



**KNOWLEDGE AND UTILIZATION OF ATTITUDE MANAGEMENT IN
INTERPERSONAL CONFLICTS AMONG POLICE GRADUATES OF LILAYI
TRAINING COLLEGE IN LUSAKA URBAN DISTRICT**

BY

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UNZA/ZOU

Lusaka

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**A dissertation submitted to the University of Zambia and Zimbabwe Open University in
partial fulfillment of the requirements for the award of the degree of Master of Science in
Peace, Leadership and Conflict Resolution.**

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DECLARATION

I, Chilufya Musuku Wanchinga, declare that this dissertation on Knowledge and Utilization of Attitude Management in Interpersonal Conflicts among Police Graduates of Lilayi Training College in Lusaka Urban District is my work and that the sources of all materials referred to have been specifically acknowledged and that the project has not been submitted to any other institution for the application for an academic award.

Signed.....

Date.....

DEDICATION

I dedicate this work to my dear wife Lynette Hambulo Wanchinga and our children, David, Mwiche Gracious, Joshua and Jeremiah Wanchinga.

CERTIFICATE OF APPROVAL

This dissertation by Chilufya Musuku Wanchinga is approved as a partial fulfillment of the requirements for the award of the degree of Master of Science in Peace, Leadership and Conflict Resolution for the University of Zambia and Zimbabwe Open University.

Examiners' Name and Signatures:

| Name | Signature | Date |
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ABSTRACT

This study investigated the knowledge and utilization of attitude management in interpersonal conflicts among police graduates of Lilayi Police Training College in Lusaka District. The objectives of the study were to determine the level of knowledge of Police Officers on conflict attitude management; establish police officers utilisation of attitude management when addressing conflicts in the work environment; establish the challenges faced by police officers when addressing conflicts in the work environment; establish whether attitude management is a component of conflict management training at Lilayi Police College. A descriptive survey design was adopted with a population of all police officers trained from Lilayi Police Training College based in Lusaka District. Purposive sampling was employed sampling 23 respondents comprising 2 senior management officers from the Training Department at Zambia Police Headquarters, 3 senior training officers at Lilayi Police Training College, 9 middle management officers (3 from each police station) trained at Lilayi Police College and 9 junior officers (3 from each police station) trained at Lilayi Police Training College selected from Central Police Station, Emmasdale Police Station and Kabwata Police Station in Lusaka District, as they are leading police stations in terms of human resource strength, wide geographic jurisdiction and high traffic of cases handled by the officers and therefore the data collected is fairly representative of the 14 police stations in Lusaka Urban District. The data was collected using semi structured interviews with all the respondents. The findings showed that the 18 police officers based at Central Police Station, Emmasdale Police Station and Kabwata Police Station had inadequate knowledge of attitude management when dealing with conflict. Analysis of the significant portion of the respondents showed an inadequate understanding of conflict as a normal part of social life and viewed it as something negative. The findings also revealed that attitude management is not part of the conflict management curriculum at Lilayi Police College. The training officers and those in the training department at Police Headquarters felt that attitude management should be included in the training programmes offered in-house and at the initial training at Lilayi Police Training College. It was therefore concluded that police officers had inadequate knowledge of attitude management when addressing conflict in the work environment. Police officers often work in situations of conflict and hence there was a need for more effective approaches to handling conflict. The study recommended that: the Government of the Republic of Zambia is to make a policy direction towards ensuring that Police Officers are effective conflict managers with a strong grasp of attitude management in order to be better placed to provide policing services that uphold democratic and human rights principles; the Zambia Police Service High Command should be made to appreciate the significance and ramifications of attitude management in resolving interpersonal conflict in the work environment; training content for Police Officers should be redesigned to cover the subject of attitude and its relationship with effective conflict management both at the initial training of officers and during in-house refresher programs.

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ACRONYMS

| | |
|-------------|--|
| BSAC | British South Africa Company |
| GRZ | Government of the Republic of Zambia |
| SPOM | School of Public Order and Maintenance |
| UNZA | University of Zambia |
| ZPS | Zambia Police Service |
| ZOU | Zimbabwe Open University |

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 Introduction

This chapter presents information on the background, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation of the study, delimitation of the study, operational definitions of terms, organization of the study and the theoretical framework.

1.1 Background

The Zambia Police Service (ZPS) is established under Article 193 of the Constitution of Zambia (Amendment) Act, No. 2 of 2016 Chapter 1 of the Laws of Zambia and its functions are therein outlined as follows:

- (a) protect life and property
- (b) preserve peace and maintain law and order
- (c) ensure the security of the people
- (d) detect and prevent crime
- (e) uphold the Bill of Rights
- (f) foster and promote good relations with the Defence Force, other national security services and members of society and
- (g) perform other functions as prescribed by law.

The Zambia Police Act Chapter 107 further provides for the organisation and actual functioning of the ZPS.

The history of policing in Zambia traces back to the days of the British South Africa company (BSAC) in 1891 which was primarily concerned with the protection of its mining interests. BSAC first organized armed forces comprising officers seconded from the British regiment which was based in South Africa and Southern Rhodesia. In the 1900s, Northern Rhodesia region, the

responsibility of maintaining law and order evolved to be shouldered by the Northern Rhodesia Police Force which later became the Zambia Police Force.

In 1994 the government commenced police reforms by strengthening the human rights component and introducing a policing system with a community service outlook but constitutionally remained a Police Force. After several decades of constitutional amendments, in 2016 the constitution was amended and rebranded the Zambia Police Force to ZPS. The philosophy behind the rebranding of ZPS is to conform to the ongoing reforms to have modern police that is people and service centered under a human rights-based approach. The Philosophy of service centered policing is the framework under which inspiration for the research is being drawn to work towards addressing interpersonal conflicts within the policing system so as to improve its overall service delivery.

Now that ZPS is a service-based system there is a demand for police officers to be effective interpersonal conflict managers, hence, there is a need for police officers to understand attitude management and effective utilization of attitude management in interpersonal conflicts in the work environment. There is no known study done in Zambia on attitude management in interpersonal conflicts in the work environment. The study therefore investigates the knowledge of Police officers in utilizing attitude management in interpersonal conflicts in the work environment.

Police officers often work in an environment of inter personal conflict, whether in the office dealing with fellow officers or interviewing suspects of crime or when in the field dealing with violent criminals or violent protestors.

Interpersonal conflict is a very normal part of human coexistence. Whenever two or more people have come together power dynamics come into play. These power dynamics are inherently conflictual. According to Nancy Van Pelt (2000) 'Many psychologists consider occasional conflict a sign of a healthy, fulfilling relationship'. What is key is how conflict is managed, a wrong management of conflict results in destructive outcomes and a correct management of conflict results in positive outcomes.

Attitudes play a central role in the management of a conflict. Attitudes inform perspectives and perspectives determine the approach to a conflict. The Oxford Advanced Learners Dictionary (2008) defines an attitude as “a way of thinking or behaving”. Maxwell (1993) postulates that “our attitude is the primary force that will determine whether we succeed or fail. He further states “For some, attitude presents a difficulty in every opportunity; for others it presents an opportunity in every difficulty. Some climb with a positive attitude, while others fall because of a negative perspective. The fact that attitude ‘makes some’ while ‘breaking others’ is significant enough for us to explore its importance.”

When a person consciously or unconsciously manages his or her attitude towards a conflict that determines the approach one is taking towards that conflict. A positive attitude perceives a conflict as a healthy and good phenomenon from which good outcomes in the form of solutions or benefits can be obtained. A negative attitude on the other hand perceives a conflict as a negative event, as a threat to the status quo.

Several writers have written on how an attitude either heightens a conflict or reduces it or even quenches it out altogether. Covey (2011) writes that “In a conflict, we are used to thinking in terms of ‘my way’ or ‘your way’. People with a synergy mindset (positive attitude) co-opt both sides or simply move beyond this narrow thinking toward a third alternative”.

A police officer with a positive attitude is therefore able to manage conflicts in the work environment in such a way as to produce positive outcomes such as strengthened relationships and innovative solutions to problems. Conversely, a police officer with a negative attitude towards conflict will escalate the conflict and generate negative outcomes such as broken relationships and unresolved problems. It is therefore cardinal for police officers to know how to manage their attitudes as this will in turn have a bearing on how they manage interpersonal conflicts which in turn has a bearing on the performance of the ZPS in general. Lack of appreciation of the significance of attitude management is one of the key reasons why conflicts in the work environment has often led to broken work relationships, unresolved problems and mishandling of confrontational members of the public and in general underperformance.

There is a plethora of research on conflict management as well as on the significance of attitudes in the conflict management process. However, there is a literature gap in Zambia on how well

police officers know about attitude management and its application to the management of conflicts in the work environment. This knowledge is required because it is important to have a diagnosis of the problem so that a remedy can be sought in order to re-educate or train officers to utilize attitude management in the management of conflicts in the work environment. It is for this reason that this study will assess the level of knowledge of police officers in Lusaka on attitude management and how they utilize attitude management when addressing conflict in the work environment and to make possible recommendations on how to utilize attitude management when handling conflict in the ZPS.

1.2 Statement of the Problem

Despite police officers undergoing rigorous training aimed at producing disciplined and professional officers, interpersonal conflicts continue to be a challenge in the offices as well as in the field resulting in inappropriate decisions and actions. If the issue of attitude management is not adequately appreciated by police officers, it will continue to affect their competence in handling conflicts of diverse kinds which in turn will reflect negatively on the performance of ZPS as an organization both internally and externally.

Research has been conducted on conflict management in Zambia and the world at large, nevertheless, there is no known study in Zambia that has been conducted specifically on knowledge of attitude management of police officers in Lusaka District and how they utilize attitude management when dealing with conflicts in the work environment. This has left a vital knowledge gap in the efforts to appreciate how attitude management can enhance the quality of conflict management in the ZPS whose natural function entails dealing with interpersonal conflict. Conflict management approaches and skills evolve with modern challenges in the context of conventional thinking and norms, hence this study.

1.3 Purpose of the Study

The purpose of this study therefore was to investigate the knowledge of police officers trained at Lilayi Police Training College in Lusaka District on attitude management and how they utilize attitude management when addressing conflicts in the work environment.

1.4 Research Objectives

The objectives of the study are three:

1. Determine the knowledge of Police Officers on conflict attitude management.
2. Establish police officer's attitudes when addressing conflicts in the work environment.
3. Establish the challenges faced by police officers when addressing conflicts in the work environment.
4. Establish whether attitude management is a component of conflict management training content at Lilayi Police Training College.

1.5 Research Questions

This study seeks to answer the following questions:

1. What is the knowledge of police officers on conflict attitude management?
2. What attitudes do police officers have when managing conflict in the course of their duties?
3. What are the challenges faced by police officers when addressing conflicts in the work environment?
4. Is attitude management a component of the conflict management training content at Lilayi Police Training College?

