategies used when managing interpersonal conflicts between teachers and head teachers.

1.5   Research Questions

The following were the research questions which guided the study:

1.5.1 Main research question

What were the causes, effects of conflicts and management strategies used to resolve interpersonal conflicts between teachers and head teachers?

1.5.2 Sub Research Questions

The following were the proposed research questions.

(i) What are the perceptions of teachers and head teachers of the term conflict management in selected secondary schools of Lusaka Province?

(ii) What are the causes of interpersonal conflicts between teachers and head teachers in selected secondary schools of Lusaka Province?

(iii) What are the effects of interpersonal conflicts between teachers and head teachers in selected secondary schools of Lusaka Province?

(iv)What did the parties to conflict consider to be the most effective conflict management strategies used to resolve interpersonal conflicts between teachers and head teachers in the selected secondary schools of Lusaka Province?

1.6 Delimitations of the Study

The study was confined to secondary schools in Lusaka Province because the researcher resides there, hence making it more accessible to carry out the research.

1.7 Significance of the study

The results of this study may be applied in trying to manage interpersonal conflicts between teachers and head teachers which arise in the school environment.

The findings may be useful to education researchers, educational planners and other scholars of educational administration as it will hopefully increase their awareness of the values of conflict as well as conflict management strategies which are constructive and beneficial to the school.

The findings may help head teachers of secondary schools and other education stakeholders to adopt measures to minimize conflict in schools. It will also add to the literature on management strategies of interpersonal conflict between teachers and head teachers in secondary schools as the researcher did not find any literature in relation to Zambia.

The study may also be relevant to civic education students and lecturers as it will provide knowledge on conflict management.

1.8 Conceptual framework

Orodho (2009), defines a conceptual framework as a model of presentation where a researcher represents the relationship between variables in the study and shows the relationship diagrammatically.

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        │ Strategies          │
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        Achievements

        Create a conducive working,
        teaching and learning
        environment
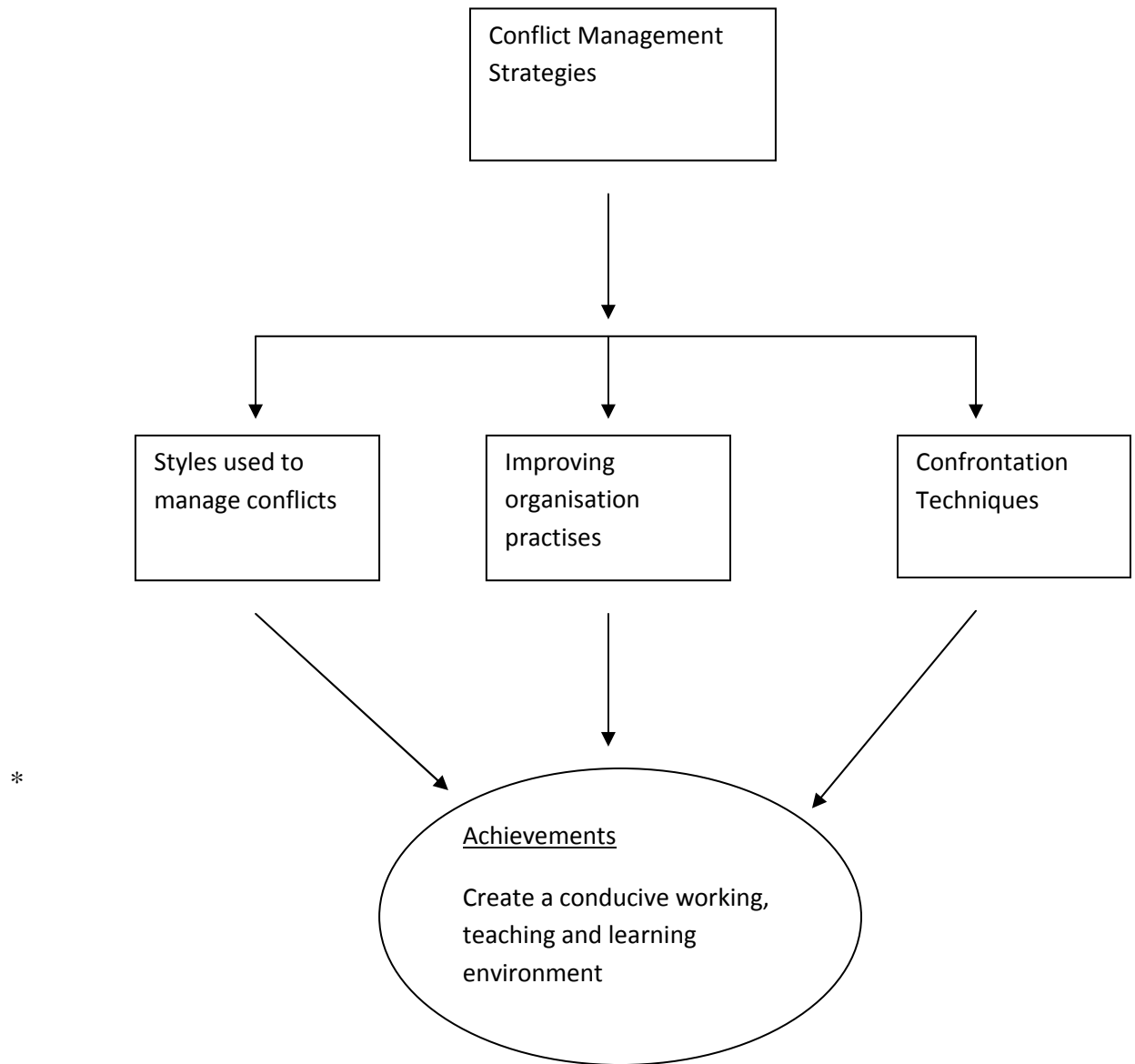
The model above simply shows different management strategies which are styles, improving

organisation practices and confrontation techniques that can be used to manage interpersonal

conflict between teachers and head teacher in the school in order to create a conducive working,

teaching and learning environment.

1.9 Operational definitions of key terms

This section explains the meanings of the main concepts and terms used in this research namely, conflict, conflict management and interpersonal conflict.

Interpersonal conflict: refers to disagreements or incompatible interests concerning goals and policies that create anger or resentment.

Conflict: refers to a state of unresolved differences between individuals or two or more groups of people.

Conflict management: refers to ways of resolving conflict between two conflict parties.

1.10 Theoretical framework

According to Kirchoff and Adams (1982), there are two basic, but opposing, views of conflict, the traditional and the contemporary. The traditional view sees conflict as being primarily negative. In this view, conflict is caused by troublemakers; it is bad; and it should be avoided. The researcher who views conflict in this way avoids admitting that it exists, keeps it under cover, and tries to suppress it. The contemporary view sees conflict in a more positive light. According to this view, conflict is inevitable. It is a natural result of change and is frequently beneficial to the manager in an institution or organisation if properly managed.

This research will however use the contemporary conflict theory. According to this view, conflict is inevitable and is a natural part of human life; this is according to Kirchoff and Adams (1982). It is relevant to the research as it confirms that conflicts are inevitable and are a natural part of human life.

Wright.C. Mills has been called the founder of this theory. According to Mills (1962), social structures are created through conflict between people with differing interests and resources. Predictably, the contemporary conflict theory has been criticized for its focus on change and neglect of social stability. Some critics acknowledge that societies are in a constant state of change, but point out that much of the change is minor or incremental, not revolutionary.

1.11 Paradigmatic basis

The world view which was used in this research is known as advocacy. Creswell (2003), states that research should contain an action agenda for reform that may change the lives of participants, the institutions in which they live and work or even the researchers' lives. Issues facing marginalised groups are of paramount importance to study, issues such as oppression, domination, suppression and alienation. As these issues are studied and exposed, the researcher will be able to provide a voice for participants, raising their consciousness and improving their lives.

Not wanting to further marginalise the individuals participating in the research, advocacy researchers collaborate with research participants. They may ask the participants to design research questions, collecting the data, analysing it and shaping the final report of the research. In this way the "voice" of the participants becomes heard throughout the research process.

This view was relevant to my research as it will provide a platform that may change the lives of the participants as well as the institution and it will encourage the researcher and the participant to collaborate. The participatory worldview may also be able to provide a voice for the marginalised groups in the school and it will further help, as the researcher, to establish the role

of conflict management in addressing the occurrence of conflicts in secondary schools. The school environment is meant to be a safe place for the pupils, teachers as well as the administrators in order for teaching and learning to take place. This philosophy will help in protecting the well being of everyone in the school and the institution at large will change for the better.

1.12 Summary

The chapter introduced the study on management strategies of interpersonal conflicts between teachers and head teachers in selected secondary schools of Lusaka Province. 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. The next chapter provides a review of literature relevant to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter looked at the background of conflict in secondary schools. It gave the problem statement and highlighted the purpose of the study. The research objectives were outlined and the delimitations to the study were given. It looked at the significance of the study and thereafter the conceptual and theoretical framework was given.

This chapter reviewed literature from different countries around the world related to conflict management in schools and presented literature on types of conflicts, causes of conflicts, effects of conflicts and management strategies of interpersonal conflicts, thereafter, a summary of literature review will be presented.

2.2 Types of conflicts

The literature consulted identifies four types of conflict which are: Intrapersonal, Interpersonal, Intragroup and Intergroup conflicts. These types of conflicts are explained in the following sections**.**

Intrapersonal Conflict

Larson and Mildred (2000), point out that intrapersonal conflict occurs within a person and that one can experience intrapersonal conflict with respect to the amount of resources one has by hearing internal voices that disagree. In agreement with this assertion, Orlich, et al (2001), explain that in intrapersonal conflict the individual tries to reconcile conflict within his or her

own value structure. Similarly, Hart (2000), observes that conflict may not only occur in one's physical body but it often occupies one's thoughts and causes a great deal of emotion. Larson and Mildred (2000), also agree that intrapersonal conflict occurs within an individual and can involve some form of goal or cognitive conflict. They argue that intrapersonal conflict occurs when a person's behaviour results in positive and negative outcomes or incompatible outcomes.

Interpersonal conflict

While Meek, (2005), states that interpersonal conflict occurs between two or more persons, Larson and Mildred (2000), refer to interpersonal conflict as clashes that involve two or more individuals who perceive each other as being in opposition to preferred outcomes and or attitudes, values or behaviours. Similarly, Johns(1988), indicates that interpersonal conflict is a situation in which one or both individuals in a relationship are experiencing difficulty in working or living with each other. Expanding on this point, Nelson-Jones states that interpersonal conflict usually occurs due to differences or incompatibilities, needs, goals or styles clash. Similar to this assertion is that of Orlich et al (2001), who observed that in interpersonal conflict the values of different individuals or groups openly clash.

Intragroup Conflict

This type of conflict emerges between people who identify themselves as belonging to the same group. Larson and Mildred (2000), explain that intragroup conflict is a clash among some or all of a group's members which often affects the group's progress and effectiveness. In a classroom situation, an intragroup conflict may occur within members of a class where pupils sit in close proximity and interact with each other. Such conflict can also occur among the staff of schools that have different views on the kind of measures appropriate for punishing students. In this case,

some teachers may support the use of corporal punishment while others may support other milder forms of punishment for misbehaviour.

Intergroup conflict

This emerges between two or more groups of people. Larson and Mildred (2000), define intergroup conflict as opposition and clashes that arise between two or more groups. Wilmet and Hocker (1998), indicate that such conflicts are highly intense and costly to the group involved. Intergroup conflict can therefore occur between two or more schools. According to Scott (2001), intergroup conflict within organisations occurs at three levels: vertical, horizontal and line staff, these are explained as follows:

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

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

iii. Line-staff conflict is a clash over authority relationships. As Wattam (2005), indicates, line staff conflict can easily occur from the different organizational roles of line and staff departments.

It is worth remembering that conflict that emerges in oneself, in marriages, in the family, the community, in an organisation or country can be grouped under one or more of the types

mentioned. It is also important to note that conflict can arise between people who have the same goals but disagree on the means by which the goals can be achieved.

Having looked at the different types of conflicts that occur in an institution such as the school, it should however be noted that this research focused on interpersonal conflicts particularly between head teachers and teachers in public secondary schools.

2.3 Causes of conflicts between teachers and head teachers

It has been noted that conflicts emanate from more than one source, and so their true origins may be hard to identify. There are a number of reasons that have been pointed out as to what causes interpersonal conflicts between teachers and head teachers.

Difference in Perception

A research conducted by Kipyego (2009), in Kenya states that, people disagree and see things differently because of different levels of education, social standing, religion, personality, belief structure, past experience, affection shown in the home and a lot of other factors that affect human behaviour. For example, there are differences in approach as to what is considered polite and appropriate behaviour. In some cultures the word yes means, I hear and in others, it means I agree. The level of tolerance for being around someone speaking a foreign language; politeness measured in terms of gallantry or etiquette, for example standing up for a woman who approaches a table, yielding a seat on the bus to an older person and manner of expected dress are all examples of what causes conflict between people.

Kipyego (2009), further states that people have different styles, principles, values, beliefs and slogans which in turn determine their choices and objectives; as a result, this provokes conflicts.

According to a study by De Bono (1985), conflicts arise when two groups or individuals interacting in the same situation see the situation differently because of different sets of settings, information pertaining to the universe, awareness, background, disposition, reason or outlook. De Bono (1985), further observed that individuals think and perceive in a certain manner.

Nyamajiwa (2000), pointed out goal incompatibility which occurs when there is a lack of agreement concerning the direction of evaluating task accomplishment. This cause of conflict is said to be the most frequent in an organization. In an organization such as the school, individual teachers may bring with them different time and goal orientations that may create a state of high differentiation with what is followed in the school.

Poor working conditions

Schools face a lot of difficulties in providing the necessary facilities and resources such as teaching materials. According to the Republic of Kenya (2001), some schools do not have basic facilities including staffroom and teaching materials while some head teachers lack even offices to transact official duties from. Okotoni (2003), indicates that teachers work in highly de-motivating conditions due to poor pay by the government coupled with lack of clear increments in salaries, this has however resulted in the causes of conflicts between teachers and head teachers in secondary schools.

Incompetence of head teachers

Yee and Cuba (1996), explained another cause of conflict between teachers and head teachers which is related to the incompetence of head teachers. They state that, head teachers are unable to adapt and respond to complexities in their schools fast; hence, teachers get impatient because they expect a quick positive change, and when change fails to occur that fast, the head teacher is

accused of being a low performer. In some cases, he or she is quickly transferred from the school and a new one is brought in.

Rono (2000), shares the above views and indicates that some head teachers display poor leadership qualities that create conflicts between them and their teachers in schools. The findings of the Republic of Kenya (2001), indicate that head teachers create conflicts in their schools because of applying wrong managerial skills in planning, budgeting and expenditure control. In some cases, head teachers do not apply proper use of accounting instructions provided by the Ministry of Education. This leads to misallocation of resources resulting into lack of essential commodities and services.

Gordon (1991), indicates that inexperienced head teachers sometimes run into serious problems when they fail to use their scarce resources properly. Meagre resources available in the school may be used on trivial projects while major ones were untouched.

Poor Academic performance

There are times when head teachers differ greatly with teachers over the academic performance of the pupils. According to Republic of Kenya (2001), head teachers place a lot of pressure on the teachers claiming that they contribute to poor academic performance of the students. Some head teachers at times agitate for the transfer of low performing teachers to other schools. This is supported by a study done by Okotoni (2002), that poorly performing schools are characterized by a lot of conflicts between the teachers and head teachers. He further states that, teachers are always charged for being absent from work for no proper reason. But in the case where the head teacher is absent, no action is taken. This however causes conflicts to arise between teachers and head teachers.

At times, parents differ greatly with the teachers over academic performance of their children. According to Gordon (1991), parents place a lot of pressure on the teachers claiming that they contribute to poor academic performance of the pupils. Such parents at times agitate for the removal of the head teacher and transfer of teachers to other schools. The pupils sometimes support the parents in the move and become indisciplined to the extent of physically demanding for the removal of the teachers. This is supported by Okotoni and Okotoni (2003), that poorly performing schools many at times are characterized by a lot of conflicts by the stakeholders.

Favouritism

Another study by Omboko (2010), reveals that head teachers sometimes find themselves in conflict with teachers due to the head teacher favouring some teachers. A case of such favouritism was reported by Omboko (2010), where a head teacher was accused by some teachers of favouring other teachers to an extent of allowing their children to remain in school without paying fees. He further goes on to state that teachers and head teachers have conflicts which have remained unsettled over time which creates anxiety and stress which further intensifies existing conflicts.

Misappropriation of Funds

Rono (2000), further reveals that some head teachers have been locked out of their schools due to poor financial accountability. Some head teachers are not transparent in their financial matters. These head teachers do not discuss financial issues with their teachers. They do not let teachers see value for money and how the money collected in the school is used. When financial issues are brought in the agenda during staff meetings, it is usually the last item of the agenda when members of staff are tired and unable to discuss the item in detail, he further asserts. Members

authorize the use of school finance hurriedly without counter checking the implications. This gives a leeway to some head teachers to misappropriate school funds.

Over working

Survey studies carried out in some secondary schools of Cape Town reported by Seamus (1995), indicate that over working causes conflicts between head teachers and teachers who are unmotivated in their work. Some teachers go into the teaching profession as a last resort when other alternatives are absent. These teachers will 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), affirm this view and indicates that unmotivated teachers will not produce good results. Complaint, laxity, grumbling and fighting the head-teacher characterizes their work. The head teacher will always be in the centre of blame. He or she will not get anything done without running into trouble with the teachers.

Kingala (2000), concurs with the above authors and indicates that men and women who have no calling to 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. He also indicates that due to lack of interest in teaching, the teachers become increasingly brutal to the pupils. Such teachers also begin to patronize with influential politicians and receive protection. A teacher in this category always causes trouble to the head teacher.

Republic of Kenya (2001), demonstrates that some teachers are forced into the teaching profession without commitment. These teachers cause problems, lack discipline, and are chronic absentees in schools. Some engage in immoral acts with pupils or incite them against the school

administration. Philips (2000), affirms the above views and indicates that there are teachers who take up the noble teaching profession and yet they have no interest in it. These teachers display incompetence, laziness and lack interest in pupils' work. They lack self-discipline and are biased and inconsistent in their application of punishment meted out to pupils who break school rules.

Some head teachers perceive causes of conflicts in their school as due to lack of commitment by some teachers to work in their schools. There are things that head teachers do in their schools that pose a serious challenge to school management. Some of these include absenteeism, perennial lateness, dishonesty, inaccessibility and being autocrat or dictatorial according to Katumanga (2000). He further reveals that some head teachers have been forced to deal with conflicts in their schools which are due to their own making. Some head teachers fail to perform well in educational administration because of frequent absenteeism from their schools.

Okotoni and Okotoni (2003), concur with these views and indicate that situations sometimes arise where the conflicts develop into serious personal differences between the teachers and head teachers and this is transferred into the school environment.

Inferiority/Superiority Complex

Walker (1979), indicates that head teachers run into conflicts with their teachers because of the way they view their office. Such head teachers tend to be preoccupied with the status of their position, authority and privileges that come with the office. They see the need to defend the sanctity of their office as a fundamental obligation. Walker emphasizes that such head teachers regard themselves as inseparable from the status of the office. They often react with threat and counter aggressive behaviour when in conflict with the teachers. The teachers who have a different notion of such leadership are perceived to be perverse. Teachers are seen as impractical

if not trouble makers while pupils as naive, mischievous and easily influenced to commit acts against the head teacher.

Availability of Resources:

According to Dowling (2003), resources are available assets which may include time, money and material possessions. Meeks (2005), state that conflict may arise when there are insufficient available resources in an organization such as a school. In this instance, teachers try to have their share of the available limited resources such as dusters, text books and chalk, in the course of the struggle for the limited resources conflicts emerge between teachers and head teachers as well as teachers amongst themselves. According to Miller (2005), if resources are not enough to be shared equally, hard decisions are made and that these decisions may provide fertile grounds for conflict because some people may not have their share as wished.

In agreement with this contention, Wattam (2005), also believes that under normal circumstances, conflict occurs when there is scarcity of commodities such as raw materials or intangible things such as prestige, influence, status or time. Irene (2011), also agrees that conflict is likely to be minimal where there is plentiful supply of such commodity and where there is a scarcity, the potential for conflict increases.

2.4 Effects of conflicts between teachers and head teachers

Conflicts are part of our lives and are often inevitable. Dealing with conflict and disagreement effectively can be a battle and can create positive outcomes. However, when conflict and disagreement is handled inappropriately, the outcome can be destructive and are rarely in the best interest of either party (Saddaller, 1998).

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Conflict situations should be either resolved or used beneficially. Interpersonal conflicts can have positive or negative effects for the school set up, however, this depends upon the environment created by the head teacher as she or he manages and regulates the conflict situation (Kipyego, 2009).

2.4.1 Positive effects of interpersonal conflicts between teachers and head teachers

Dodge (1962), states that despite the adverse effects that conflict can produce, disagreement between people has its good side. Although the definition of conflict does not seem to be beneficial, it has intrinsic importance when critically scrutinized.

A study conducted by Filley (1975), outlined some positive effects of interpersonal conflicts. He states that when two parties who respect each other face a conflicting situation, the conflict management process may help in clarifying the facts and stimulating a search for mutually acceptable solutions. He further noted that, in the case of conflicts between teachers and head teachers, their performance and cohesion is likely to improve.

Filley (1975), goes on to state that in a conflict situation, an opponent's position is evaluated negatively, and group allegiance is strongly reinforced leading to increased group effort and cohesion. He further pointed out another positive effect of interpersonal conflict stating that the relative ability or power of the parties involved can be identified and measured.

Cannie (2002), ascertains that conflict is a pivot around which change takes place in workplaces and the society at large and that when people disagree, it highlights their focus and defines what the important issues are. However, Wheeler and Terrence (1995), indicate that suppression of conflict and dissent is a sure sign that freedom is on the decline and democracy is not being

practiced. Likewise, Connie (2002), explains that interpersonal conflict is a useful force in an organisation and, if managed correctly, can be a potential force for innovation and change.

In disagreeing with the notion that conflict is inherently destructive, Robbins (1974), asserts that a certain amount of conflict in the school organisation is healthy as it prevents the school from stagnating and from producing bad decisions. From this perspective, Larson and Mildred (2000), believe that when conflicts between teachers and head teachers in the school organisation are effectively managed, it can lead to outcomes that are productive and can produce a conducive teaching and learning environment. Thus, conflict in itself is neither good nor bad, it should be considered as natural. Larson and Mildred (2000), go on to explain that the impact of interpersonal conflicts in any organisation is largely dependent on the way it is treated.

Wattam (2005), also agrees to the assertion that interpersonal conflicts are necessary in any organisation including the school in order to stimulate change and innovation and the problems and inefficiencies in working are highlighted. However, attempts to eliminate conflict can lead to such matters not being attended to. Scott (2001), notes that in the school organisation, healthy competition and rivalry can lead to better decisions being made as attention is more clearly focused on the issue. Eccles and Gabbaro (1995), also note that the impact of such conflict is that groups can become more cohesive and operate more effectively increasing individual motivation which goes a long way to boost standards of performance as a result of commitment and concern to make better decisions.

2.4.2 Negative effects of interpersonal conflicts between teachers and head teachers

If conflict has its positive side then it has a negative side as well. According to Connie (1987), anyone who has ever worked in an organisation including a school knows that conflict exists and

that it can have destructive effects on the organisation and the members' activities. Kilman (1975), explains that not only can conflict in the work place cause great stress and unhappiness but it also lowers outputs. Furthermore, Barker (2009), states that many times, in the midst of conflict between teachers and head teachers, either of them put their own interests or goals above those of the school resulting in the lessening of the schools effectiveness.

Scott (2001), also opines that frequent and powerful interpersonal conflict in an organisation can have a devastating impact on the behaviour of people in that conflict often develops into hostility which also causes people to withdraw both physically and psychologically. In a school situation, physical withdrawal can take the form of absence and laziness on the part of the teacher. Psychological withdrawal can also take the form of alienation, apathy and indifference. On this score, Tannen and Debora (2003), add that though a solution may be reached in conflict management, the means of gaining the solution may cause pain to the people involved and general weakening of relationships.

Contributing to the adverse effects of conflict, Cole (1998), assert that conflict between teachers and head teachers can lead to outright hostile or aggressive behaviour. They explain that in some cases, the frustrated individual may show direct aggression against the other individual perceived to be the cause of the conflict. In other instances, Barker (2009), says that aggression may be displaced towards a person who is not directly involved in the situation. For instance, a teacher may display aggression on a pupil who is not directly involved in a conflict between the head teacher and the teacher by inflicting various forms of punishments on the pupil. Wattam (2005), concludes that most people have ample evidence that conflict often produces harmful results because some people have a very low tolerance for disagreement whether it is a result of family

background, cultural values or personality characteristics and that interpersonal conflict drains their energy and demoralizes them.

Filley (1975), further states that conflicts between teachers and head teachers often result in polarization of the school between those supporting the head teacher and those on the side of the teachers. No institution can function effectively or achieve its goals if the individuals are polarized and working against each other. Any conflict situation is bound to inhibit the smooth running of the school and by extension its overall performance.

Kirchoff and Adams (1982), further pointed out some destructive effects of conflicts between teachers and head teachers where they had a feeling of annoyance when something didn't go as expected, hostility where they became aggressive to each other and lack of confidence in the head teacher by the teachers where teachers begin to lose trust in their head teacher. The overall result of such negative effects in the school is that it reduces the commitment of teachers, administrators as well as the pupils and at the end of it all, the whole purpose of education is defeated as it detracts from the attainment of goals and objectives

Research by Omboko (2010), explains that conflicts between teachers and head teachers end up having either of them being transferred or sacked. Due to this, learning in the school is disrupted which in turn impacts negatively on students' academic results. This has however seen pupils being transferred to other schools in protest which brings down the morale of the teachers. Part of repercussion on schools include disruption of academic programmes, inadequate staffing as a result of transfers, hostility, suspicion and withdrawal from active participation in school activities, emergency transfer of subject teachers and inequitably distributed qualified teachers.

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

2.5 African context: Management strategies of interpersonal conflicts between teachers and head teachers

In recent years, a great deal of management attention has been directed towards the development of an effective way of managing interpersonal conflicts between teachers and head teachers in schools. This is all intended to empower head teachers and teachers to perform and produce results which are essential for the survival of any school organization (Omboko, 2010).

Sadalla etal (1987), state that conflict has been a common phenomenon from time immemorial which has remained the main cause of strife between members of an organization. Different individuals while having different goals are prone to interact for the achievement of their mutual gains which in one way or the other lead them to conflict.

Flippo (2000), pointed out that a total absence of conflict in any organization would be unbelievable, impossible, undesirable, and boring, and a strong indicator that such conflict is suppressed. The existence and prevalence of such conflicts and their traumatic effects cannot be ignored. It needs to be controlled and managed because, when this mutual hostility is not resolved, the effect is disharmony and absence of peace.