1.6 Significance of the Study

The significance of the study is that it could contribute to policy direction within the framework of the police being a service. The research may also be a resource to advise the ZPS administration on the importance of identifying gaps and challenges with police officers appreciating and utilizing attitude management as a component of the conflict resolution process. The research may further awaken police officers to this component of conflict management which could have been forgotten over time or perhaps missed out altogether for one reason or another during police training, thus it may raise a need for the police administration to re-emphasize or redesign the training curriculum to better strengthen the ability of police officers to handle conflict in the work environment. Finally, in view of the fact that Zambia is a democratic state, the research may have a bearing on shaping government policy aimed at reforming the ZPS to operate in line with modern democratic and human rights principles.

1.7 Limitation of the Study

The limitations that could be encountered in this research could be that police officers may be reluctant to fully and openly share their views and experiences on conflict or violence due to the general sensitivity of the subject matter. Such a possibility may result in critical information not being captured. Therefore, generalizations of the findings should be done with caution as the results may not represent the precise or actual views of the respondents.

1.8 Delimitations of the Study

This study will be conducted by interviewing selected police officers in Lusaka Urban district. Lusaka is a district in Lusaka province in the Republic of Zambia in Southern Africa. The district is further divided into two administrative jurisdictions namely Lusaka Urban and Lusaka Rural.

1.9 Operational Definitions

Attitude management: The process of identifying attitudes and reconstructing negative attitudes to positive attitudes.

Conflict Attitude Management: Management of one's attitude toward inter-personal conflict situation.

Work environment: The place of work for police officers and includes interactions of police officers among themselves as well as with members of the public, both in the office environment as well as in the field.

Inter Personal Conflict: This is when two or more individuals become at variance on an issue.

Managers of conflict: This refers to a person resolving a conflict and may include a party to a conflict.

1.10 Theoretical Framework

The research will be based on the Theory of Cognitive dissonance as articulated by Festinger, L (1957). Cognitive dissonance refers to a situation involving conflicting attitudes, beliefs or behaviors. This produces a feeling of discomfort leading to an alteration in one of the attitudes, beliefs or behaviors to reduce the discomfort and restore balance, for example, when people smoke (behavior) and they know that smoking causes cancer (cognition), they are in a state of cognitive dissonance.

Cognitive dissonance is one of the theories of Cognitive Consistency which states that behavior which is at odds with an established attitude demands change.

Cognitive Consistency Theory proposes that people are motivated to change and act consistently with their beliefs, values, and perceptions when there is psychological inconsistency or disagreement between two pieces of information. The conflict between the inconsistent factors produces dissonance. The person begins to doubt previously held rationales, beliefs, or values. These doubts produce uncomfortable feelings and may interfere with the ability to act. The pros and cons of each factor are examined. The resolution of the dissonance occurs when one factor is seen as more attractive than the other. According to Haber, Leach, Schudy & Sideleau (1982) prior to the resolution of the dissonance, the dilemma between the conflicting factors prevents action. When dissonance is resolved, the person is better able to act in accordance with the more attractive factor because beliefs, values, and perceptions agree with the behavior.

According to Jones (1976) of all the cognitive consistency theories, none has had more influence on researchers and subsequent theories than Festinger's (1957) cognitive dissonance theory. He postulates that a conservative estimate suggests that at least 1,000 articles have been published in which researchers present data bearing upon the theory and their own revisions of the theory and that many eminent scholars agree that cognitive dissonance theory is "the most important development in social psychology to date. Along the way, the theory has been hailed for its elegant simplicity, and its powerful range of utility (Collins 1992). It has however, been criticized for its lack of specificity (Lord 1992; Schlenker 1992).

This research finds its ground within the framework of the cognitive dissonance theory because the research is focused on the attitudes and perceptions of interpersonal conflict by police officers in the work environment. The assumption is that police officers have attitudes values and beliefs about interpersonal conflicts and if the perception of interpersonal conflict is negative, this negatively affects the outcomes of interpersonal conflict. When a conflict arises, it is generally perceived as a threat to one's goals, values, ego, and sense of control hence producing cognitive dissonance. So, based on the theory of cognitive dissonance if police officer's perception of interpersonal conflict is negative generally it is predicted that they will resort to defensive responses in order to convince themselves that they are in the right at the expense of trying to fully understand the other party. The explanation for this according to the theory is that their

attitudes, values and beliefs entail that a police officer ought to be in charge, in control, respected, alert, knowledgeable and therefore interpersonal conflict with a subordinate officer or a member of the public is likely to appear to challenge their attitudes, values and beliefs and produce dissonance. Unless, the officer has a positive perspective of conflict the officer is likely to be defensive and mishandle the conflict. The natural response to dissonance is to become defensive, but the through positive information, the dissonance can be resolved with positive information, which is retraining of personnel.

The research therefore seeks to validate the theory with regard to police officer's attitudes towards interpersonal conflict in the work place. If the findings are affirmative, then there will be a requirement to recommend to the police administration for the need to reshape the thinking of police officers concerning their approach to interpersonal conflict in the work place.

Police Officers like any other human being have attitudes which they learn or acquire through life experiences. Attitudes inform human perspectives; perspectives determine how a conflict is approached. By positively managing attitudes, inter personal conflicts can be approached with optimism with a view to synergize resulting into positive outcomes, innovation and solutions to problems, while poorly managed attitudes lead to negative perspectives which in turn results into poor interpersonal conflict outcomes. Attitude management is therefore key in determining the outcomes of interpersonal conflicts.

This study seeks to establish the level of knowledge of police officers on conflict attitude management, what attitudes do police officers have when managing conflict in the course of their duties and what is the extent to which attitude management as a component of conflict management is part of the training content at Lilayi Police Training College?

1.11 Summary of Introduction

This chapter presented the introduction to the study by outlining the following features; the background to the study, statement of the problem, purpose of the study, limitations of the study, delimitation of the study, operational definitions and organization of the study. The chapter that follows provides a review of relevant literature to the problem under discussion.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The researcher used the literature review as a tool for discovering inconsistencies, gaps and contradictions in the studies that have been carried out by various authors. The literature was also used to summarise and integrate previous work and to offer support for future inquiries. There was a dearth of literature concerning attitudes and conflict management which was reviewed.

The review of literature is presented under the following themes: Attitudes, attitude change and management, attitude change and conflict, interpersonal conflict in the work environment and conflict management, African indigenous and endogenous approaches to conflict resolution and finally summary of literature review.

2.1 Attitudes

Attitudes have long been considered a central concept of social psychology. In fact, according to Manis (1985) early writers have defined social psychology as the scientific study of attitudes. Allport (1935) once contended that the attitude concept was ‘the most distinctive and indispensable concept in contemporary social psychology’.

Jeffrey Pickens (2011), defined an attitude as a mindset or a tendency to act in a particular way due to both an individual’s experience and temperament. Allport (1935) defined an attitude as a mental or natural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual’s response to all objects and situations to which it is related.

A decade later, Krech and Crutchfield (1948) wrote, "An attitude can be defined as an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world" (p. 152). According to Eagly and Chaiken (1998), an attitude is “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor”. These definitions emphasize the enduring nature of attitudes and their close relationship to an individuals' behavior. Typically, when we refer to a person’s attitudes, we are trying to explain his or her behavior. Attitudes are a complex combination of things we tend to call personality, beliefs, values, behaviors, and motivations.

According Pickens (2005) an attitude includes three components: (1) An affect (a feeling). (2) Cognition (a thought or belief) and (3) behavior (an action). As an example, we understand when someone says, “She has a positive attitude toward work” versus “She has a poor work attitude.” When we speak of someone’s attitude, we are referring to the person’s emotions and behaviors.

Attitudes have different functions. According Nordlund (2009) at least four different functions have been identified. Attitudes have a knowledge function, which resembles the schema concept, i.e. schemas as required to make sense out of experiences. Attitudes further enable a person to maximize rewards and to minimize punishments, which is inherent in an adjustment or utilitarian function. Attitudes also have an ego-defensive function, in that people are able to protect themselves from unpleasant realities. Attitudes finally enable people to express their personal values and self-concept, i.e. attitudes have a value-expressive function.

According Eagly and Chaiken (1993) to Attitudes therefore enable individuals to adapt to their environment and the relation between attitudes and behavior is argued to be best understood by placing attitudes in the context of other psychological factors, such as values, and norms, which determine behavior. Attitudes help us define how we *see* situations, as well as define how we *behave* toward the situation or object. According to Maxwell (1993) our attitude determines our approach to life. In another book Maxwell (2006) refers to W. Clement Stone as saying there is little difference in people, but that the little difference makes a big difference. That the little difference is attitude and that the big difference is whether it is positive or negative.

According to Manis (1985) attitudes are predominantly a matter of affective evaluation. They represent the evaluations (positive or negative) that we associate with diverse entities. Attitudes are typically assessed through a direct inquiry procedure in which respondents are essentially asked to indicate their evaluative reaction (like-dislike, and so on) to something or someone. He further states that a number of indirect measurement procedures have also been developed but these are sometimes too difficult to apply and have not been widely utilized.

Some theorists such as Pickens (2005) have argued that attitudes should not be defined solely in affective or evaluative terms suggesting that attitudes are normally found in combination with related cognitive and behavioral components. However, Jones and George (2014) state that contemporary researchers have preferred to focus on the evaluative aspect of attitudes judging from the assessment procedures they have developed and have gone on to study empirically the relationship between attitude and beliefs and the relationship between attitude and behavior.

According Pickens (2005) and many scholars attitudes can be measured. He states that a method of measuring or assessing attitudes was developed since 1929 known as the Thurstone's procedure for attitude assessment. He further states that employee surveys have been widely used in organizations to obtain information about workers' attitudes toward their environments. This information has been helpful for managers to determine if management is "doing the right things" for retaining and motivating employees. He further postulates that employee attitude surveys are usually designed using 5-point Likert-type format organised in the form of "strongly agree–strongly disagree" or frequency "never–very of-ten" responses with number values attached. However, he points out that organizations need to be cautious regarding the design of employee surveys to ensure that problem areas are not overlooked.

2.2 Attitude Change and Management

Attitudes can be changed and reconstructed, therefore they can be managed. This is important because according to the theory of cognitive dissonance attitudes or behaviours producing dissonance are required to change in order to resolve the dissonance. Instead of allowing negative perceptions of conflict produce dissonance which could lead negative action or inaction, the attitudes or perceptions can be changed.

Attitudes are acquired primarily through experience. According to Eagly and Chaiken (1998) attitude formation is a result of learning, modeling others, and our direct experiences with people and situations. According to Eagly and Chaiken (1998) to change one's attitude you need to address the cognitive and emotional components. One approach would be to challenge someone's behavior by providing new information. For example, someone with a negative attitude towards exercise may say for instance he believes he has no time for such activities or has fear of getting

injured while exercising. By providing this person with new information such as explaining how you made time in your day and started exercising which resulted in your blood pressure decreasing to a healthy level may motivate the person who had a bad attitude towards exercising to start doing so. This is a cognitive approach which is when a person is presented with new information. Providing new information is a prominent method for changing a person's attitude and therefore his or her behavior.

According to Rosenberg (1960) attitudes can be influenced by changes in belief and that there is evidence for the reverse also, which is that attitudes may not only be influenced by beliefs, but they may also contribute to the things that we believe.