Hanson (1991), says that the key to effective conflict preservation and management is the choice of appropriate conflict management strategy. Bartol (1991), states that although people have favourite strategies they use in conflict situations, they are capable of choosing a different one when it is due. In the opinion of Gordon (1976), it is not always likely for one to control the source of conflict, it is paramount that one sticks to how to respond to conflict in a more acceptable and responsible manner. Similarly, Irene and Ongachi (2011), agree that in order to manage conflict between others effectively, it is important to be aware of the early warning signs of conflict and the causes of disagreements. Bryant (1992), therefore recommends that arriving at a positive resolution of conflict should always be the ultimate goal.

2.5.1 Styles used to manage interpersonal conflicts between teachers and head teachers in Uganda

Turner (1983), has identified five types of conflict management styles which are described as collaborative, competing, avoiding, accommodating and compromising. These are explained as follows:

Collaborating: According to Turner, (1983), this style enables teachers and head teachers to work together. In using this style they try to find a solution that will help them meet their interest and help maintain a good relationship. This is in line with Larson and Mildred's (2000)

explanation that the collaborative style involves a behaviour that is strongly cooperative and assertive which reflects a win-win approach to managing conflict. Furthermore, Kilman (1975), says that the collaborative approach enables both parties to work as a team to prevent unnecessary conflict and also to arrive at mutually satisfactory solution in real conflict; thus, neither of them attempts to impose his or her interest on the other.

Ivancevich(1996), says that the approach assumes that each of the parties is prepared to work on their inner difficulties to ensure peaceful conflict management. Dodge (1962), contends that this approach, which is sometimes referred to as the problem solving mode, attempts to address fully the concerns of both parties so that both of them can feel that they have won the case. The authors believe that people who use the collaborative style are highly assertive with regards to reaching their goals but have a great deal of concern for the other person.

Competing style: According to Convey (2002), choosing a competitive style to manage a conflict means a person is putting his or her interest before everyone else's interest. As Miller (2003), indicates, teachers and head teachers who adopt a competitive style try so hard to get what they want that they end up ruining their relationships. In the view of Kreps (1990), there is always a winner and a loser with the competing style which allows one party to adopt the "I win-you lose" approach to resolving the conflict and so does all in his or her power to win the conflict. For instance, one party's tactics may include manipulation, not telling the whole truth, not admitting mistakes and sending negative verbal, voice and body messages. This is what Cannie (2002), explains as "going all out to win the conflict". Orodho (2003), observed that when teachers and head teachers employ the competitive style of conflict management, they tend to be aggressive and uncooperative as well as pursuing personal concerns at the expense of the

other. In effect, they try to gain power by direct confrontation and try to win without adjusting their goals and desires.

Compromising style: Orlich (2001), defines compromise as an agreement in which people concur to accept less than they originally wanted. Teachers and head teachers who rely on the compromising style to manage conflict find it necessary to satisfy some of their interests but not all of them. Whetten (2005), posit that compromise is an attempt to have a partial satisfaction for both parties and this compels them to make sacrifices to obtain a common gain.

Avoiding style: Kogo (2002), refers to the avoiding approach as a method of dealing with conflict from a safe emotional distance. As with viewing a distant mountain range, the specific details get lost the farther away one is. This brings in Wheeler's (1995), notion that teachers and head teachers who choose the avoiding style do not normally get involved in a conflict because they tolerate each other in order to escape conflict. Kriesberg (1998), emphasizes that the avoiding style involves a behaviour that is unassertive and uncooperative, as a result an individual chooses this style to stay out of conflict, ignore disagreements, or remain neutral. The avoiding approach might reflect a decision to let the conflict work itself out, or it might reflect an aversion or tension and frustration.

 In the view of Convey (2002), head teachers engaging in an avoiding strategy protect themselves from the difficulty of conflict. They stress that even though such people want to win, they are reluctant to jump into conflict with the teachers the way someone with a competing response would. Connie (2002), opines that the avoiding strategy may be useful when it is important to give some time and space to a conflict because some people are mood driven, and a day or even a few hours can make a tremendous difference in their willingness to engage in

conflict productively. This brings in the notion that timing can be extremely important in determining when a problem is brought up or a conflict is discussed, and goes with the saying that "time heals some wounds". In agreement with this assertion, Barker (2009), contributes that conflict may go away over time, particularly if there is continuous contact between both sides on other issues and that contact is mostly positive and productive. In such situations, both parties may decide that what they were upset about in the past is just not important anymore.

Accommodating style: To Cannie (2002), the accommodating style means surrendering one's own needs and wishes to please the other person. According to Namusi (2005), some teachers and head teachers who opt for an accommodating style deny themselves to put their interest last and let others have their way. Many times, they say, such people believe that keeping a good relationship is more worthwhile than anything else. In accordance with this notion, Irene (2011), maintain that the accommodating style satisfies the other party's concerns while neglecting one's own. They conclude that the difficulty in habitual use of the accommodating style is that it emphasizes preserving a friendly relationship at the expense of critically appraising issues and protecting personal rights.

In explaining the accommodating approach, Gross (2000), indicates that this style involves a behaviour that is cooperative but not assertive and which may mean an unselfish and a long term strategy to encourage others to cooperate or submit to the wishes of others. They describe that accommodators are usually favourably evaluated by others but are also perceived as weak and submissive.

2.5.2 Styles used to manage interpersonal conflicts between teachers and head teachers in South Africa

Literature reviewed by Ndhlovu (2006), suggested that different secondary schools in South Africa managed conflicts in the school using different conflict management styles which are avoidance, compromise, accommodation and collaboration. These styles are highlighted below:

Avoidance or withdrawal: One method of dealing with conflict between teachers and head teachers is to simply withdraw. Avoidance is a decision to do nothing. It is assumed that when teachers and head teachers ignore some conflict situations, the conflict may resolve itself without requiring any personal involvement. This attempt to maintain neutrality often annoys both parties, but it can be a useful technique for preventing disputes about unimportant matters. "Avoidance is not a successful method for achieving a long-term solution since the original cause of the conflict remains" (Kindler, 1998:42).

The dominating response I win/you lose: Head teachers in schools usually use this style to manage conflicts with the teachers. This moreover brings out an undesirable outcome for many situations. The effects are often destructive because the conflict is not resolved and might even be escalated. The dominating style involves the use of power and aggressive behaviour in attaining self-concerns. Such behaviour shows a lack of respect for the rights and feelings of others. It often displays hostility and sarcasm and forces personal feelings, beliefs, ideas, and decisions on others as well as often shifting responsibility from one's own actions to blaming others. Intense and tenacious enemies emerge as an aftermath to this response. "Tactics and strategies used in the dominating style include: attacking others ideas and beliefs, offering derogatory remarks, and demanding concessions from others. Nonverbal behaviour includes

glaring or condescending eye contact, an attacking or threatening body posture, and hostile facial expressions" (Namusi, 2012:18).

Integrative/collaborating, powerful-powerful, win-win: This style is characterised by mutual differences, but conflict is, at times, regarded as natural and healthy. It requires open confrontation coupled with an objective search for a common solution to the problem. Teachers and head teachers using this style hope and expect that various conflicting viewpoints can be integrated into a new, improved, viewpoint or aim. This style may be labelled as one of co-operations and win-win because the conflict is not coloured by personal opinion, and a sincere and true attempt is made to find a correct and real solution. The head teacher plays a dynamic management role in creating the correct climate for co-operation, and training people in communication skills and group dynamics (Saddler, 1998).

The obliging response: Teachers or head teachers responding in this way try to absorb conflict by ignoring, covering up, or playing down differences with the other person. Self interest is ignored to satisfy the other's concerns. The obliging person has difficulty expressing ideas, beliefs, and feelings, is often unable to say "no" to unreasonable requests, feels guilty when saying "no" and will not make his or her own needs known. The long-term effect is for the obliging person to become a pushover for anyone initiating a conflict. If the person is in a leadership position, the conflicts will eventually spread to other groups and persons, which will lead to a dysfunctional organisation. "Tactics and strategies employed are to apologise and make excuses, be silent, use a soft, hesitant voice, and conform to ideas of the opposing party. The oblige tends to avoid eye contact, display nervous body movement, and maintains a closed body posture" (Johns, 1988:22).

Compromise win-lose-win-lose: Teachers and head teachers using this style aim to solve conflict issues by giving up some desired outcomes in order to get mutually desired outcomes. Compromise often involves bargaining by the conflicting parties and generally requires a situation that offers both parties the chance to be in a better position or at least in no worse position after the conflict is resolved. With compromise each person wins some major issues and loses others (Bartol, 1991).

"The way in which people respond to conflict tends to be a reflection of both their assertiveness and their tendency to collaborate. A person who tends to be non- collaborative and non-assertive will probably try to avoid conflict. Also, a person who is collaborative and non-assertive will tend to oblige, and a person who is collaborative and assertive, will tend to negotiate and problem-solve" (Oppenheim, 2000:130).

A research carried out by Rejoice (1993), in Kwazulu secondary schools in South Africa looked into the methods which teachers and head teachers use to handle student-student, student-principal and student-teacher conflicts. It revealed that teachers tend to use authoritarian and power based methods to manage conflicts with students. Authoritarian methods rely on coercive and position power to force-students to comply. They include punishment and force of different kinds. The research showed that authoritarian and power based methods of managing conflicts in schools tend to have short term benefits only.

The research also found that some head teachers use competitive and authoritarian methods to manage conflicts which involve students. However, there is a definite effort by some head techers to employ problem solving methods such as negotiation to solve conflicts with students. Where problem solving methods are used, positive relationships are enhanced. In some cases

new ways of doing things at school are developed. However, this research focused on interpersonal conflicts between teachers and head teachers.

2.5.3 Styles used to manage interpersonal conflicts between teachers and head teachers in Zimbabwe

Several styles have been suggested that are used to manage conflicts between teachers and head teachers. These range from non-attention, physical separation, limited interaction and compromise and (Hanson, 1996; Rahim 1992).

Non attention: This refers to a situation whereby the Head teacher or teacher totally avoids or ignores the conflict situation. Because the sources of conflict are not identified by this method it is likely that the conflict situation between the two may continue or worsen with time (Hanson, 1996).

Physical separation: According to Rahim (1992), physical separation actually involves moving conflicting groups physically apart, from each other, the rationale being that if the parties in conflict cannot interact, conflict will diminish. However, this strategy tends to adversely affect the overall effectiveness of the school. Kindler (1998), alluded to indirect aggression as similar to physical separation.

Limited interaction: This is not an all-inclusive strategy; when head teachers and teachers are in conflict, they would rather interact on a limited basis. Interactions are permitted generally only under formal situations such as a meeting at which a strict agenda is followed (Hanson, 1996).

2.5.4 Styles used to manage interpersonal conflicts between teachers and head teachers in Kenya

According to Robbins (1974), six styles used to manage conflicts between head teachers and teachers in schools are as follows:

A Super-ordinate goal: This involves creating a shared goal that cannot be attained without the cooperation of the teachers and head teachers.

Authoritative command: This is where the head teacher uses his or her formal authority to resolve conflicts with teachers then communicates their desires to the parties involved.

Avoidance: This involves withdrawal from, or suppression of the conflict by both the teachers and head teachers

Compromise: This is where either the teacher or the head teachers gives up something of value in order to manage a conflict between them.

Problem solving: This involves the head teacher and the teacher meeting face-to-face for the purpose of identifying the problem and resolving it through open discussion.

Smoothing: This entails teachers and head teachers putting away their differences while emphasizing their common interests in order to manage their conflicts.

Dzurgba (2006), 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, Miller (2003),

saw mediation as the intervention of a third party. The objective is to help parties to a conflict within an environment of controlled communities to reach a solution to their problems.

Dodge(1962), listed four styles that could be used to manage or resolve conflicts as: avoiding, accommodating, compromising, and collaborating. Barker (2009), contended that when choosing a conflict resolution strategy, the first decision to make is whether to confront or avoid the conflict. According to him, there are times when conflict arises and one would want to put off acting upon it.

The school administration has been adversely affected by lack of knowledge of conflict management. Most administrators handle conflict by a trial and error approach, because there were no specific procedures and methods of resolving conflicts (Cowling, 1990). The members of staff on the other hand, rarely explore the use of dialogue as a resolution strategy. The issue of conflict management has reached the point where effective use of relevant strategies are explored and employed.

2.6 Global context: Management strategies of interpersonal conflicts between teachers and head teachers

According to Gross(2000), peace advances development, growth, and progress. Peace is order, peace is brother-hood, and peace is life itself. Management is an act of finding a solution to problems or a conflict. Conflict management strategy, therefore, is a method desired to develop peaceful means of amicably ending a state of conflict (Burton, 1990). Miller (2005), described conflict management strategy as a variety of approaches used in terminating conflicts.

2.6.1 Styles used to manage interpersonal conflicts between teachers and head teachers in Pakistan

A research by Abdul (2013), states that different secondary schools in Pakistan use accommodation, avoidance, compromise and collaboration as styles to manage conflict, however, the choice of which one to use depends on the situation. These are highlighted below:

Avoidance: The avoiding strategy refers to low assertiveness and low cooperation. Many times teachers and head teachers avoid conflicts out of fear of engaging in a conflict or because they do not have confidence in their conflict management skills. Times when the avoiding mode is appropriate are when you have issues of low importance, to reduce tensions, to buy some time, or when you are in a position of lower power (Abdul, 2013).