Attitude transformation takes time, effort, and determination, but it can be done. It is important not to expect to change one's attitudes quickly. Attitude managers need to understand that attitude change takes time and therefore should not set unrealistic expectations for rapid change (Moore,2003). Attitudes are formed over a lifetime through an individual's socialization process. An individual's socialization process includes his or her formation of values and beliefs during childhood years, influenced not only by family, religion, and culture but also by socioeconomic factors.

According to Manis (1985) it is a firmly established phenomenon in contemporary attitude research that behaviours may have a casual impact on attitudes, rather than simply reflecting the actors previously held views. He states that this proposition has been supported in a wide range of experiments. He alludes to a classic study by Festinger and Carlsmith (1959) where some respondents were led to describe a certain laboratory activity as 'interesting', despite the fact that they actually regarded it as dull. Respondents who received this counter attitudinal behavior rated the dull laboratory task in a relatively favorable terms, compared to those who had not been required to produce counter – attitudinal statements. Therefore, this socialization process affects a person's attitude toward work and his or her related behavior.

2.3 Attitude Change and Conflict

Conflict is endemic to all social life. According to Bercovitch (2014) conflict is an inevitable part of living because it is related to situations of scarce resources, division of functions, power

relations and role-differentiation. He postulates that like many other terms, conflict generates considerable ambivalence and leaves many scholars and administrators quite uncertain about its meaning and relevance and how best to cope with it. For instance, Omeje (2008) postulates that the western worldview view conflict as ineradicable but manageable at best, while the Africa worldview view conflict as eradicable.

Using the term in a broad sense Bercovitch suggests that conflict refers to all kinds of opposed interactions. More specifically, it can be defined as a situation in which two or more parties have incompatible objectives and in which their perceptions and behavior are commensurate with that incompatibility. Merriam Webster online dictionary defines conflict as a competitive or opposing action of incompatibles : antagonistic state or action (as of divergent ideas, interests, or persons) or a conflict of principles or a mental struggle resulting from incompatible or opposing needs, drives, wishes, or external or internal demands [Accessed 03/02/18].

Prause and Mujtaba (2015) avers that a lot of people consider conflict as fighting and so conflict is usually viewed negatively. The implication is that people that have a negative attitude towards conflict are most likely not going to resolve the conflict successfully. Prause and Mujtaba (2015) assert that a conflict is often seen as a condition in which people experience a clash of opposing wishes, wants or even needs. So, because conflict is seen as a clash of interest the phenomena is usually viewed negatively. However, according to Stephen R. Covey (2011) in order to successfully resolve a conflict a conflict manager needs to view conflict positively.

According to Prause and Mujtaba (2015) conflict consists of several components. First, there must be a disagreement or difference in the position of the parties participating in the conflict. For a conflict to emerge, a misunderstanding or discrepancy in opinions or needs should take place. A clear example of disagreement can be a dispute on the approach of conducting particular police investigation between two detectives. One detective may want the investigation to be conducted overtly, while the other may want it to be conducted covertly.

The second component for a conflict to exist is that there must be two or more parties and the parties of the conflict should be identified. The parties have different sides according to their beliefs, values and needs. Managers of conflict might overlook the point that some parties of the

conflict might be unaware that they are parties to a conflict. It is therefore critical to recognize all of the parties in a conflict to successfully solve issues.

Third constituent of any conflict is needs, beliefs, interests and concerns of the parties (Behrman, 2012). According to Maslow's pyramid of needs each human being possesses basic or physiological needs such as breathing, eating and sleeping, which determine his or her actions in life. The basic needs are accompanied by safety, love or belonging, esteem, and self-actualization (Maslow, 1943, pp. 81-86) which are required to be met for a human being to have a sense of integrity and safety.

Bercovitch (2014) advances a conception of conflict which emphasizes three, interrelated dimensions, specifically, the conflict situation which is the basic incompatibility, the conflict attitudes which are the range of psychological factors and the conflict behaviour which is the set of related behaviour. What must be particularly noted from this conception of conflict is the fact that attitudes are singled out as an important dimension of conflict and have a relationship with the outcome behaviour.

According to Manis (1985) attitudes are generally thought to influence behavior. He further gives an illustration by stating that people who favour a given candidate or political position are expected to vote for that person, or to provide other concrete support such as monetary donations, in contrast to those who relatively hold negative views. However, Manis (1985) further argues that despite the seeming obviousness of this proposition, many studies have found relatively weak, unreliable relations between attitudes and everyday behavior. Manis (1985) states that part of the difficulty here derives from the fact that behavior is often dependant on situational factors that may override the influence of the individual's preferences. He cites an example, that despite the fact that someone holds extremely positive views towards organised religion, he may nonetheless be unresponsive to requests for financial donations to his church if he has recently lost his job. On the other hand, Manis (1985) avers that there is now pervasive evidence that attitudes may be more substantially associated with everyday actions if we take a broader view of behavior by tracking the individual's reactions in a wide range of settings rather than just one.

He adds that attitudes may also be effectively related to overt actions if they are action-oriented and are measured with appropriate specificity.

2.4 Interpersonal Conflict in the Work Environment and Conflict Management

Interpersonal interactions are extraordinarily complex. Individuals are brought together and kept together because of personal attraction or complimentary needs. A great deal of individual behaviour takes place in organizations in which they occupy various positions. Such positions are interlocked or interdependent so that the attitudes and behaviour of one individual affect the attitudes and behavior of another. Bercovitch (2014) advances that interpersonal conflict in organizations emphasizes the interaction of human factors as they appear in a dyadic relationship. He suggests two classes of factors as conflict sources. These are:

1. **Personal:** Individuals are not the same, constant or consistent. When two individuals are brought together and kept together, each with his own characteristics, needs and ability, a conflict may ensue if their individuality are not well interconnected together in a coordinated way. Interaction between individuals with different attitudes, values and needs can produce conflict behaviour and affect organizational performance.

2. **Functional:** Personnel in organizations have roles which are expected sets of behaviour associated with their position. In theory, individuals are not expected to engage in any discretionary behavior. Such specification would be consistent with organizational preferences for consistency and predictability. In practice, however, role specifications tend to be ambiguous and incomplete, and in their interaction with each other it is easy in some cases to go beyond one's scope of responsibility and frustrate another's effort. Interpersonal conflict can be accounted for, to a great extent, in terms of the incumbents' roles and their expectations in particular situations.

Bercovitch (2014) professes that 'effective action and sensible responses to a conflict depend upon clear thinking and systematic analysis. Understanding must precede action.' He postulates that "if administrators consider the problem of conflict and understand that conflicts stem from ineradicable human qualities and are related to situations of interdependence, scarce resources and *perceptions* of incompatibility, they might readily accept conflict and recognize its values,

provided, that is, they are properly aware of "conflict management" and the need to find a solution. Both conflict management and a satisfactory solution are easier to attain when it is accepted that what we normally call conflict is complex multidimensional phenomenon. It is not caused by "inadequate" structures, nor is it undesirable. It is natural and inevitable and if properly managed, it is productive, relevant and creative.'

Prause and Mujtaba (2015) have propounded conflict management and hypothesize that historically, conflict management strategies have ranged from a basic face-negotiation theory and competing theory among team members to manage intergroup conflict to the often-cited Thomas and Killman model strategy (1974).

Thomas and Kilmann (1974) defined five modes or strategies for responding to conflict situations and which are used by managers in decision making process Mujtaba and McCartney (2010):

1. *Competing* is when an individual pursues his/her own interests at the expense of another person's interests. This mode can be explained as forcing and using a formal authority or power one possesses to satisfy his/her wishes and desires.
2. *Accommodating* is disregarding of one's concerns in support of another people. This type of conflict solving technique appears when parties collaborate very well and one of the members is an expert in the given situation, thus is able to provide a better solution even if it works against somebody else's goals and desired outcomes.
3. *Avoiding* is when a person neither pursues his/her own concerns nor those of the other individuals (Kilman, 2007). This type of situation takes place when one of the parties does not want to participate in the conflict and pays no attention to it. It might happen when one of the parties has no interest in the conflict, does not wish to win the argument or is emotionally unwilling to create any tension, and hoping that the situation would pass by.
4. *Collaborating* implies working together to find a solution that satisfies all parties. The definition of collaboration in many dictionaries can be summed up as cooperation with the other party to express and hear concerns in the effort to find a mutually satisfactory outcome. It is also called a "win-win" scenario which is possible when one takes into consideration the wishes of all parties, broadens the frames of usual solutions and analyzes all of the ideas to create absolutely new and fresh outcome.

5. *Compromising* resolves the conflict with partial satisfaction of both parties. Sadly, it resolves the issue temporarily. According to Cupach and Canary (1997) these conflict tactics can also be classified into three general groups: integration or working with people, distributive or working against people, and avoidance or working away from other people. The ultimate goals of any conflict managing technique are to create a positive and conflict free atmosphere at the workplace, find a better solution to a problem and provide long life for the organization and their teams.

Similarly, Blake and Mouton, have argued that there are five possible modes of conflict management: withdrawal, smoothing, compromise, forcing and problem-solving. All these modes are just like what Thomas and Kilmann have advanced. It is really just an issue of semantics. Blake and Mouton (1962) further postulate that the most important aspect of a successful conflict management strategy is the attempt to shift the behavioural and attitudinal components of a relationship from a competitive to a cooperative orientation.

Bercovitch (2014) notes that of the five methods of managing interpersonal conflict it appears that problem-solving is the only method that is directed towards the attitudinal, situational and behavioural components of conflict. It is the only method that does not focus on relatively automatic, unthinking responses. It is the only method which seeks to utilize higher mental processes to achieve a high-quality, integrative and satisfying outcome. Bercovitch (2014) adds that empirical support for the notion that problem-solving is the most effective method for dealing with the underlying problem and feelings of interpersonal conflict and generating a sound resolution may be obtained from a number of studies.

Lawrence and Lorsch (1967) examined the use of the various conflict management methods in six organizations and concluded that the highest performing organizations used problem-solving to a greater extent than other organizations. Burke (1970) asked seventy-four administrators to describe the way they dealt with conflicts and, in comparing scores of constructive conflict management, found that the most effective administrators used problem-solving methods (followed by smoothing and compromise). In a second study he compared fifty-three descriptions of effective conflict management with fifty-three descriptions of ineffective conflict management

from fifty-seven administrators and found that 58.5 per cent of statements about effective conflict management related to problem-solving (followed by 24.5 per cent for forcing and 11.3 per cent for compromise). Organizations that can increase the use of problem-solving in interpersonal conflict can offer a better working experience, more constructive consequences and a more creative conflict resolution.

Bercovitch (2014) hypothesizes that problem-solving as a method of conflict management is not a common experience. A number of elements or conditions have to be present if problem-solving is to be realized. These conditions appear to be as follows:

- a) *Situational* requirements; that is informality and flexibility of interactions, absence of time pressures and power symmetry.
- b) *Attitudinal* requirements; that is faith and confidence in each other, belief in conflict resolution rather than conflict avoidance.
- c) *Perceptual* requirements; that is individuals do not perceive threats or the need to win or dominate the other.
- d) *Behavioural* requirements; that is free information, definition of issues, discussion of alternatives, exhaustive search for solutions etc.