Compromise: According to Abdul (2013), the times when the compromising mode is appropriate are when you are dealing with issues of moderate importance, when you have equal power status, or when you have a strong commitment for resolution. Teachers and head teachers usually use this style of conflict management as a temporary solution when there are time constraints.

Accommodation: Accommodation is another style that is used to manage interpersonal conflicts between teachers and head teachers in the school (Abdul, 2013). The accommodating mode is low assertiveness and high cooperation. Times when the accommodating mode is appropriate are to show reasonableness, develop performance, create good will, or keep peace. Usually, head teachers use the accommodating mode when the issue or outcome is of low importance to them.

Collaboration: The collaborating mode is high assertiveness and high cooperation. Collaboration has been described as putting an idea on top of an idea in order to achieve the best solution to a conflict. The best solution is defined as a creative solution to the conflict that would not have been generated by a single individual. With such a positive outcome for collaboration, most of the teachers preferred to use it when managing conflicts with their head teachers. 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 (Abdul, 2013).

In related research by Tosi, (1986), four styles on managing conflicts were identified as competition, collaboration, compromise, avoidance and accommodation. The strategy identified by Meyer (1994), was effective communication which he described as the best because it would make the group aware of the kind of communication which could lead to problem solving.

2.6.2 Styles used to manage interpersonal conflicts between teachers and head teachers in Canada

Integrating Style: This style is used to reach out the common solution of the problem. The head teacher expects that by the means of numerous conflicting views, he can generate new and improved view point about the solution of the problem (Ghaffar, 2009). Generally, it is also called cooperative style. It helps the head teacher to find out the real solution of the problem through his or her sincere effort. It also supports the head teacher in creating the climate of cooperation and group dynamics. This style is used when the head teacher wants to merge the feeling and experiences of the teachers and wants to resolve long standing conflicts (Irene, 2011).

Obliging Style: It is that management style in which the head teachers ignore self–interest by satisfying other's concerns. In obliging style, the head teacher tries to absorb conflict by minimizing differences with the teachers. In obliging style, the head teacher is hesitant in expressing his ideas, beliefs and feelings. Moreover, he or she feels unreasonable to say no and even feels guilty while saying to anyone (Ghaffar,2009). The obliging style is used when relations are more important than issues and encouragement is needed to staff. The strategies which are used in obliging styles are to make excuses, to be silent, soft language, reluctant in voice and follow the ideas of opponent party (Johns, 1988).

Compromising Style: It is a conflict management style in which both parties give up some desired outcomes to reach the mutual solution of the problem. The term compromise is synonymous to bargain among the contradictory parties. According to Bartol (1991), in compromising style each person wins some major issues and loses others. This style is used when both parties have equal power and the complex matters need to be temporarily settled (Ghaffar, 2009).

Dominating Style: It is the use of power and aggressive behaviour to manage conflicts by either the teacher or the head teacher. The unwanted outcome of the situation may cause the use of dominating style of conflict management. It is used in emergency situation, in implementing unpopular decisions and in the failure of all other methods. The effects of using dominating style are often destructive (Namusi, 2012). The dominating style may not manage the conflict but even some time escalates its intensity. This style has lack of respect for the rights and feelings of others. It widely reflects antagonism and irony about others feelings, beliefs, ideas, and decisions (Turner, 1983).

Avoiding Style: The avoiding style is used when the situation can be ignored and is assumed that conflict may be managed without personal involvement. The head teacher remains neutral which often offends the teachers. However, sometimes, it can be useful in cooling of the situation and averting trivial matters. Moreover, it is a useful style in securing long term solutions to the problems (Ghaffar , 2009 ; Gross, 2000).

2.7 African context: Improving organisational practices as a way of managing conflicts between teachers and head teachers

Omboko (2010), identified conflict management strategies used in Nigeria as structural changes which occur when the school changes how it functions or operates. Structural changes can alter past trends or theories on how the school is run. Another practice identified by Hodge and Anthony (1991), is the use of job rotation which is moving employees in this case teachers between two or more jobs in a planned manner in order to expose the teachers to different experiences and wider variety of skills to enhance job satisfaction.

Use of democratic process is another strategy identified by Hodge and Anthony (1991), which is a practice that allows democracy to exist. Democracy is based on the idea that everyone should have equal rights and be allowed to participate in making important decisions; in this case every member of staff should be involved in making decisions in the school. In this regard, Oyebade (1995), postulated that the first strategy of conflict resolution is commitment to the management of productive conflict, such that conflict does not become destructive. He advocated for this strategy by enjoining leaders, management and all in positions of authority to promote the rule of law, protect the fundamental human rights, promote human freedom, fair allocation of values and

equity of justice. These values are very essential in order to reduce friction and conflict in organizations.

Tosi (1986), stated that a head teacher in a school needs to implore special roles and structures which will help minimize conflicts between them and the teachers. These may include initiating structural changes needed, re-location or merging of specialized units and act as an integrator to manage conflicts. Another way of improving organizational practices is through reducing vagueness, minimizing authority and domain-related disputes, improving policies, procedures and rules, re-apportioning existing resources or adding new ones and changing reward systems.

2.8 Global context: Improving organisational practices as a way of managing conflicts in secondary schools in Canada

Design economic incentives so that all teachers can benefit from them. There's a natural tendency for management to focus most heavily on senior-level economic incentives. While this is completely understandable, it's best not to neglect substantive incentives for lower-level employees if they are expected to be vigorously committed to the success of the school (Thomas, 1971).

Provide meaningful feedback in a constructive manner on a regular basis. According to Kilman (1975), Feedback is a foundational management skill; the ability by the head teacher to provide regular, helpful feedback to teachers in a manner that encourages, not discourages, is a cornerstone of effective management. That's not to say feedback is always positive that wouldn't be management at all but that the communication is done thoughtfully whether the occasion is encouragement for a job well done, or that course correction is needed.

Respect employees as individuals, in addition to the job they do. Respect can be a simple but powerful motivator, just as its unpleasant twin, lack of respect, has the opposite effect (Kilman, 1975). When teachers feel genuinely respected, they're much more likely to put in much effort to help the school succeed and achieve its objectives.

Provide support for employees when it's genuinely needed. Valued support can take many forms: equipment when existing is outdated or inefficient; emotional support in the face of (occasionally) unfair criticism; flexible support for a reasonable level of work-life balance. When the head teacher supports the teachers in times of need; it builds employee goodwill and loyalty (Thomas, 1971).

2.9 African context: confrontation techniques as a way of managing interpersonal conflicts between teachers and head teachers

A research conducted by Makaye (2012), in Zimbabwe, opined that different strategies have been used in order to address conflict situations between teachers and head teachers in secondary schools, one of them being confrontation techniques. It is done in the hope that the parties in conflict are ready to face each other amicably, and entails intercession and bargaining. It involves a process of defining the problem, searching for alternatives and their evaluation, and deciding by consensus.

Confrontation differs from other conflict tactics in that the sources of conflict are generally identified and discussed (Hanson, 1991). Emphasis is put on the attainment of the common interest of the conflicting parties. Rahim(1992), argues that it is the best outcome to the conflict and teachers and head teachers using this strategy believe themselves to be important, and they believe the other people in the conflict are important too. Behaviours include expressing feelings,

beliefs, and ideas openly and honestly to others (whether positive or negative), listening to others, and responding to their comments in a clear, firm voice. Each of the conflict strategies is appropriate in some situations and inappropriate in others.

People who handle conflict effectively ascertain the unique, characteristics of the conflict situation they are in and choose the most appropriate to use. Often, individuals however grow accustomed to using one primary conflict strategy and develop hard to change propensities towards conflict.

2.10 Global context: confrontation techniques as a way of managing interpersonal conflicts between teachers and head teachers

Confrontation involves making a client face his weaknesses. It is sometimes recommended for use when dealing with interpersonal conflicts, this is according to a research done by (Salizman,1979) in Canada. Severe rituals or phobias can give the illusion of control. Although, Confrontational techniques are sometimes controversial, head teachers in secondary schools who use Confrontation justify it by claiming that it can effect changes in bad behaviour especially in the teachers. In a similar research by Kirchoff and Adams (1982), they found that the use of confrontation techniques when resolving interpersonal conflicts brings about more changes in the behaviour of individuals in the conflict.

2.11 Zambian context of interpersonal conflict management strategies

Coming down to the Zambian context, the researcher did not find any literature on management strategies of interpersonal conflicts between teachers and head teachers in secondary schools in Zambia. The researcher further checked on a course at the University of Zambia in the school of Education which is EAP 912 study material module (Educational Management and

Administration), which only acknowledges that schools can be sources of controversy and conflicting interests. It does not explain any further nor state how such conflicting interests can be managed, hence, this research aimed to add to the existing literature given from other countries on management strategies of interpersonal conflicts between teachers and head teachers in secondary schools.

2.12   Summary of the chapter

This chapter has reviewed literature on types of conflicts, their causes and effects as well as management strategies used to manage the conflicts. Literature was reviewed from different secondary schools in different countries around the world such as Nigeria, Kenya, Uganda, South Africa, Canada and Pakistan. The next chapter presents the methodology that guided this study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The previous chapter reviewed literature from different countries around the world related to conflict management in schools and presented literature on types of conflicts, causes of conflicts, effects of conflicts and management strategies of interpersonal conflicts.

This chapter presents the methodology used in the study, it presents the research designs, the target population of the study, sample and sampling procedures, procedures for data collection, research instruments used, and it also presents the methods of data analysis.

3.2 Research design

According to Bless and Achola (1988), a research design may be understood as a programme which guides the researcher in collecting, analysing and interpreting observed facts. The study used a descriptive research design, particularly a survey design, which is a scientific method used for observing and describing the behaviour of a subject without influencing it in any way. Surveys allow for an anonymous look inside the thought processes of large numbers of people simultaneously, allowing for an opportunity to describe what is not outwardly observable.

In using a descriptive research design, a qualitative approach was taken. A qualitative research is a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data. However, the merits of using a qualitative approach in this study were that, it is less expensive and also permits flexibility in the research, meaning, the researcher is 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.

3.3 Target population

According to Andrewarth and Birch (1984), population is all cases or individuals that fit in a certain specification. This study targeted all teachers, all head teachers, all heads of department, the District Education Board officers and the teaching service commissioners in Lusaka district of Zambia.

3.4 Sample, sample size and sampling procedures

This research used 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, heads of departments, the District Education Board Secretary and the Chairperson of the Teaching Service Commission as they fit the purpose of the research. The teachers were however sampled using snowball sampling.

The sample size for this research was one hundred and seven. A total number of seven public secondary schools in Lusaka Province were selected using the non-probability sampling design. The sample consisted of a head teacher from each of the secondary schools, six heads of

departments from each of the schools, eight teachers from each of the schools, the Lusaka District Education Boards Secretary and the chairperson of the Teaching Service Commission.

Heads of department were sampled because they are part of management in the school, the Teaching Service Commission is the employer of teachers which helps to develop and formulate national standards for the teaching service and the District Education Board makes policies and oversees the running of all schools.

3.5 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. This study used qualitative methods of collecting data.

3.5.1 Primary data collection instruments

Primary data is said to be a set of raw information that is collected by the investigator conducting the research. This research used a semi-structured interview guide and a focus group discussion guide to collect primary data.

Semi-Structured interview

A semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions, these are questions that prompt discussion with the opportunity for the interviewer to explore particular themes or responses further. A semi-structured interview however, does not limit respondents to a set of pre-determined answers and it allows respondents to discuss and raise issues that the researcher may not have considered (Robbins, 1974).

Semi-structured interviews were conducted to collect qualitative data from three informants (Appendices: B and C). Using the interview guide, one-on-one interviews were conducted and tape recorded to collect data on management strategies of interpersonal conflict between teachers and head teachers from three informants in the study. Due to its flexibility, both open and closed-ended questions were included in the interview schedules to collect in-depth information so as to get a complete and detailed understanding of the issue at hand (Meeks, 2005).

Focus Group Discussion Guide

Focus Group Discussions were conducted and the researcher wrote down all the responses from the respondents. The discussions could not be tape-recorded as the researcher was not permitted to do so by the respondents upon requesting for permission to do so. The focus Group Discussion questions were prepared to get more detailed understanding of the teacher's knowledge on management strategies of interpersonal conflicts (Appendix: A). Focus Group Discussion were conducted with teachers and heads of departments in each of the seven schools. The discussions were facilitated by the researcher to ensure that the informants focused on the topic at hand.

According to Cowling (1990), when properly planned and facilitated, Focus Groups can produce a lot of information quickly and are good for identifying and exploring participants' beliefs and perceptions. Focus Groups are aimed at discussing a fairly tightly defined topic and the emphasis is on interaction within the group (Kogo,2002).

3.5.2 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 including the school log book as well as the head

teachers' diary as this is where conflict cases are recorded as well as how they are managed. This was done in order to collect more information related to the topic in case some was left out during the interviews.

3.6   Ethical considerations

Ethical considerations are a set of principles about how researchers and research organizations should conduct themselves when dealing with research participants, other researchers and colleagues, the users of their research and society in general. Ethical considerations are relevant in research for a number of reasons. They ensure respect and make sure no harm is caused to the participants. 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.

As a researcher, I put into place the following ethical considerations the reason being that; if ethics were considered, there would be assurance that the work is acceptable to the research community and other users of the research results.

The researcher 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 also informed that there would be no incentives provided in order to take part in the research.

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. Furthermore, information collected was treated with confidentiality. There was a lot of care taken in this research as it was dealing with a very sensitive group in society. The participants were assured that they would be protected as the research is purely for academic purposes.

3.7 Data analysis

According to LeCompte and Schensul (1999), data analysis has been defined as the process of reducing large amounts of collected data to make sense of them. In this study, data were analysed qualitatively using thematic analysis which is an analytic method for identifying, analysing and reporting patterns and themes within data. It minimally organises and describes data set in rich detail. Frequently, it will help interpret various aspects of the research topic (cowling, 1990). The following steps were taken when analysing the data.

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

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

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

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

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

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

3.8 Data validation

This research used methodological data triangulation in order to validate the data. Methodological triangulation involves the use of multiple qualitative and/or quantitative methods to study the program. For example, results from surveys and interviews could be compared to see if similar results are being found. If the conclusions from each of the methods are the same, then validity is established. Another method that was used to validate data was presence check. This checks that important data are actually present and have not been missed out. To achieve content validity, semi-structured interview Schedules and Focus Group discussion Guide were used as key instruments for data collection. In addition, the researcher made sure that these instruments had all the questions necessary to comprehensively answer the four research questions of the study.

To ensure reliability of findings in a study which is predominantly qualitative, the researcher made sure that the processes of sampling, data collection and analysis were done correctly and accurately. For instance the researcher ensured that only people who were knowledgeable about

interpersonal conflicts between teachers and head teachers in secondary schools were selected as respondents to the study.

3.9 Limitations of the study

The study was confined to seven selected public secondary schools of Lusaka Province, hence, the findings may not have represented all public secondary schools in the district and country, therefore, similar studies may need to be carried out in other secondary schools in order to generalise the results. The researcher found it a challenge to transcribe data from the focus group discussions as the teachers and heads of departments could not allow the researcher to use a tape recorder, henceforth the researcher could only write down the responses from the respondents. However, it was hoped that a sample of 107 would be adequate to give an adequate representation of the results.

3.10 Summary

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 management strategies of interpersonal conflicts between teachers and head teachers.

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 were collected from Head teachers, Heads of Departments, teachers, The District Education Boards and the Teaching Service Commission. This Chapter presents the results on management strategies of interpersonal conflicts between teachers and head teachers. The results are presented in line with the four objectives set out in Chapter One of this dissertation which are to:

1. establish the respondents' perception of the term conflict management between teachers and head teachers from selected secondary schools in Lusaka Province,

2. identify the causes of interpersonal conflicts between teachers and head teachers among selected secondary schools in Lusaka Province,

3. explore the effects of interpersonal conflicts between teachers and head teachers among selected secondary schools in Lusaka Province,

4. determine what interpersonal conflict management strategies are considered to be most effective when managing interpersonal conflicts between teachers and head teachers in selected secondary schools in Lusaka Province.

4.2 Perception of the term conflict management

One of the key objectives of the study was to establish the perception of the term conflict management between teachers and head teachers from selected secondary schools of Lusaka Province. This objective was guided by the research question: *What are the perceptions of the teachers and head teacher of the term conflict management?*

4.2.1 Responses from teachers

When the question was asked regarding the perception of the term conflict management the teachers responses were: *A way of managing disputes, resolving differences, employing strategies of handling conflicts, reducing conflicts, trying to resolve conflicts, sharing ideas, resolving misunderstandings, putting things under control, process were you try to resolve the dispute, process where parties in conflict try to harmonize, overcoming a conflict and reducing misunderstandings.*

Table 1: Distribution of responses from teachers by their understanding of the term conflict management.

SCHOOL	RESPONSES
	Teachers
School A	- Managing disputes - Resolving differences - Employing strategies of handling conflicts
School B	- resolving misunderstandings -Putting things under control
School C	- process where parties in conflict try to harmonize -Resolving misunderstandings
School D	-A way of putting things under control -Reducing conflict -How to resolve misunderstandings
School E	- being able to resolve a conflict -managing a conflict
School F	- reducing misunderstandings -resolving a conflict
School G	- A way of resolving misunderstandings - Trying to reduce a conflict

Table 1 shows responses from teachers on their understanding of the term conflict management and some of the exact responses were "a way of resolving misunderstandings, managing a conflict, being able to resolve a conflict, resolving differences, a process where parties try to harmonise and a way of putting things under control."

4.2.2 Responses from heads of departments by their understanding of the term conflict management

When the same question was asked to the heads of departments on how they understand the term conflict management, their responses were: *A way of reducing conflicts, trying to resolve conflicts, sharing ideas, process where you try to resolve disputes, resolving misunderstandings, trying to reduce a conflict and overcoming a conflict.*

Table 2: Distribution of responses from heads of departments by their understanding of the term conflict management.

SCHOOL	Responses
	Heads of Department
School A	-Reducing conflicts -Trying to resolve conflicts -Sharing ideas
School B	- process where you try to resolve the dispute -resolving misunderstandings
School C	-overcoming a conflict - resolving a conflict
School D	- Being able to resolve a conflict -A process of resolving misunderstandings
School E	- resolving differences -resolving a conflict
School F	-resolving the misunderstandings
School G	-misunderstanding each other -trying to reduce a conflict

Table 2 shows responses from Heads of Departments on their understanding of the term conflict management. The exact responses were: "A process where you try to resolve a dispute, a way of overcoming a conflict, resolving misunderstandings and trying to reduce a conflict".

4.2.3 Responses from head teachers by their understanding of the term conflict management

When the question was asked to the head teachers on the perception of the term conflict management, their responses were: *resolving issues or trying to agree with each other, how to anticipate possible ways of preventing conflicts, process of stopping a conflict from escalating, how to resolve misunderstandings, preventing conflicts from occurring and how to manage differences.*

Table 3: Distribution of responses from head teachers by their understanding of the term conflict management.

SCHOOLS	RESPONSES
	Head Teachers
School A	-resolving issues or trying to agree with each other
School B	-misunderstanding between two parties
School C	-how to anticipate possible ways of preventing conflicts
School D	- process of stopping a conflict from escalating
School E	- How to resolve misunderstandings
School F	-preventing conflicts from occurring
School G	- How to manage differences

Table 3 shows responses from head teachers on their understanding of the term conflict management and the exact responses were "*how to manage differences, how to resolve*

misunderstandings, preventing conflicts from occurring, how to anticipate possible ways of preventing conflicts and resolving issues or trying to agree with each other."

4.2.4 Responses from DEBS and TSC by their understanding of the term conflict management

The two key respondents simply viewed it as: *how to deal with issues of divergent views in order to harmonize and a way of resolving a conflict*

Table 4: Distribution of responses from DEBS and TSC by their understanding of the term conflict management

RESPONSES	
DEBS	**TSC**
- How to deal with issues of divergent views in order to harmonize	-This is a way of resolving a conflict

Table 4 shows responses from the District Education Boards and the Teaching Service Commission on how they understand the term conflict management and the exact responses were "*how to deal with issues of divergent views in order to harmonise and a way of resolving a conflict.*"

4.3 Causes of interpersonal conflicts between teachers and head teachers

Apart from establishing the perception of the term conflict management, the second research objective sought responses to the question: *what are the causes of interpersonal conflicts between teachers and head teachers in selected secondary schools in Lusaka Province?*

4.3.1 Responses from teachers on the causes of interpersonal conflicts between teachers and head teachers

The teachers were of the view that conflicts were caused by many factors such 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. One of the teachers from school 'A' asserted that:

> *Most of these conflicts are started by the head teacher; firstly, he does not lead by example and does not mind his own business.*

Another teacher from school 'G' spoke of favouritism and stated that:

> *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.*

Similarly, another teacher from school D added on:

> *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.*

Table 5: distribution of responses from teachers by identifying the causes of conflict in their schools

SCHOOL	RESPONSES
	Teachers
School A	- Miscommunication - Responsibilities are not shared fairly - Incompetent supervision
School B	- Passing offensive comments - Late coming - Absence from work without a reason
School C	- Head teacher wanting to engage himself into teachers affairs - Unsatisfactory class allocation - Late coming for work - Absenteeism
School D	- Laziness by teachers - Poor communication skills by management - Responsibilities not being shared equally - Showing favouritism to some teachers by management
School E	-Poor channel of communication -Class allocation is not fairly done -absent from work without a reason
School F	- Absenteeism of teachers from work - Late coming - Passing bad comments in meetings - Illegal enrolment of pupils by teachers
School G	- Laziness - Teachers want to be reminded consistently - Favouritism of some teachers by management - Poor management strategies - Late coming by teachers

Table 5 shows response from teachers on the causes of interpersonal conflicts and the exact responses were "laziness of teachers, late coming, communication break down between

management and teachers, favouritism of some teachers, class allocation is not fairly done and incompetent supervision absenteeism of teachers from work and negative work culture."

4.3.2 Responses from Heads of Departments on the causes of interpersonal conflicts between teachers and head teachers

The researcher asked the Heads of Departments on what really causes conflicts between the teachers and the head teachers. Most of them were of the view that teachers had a negative work culture and were too lazy to do their work. Teachers want to report for work at their own time and there is perpetual late coming. Furthermore, conflicts between the teachers and head teachers arise due to teachers not submitting their teaching files as per schedule. The Heads of Departments also pointed out poor communication skills on the part of management as well as employing poor management strategies of running the school. Another cause of conflict is the manner in which classes are allocated to individual teachers which has been cited as unfair class allocation. To illustrate, one of the Head of Department was quick to remark that:

> *It is true to say there is communication break down between the teachers and management. At times the teachers speculate over issues based on rumours and the head teacher does not even bother to address such issues. Adding on to this, there are times when teachers are required to submit some personal documents to the Ministry of* Education *or the District Education Boards Secretary and they are only informed a day before submission. This creates conflicts with the head teacher as the information was given to him earlier on.*

Another Head of Department stated that:

In this school, there is over enrolment and you find that pupils tend to share a desk. This over enrolment is 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.

Table 6: Distribution of responses from heads of departments by identifying the causes of conflicts between teachers and head teachers in selected secondary schools.

SCHOOL	RESPONSES
	Heads of Department
School A	- Teachers being lazy to do their work - Negative work culture
School B	- Differences in class allocation - Poor management strategies
School C	-late coming -not submitting teachers' files -absenteeism from work
School D	- Poor communication skills by management - Laziness by teachers - Late coming by teachers
School E	- teacher wants a school place for a relative who had poor results and head refuses - Laziness by teachers - Late coming by teachers
School F	- Late coming - Negative attitude towards work
School G	- Communication breakdown between management and teachers - Late coming by teachers - Absenteeism of teachers

Table 6 above shows late coming and absenteeism of teachers as the frequent causes of interpersonal conflicts between the teachers and head teachers as most of the Heads of Departments cited the two. Other causes of conflict included communication breakdown between management and teachers, teachers having a negative work culture towards work, illegal enrolment of pupils by teachers, teachers being lazy and unfair class allocation.

4.3.3 Responses from head teachers on the causes of interpersonal conflicts between teachers and head teachers

When the head teachers were asked on what causes conflicts between them and their teachers, their responses were: 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, 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.

Some head teachers had the following to say regarding the causes of conflict between them and their teachers. The head teacher from school 'D' noted that:

> *sometimes I over react when a teacher does something wrong, instead of finding out for example why they have not been coming for work, I go straight to write a charge letter which is put on their file and is given to them.*

The head teacher from school 'C' noted 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,*

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so the children come to complain to me that they do not learn, hence, conflict begins between me and the teacher.

Table 7: Distribution of responses from head teachers by identifying the causes of conflicts between teachers and head teachers in selected secondary schools.

SCHOOL	RESPONSES
	Head Teachers
School A	-Teachers being lazy -Not submitting teaching files
School B	-Bad work culture -Failure of teacher to prepare for his or her lesson
School C	-Poor attitude towards work -Not rich in content
School D	- Failure to understand terms and conditions of service -Poor work attitude by teachers -Excessive use of force when teacher is wrong
School E	-Lack of communication
School F	-Teacher not preparing for the class lesson -Negative work culture
School G	- Teacher not going to class to teach

Table 7 shows responses from head teachers on the causes of interpersonal conflicts and some of the exact responses were "poor work attitude by teachers, teachers not going to class to teach, excessive use of force when the teacher is wrong, failure to understand the terms and conditions of service and teachers not rich in content."

4.3.4 Responses from DEBS and TSC on the causes of interpersonal conflicts between teachers and head teachers in selected secondary schools

The DEBS and TSC 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 wrong thing at the wrong time.

The DEBS stated that:

> *Some of these head teachers fail to run their finances in the school, sometimes there is mismanagement of finances which brings about a lot of conflicts between them and their teachers.*

The TSC went on to say that:

> *The teachers are usually in conflict with the head teachers because they want to do their private businesses during working hours, for example, teachers who are furthering their education go to attend classes at the expense of the pupils.*

Table 8: Distribution of responses from the District Education Boards Secretary and the Teaching Service Commission on causes of interpersonal conflicts in secondary school

RESPONSES	
DEBS	**TSC**
-Poor running of the school by the management -Communication break down	- Teachers having higher qualifications than the head teacher - Teacher doing the wrong thing at the wrong time

Table 8 shows responses from DEBS and TSC on the causes of interpersonal conflicts and they were cited as "poor running of the school by management, communication breakdown, teachers having higher qualifications than head teachers, teachers doing the wrong thing at the wrong time.