Applications of this approach in the interpersonal sphere rest upon the following assumptions:

- a) Deficiencies in perception are the main cause of interpersonal conflict.
- b) Barriers to improved information prolong and aggravate a conflict.
- c) Inadequate interactions between individuals prevent them from managing their conflict constructively.

According to Boverch (2014) techniques of intervention in interpersonal conflict are closely related to these assumptions and include perceptual, informational and interactional procedures. Informational procedures involve clarifying issues, encouraging and gathering information through interviews, meetings or other instruments and increasing frequency, openness and accuracy of communication.

Interactional procedures entail regulating the pace of interaction, offering "process" observations to help individuals see how to be more effective, injection inputs in the form of concepts, models or principles which might be useful in understanding a conflict and helping in the design of implementation steps through which conflict resolution would be possible. Administrators who are concerned about organizational change and more productive results would be well advised to be aware of the strengths, as well as limitations of these approaches to interpersonal conflict management.

Problem solving or collaboration has been identified in the literature review as being the most effective mode or strategy of managing inter personal conflict. To this end, Covey (2011) hypothesizes that most conflicts are two sided. That the first side or alternative is what he describes as “my way” and the second alternative is “your way”. However, he further goes on to argue that there is a third way, which he calls “our way”, which is a higher and better way to resolve a conflict.

Covey (2011) argues that the two sided or two alternatives way of looking at conflict issues is deeply rooted in a certain mindset. He states that given that the two sided or two alternative thinking is so deeply embedded in so many of us it is difficult to resolve conflict. Because of the two-sided way of looking at issues parties to a conflict either keep fighting or go for a shaky compromise. This is the reason he says we see so many impasses in the world of conflict. Covey (2011) states that the problem is usually not in the merits of the “side” we belong to but in how we think. The real problem is in our mental paradigms.

Convey explains that the word ‘paradigm’ means a pattern or model of thinking that influences how we behave. He says a paradigm is like a map that helps us decide which direction to go. The

map we see determines what we do, and what we do determines the results we get. If we shift paradigms, our behavior and results change as well. The point Covey puts across is that paradigms or perspectives of looking at a conflict determines the outcome of the conflict. He further postulates that instead of looking at conflict from a two-sided framework it is possible to have a third alternative. He says instead of taking my way or your way, we can take the path of synergy to a higher and more productive way. Van Pelt (2000) who asserts that seeking to understand the other party and to exercise active listening is key to effective communication in a conflict situation. Seeking to understand is a problem-solving approach. Van Pelt (2000) asserts that to achieve effective communication in a conflict it is cardinal to clearly show the other party that you are understanding his or her view and where there is agreement it is cardinal to quickly bring out the areas of agreement before resorting to careful criticism.

Zacker, J and Bard, M. (1973) have written about conflict management in the police. The focus is on conflict management training as a result of a realization that police officers deal with a lot of interpersonal conflict in the work environment. He states that one of the first efforts to help police officers become more effective in managing interpersonal conflict was a program developed by Morton Bard at the City University of New York. In addition to helping participants become more competent in conflict management, this program included training in the competencies of influence, communication, empathy, and self-awareness.

2.5 African Indigenous and Endogenous Approaches to Conflict Resolution.

According to Murithi (2008) externally driven international efforts to resolve conflict in Africa are often faced with the limitation that the local parties are sometimes unwilling, or unable to relate to such initiatives. Murithi (2008) explains that the term indigenous refers to that which is inherent to a given society but also that which is innate and instinctive and that the term endogenous refers to that which emerges from a society. He argues that both definitions are instructive because when we allude to indigenous and endogenous approaches to conflict resolution, we are simultaneously referring to processes that are inherent in a given society following years of tradition, but also those that are generated and systematically reproduced by such a society. Combining the notion of indigeneity with that of endogeneity may seem unnecessary on the surface, since both terms have a virtually similar meaning. Murithi (2008)

however explains that the distinction is, however, a subtle but important one. Indigenous processes may have been formulated over centuries and can thus be considered inherent, innate and instructive to a society. Endogenous processes however emphasize the fact that there is temporal process of continuously reformulating and crafting additional ways of doing things, thus the notion of endogeneity permits the possibility of combining indigenous approaches to conflict resolution to so called 'modern' or official processes. Ultimately, Murithi hypothesizes, societies, customs and traditions are not static but dynamic and change over time. This means, that even as far as conflict resolution processes are concerned there is continuity and change.

While there is a plethora of research on indigenous conflict resolution mechanisms such as the MatoOput ceremonies of Uganda, the Shir process in Somaliland and Gacaca of Rwanda to name a few, of greater significance for purposes of this research is the literature on the ubuntu system as a philosophical framework for conflict resolution. According to Murithi it is not possible to give a definite statistical account of the number of the communities or countries that practice ubuntu but that it is sufficient to note that the ubuntu approach is utilized in a number of societies and communities that are spread out across Southern, Central and East Africa. He postulates that ubuntu acknowledges the interconnectedness of humanity at all times. He alludes to the fact that several African state in local languages that a person is a person through other people, for example in Zulu they say Ubuntu ngumuntungabanye which means 'I am human because I belong, I participate, I share'. This explanation has a profound effect upon perceptions of how conflict should be resolved through conflict resolution, hence in ubuntu societies the entire society is typically involved at various levels in trying to find a solution to a problem which is viewed as threatening the social cohesion of the community. Murthis notes that Archbishop Desmond Tutu as chairman of the South Africa Truth and Reconciliation Commission drew upon both Christian and cultural values in particular the notion of ubuntu when he was guiding and advising witnesses, victims and perpetrators during the commission hearings.

What is of relevance in this literature is similarities that can be drawn from both the ubuntu paradigm and collaboration in the Thomas and Kilmann (1974) conflict management strategies. They both emphasize cohesion and synergy as a fundamental objective. Both processes are inclusive, promote participation and seek consensus in addressing the root causes of conflict. It

is noted from the literature review therefore that while Covey (2011) advances the third alternative as the highest mode of conflict resolution and problem solving, the Ubuntu philosophy is a readily available framework by which Covey's conflict resolution strategy can ride on in the African context. Attitude management in the face of conflict in the African setting can best be explained and advanced in the context of the values, perspectives and beliefs of the ubuntu paradigm.

2.6 Summary of Literature Review

The chapter reviewed related literature to the current study. The review covered the meanings and character of an attitude, attitude management, conflict, conflict management in the context of interpersonal relationships in organizations generally. The review exhibits that the meaning of attitude has been well defined generally by different scholars and all the definitions allude to the fact that the concept is a mental state acquired through experience that influences an individual's response to all objects and situations to which it is related and that there is a relationship with attitudes, beliefs and behavior. The review reveals that attitudes can be managed and there for can affect beliefs or perspectives and behavior outcomes and that conversely, beliefs and behavior can affect attitudes. The review therefore exhibits that by managing attitudes inter personal conflicts can be managed. The literature reveals that attitude and its management is a fundamental component of the conflict management process in inter personal relationships in organizations. The review also shows that indigenous conflict resolution processes are a significant dimension of the conflict management process in Africa generally and that Ubuntu African philosophy draws some complimentary similarities with collaboration which has been considered by many scholars as one of the most effective conflict management strategies. The literature review further reveals that while some research has been conducted on conflict management strategies in the Zambian context generally, very little has been written on attitude specifically as a component of conflict management. More so, the review reveals no known study to have been conducted on the knowledge of police graduates of Lilayi Police Training College based in Lusaka District on attitude management as a component of conflict management, thus there is an acute knowledge gap on the attitudes of police officers in the conflict management milieu. The literature review helped distinguish Lilayi Police College from the other training schools within the police service namely School of Public Order and Maintenance (SPOM) and Geoffrey Mukuma (Paramilitary) Training School because its graduates has an immediate frontline interface with members of the

public on a day to day basis compared with the other two schools whose graduates have a more exclusive interface.

The literature reviewed helped the research to have an interaction with other scholars that have written on issues similar to those of the current study. The different themes that were reviewed enabled the researcher to formulate the topic and come up with the objectives after analyzing and identifying the gaps, and the limitation of the research designs

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provides the methodology that was employed in the study. The following items shall therefore be discussed in this chapter; research design, target population, sample size and sampling procedure, data collection and finally data analysis instruments and procedures.

3.1 Research Design

This study adopted a descriptive survey design. The study aimed at collecting information from the respondents in Lusaka Urban District on their attitudes and opinions in relation to managing political conflict and violence. This research design aims at describing as accurately and clearly as possible values and beliefs held, practices that prevail, processes that are ongoing by the respondents when managing interpersonal conflict and violence. The researcher used primary and secondary data. Primary data was obtained by using questionnaires while secondary data was obtained from internet, journals and books.

3.2 Population

The population for this study comprised all Zambia Police officers who were trained at Lilayi Police Training College based in Lusaka Urban District. Lusaka Urban District has 14 police stations.

3.3 Sample

The sample size of the research was 23 respondents comprising 2 senior management officers from the Training Department at Zambia Police Headquarters, 3 senior training officers at Lilayi Police Training College, 9 middle management officers trained at Lilayi Police Training College and 9 junior officers trained at Lilayi Police Training College selected from three police stations Central Police Station, Kabwata Police Station and Emmasdale Police Station all based in Lusaka Urban District.

3.4 Sampling Procedure

The study employed purposive sampling. Purposive sampling was employed in order to select officers in senior and middle management as well as junior officers as well to ensure that a broad section of officers are sampled from the national headquarters, provincial headquarters and police stations with special care to further to ensure that middle management and junior officers selected interact with both staff members and members of the public as part of their duty.

3.4.1 Profile of Respondents

The study considered the biographical data of the respondents in order to have a clear picture of the giver of information for the study. This biographical data is presented in terms of gender, specialization, rank or management level, which training school was attended and years of service in the ZPS.

3.5 Data Collection Techniques

In this study data was collected using semi structured questionnaires for junior officers and semi structured interviews for senior management officers.

3.6 Data Analysis

After the data collection, the data was analyzed then deductions and inferences were made. This involved uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions. The study relied on more of qualitative data analysis procedures but also had a component of quantitative data analysis as well. Qualitative data was analysed thematically where identifiable themes were codified. Quantitative data analysis was done manually and presented in the form of frequency tables and charts.

3.7 The Pilot Study

A pilot study was conducted with a sample size 10 respondents comprising of 5 junior management level, 3 middle management level and 2 senior management level police officers at Central Police Station and Lusaka Provincial headquarters. The instruments were used for purposes of pretesting. This gave an opportunity to assess the quality and effectiveness of the

instruments. The instruments were adjusted by rephrasing or changing the questions in order to conform to the research questions. The pilot respondents were not included in the dissertation.

3.8 Ethical Consideration

Permission to conduct interviews or to solicit information from police officers for purposes of the research was obtained from the appropriate authorities before commencing the data collection. Before any respondent was interviewed the researcher ensured that the respondent clearly understood that confidentiality will be maintained during and after the data collection process. Furthermore, in pursuance of confidentiality no names of the respondents were used on the questionnaires. A consent form was availed to the respondents for signature to show willingness to participate in the research according to the terms therein. The findings of the research was used for academic purposes only.