4.4 Effects of interpersonal conflicts between teachers and head teachers

The third objective of the study provided the researcher an opportunity to explore the effects of interpersonal conflicts between teachers and head teachers in selected secondary schools in Lusaka Province. This was guided by the research question: *What are the effects of interpersonal conflicts between teachers and head teachers in selected secondary schools of Lusaka Province?*

4.4.1 Responses from teachers on the effects of interpersonal conflicts

When the teachers were asked about the effects of interpersonal conflicts they stated that: performance of the teacher tended to be low, it brings about division in the school, pupils'

performance goes down, brings about tension hence work is not done, teacher releases anger on pupils, some teachers are transferred, relationships are affected, less morale by teachers, teachers lose trust in management, teachers are demotivated and it creates a poor working environment. To illustrate these effects further, some teachers explained that:

These conflicts result in poor pupil performance. I stopped going to class to teach because of the head teacher, I was picked to go and conduct the national census in Luapula Province, this was a national duty. At that time the head teacher was not around so the Deputy Head knew and accepted, so I left. When the head came back he commanded that I come back and threatened me if I didn't, so I came back and I was very bitter that I stopped teaching, if I was in class, I would just close the door and tell the pupils to keep quiet and I would be seated doing my own things till the end of the period.

A similar view was held by another teacher who explained:

Teachers get demotivated. Sometimes, you find that it is always the same teachers who get to teach in the last period especially for APU, the timetable is not fairly done, so such classes are usually not attended to by the teachers and the pupils lose out.

Another teacher stated that:

I don't have a good relationship with the head teacher; we seem not to agree with each other. What he wants is for us to follow what he says even if the teachers do not feel it is right. I usually try to disagree with some of the practices in the school especially during staff meetings. The head has labelled me as someone who always wants to oppose him; hence our relationship is not so good.

Another teacher expressed a different view and stated that:

I don't like being frustrated not especially by the head; I try my best to work hard. If i am stressed or frustrated, I tend to release anger on the pupils. I shout at them and punish them even when it is not necessary.

Table 9: distribution of responses from teachers on the effects of interpersonal conflicts between teachers and head teachers in their respective schools.

SCHOOL	RESPONSES
	Teachers
School A	- Performance of the teacher is low. - It brings about division - Pupils' performance goes down - Brings about tension, hence work is not done - Teacher releases anger on pupils
School B	- Some teachers are transferred - Relationships are affected - Pupils' results are poor
School C	- Less morale by teachers - Poor work relationships - Poor pupils' results
School D	- Poor work relation - Poor results by pupils - Teachers loose trust in management - Teachers are demotivated
School E	- It brings about groups in the school (among staff) - Teaching is affected - Poor results of pupils
School F	- Relationships are affected - Teachers are transferred - Teacher's class is changed
School G	- Pupils' results are affected - Impairs human relations - Poor working environment

Table 9 shows responses from teachers on the effects of interpersonal conflicts and the responses were "Pupils results are poor, brings about hatred, relationships are broken, working environment is not conducive, teachers are transferred, brings about demotivation, tension and performance of teacher is negatively affected."

4.4.2 Responses from heads of departments on the effects of interpersonal conflicts between teachers and head teachers in selected secondary schools of Lusaka Province

Most of the Heads of Departments were of the view that the conflicts between teachers and head teachers had devastating effects and these were cited as: poor performance by teachers which ends up in poor pupil results, teachers get demotivated from doing their work, it impairs relationships among staff and brings about division, the teaching and learning process is affected as the working environment is not conducive. One of the Heads of Department noted that:

We have witnessed relationships being broken among members of staff. These conflicts between teachers and head teachers cause the school environment to be hostile and teaching is not enjoyable.

One head of department observed that:

I do not agree with my colleagues who are citing poor pupils' results as one of the effects of conflicts between teachers and head teachers. To me, poor pupils' results are a result of accepting pupils who had very low marks when coming in to grade ten, definitely, such pupils cannot perform to the expected standards.

Table 10: Distribution of responses from heads of departments on the effects of interpersonal conflicts

SCHOOL	RESPONSES
	Heads of Department
School A	- Pupils' results are poor - Work is negatively affected - It impairs relationships
School B	-Teachers are demotivated - Bad work relations -Pupils' results are affected
School C	-Working environment not conducive -Poor pupils' results -It brings about division by members of staff
School D	- The teaching and the learning process is affected - Pupils' results are poor -Teachers tend to have a bad relationship with management
School E	-Relationships are broken -Poor performance by teachers -Poor results of pupils -Poor communication
School F	- Poor pupil results - Working environment not conducive - Brings about hatred
School G	-The teaching and the learning process is affected -Pupils' results are poor

Table 10 shows responses from Heads of Departments on the effects of interpersonal conflict between teachers and head teachers. Most of them however observed that the pupils' results tend to be poor and the school environment is not conducive for teaching and learning.

4.4.3 Responses from the head teachers on the effects of interpersonal conflicts between teachers and head teachers in selected secondary school of Lusaka Province

The study inquired from the head teachers on the effects of interpersonal conflicts between them and their teachers and the responses were: It brings about tension, pupils results are poor, pupils lose out, Personal relations are affected, brings about aggression, if conflict is positive, there is an improvement in the delivery of service the work system is made perfect.

One head teacher pointed out to say:

> *These conflicts do not always have negative effects, they at times bring about an improvement in the delivery of service and the work system is made perfect.*

Table 11: Distribution of responses from head teachers on the effects of interpersonal conflicts

SCHOOL	RESPONSES
	Head Teachers
School A	-It brings about tension
School B	-Pupils' results are poor
School C	-Pupils lose out
School D	-Personal relations are affected -Aggression -If conflict is positive, there is an improvement in the delivery of service -The work system is made perfect
School E	-Teachers are demotivated -Poor results of pupils
School F	-Pupils' results are poor
School G	- Pupils not learning, hence poor results

Table 11 shows responses from head teachers on the effects of interpersonal conflicts and the exact responses were "pupils results are poor, personal relations are affected, brings about aggression and teachers get demotivated." A head teacher from school D pointed out: "conflicts do not only have negative effects, at times it brings out positive ones such as an improvement in the delivery of service and the work system is made perfect."

4.4.4 Responses from DEBS and TSC on the effects of interpersonal conflicts between teachers and head teachers in selected secondary schools in Lusaka Province

The DEBS and TSC cited similar effects which were: The relationship between management and teachers is negatively affected, learning does not go on, pupils' results are poor, teachers are demotivated, teacher transfers and poor performance by pupils.

DEBS stated that:

> *These conflicts usually affect the smooth running of the school. Teaching and learning is at times interrupted because of conflicts which result in teacher transfers. In the process of trying to get another teacher to take over the transferred teacher the pupils lose out on their learning time and in the end we receive poor pupil results.*

Table 12: Distribution of responses from DEBS and TSC on the effects of interpersonal conflicts in secondary schools

RESPONSES	
DEBS	**TSC**
- Relationship between management and teachers is negatively affected - Learning does not go on - Pupils' results are poor - Teacher transfers	- Teachers are demotivated - Poor performance by pupils

Table 12 shows responses from the DEBS and TSC on the effects of interpersonal conflicts and the exact responses were "the relationship between head teachers and teachers is negatively affected; learning does not go on, pupils' results are poor and teachers are demotivated.

4.5 Management strategies used to resolve conflicts

The fourth objective of the study enabled the researcher to determine the conflict management strategies used when managing interpersonal conflicts between teachers and head teachers. This was guided by the main research question: *what management strategies are used to manage interpersonal conflicts between teachers and head teachers?*

4.5.1 Responses from teachers on the strategies used to manage interpersonal conflicts between teachers and head teachers.

When the teachers were asked on the strategies that are used to manage conflicts between them and their head teachers, they stated strategies such as dialogue, communication, avoiding conflicts, confrontation and mediation. These strategies are shown in the table below

Table 13: Distribution of responses from teachers on what strategies are used to manage interpersonal conflicts between teachers and head teachers

SCHOOL	RESPONSES
	Teachers
School A	- Confrontation - Avoidance - dialogue
School B	- Dialogue - communication - mediation
School C	- communication - dialogue - avoidance
School D	-mediation -communication -avoidance
School E	- Avoiding conflicts - Dialogue
School F	- Dialogue - communication -avoidance
School G	- Dialogue -communication mediation

Table 13 shows responses from teachers on management strategies used to manage interpersonal conflicts and the exact responses were dialogue, communication, avoiding conflicts, confrontation and mediation.

4.5.2 Responses from teachers on the most effective strategies used to manage interpersonal conflicts between teachers and head teachers.

After stating the strategies used, the teachers were required to highlight the most effective ones. This was guided by the research question: *What did the parties to conflict consider to be the most effective conflict management strategies used to resolve interpersonal conflicts between teachers and head teachers in the selected secondary schools of Lusaka Province?*

The teachers pointed out dialogue, mediation and communication as the most effective conflict management strategy used to manage interpersonal conflicts between them and their head teachers. The teachers further emphasised that the head teachers and other staff in management should go for conflict management courses in order to gain knowledge on conflicts and how to manage them.

One teacher stated that:

> *When you are in conflict with another person, it is better for the two of you to come together, try to understand each other and resolve the conflict. I was in conflict with the head over my constant late coming for work. It was only through dialogue that she got to understand my situation and the conflict was managed.*

4.5.3 Responses from heads of departments on the strategies used to manage interpersonal conflicts between teachers and head teachers.

Strategies cited by the Heads of Departments were dialogue, communication, mediation and collaboration.

Table 14 Distribution of responses from Heads of Departments on what management strategies are used to manage interpersonal conflicts between teachers and head teachers.

SCHOOL	RESPONSES
	Heads of Departments
School A	- Dialogue - Communication - Mediation
School B	- Dialogue - Communication
School C	- Collaboration - Dialogue
School D	- Dialogue - Communication
School E	- Dialogue - Communication
School F	- Dialogue - Communication
School G	- Mediation - Dialogue

Table 14 has shown strategies that are used to manage conflicts between teachers and head teachers and these are: dialogue, communication, collaboration and mediation.

One of the heads of departments stated 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 or at times the H.O.D. the head teacher feels the mediator cannot be of a lower position to him.*

4.5.4 Responses from Heads of Departments on the most effective strategies used to manage interpersonal conflict between teachers and Head Teachers.

Upon giving the strategies that are used to manage conflicts between teachers and head teachers, the Heads of Departments were asked about the most effective strategies used as this is in line with the research question: *What did the parties to conflict consider to be the most effective conflict management strategies used to resolve interpersonal conflicts between teachers and head teachers in the selected secondary schools of Lusaka Province?* The Heads of Department stated communication and dialogue.

4.5.3 Responses from head teachers on the strategies used to manage interpersonal conflicts between teachers and head teachers.

The head teachers from the seven secondary schools however outlined different management strategies such as: charging the teacher, confrontation, scolding at the teachers, mediation, dialogue and Collaboration. These responses have been shown in the table below.

Table 15 Distribution of responses from head teachers on what management strategies are used to manage interpersonal conflicts between teachers and head teachers.

SCHOOL	RESPONSES
	Head Teachers
School A	- Dialogue -Charge the teacher
School B	- Confrontation -Collaboration
School C	- Confrontation - Dialogue -Scolding at the teachers
School D	-Dialogue -Mediation
School E	-Dialogue
School F	-Confrontation -Dialogue -Mediation
School G	- Mediation -collaboration

Table 15 shows responses from head teachers on what management strategies are used to manage interpersonal conflicts and the exact responses were "mediation, confrontation, dialogue, scolding at the teacher, charging the teacher and collaboration."

4.5.4 Responses from head teachers on the most effective strategies used to manage interpersonal conflicts between teachers and head teachers.

The head teachers had to give the most effective strategies used as this is in line with the research question: *What did the parties to conflict consider to be the most effective conflict management strategies used to resolve interpersonal conflicts between teachers and head teachers in the selected secondary schools in Lusaka Province?* When asked on the most effective conflict management strategies used, five out of the seven head teachers prefer to use

dialogue whilst the other two head teachers stated collaboration.

4.5.5 Responses from DEBS and TSC on the strategies used to manage interpersonal conflicts between teachers and head teachers

The study further inquired from the DEBS and TSC on what management strategies are used to manage the conflicts between teachers and head teachers and their 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, dialogue and collaboration. These are shown in the table below.

Table 16: Distribution of responses from DEBS and TSC on what management strategies are used to manage interpersonal conflicts between teachers and head teachers

RESPONSES	
DEBS	**TSC**
- Promote usage of committees - Maintain government policy by giving teachers the working conditions	- Collaboration - Dialogue

Table 16 shows responses from the DEBS and TSC on what strategies are used to manage interpersonal conflicts between teachers and head teachers and the exact responses were: promote usage of committees, maintain government policy by giving teachers the working conditions, collaboration and dialogue.

4.5.6 Responses from DEBS and TSC on the most effective strategies used to manage interpersonal conflicts between teachers and head teachers

When asked on the most effective conflict management strategies that are used to manage the conflicts between head teachers and their teachers both the DEBS and the Chairperson of the TSC stated dialogue.

DEBS stated that:

> *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. In this way, managing the conflict is faster and does not disturb the smooth running of the school.*

4.6 Summary

This Chapter has presented the results of the study on management strategies of interpersonal conflicts between teachers and head teachers in Lusaka Province. 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 management strategies of interpersonal conflicts between teachers and head teachers. The results were presented in line with the four objectives set out in Chapter One of this dissertation.

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 Perception of the term conflict management

In order to establish the perception of the term conflict management, respondents who were teachers, Heads of Department, head teachers, DEBS and TSC were asked as to what they understood by the term conflict management.

5.2.1 Responses from teachers on the perception of the term conflict management

The study revealed that the teachers understood what the term conflict management meant. Their definitions were: ways of resolving misunderstandings, process were parties in conflict try to harmonise, resolving conflict and finding a solution to a misunderstanding. These definitions are in line with the definition by (De Bono, 1985) who defines conflict management as an attempt to resolve a conflict between two conflict parties. This is the definition that this study has used.