3.9 Summary of Methodology

This section discussed the methodology that was used in the collection, presentation and analysis of research data. The study used a descriptive survey design with Lusaka District as a sample site, the population comprising of all police officers in Lusaka district that were trained at Lilayi Police Training College, a sample size of 23 respondents, purposive sampling procedure was employed. Data collection was by semi structured interviews and semi structured questionnaires. Qualitative data was codified into themes and presented as summaries while quantitative data will be analysed manually and presented in the form of frequency tables, graphs and charts and finally research ethics were taken into consideration.

CHAPTER FOUR

RESEARCH FINDINGS

4.0 Introduction

This chapter presents the findings of the study that sought to assess the level of knowledge of police officers on conflict attitude management, as well as assessing the attitudes police officers have when managing conflict in the course of their duties, the challenges faced by police officers when addressing conflicts in the work environment and the extent to which attitude management as a component of conflict management is part of the training content at Lilayi Police Training College. The findings were based on the research questions which the study sought to answer. The following were the research questions:

1. What is the knowledge of police officers on conflict attitude management?
2. What attitudes do police officers have when managing conflict in the course of their duties?
3. What are the challenges faced by police officers when addressing conflicts in the work environment?
4. Is attitude management a component of conflict management training content at Lilayi Police Training College?

Therefore, four themes emerged from the research questions and are presented according to the responses of the respondents who included the psychology experts, human resources personnel from ZPS as well as police officers from various departments, stations and police posts. The data is presented using illustrations such as tables, pie and bar charts and narrations of responses.

4.1.0 Knowledge of Conflict Attitude Management by Police graduates of Lilayi Training College.

The first research question sought to assess the level of knowledge on conflict attitude management by police officers trained at Lilayi Police Training College. In order to answer this question 10 questions were asked in a questionnaire given to twenty (18) police officers who were either subordinate officers or other ranks, that is middle management and junior officers from three significant police stations in Lusaka Urban District. The second question (question 8) asked the respondents if conflict can be managed. The third question (question 9) asked the respondent what interpersonal conflict is. The fourth question (question 10) asked the respondents on what they understood by the term attitude. The fifth question (question 12) sought to establish from the respondent what he or she understood by the term conflict attitude management. The sixth question (question 13) sought to establish the opinion of the respondent on whether a relationship exists between attitude and conflict. The seventh question (question 17) asked the respondent to explain how she or he deals with a confrontational person. The eighth question (question 18) asked the respondent to explain what she or he thought were the biggest desires, feelings or emotions existing in a confrontational person. The ninth question (question 19) asked the respondent if being defensive in a verbal interpersonal conflict was a natural outcome. The tenth question (question 20) asked the respondent if being defensive hinders effective conflict management during a verbal interpersonal conflict. The eleventh question (question 21) asked the respondent if she or he agreed if somebody is defensive during a verbal interpersonal conflict whether such a one could best be approached by first complimenting that person on the positive points in the discussion.

4.1.1 Awareness of Conflict

A question was asked to find out whether police officers trained at Lilayi Police Training College knew or understood what a conflict is. All 18 officers interviewed showed that they had a basic or good understanding of what a conflict is.

4.1.2 Awareness of Conflict Management

A question was asked to find out from the police officers police officers trained at Lilayi Police Training College whether or not conflict could be managed. The majority of police officers interviewed said that conflict could rarely be managed or could not be managed at all. A minority indicated that conflict could often be managed.

Table 1: Awareness of conflict management by Police Officers

| Responses from officers | Number of Police Officers | Percentage |
|--------------------------------------|----------------------------------|-------------------|
| Conflict can never be managed at all | 3 | 16.7% |
| Conflict can rarely be managed | 10 | 55.6% |
| Conflict can be managed often | 6 | 33.3% |
| Total | 18 | 100% |

Source: field data (2018)

4.1.3 Awareness of Interpersonal Conflict

A question was asked to find out whether police officers trained at Lilayi Police Training College knew or understood what interpersonal conflict is. One respondent failed to answer this question. However, the majority of the respondents showed they generally understood what interpersonal conflict is. For example, one respondent said:

“It is a serious disagreement amongst two or more persons”.

Another respondent said:

“Differences between two or more persons in society or conflicts between departments in an organization.”

However, it was also noted that one respondent said:

“Conflict is a disagreement between two or persons that have failed to solve the difference.” This is important to note because this respondent believes a conflict is one that cannot be solved.

4.1.4 Awareness of Attitudes

A question was asked to find out whether police officers trained at Lilayi Police Training College knew or understood what an attitude is. Most of the officers showed that they had a basic understanding of what an attitude is. Most of them also showed that they understood that an attitude is reflected in human behavior. For example, one respondent said:

“It’s the way you conduct yourself”.

Another respondent said:

“Attitude is a way a particular person carries themselves”.

4.1.5 Awareness of Conflict Attitude Management

A question was asked to find out whether police officers trained at Lilayi Police Training College knew or understood what conflict attitude management is. Most of the officers showed that they understood that conflict attitude management has to do with addressing a conflict or a disagreement, but the majority failed to show that what was critical was managing the attitude which affects how you manage the conflict generally.

One respondent said:

“Conflict attitude management is a way you react to a misunderstanding or disagreement”.

Another said:

“It is how you tackle a problem involving two groups”

Another respondent said:

“It is the process in which one deals with arguments or disagreements”.

But one respondent addressed the issue of attitude and said:

“It is the process where ones attitude is controlled and managed to a level where it does not turn into a bad attitude”

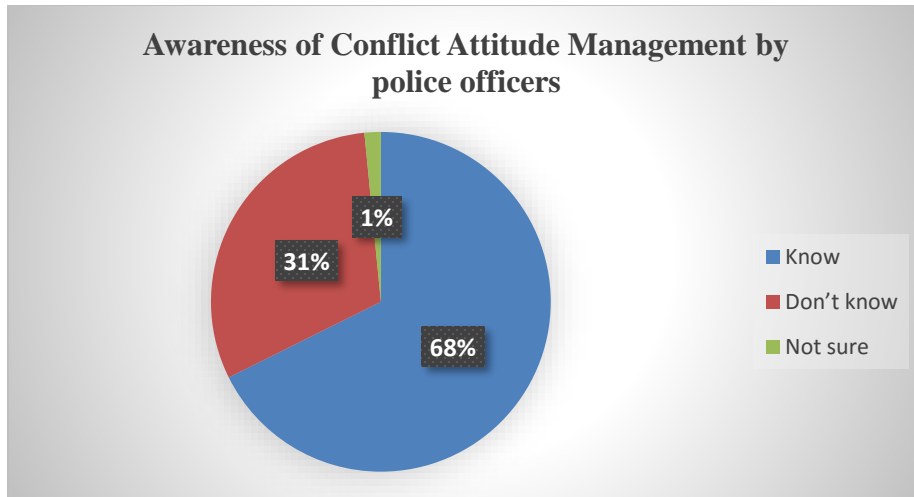


Figure 1: Awareness of Conflict Attitude Management

4.2.0 Attitudes of Police Officers when Managing Conflict in the Course of their Duties

The second research question sought to determine what attitudes police officers have when managing conflict in the course of their duties. 15 Police officers who were trained at Lilayi Police Training College were made to answer 15 questions in a questionnaire. Eleven (11) officers were either subordinate officers or other ranks from three significant police stations and two police posts in Lusaka Urban District and two (2) were superior officers from Lusaka Division (Provincial) offices. The first question (question 7) sought to establish whether the respondent generally saw conflict as something bad or good. The second question (question 11) asked the respondents to indicate according to their opinion the extent to which attitude affected one's perspective of life. The third question (question 14) was a hypothetical one. It asked the respondent to indicate from a scale of 1-4, what his or her opinion was of a situation where everybody in a team has his or her own opinion about how to do a particular task (conflicting views), whether this was very bad, bad, good or very good. The fourth question (question 15) sought to establish from the respondent what his or her view was of having a different opinion from his or her supervisor. The fifth question (question 16) asked the respondent what he or she thought of the actions of a junior police officer sometimes giving very different or conflicting views in a high-level meeting. The sixth question (question 17) asked the respondent to explain how she or he deals with a confrontational person. The eighth question (question 18) asked the respondent to explain what she or he thought were the biggest

desires, feelings or emotions existing in a confrontational person. The ninth question (question 19) asked the respondent if being defensive in a verbal interpersonal conflict was a natural outcome. The tenth question (question 20) asked the respondent if being defensive hinders effective conflict management during a verbal interpersonal conflict. The eleventh question (question 21) asked the respondent if she or he agreed if somebody is defensive during a verbal interpersonal conflict whether such a one could best be approached by first complimenting that person on the positive points in the discussion. The twelfth question (question 22) asked the respondent on how he or she viewed student demonstrations. The thirteenth question (question 23) asked the respondent on what he or she thought of foreigners demonstrating in this country. The fourteenth (question 24) asked the respondent what he or she thought of student demonstrations.

4.2.1 Police Officers’ Perception of Conflict

A question was asked to find out from police officers trained at Lilayi Police Training College on whether they viewed conflict as generally bad or good? The majority indicated that conflicts were very bad.

Table 2: Police Officers’ Perception of Conflict

| Responses from police officers | Number of police officers | Percentage |
|---------------------------------------|----------------------------------|-------------------|
| Very bad | 10 | 55.6 % |
| Bad | 5 | 27.8 % |
| Good | 3 | 16.7 % |
| Very good | 0 | 0 % |
| Total | 18 | 100% |

Source: Field data (2018)

4.2.2 Police Officers opinion on whether attitude affects ones Perspective of Life

A question was asked to find out from police officers trained at Lilayi Police Training College to indicate, according to their opinion, the extent ones attitude affects perspective of life or a situation. A slight majority indicated that attitude always affects ones perspective of life or a situation. However, a substantial number also indicated that it rarely does, while a lesser number felt that it does not affect at all.

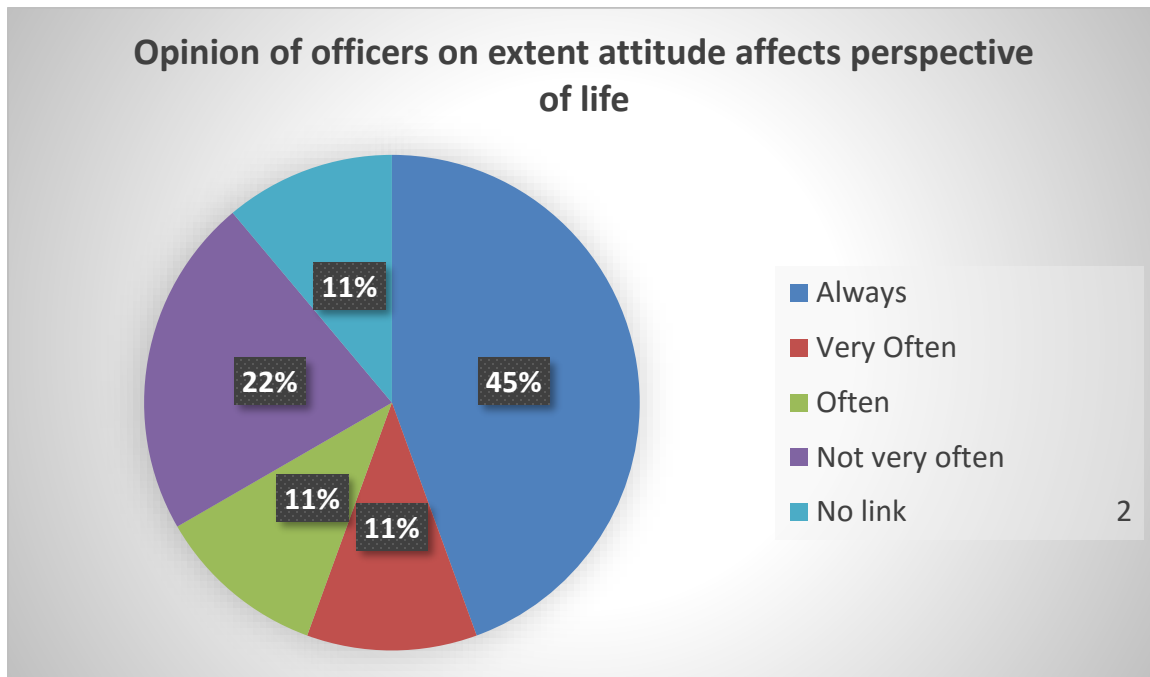


Figure 2: Opinion of officers on extent attitude affects perspective of life

4.2.3 Police Officers opinion of conflicting views in a team

The respondents were asked a hypothetical question to indicate from a scale of 1-4, what his or her opinion was of a situation where everybody in a team has his or her own opinion about how to do a particular task (conflicting views), whether this was very bad, bad, good or very good. A major majority indicated that it was either bad or very bad. Only a minute number indicated that it was a good or very good situation.

Table 3: Police officers views of a team with conflicting views of how to achieve a task.

| Responses of officers | Number of Police Officers | Percentage |
|-----------------------|---------------------------|--------------|
| Very good | 3 | 16.7 % |
| Good | 3 | 16.7 % |
| Bad | 6 | 33.3 % |
| Very bad | 6 | 33.3 % |
| Total | 18 | 100 % |

Source: field data (2018)

4.2.4 Police Officers view of an officer having a different opinion from that of the supervisor.

A question was asked from the police officers what their view was of having a different opinion from his or her superior officer. Half the respondents indicated that it was either good or very good while the other half indicated that it was either bad or very bad.

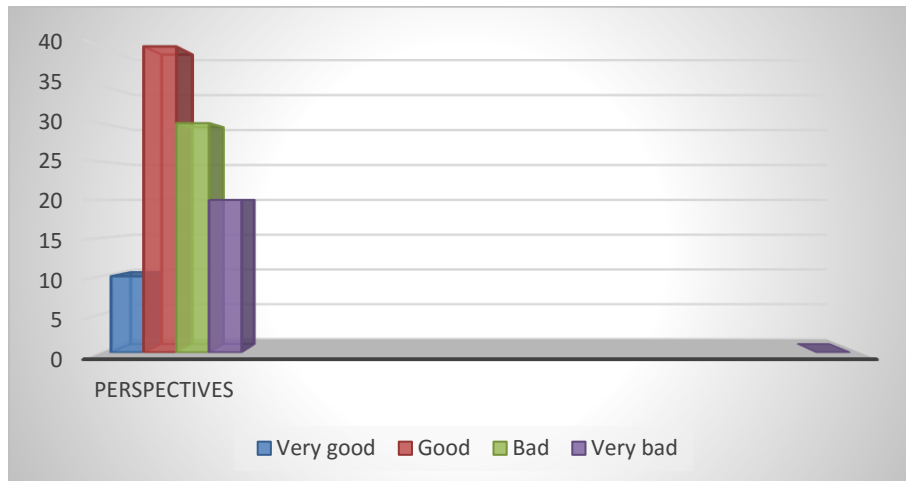


Figure 3: Police Officers view of an Officer having a different opinion from that of the supervisor.

4.2.5 Police Officers perceptions of a junior police officer sometimes giving a very different or conflicting views in a high-level meeting.

Police officers were asked what they thought of a junior police officer sometimes giving very different or conflicting views in a high-level meeting. A good majority of the respondents indicated that it was good for a junior officer to be able to express a conflicting view in a high-level meeting. One respondent stated:

“It is important to sometimes listen thoroughly to junior officer’s opinions”

Another respondent stated:

“It is good in the sense that every opinion matters be it from a junior officer or a senior officer, especially that junior officers are the ones that in most cases deal directly with members of the public”.

However, a few of the respondents felt that it was wrong for a junior officer to express conflicting views in a high-level meeting. One respondent stated:

“The junior officer should not be giving conflicting views or attitudes in a high-level meeting.”

Another respondent stated:

“There is a way to address issues in a normal way or a correct procedure to get the view to a high-level meeting.”

Another respondent stated:

“Even if a junior officer has a different view it is very bad to show it in a high-level meeting. Instead such a view can be presented to the supervisor.”

4.2.6 How Police Officers deal with a confrontational person.

Police officers were asked to explain as truthfully as they can how they deal with a confrontational person. The majority of the respondents showed that understanding such a person is important before explaining oneself to such a one. Several respondents stated that it was important to stay calm. One respondent stated:

“You have to study the person and understand him or her and you don’t have to have a temper or be emotional.”

Another respondent stated:

“You let him or her express his or views, there after you articulate your views as well.”

Another respondent stated:

“It is better to listen to such a person and thereafter express my opinion in a calm manner but with facts so that he or she can understand unlike arguing with such a person.”

However, a few of the respondents showed no need to understand a confrontational person first, but focused instead on making or compelling such a person to conform to civility or the rule of law. One respondent stated:

“I will make sure to put him in custody and wait for prosecution in court.”

Another respondent stated:

“The confrontational person can be dealt with by informing or her the procedure a person can follow, because in every organization there are procedures or rules which somebody must follow or adhere to.”

4.2.7 Police Officers views of what could be the biggest desires, feelings or emotions existing in a confrontational person.

Police Officers were asked to explain what they thought were the biggest desires, feelings or emotions existing in a confrontational person. Half the respondents stated that such a person thinks is right and is desiring to be supported. One respondent stated:

“A confrontational person always thinks he or she is right and always wants his or her opinion to be heard.”

Another respondent stated:

“The biggest desire, feelings or emotions burning in such kind of a person is to be supported and his or her opinion is always right.”

4.2.8 Police Officers views on whether being defensive was a natural outcome of a verbal interpersonal conflict.

The respondents were asked if being defensive in a verbal interpersonal conflict was a natural outcome. The majority of the respondents indicated that being defensive was sometimes a natural outcome of a verbal interpersonal conflict. A few indicated that it is often or very often a natural outcome a verbal interpersonal conflict. Even fewer respondents felt that it can never be an outcome of a verbal interpersonal conflict.

Table 4: Police Officers views on whether being defensive was a natural outcome of a verbal interpersonal conflict

| Responses of officers | Number of Police Officers | Percentage |
|------------------------------|----------------------------------|-------------------|
| All the time | - | - |
| Very Often | 4 | 22.2 % |
| Often | 2 | 11.1 % |

| | | |
|--------------|-----------|--------------|
| Sometimes | 10 | 55.6 % |
| Can never be | 2 | 11.1 % |
| Total | 18 | 100 % |

Source: Field data (2018)

4.2.9 Police Officers views of being defensive hinders effective conflict management during verbal interpersonal conflict.

Police Officers were asked if being defensive hinders effective conflict management during a verbal interpersonal conflict. The majority of the respondents agreed that being defensive hinders effective conflict management during verbal interpersonal conflict. A significant minority disagreed.

Figure 4: Police Officer’s views if being defensive hinders effective conflict management during verbal interpersonal conflict.

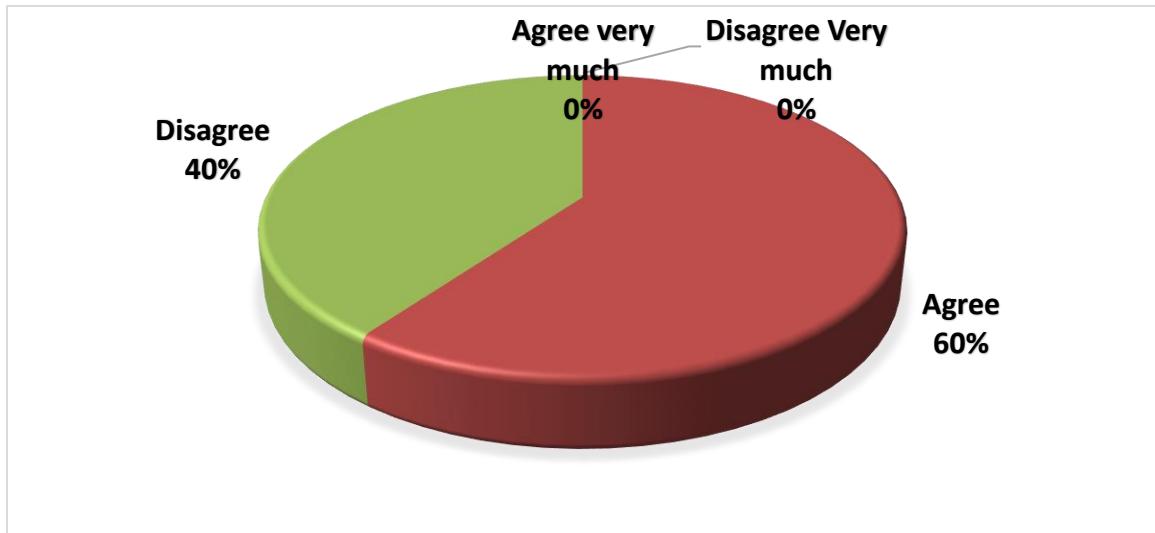


Figure 4: Police Officer’s views if being defensive hinders effective conflict management during verbal interpersonal conflict.

4.2.10 Police Officers views on whether it is the best approach or not to compliment the positive points being said by someone who is being defensive in a verbal interpersonal conflict.

The respondent were asked hypothetically when somebody is being defensive during a verbal interpersonal conflict whether such a one could best be approached by first complimenting that person on the positive points in the discussion. An overwhelming majority agreed that complimenting the positive points from the opposing party was the best approach.