From the above definitions of the term conflict management given by the teachers, it was noted that they understood the term well and this made it easy for the researcher to carry on and ask further questions.

5.2.2 Responses from heads of departments on the perception of the term conflict management

The definitions from the Heads of Department were similar to those of the teachers and they defined conflict management as: processes were parties in conflict try to resolve a dispute, overcoming a conflict, how to resolve misunderstandings, resolving differences and reducing conflicts. These definitions are in line with the definition given by De Bono (1985), which states that conflict management is an attempt to resolve a conflict between two conflict parties. The HODs understanding of the term conflict management agrees with the teachers' definition of the term. From the definitions given by the Heads of Department, it shows that they understood what the term conflict management meant and the researcher was able to carry on with the interview.

5.2.3 Responses from head teachers on the perception of the term conflict management

Equally, the head teachers were asked about what they understood by the term conflict management and it was found that they all understood the meaning. The exact definitions were: how to anticipate possible ways of preventing conflicts, how to resolve misunderstandings between two parties, how to manage differences, process of stopping a conflict from escalating and resolving issues or trying to agree with each other. These definitions are in line with those given by the heads of departments and the teachers as well as the definition by (De Bono, 1985) which states that conflict management is an attempt to resolve a conflict between two conflict parties. This is the definition that has been used in this study.

There is evidence from the above definitions that the head teachers understood the meaning of the term conflict management which made it easier for the researcher to go with the interview.

5.2.4. Responses from DEBS and TSC on the perception of the term conflict management

Furthermore, the District Education Board Secretary and the Teaching Service Commission Chairperson were also asked on what they understood by the term conflict management, the responses were; how to deal with issues of divergent views in order to harmonise and a way of resolving conflict. The responses showed that they also understood the term as a process of resolving a conflict between two parties. This is in line with the definition by (De Bono, 1985) which states that conflict management is an attempt to resolve a conflict between two conflicting parties. This is the definition that has been used in this study. The definitions are also in line with those given by the teachers, the Heads of Departments and the head teachers. It can be deduced that the DEBS and TSC understood what is meant by the term conflict management.

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.

5.3 Causes of interpersonal conflicts between teachers and head teachers

There is consensus in literature that conflict is an ever-present reality in human relations, and there is no known institution that is exempt from it. This has been stated by Loomis and Loomis (1965). The causes of interpersonal conflicts between teachers and head teacher have been discussed below.

5.3.1 Responses from teachers on the causes of interpersonal conflicts between teachers and head teachers

The study found that there were several causes of interpersonal conflicts which could be broadly categorised as communication breakdown and ethical misconduct. Ethical misconduct included instances such as constant absenteeism from work, favouritism of some teachers by the head teacher, incompetence of the head teacher, constant late coming, female teachers dressing inappropriately, offering school places to undeserving pupils and use of vulgar language. Communication breakdown was noted in instances such as teachers being reminded constantly on what they were supposed to do, class allocations are not fairly done and responsibilities not being shared equally.

Incompetence of the head teacher 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 between them and their teachers in schools.

The findings of the Republic of Kenya (2001), further support the incompetence of head teachers as a cause of conflict between them and their teachers as they indicate that head teachers create conflicts in their schools because of applying wrong managerial skills in planning, budgeting and expenditure control. In some cases, head teachers do not apply proper use of accounting instructions provided by the Ministry of Education. This leads to misallocation of resources resulting in lack of essential commodities and services.

Gordon (1991), supports this view further and indicates that inexperienced head teachers sometimes run into serious problems when they fail to use their scarce resources properly. Meagre resources available in the school may be used on trivial projects while major ones were untouched.

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.

It should however be noted that causes such as classes not being allocated fairly, the use of vulgar language and offering school places by the head teacher to undeserving pupils were not cited in the literature reviewed from other countries. These were entirely new causes unique to the study site. Therefore, this study has added to literature on what causes conflicts between teachers and head teachers.

It is evident from the foregoing that teachers and head teachers have conflicts which have remained unsettled over time, this, however creates anxiety and stress which further intensifies existing conflicts. There is therefore need for the teachers and head teachers to try and avoid conflicts at all cost.

5.3.2 Responses from heads of departments on the causes of interpersonal conflicts between teachers and head teachers

The Heads of Department revealed that there were quite a number of causes of conflicts between the teachers and the head teachers and these were cited as: teachers having a negative work culture towards work, differences in class allocation, poor management strategies, late coming

for work by the teachers, not submitting teaching files, absenteeism from work and poor communication skills by management.

Poor management strategies and poor communication skills by management are in line with the findings by Rono (2001), who indicates that some head teachers display poor leadership qualities that creates conflicts between them and their teachers in the school. 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 will 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. Complaint, laxity, grumbling and fighting the head teacher characterizes their work. The head teacher will always be in the centre of blame. He or she will not get anything done without running into trouble with the teachers.

Kingala (2000), concurs with the above authors and indicates 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.

It was however noted that the literature review from other countries did not include causes such as: not submitting teaching files, differences in class allocation, absenteeism and late coming.

It was observed from responses by the Heads of Departments that the interpersonal conflicts between the teachers and head teachers were caused by both of them. Despite the heads of

departments being part of management, they were able to point out conflicts caused by the head teacher.

5.3.3 Responses from head teachers on the causes of interpersonal conflicts between teachers and head teachers

Similarly, the head teachers were asked to give their views of some of the causes of interpersonal conflicts between teachers and head teachers and related responses to that of Heads of Department. Responses from the Head Teachers of schools included negative work culture, lack of preparation for class lessons by teachers, absconding classes, lack of communication between management and the teachers, excessive use of force when teacher is wrong, teacher not rich in content, not submitting teaching files, failure to understand terms and conditions of service and teacher not going to class to teach. These responses still fall under the two ethical misconduct and communication breakdown.

Lack of communication has been supported by a study done by Rono (2001), who indicates that some head teachers display poor leadership qualities that create conflicts between them and their teachers in the school. However, most of these causes were note cited in literature reviewed from other countries, causes such as excessive use of force by the head teacher when the teacher was wrong, the teacher not rich in content, not submitting teaching files, absconding from classes, failure to understand terms and conditions of service and lack of preparation of classes by teachers.

The many causes cited by the head teachers confirmed that they had poor leadership qualities as they failed to compel teachers to do what they were supposed to do at the right time. As a result, conflicts keep on occurring in the school.

5.3.4 Responses from DEBS and TSC on the causes of interpersonal conflicts between teachers and head teachers

The key informants; District Education Board Secretary and Teaching Service Commission were also asked to give their views on some of the causes. It was also found that the District Education Board secretary (DEBS) was aware of the conflicts between teachers and head teachers in the selected schools. The DEBS attributed these conflicts to poor manning of schools by management as the causes of conflicts. The Teaching Service Commission (TSC) on the other hand was equally aware of the conflicts between teachers and head teachers but specifically noted the following as the causes: teachers having higher qualifications than the head teacher; and promotion of some teachers and others are being left out.

The poor manning of schools by management as attributed to by DEBS is in line with the study by Rono (2001), who indicates that some head teachers display poor leadership qualities that create conflicts between them and their teachers in the school. The causes cited by the Teaching Service Commission have not been highlighted in the literature reviewed from other countries.

The DEBS and TSC should play a role in ensuring that conflicts are avoided in the schools. They should visit the schools more frequently in order to monitor and ensure that the school is being run to the expected standards. They should be able to observe how teachers work such as checking their teaching files, if teachers are giving the pupils the correct content and trying to observe if the teachers and their head teachers report for work at the right time. In this way, conflicts between the teachers and head teachers will be reduced.

5.4 Effects of interpersonal conflicts between teachers and head teachers

The study explored a number of effects of interpersonal conflicts between teachers and head teachers. Major ones among them included: poor work relations among staff, teacher transfers, it brings about frustrations, poor academic performance and poor teacher performance.

5.4.1 Responses from teachers on the effects of interpersonal conflicts between teachers and head teachers

The teachers were asked to give their opinion on the effects of interpersonal conflicts between them and their head teachers. The following were the effects that most of them cited: teachers get demotivated, poor work relations among staff, teacher transfers, it brings about frustrations, poor academic performance and poor teacher performance, teacher releases anger on pupils, brings about tension and hatred making the school environment not conducive for teaching and learning. A research by Omboko (2006), in Nigeria found that conflicts between teachers and head teachers end up having either of them being transferred or sacked. This in line with one of the findings from selected schools in Zambia which states teacher transfers as one of the effects of conflicts between teachers and head teachers.

(Kirchoff and Adams, 1982), also pointed out frustration and demotivation as one of the destructive effects of conflicts. They further included stress, it brings about hostility, results in impaired or bad judgment, restricts freedom, it also influences other workers negatively, results in lack of confidence in the principal or administrator and lastly but not the least, it detracts from the attainment of goals and objectives.

Contributing to the adverse effects of conflict, Eccles and Irene (1995), assert that conflict between teachers and head teachers can lead to outright hostile or aggressive behaviour. They

explain that in some cases, the frustrated individual may show direct aggression against the other individual perceived to be the cause of the conflict. In other instances, Dodge (1962), says that aggression may be displaced towards a person who is not directly involved in the situation.

It should however be noted that poor academic performance and poor pupil performance were not indicated as effects of conflicts between teachers and head teachers in the literature review, so this research has brought out new findings on the effects of interpersonal conflicts between teachers and head teachers

The effects of interpersonal conflict between teachers and head teachers influence other teachers negatively. It was observed that these effects cause detraction from the attainment of goals and objectives in the school by both the teachers and those in management.

5.4.2 Responses from heads of department on the effects of interpersonal conflicts between teachers and head teachers

The effects cited by the heads of departments were similar to those stated by the teachers and these are: pupils results are poor, work is negatively affected, it impairs relations, teachers are demotivated, working environment not conducive, it brings about division among members of staff and poor performance by teachers. These effects of interpersonal conflicts between teachers and head teachers are in line with a study by (Saddaller, 1987) who states that the outcome of conflicts can be destructive and are rarely in the best interest of either party.

Filley (1975), further states that conflicts between the teachers and the head teachers often result in polarization of the school between those supporting the head teacher and those on the side of the teachers. No institution can function effectively or achieve its goals if the individuals are

polarized and working against each other. Any conflict situation is bound to inhibit the smooth running of the school and by extension its overall performance. This is in line with the findings of the research which states that conflicts bring about division among members of staff.

Kipyego (2009), further states that interpersonal conflicts can have positive or negative effects for the school set up, however, this depends upon the environment created by the manager as she or he manages and regulates the conflict situation.

It can be deduced from the discussion above that the Heads of Department view interpersonal conflicts between the teachers and the head teachers to always have negative impacts in the smooth running of the school. There is need for them to read more on conflict and try to understand what it entails. If teachers and the head teachers are in conflict, the heads of department are affected as they are part of management.

5.4.3 Responses from head teachers on the effects of interpersonal conflicts between teachers and head teachers

The head teachers of the seven selected schools were asked for their views on the effects of interpersonal conflicts between them and their teachers. Their views were in line with those given by the teachers and Heads of Department. These views included; poor pupil results, brings about aggression and tension, affects personal relationships between and among teachers as well as head teachers, pupils lose out and teachers get demotivated. However, one head pointed out that conflict did not always have negative effects; they also had a positive side to them. They at times brought about an improvement in the delivery of service and the work system would be made perfect.

Nevertheless, it can be underscored that the findings brought out by this research showed both the negative and positive effects of conflicts, as was the study by Filley (1975), in which he outlined some positive effects of conflicts. He states that, when two parties who respect each other face a conflicting situation, the conflict resolution process may help in clarifying the facts and stimulating a search for mutually acceptable solutions. He further noted that the performance and cohesion of each party is likely to improve. In a conflict situation, an opponent's position is evaluated negatively, and group allegiance is strongly reinforced, leading to increased group effort and cohesion. Another positive effect of conflict is that the relative ability or power of the parties involved can be identified and measured.

Filley (1975), stated some negative effects of conflicts between the teachers and the head teachers which often result in polarization of the school, those supporting the principal and those on the side of the teachers. No institution can function effectively or achieve its goals if the individuals are polarized and working against each other. Any conflict situation is bound to inhibit the smooth running of the school and by extension its overall performance.

However, despite the interpersonal conflicts between teachers and head teachers having positive effects, the negative effects overshadow the positive ones. This in turn reduces the commitment of teachers, administrators as well as the pupils and at the end of it all, the whole purpose of education is defeated.

5.4.4 Responses from DEBS and TSC on the effects of interpersonal conflicts between teachers and head teachers

Furthermore, the District Education Board Secretary and the Teaching Service Commission brought out poor academic performance by pupils, teachers are demotivated, poor teacher

performance and brings about stress and frustration which results in poor work relations as effects of these conflicts. This in line with a study conducted by Wattam(2005), who stated that most people have ample evidence that conflict often produces harmful results because some people have a very low tolerance for disagreement whether it is a result of family background, cultural values or personality characteristics and that interpersonal conflict drains their energy and demoralizes them.

It can be alluded to that conflicts in the workplace affects the emotional as well as physical wellbeing of teachers and management. The distortion in form of anger, fear, distrust or resentment is bound to negatively affect the productivity of both the teachers and head teachers. These conflicts strongly lower the morale of the teachers.

It can then be concluded that conflicts affect the accomplishment of the schools goals and objectives due to their attending stress, hostilities and other undesirable factors when poorly managed. The issue of conflict management then becomes paramount for goal accomplishment in the school environment.

5.5 Conflict management strategies used and the most effective ones

The existence and prevalence of such conflicts and their traumatic effects cannot be ignored. It needs to be controlled and resolved because, when this mutual hostility is not resolved, the effect is disharmony and the absence of peace. Managing is an act of finding a solution to problems or a conflict. Conflict management strategy, therefore, is a method desired to develop peaceful means of amicably ending a state of conflict (Burton, 1990).

5.5.1 Responses from teachers on the strategies used as well as the most effective ones used when managing interpersonal conflicts between teachers and head teachers

The most effective management strategies as highlighted by the teachers were: communication, dialogue and mediation. Avoidance, confrontation and collaboration are other strategies used but not considered effective.

Literature reviewed by Ndlovu (2006), stated avoidance as one of the management strategies used. He further stated that the avoiding strategy refers to low assertiveness and low cooperation. Many times people will avoid conflicts out of fear of engaging in a conflict or because they do not have confidence in their conflict management skills. Times when the avoiding mode is appropriate are when you have issues of low importance, to reduce tension, to buy some time, or when you are in a position of lower power. In a related research by Abdul (2013), he gave avoidance as one of the strategies used to manage conflicts between teachers and head teachers. The strategy identified by Meyer (1994), was effective communication which he described as the best because it would make the parties in conflict aware of the kind of communication which could lead to problem solving. This is in line with responses from the teachers. However, the teachers identified dialogue as the best possible conflict management strategy that was used and should be used to manage interpersonal conflicts between teachers and head teachers.

There is therefore need to use the right conflict management strategy to manage conflicts as there are a variety of them. This will help to manage conflicts effectively so that they do not occur over again.

5.5.2 Responses from Heads of Department on the strategies used as well as the most effective ones used when managing interpersonal conflicts between teachers and head teachers

The Heads of Department identified dialogue and communication as the most effective conflict management strategies used to manage interpersonal conflicts between teachers and the head teacher. They further pointed out collaboration, mediation and avoidance as strategies that were also used to manage conflicts between teachers and head teachers.

In line with this study, the strategy identified by Meyer (1994), was effective communication which he described as the best because it would make the parties in conflict aware of the kind of communication which could lead to problem solving. Dzurgba (2006), 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. Avoidance is not a successful method for achieving a long-term solution since the original cause of the conflict remains (Tunner, 1983).

It can be deduced that responses from the Heads of Department did not bring out any new management strategies of interpersonal conflicts other than the ones cited in the literature review. Heads of department should try and come up with a variety of management strategies that could be used because they are part of management as conflicts between the teachers and the head teachers directly affect them.

5.5.3 Responses from head teachers on the strategies used as well as the most effective ones used when managing interpersonal conflicts between teachers and head teachers

The study further revealed responses from the head teachers on how conflicts between them and their teachers are managed. The head teachers outlined a number of these strategies and these

are: dialogue, charging the teacher, confrontation, collaboration, scolding at the teacher and mediation.

These findings are in line with many other studies which show the types of management strategies used to resolve conflicts between teachers and head teachers as well as the most effective ones.

The strategy that the head teachers find to be most effective is dialogue; this is in 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, Miller (2003), saw mediation as the intervention of a third party. The objective is to help parties to a conflict within an environment of controlled communities to reach a solution to their problems. Umstot (1987), listed four styles that could be used to manage or resolve conflicts as: avoiding, accommodating, compromising, and collaborating.

Umstot (1987), contended that when choosing a conflict resolution strategy, the first decision to make is whether to confront or avoid the conflict or not. According to him, there are times when conflict arises and one would want to put off acting upon it. A research by Tosi, (1986), suggested four ways of managing conflicts, namely competition, collaboration, compromise, avoidance or accommodation. The strategy identified by Meyer (1994), was effective communication which he described as the best because it would make the parties in conflict aware of the kind of communication which could lead to problem solving.

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.

The head teachers brought out new conflict management strategies such as charging the teachers and scolding at them. This is meant to instil 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 between themselves and the teachers such as improving organizational practices and this could be done through reducing vagueness, minimizing authority and domain-related disputes, improving policies, procedures and rules, re-apportioning existing resources or adding new ones and changing reward systems.

5.5.4 Responses from DEBS and TSC on the strategies used as well as the most effective ones used when managing interpersonal conflicts between teachers and head teachers

The DEBS and TSC stated that the interpersonal conflicts between the teachers and the head teachers are managed by maintaining government policy. This is done by availing the teachers as well as the head teachers with the terms and conditions of service. This is very important as they

will be able to know what should be done rightly and the consequences of not following the rules in the teaching service as most of the causes of these conflicts are work related.

The other strategy suggested is the use of the collaboration style. The collaborating mode is high assertiveness and high cooperation. 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 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. This is in line with the views of the Teaching Service Commission.

Dialogue is yet another strategy that that TSC pointed out as a way that is used to manage conflicts between the teachers and head teachers. This is 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. The DEBS noted that conflicts are all of a different nature and they should be managed using different strategies which would suit the conflict situation. The DEBS and TSC stated that dialogue is one of the best strategies that has been used to manage interpersonal conflicts between teachers and head teachers.

The findings from the DEBS and TSC signify that there is little they are doing to help with the conflict between teachers and their head teachers. They only suggested few strategies despite acknowledging the many conflict situations they have to deal with. It is one of the goals of the TSC as well as the DEBS to ensure that schools have a conducive teaching and learning

environment as conflicts can have devastating effect and defeat the whole purpose of teaching and learning.

5.6 Summary

This Chapter has discussed the major findings of the study. The next and last chapter will draw conclusions to the study and provide recommendations on the management of interpersonal conflicts between teachers and head teachers.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The preceding Chapter presented the major findings of the study. The present Chapter will draw conclusions to the study, provide recommendations on the interpersonal conflict management between teachers and head teachers and make further suggestions.

6.2 Conclusion

The purpose of this study was to establish management strategies used to address interpersonal conflicts between teachers and head teachers in selected secondary schools of Lusaka Province. The study further sought to establish the perception of the term conflict management, identify the causes of interpersonal conflicts between teachers and head teachers, explore their effects and determine the most effective conflict management strategies used when managing interpersonal conflicts between teachers and head teachers in selected secondary schools of Lusaka Province.

The study showed that the respondents understood the term conflict management as ways used to resolve a conflict between two conflicting parties. Causes of the interpersonal conflicts between the teachers and the head teachers were said to be incompetence of the head teacher, absenteeism, late coming for work by teachers, not submitting teaching files, unsatisfactory class allocation, 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.

The effects of the interpersonal conflicts were said to be: demotivation of teachers, poor work relations among staff, teacher transfers, bringing about frustrations, poor academic performance and poor teacher performance, teacher releases anger on pupils, brings about tension and hatred making the school environment not conducive for teaching and learning and bringing about division among members of staff.

Different management strategies are however being used to manage interpersonal conflicts between teachers and head teachers and these are: dialogue, scolding at the teacher, communication, avoidance, confrontation, maintaining government policy, collaboration, mediation and charging the teacher.

After a careful analysis of the findings in the light of the study purpose, the researcher is of the view that conflicts between the teachers and head teachers will continue to exist if they are not managed effectively, a number of management strategies cited in the literature and have worked elsewhere are not being used in the sampled schools which include the following:

- The compromising style.

- The use of strategies such as non-attention, physical separation and limited interaction, creating a super-ordinate goal, use of the smoothing, integrating and obliging styles.

- Designing economic incentives that all teachers can benefit from as well as providing meaningful feedback in a constructive manner on a regular basis.

- The use of structural changes which occur when the school changes how it functions or operates. Structural changes can alter past trends or theories on how the school is run.

It was also clear from the study that there was no use of job rotation, the teachers and head teachers lacked commitment to the management of productive conflict, in order to ensure that conflict did not become destructive.

6.3 Recommendations

In the light of the major findings above, the following recommendations are being proposed on how conflicts between the teachers and head teachers could be managed effectively.

   i. The Curriculum planning experts and Teacher Education authorities in the Ministry of Education should include a course on management of conflicts in the secondary school teacher preparation programmes. This will enable the head teachers and teachers to use different techniques of conflict management so that they will apply the appropriate ones when the need arises.

   ii. It is further recommended that head teachers should also be encouraged to adopt a compromising style for conflict management as well as the use of strategies such as non-attention, physical separation and limited interaction,

   iii. The District Education Boards Secretaries should organize seminars and workshops aimed at improving rapport between head teachers and their staff and building good working relations between them. They should also organize workshops for head teachers when appropriate to enable them acquire or improve their leadership skills and conflict resolution strategies so as to improve their managerial effectiveness. The facilitators of the workshops should do follow ups to ensure that whatever they have imparted are being implemented.

iv.   The Ministry of Education should form conflict resolution teams in the district to assist schools adopt existing official conflict resolution strategies for resolving conflict in schools before it adversely affects teaching and learning

v.   Teachers and the school heads should be made aware of the long and short term negative effects of conflict on teaching and learning. This can be done through discussions at PTA meetings and teacher group meetings in schools. In this regard, head teachers should be vigilant and effectively monitor teachers at work.

vi.   Note books, pens and materials that teachers need to discharge their obligatory duties such as preparation of lesson notes must be provided at the right time to reduce conflict between teachers and their heads.

vii.   These findings would be made available to the Ministry of education and extracts published to make the information available to schools and the general public to learn from.

Interpersonal conflicts between teachers and head teachers in secondary schools in Zambia would be managed better depending on how fast and effectively the above recommendations are put into place. Without such measures of managing interpersonal conflicts between teachers and head teachers, conflicts between them will continue to exist and affect the smooth running of the school.

6.4 Suggestions for further research

The field of conflict management is still a virgin area for research in relation to Zambian schools. As such, this study on management strategies of interpersonal conflicts between teachers and head teachers in selected secondary schools in Zambia is by no means exhaustive. Further research may therefore be conducted on the following topics:

1. Conflicts in Primary schools and its effects on teaching and learning: A case of Lusaka District or other districts.

2. Interpersonal conflict management strategies in private schools in Lusaka Province.

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APPENDICES

Appendix A

FOCUS GROUP DISCUSSION GUIDE

TEACHERS AND HEADS OF DEPARTMENTS

MANAGEMENT STRATEGIES OF INTERPERSONAL CONFLICTS BETWEEN TEACHERS AND HEAD TEACHERS

Good morning, my name is Maureen Sompa. I am very pleased you have agreed to meet me today.

We are here to talk about management strategies of interpersonal conflicts between teachers and head teachers. The discussion we are going to have is called a focus group. For those of you who have never participated in one of these sessions, I would like to explain a little bit about this type of research.

Focus groups are used to gather information informally from a small group of individuals who have a common interest in a particular subject. In focus groups, there are no right or wrong answers; I would like to hear from everyone in the room.

I am pleased you can be part of this group because I think you have important ideas regarding the management strategies of interpersonal conflicts between teachers and head teachers. Don't hesitate to speak up when you have a point you would like to make.

I will record this discussion as well as take notes. I like to follow what is being said and then go back later to review what you said again so I can accurately convey your ideas and opinions.

Question one: What do you understand by the term conflict?

Question two: What do you understand by the term conflict management?

Question three: How would you describe relations between teachers and management in the school?

Question four: Have there been cases of conflict in the school?

Question five: Between which officers does conflict occur in your school?

Question six: What are some of the common causes of interpersonal conflicts between teachers and head teachers in your school?

Question seven: What are some of the effects of interpersonal conflicts between teachers and head teachers in your school?

Question eight: What interpersonal conflict management strategies are used to manage conflicts between teachers and head teachers?

Question nine: What are the most effective interpersonal conflict management strategies used when resolving conflicts between teachers and head teachers?

Question ten: Please give two encounters (conflict case) you have had/you know of with the head teacher and the teachers.

Question eleven: Were these conflicts resolved to your satisfaction? State reasons.

Question twelve: Suggest strategies which you believe would resolve conflicts between teachers and head teachers better.

Question thirteen: Have you had any opportunity to attend Courses in Conflict Management?

Appendix B

Interview guide (head teacher)
1. How are relations among staff in this school?
2. How about between teachers and pupils?
3. How would you describe relations between you and your teachers in the school?
4. What do you understand by the term conflict?
5. What do you understand by the term conflict management?
6. What are the causes of interpersonal conflicts between teachers and your office in your school?
7. State the common types of conflicts that have happened between your office and teachers in your school.
8. What are the effects of interpersonal conflicts between teachers and your office in your school?
9. What interpersonal conflict management strategies have you used with your teachers?
10. Which interpersonal conflict management strategies that have been used when resolving conflicts between teachers and your office have you found most effective?
11. Please give two encounters (conflict case) you have had with teachers.
12. How did you resolve these?
13. What is the frequency of occurrence of conflict between you and the teachers in your school?
14. Have you had any opportunity to attend Courses in Conflict Management?
15. Do you record any of these conflict experiences with teachers in any document?

Interview guide (DEBS and TSC)

1. What do you understand by the term conflict management?
2. Are you aware of any interpersonal 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 interpersonal conflicts between teachers and head teachers in secondary schools?
5. What are the effects of interpersonal conflicts between teachers and head teachers in secondary schools?
6. What are the interpersonal conflict management strategies used when resolving conflicts between teachers and head teachers in secondary schools?
7. What are the most effective management strategies for minimizing conflict between teachers and head teachers in secondary schools?
8. What is the frequency of occurrence of conflict between teachers and head teachers in secondary schools?
9. Please give two conflict cases you have had to handle.
10. Are secondary school heads and teachers trained in conflict management?
11. What is the role of the Teaching Service Commission/District Education Boards Secretary in conflict management in secondary schools?
12. What is the role of the government in stemming down the rate of conflicts in Secondary school?