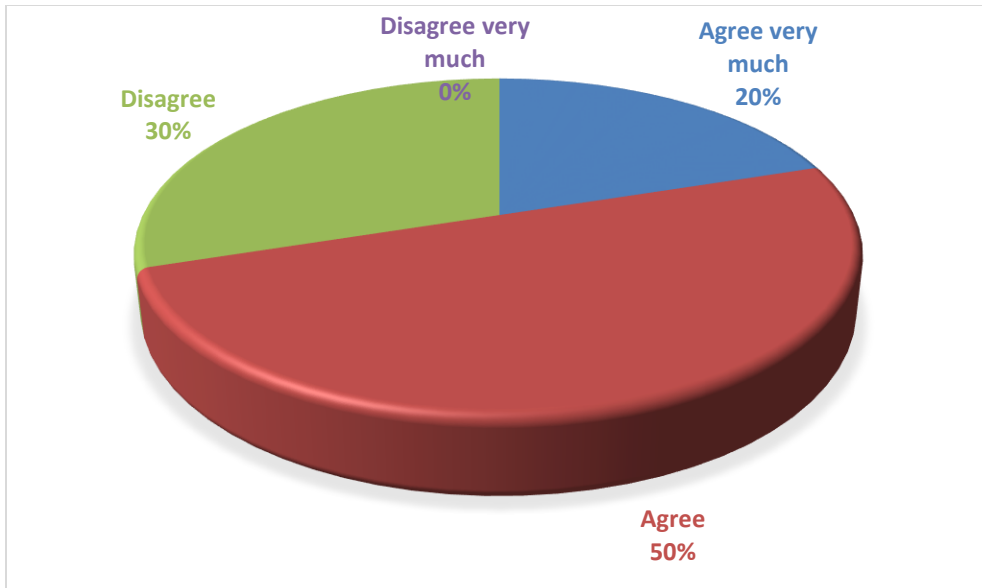


Figure 5: Views by Police Officers on whether it is the best approach or not to compliment the positive points being said by someone who is being defensive in a verbal interpersonal conflict.

4.2.11 Police Officers views of public demonstrations

The respondents were asked on how they viewed public demonstrations. The vast majority of the respondents felt that public demonstrations were bad.

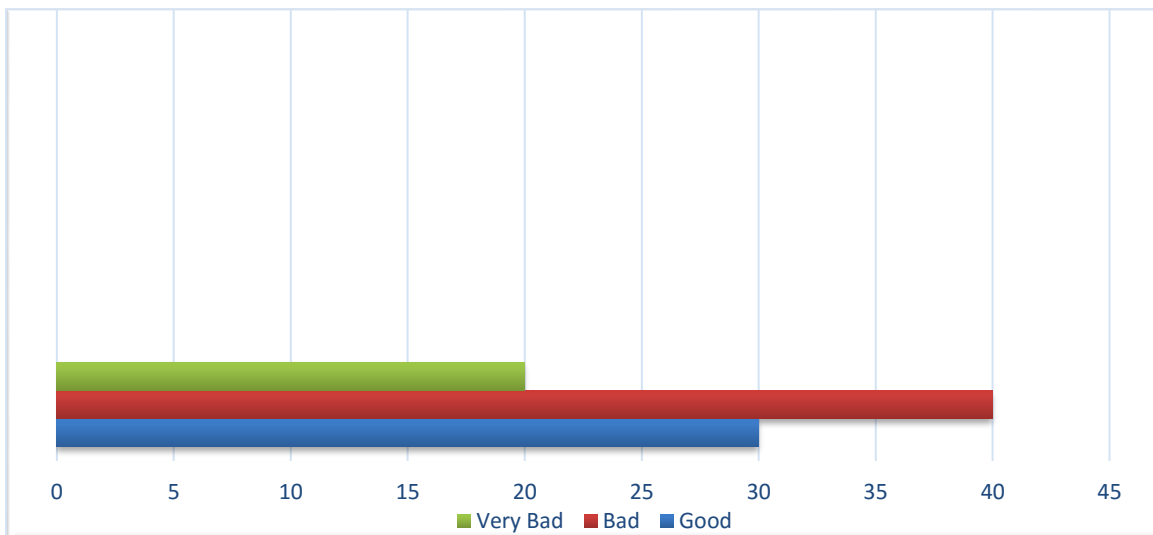


Figure 6: Police Officer's views of public demonstrations

4.2.12 Police Officers views of foreigners demonstrating.

The respondents were asked on what they thought of foreigners demonstrating in this country. The majority of the respondents felt that it was bad for foreigners to demonstrate in this country. A respondent further stated the following:

“They (foreigners) have to address their complaints to relevant authorities. Demonstrating sends a bad signal to other countries.”

Another respondent further stated:

“I feel they should demonstrate in their own country because they know their challenges there”

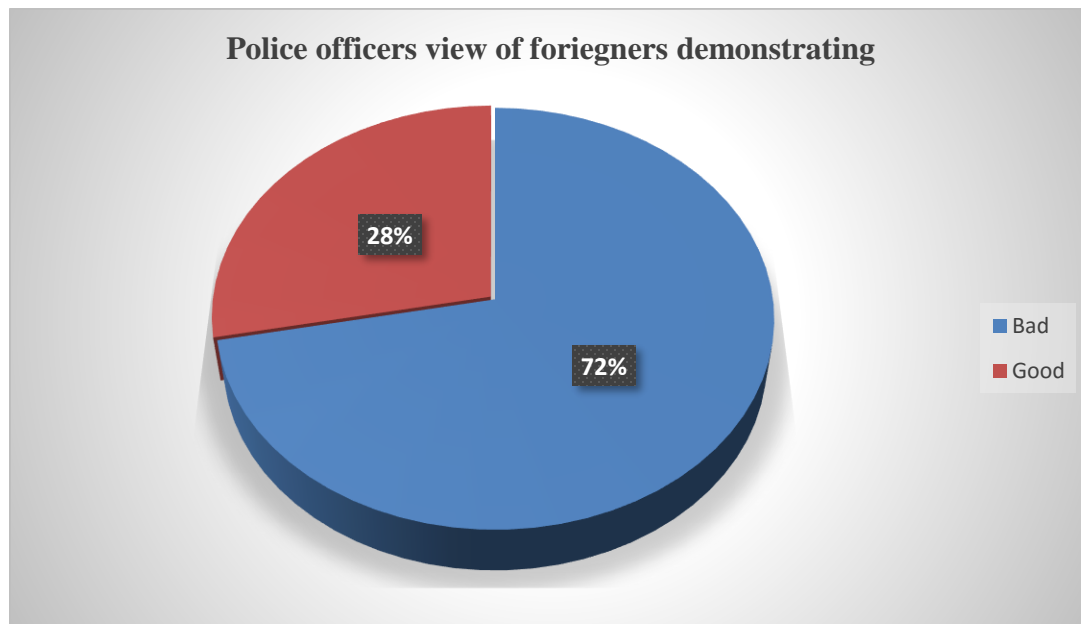


Figure 7: Police Officers views of foreigners demonstrating

4.2.13 Police Officers views of student demonstrations.

The respondents were asked what they thought of student demonstrations. Half the respondents felt that student demonstrations were bad. One student had the following to say:

“Student demonstrations are bad because there are relevant authorities to which to channels complaints. Demonstrations have a negative impact on the society”

Another respondent stated:

“Students are learned, they should learn to dialogue and reach the best results...”

The other half of the respondents stated that student demonstrations were good. One respondent had the following to say:

“They are exercising their rights to be heard otherwise their plight would not be heard.”

Another respondent stated:

“If you see students demonstrating it means that they are telling someone to do the right thing. They are airing their views to the public.”

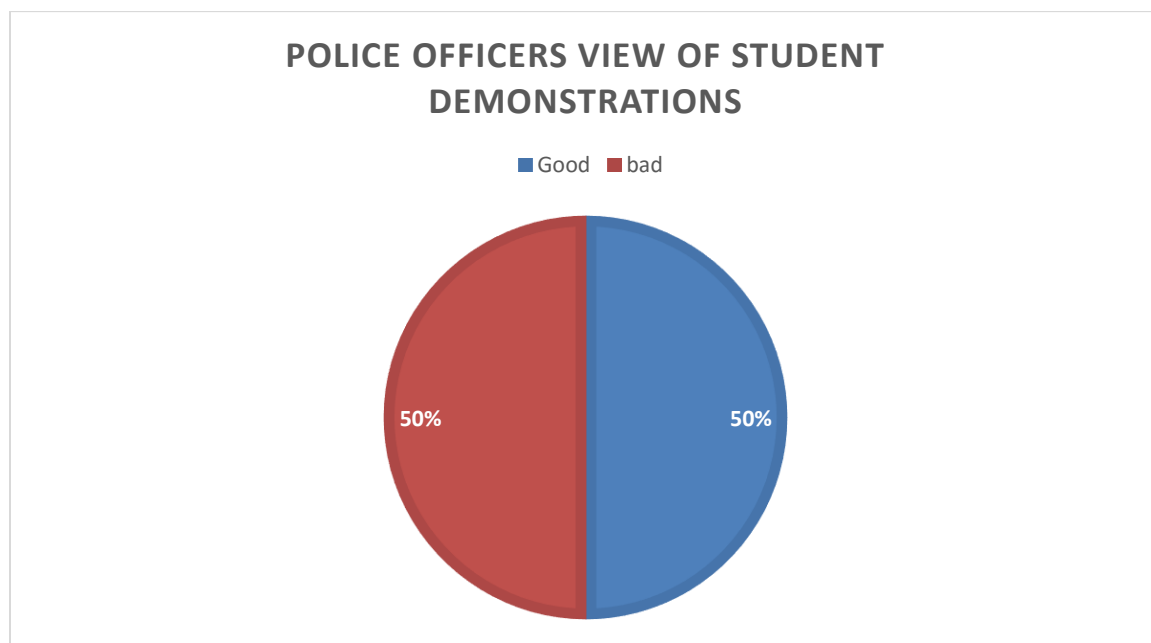


Figure 8: Police Officers views of student demonstrations

4.3.0 The challenges faced by police officers when addressing conflicts in the work environment.

The third research question sought to determine what challenges police officers faced when addressing conflicts in the work environment. 18 Police officers who were trained at Zambia Police Service Lilayi Training College were made to answer 3 questions in a questionnaire. Nine (9) officers were either subordinate officers or other ranks from three significant police stations in Lusaka Urban District. The first question (question 25) sought to establish what challenges if

any the police officers face when faced with a verbal interpersonal conflict when dealing with a fellow police officer? The second question (question 26) sought to establish what challenges if any the police officers face when faced with a verbal interpersonal conflict when dealing with a member of the public. The third question (question 27) sought to establish what challenges if any the police officers face when faced with a physical interpersonal conflict when dealing with a member of the public.

4.3.1 Challenges Police Officers face when faced with a verbal interpersonal conflict with a fellow Police Officer.

There were different responses from the respondents almost as many as the respondents.

One respondent stated:

“To be looked at as if you are more police than others”.

Another respondent stated:

“Some officers turn to use abusive language”

Another respondent stated:

“It affects work especially if you don’t agree to disagree”

Another respondent stated:

“Discipline”

Another respondent stated:

“We do not have any challenges”

4.3.2 Challenges Police Officers face when faced with a verbal interpersonal conflict with a member of the public.

Many of the respondents revealed that often times members of the public had misconceived ideas about the role of the police in the community. Many of the respondents felt misunderstood and mistrusted by members of the public. One respondent stated:

“Members of the public do not understand the purpose of police officers in the country.”

Another said:

“Members of the public usually feel as if they are being intimidated by the police.”

Another respondent said that whenever a verbal interpersonal conflict remained unresolved members of the public begin to lose confidence in police officers.

Many respondents revealed that usually members of the public are difficult to deal with because of their different backgrounds.

In this regard one respondent had the following to say:

“It depends with the person and where they are coming from. From my experience I deal with people from low density areas (compounds). It is hard for them to understand.”

Another respondent had the following to say:

“we have challenges mostly as we sometimes face different types of people with different mentalities”

On the contrary, another respondent said:

“When the said complainant has been sent by an officer who is superior in rank we feel victimized because there is no time for them to hear us as they are using officers senior in rank”.

4.3.3 Challenges Police Officers face when faced with physical interpersonal conflict with a member of the public.

An attempt was made to establish if there were any particular challenges police officers faced when dealing with interpersonal conflict that was physical with members of the public. One respondent said they were basically the same challenges when dealing with verbal interpersonal conflict.

Another respondent said the most important thing is not to get emotional as most of the members of the public are very irritating and provocative and when you become physical members of the public run to the conclusion that you are being unprofessional. Yet another said it is a challenge

to observe human rights when a member of the public is the one provoking police officer's physically.

4.3.4 Attitude Management as a Component of Conflict Management in the Training Content at Zambia Police Service Lilayi Training College.

An attempt was made to establish if attitude management was a component of conflict management training at Zambia Police Service Lilayi Training College. A key instructor at Zambia Police Service Lilayi Training College in the field of psychology revealed that while organizational behavior and conflict management are taught in various courses attitude management was not specifically taught at the college. When asked if it would be of any relevance to have attitude management specifically fused into the training curriculum the respondent indicated that it was very vital to include such a component into the training curriculum because officers need to be effective conflict managers and when officers have a better appreciation of attitude management it could enhance their ability to handle conflict.

CHAPTER FIVE

DISCUSSION OF FINDINGS

4.0 Introduction

The previous chapter presented the findings of the study. This chapter presents the discussion of the findings. The discussion is centered on the research objectives and the literature review. The following were the research objectives: to determine the level of knowledge of Police Officers on conflict attitude management; establish police officer's attitudes when addressing conflicts in the work environment; establish the challenges faced by police officers when addressing conflicts in the work environment; establish the extent to which attitude management as a component of conflict management is part of the training content at Zambia Police Service Lilayi Training College. It should be mentioned that in order to bring out the prominent points not all the findings are discussed in this chapter.

4.1 Knowledge of Conflict Attitude Management by Police Officers trained at Zambia Police Service Lilayi Training College

The findings showed that the respondents based in the police stations and posts, as well as more senior officers based at provincial level and at National headquarters level who had been trained at Zambia Police Service Lilayi Training College knew or understood what a conflict is. All 25 officers interviewed showed that they had a basic or good understanding of what a conflict is in line with authors like Bercovitch who attempts at broadly defining conflict as that referring to all kinds of opposed interactions, more specifically as 'a situation in which two or more parties have incompatible objectives and in which their perceptions and behavior are commensurate with that incompatibility'.

A question was asked to find out from the same respondents whether or not conflict could be managed. The majority of the respondents interviewed indicated that conflict could rarely be managed or could not be managed at all. This is consistent with the writings of Omeje (2008) who postulates that the western worldview view conflict as ineradicable but manageable at best, while the Africa worldview view conflict as eradicable. This is consistent with the findings because in line with Omeje views Africans view conflict as negative, something that should be

eradicated completely not as something with intrinsic value. It is noted that only a minority indicated that conflict could often be managed. Furthermore, the respondents showed that they knew or understood what interpersonal conflict is. One respondent failed to answer this question.

The respondents also revealed to generally know what an attitude is. Most of them also showed that they understood that an attitude is reflected in human behavior. This was consistent with Jeffrey Pickens (2011) who defined an attitude as a mindset or a tendency to act in a particular way due to both an individual's experience and temperament. However, none of the respondents brought out the aspect that an attitude is a mental inclination which in turn affects human behavior rather than just viewing it generally as a part of human behaviour. Most of the officers showed that they understood that conflict attitude management has to do with addressing a conflict or a disagreement, but the majority failed to show that what was critical was managing the attitude which affects how you manage the conflict generally.

4.2 Attitudes of Police Officers when addressing conflict in the course of their duties

The findings were that the majority of the respondents who were police officers trained at Lilayi Police Training College based in police stations in Lusaka Urban viewed conflicts as very bad. This was consistent with the writings of Prause and Mujtaba (2015) who aver that a lot of people consider conflict as fighting and so conflict is usually viewed negatively. It is also consistent with Omeje (2008) writings were states that Africans tend to view conflict as something that should be eradicated completely because is perceived negatively.

According to Maxwell (1993) our attitude determines our approach to life. Similarly, Covey (2011) has stated that paradigms or perspectives of looking at a conflict determines the outcome of the conflict. He further postulates that instead of looking at conflict from a two-sided framework it is possible to have a third alternative. He says instead of taking my way or your way, we can take the path of synergy to a higher and more productive way. The research findings revealed that a slight majority of the respondents indicated to appreciate the fact that attitude always affects one's perspective of life or a situation. However, it is worth noting that a substantial number of the respondents also indicated that attitude rarely affects one's perspective of life or situations which if compared to Maxwell's views can be said to be an error. A lesser

number of the respondents felt that attitude does not affect one's perspective of life or situation at all.

A major majority of the respondents indicated that it was either bad or very bad when everybody in a team has his or her own opinion about how to do a particular task, only a minute number indicated that it was a good or very good situation. This is consistent with Cover (2011) that postulates that generally people tend to view conflicting views as bad, when in actual fact conflicts when well managed can be healthy and beneficial for social development. Since the findings reveal that a major majority of the respondent felt that conflicting views in a team geared for a common goal is a bad thing it shows that the ability to appreciate different views from a team with different ideas which could be helpful could be a challenge for police officers.

Half the respondents indicated that it was either good or very good for a police officer to have a different opinion from his or her superior officer, while the other half indicated that it was either bad or very bad. According to the *Zambian Constitution Chapter 1 of the Laws of Zambia, Article 20 (1)* everybody is entitled to hold an opinion whether expressed or not. It is a fundamental human right of every human being to be able to hold an opinion. The findings show that not all Police Officers know that they are entitled to their own opinion and should in fact be free even to express their different opinions to their superior officers in line with police discipline and etiquette.

It was worth taking special note that a good majority of the respondents indicated that it was good for a junior officer to be able to express a conflicting view in a high level meeting as senior officers could also learn from them and a few felt that it was wrong for a junior officer to express conflicting views in a high level meeting, most of the respondents stating that there were other channels meant to be used by junior officers in order to express their views. While it was noted that majority of the respondents felt it was okay for a junior officer to express his or her views in a high-level meeting, it was noted that many officers still felt that it was better for junior officers to use other channels were possible.

When the respondents were asked to explain as truthfully as they can how they deal with a confrontational person the majority of the respondents showed that understanding such a person is important before explaining oneself to such a one. Several respondents stated that it was

important to stay calm. These were positive responses in line with Van Pelt (2000) who asserts that seeking to understand the other party and to exercise active listening is key to effective communication in a conflict situation.

Half the respondents indicated that the biggest desires, feelings or emotions that exist in a person being confrontational is the notion that he or she is right and is desiring to be supported. The other half found it difficult to indicate or suggest what desires, feelings or emotions could be existing in such a person. The respondents however failed to bring out the issue of ego which has close relationship with a person being confrontational. According to Nordlund (2009) attitudes have at least four different functions. One of the functions is an ego-defensive function, in that people are able to protect themselves from unpleasant realities. Being confrontational is usually a means of one protecting or defending his or her ego. Hence, the protection of the ego is essence the protection of one's self esteem.

The majority of the respondents indicated that being defensive was sometimes a natural outcome of a verbal interpersonal conflict. A few indicated that it is often or very often a natural outcome of a verbal interpersonal conflict. Even fewer respondents felt that it can never be an outcome of a verbal interpersonal conflict. The majority of the respondents agreed that being defensive hinders effective conflict management during verbal interpersonal conflict.

An overwhelming majority agreed that complimenting the positive points from the opposing party in a conflict was the best initial approach, this is in line with Van Pelt (2000) that asserts that to achieve effective communication in a conflict it is cardinal to clearly show the other party that you are understanding his or her view and where there is agreement it is cardinal to quickly bring out the areas of agreement before resorting to careful criticism.

The vast majority of the respondents felt that public demonstrations were bad. This was in line with the writings of Prause and Mujtaba (2015) who aver that a lot of people consider conflict as fighting and so conflict is usually viewed negatively. It is also consistent with Omeje (2008) writings were states that Africans tend to view conflict as something that should be eradicated completely because it is perceived negatively. Public demonstrations are simply a means of expression that is protected under human rights law. The Constitution of Zambia, Chapter 1 of

the Laws of Zambia, particularly Article 22 guarantees the right assemble even for purposes of a demonstration. However, demonstrations must be conducted lawfully.

The majority of the respondents felt that it was bad for foreigners to demonstrate in this country. However, according to the laws of the land even foreigners are entitled to demonstrate for whatever reasons in this country as long as the demonstrations are conducted according to the laws of the land.

4.3 The challenges faced by Police Officers when addressing conflicts in the work environment.

It was established from the findings that there were a number of challenges police officers faced when addressing conflicts in the work environment. With regard to interpersonal conflicts that occurred among police officers the findings revealed that sometimes when conflicts occurred there was a hesitation to express oneself because of the fear to be perceived as one who thought he or she “knew it all” or the fear of being perceived as talkative or problematic. The findings also revealed that sometimes conflicts failed to be resolved among police officers because some officers tended to resort to use abusive language. The findings revealed that often times when workmates failed to agree to disagree it affected the work relations which eventually affected the work performance.

Inquiries with regard to conflicts that occurred between police officers and members of the public where divided into two questions. The first question which sought to establish what challenges the respondents faced during verbal interpersonal conflict with members of the public revealed that several challenges existed of which the perception by the respondents that members of the public had a very negative perception of police officers came out strong. Another issue that prominently came out was that members of the public are usually intimidated by the police generally. The second question which sought to establish what challenges the respondents faced during physical interpersonal conflict with members of the public revealed that inadequate equipment, inadequate police man power to handle physical conflicts and other members of the public usually tend to support the person having a physical confrontation with the police.

5.4 Attitude management as a component of conflict management in the training content at ZPS Lilayi Training College.

The findings reveal that Lilayi Police Training College does not teach attitude management as part of its curriculum. The college does however teach organizational behavior and conflict management. The findings further reveal that it would be of value to have attitude management specifically fused into the training curriculum in order to equip police officers to be more effective conflict managers through a better appreciation of attitude management.

5.5 Analysing the findings in the context of the theoretical framework

The research was based on the Theory of Cognitive dissonance as articulated by Festinger, L (1957). Cognitive dissonance refers to a situation involving conflicting attitudes, beliefs or behaviors. This produces a feeling of discomfort leading to an alteration in one of the attitudes, beliefs or behaviors to reduce the discomfort and restore balance. Cognitive dissonance is one of the theories of Cognitive Consistency which states that behavior which is at odds with an established attitude demands change. According Omeje (2008) it is generally in the Africa belief system to perceive conflict as negative, something which ought to be eradicated completely rather than to be managed. So when conflict occurs it produces dissonance. Unless a Police officer has a positive perspective of conflict the officer is likely to be defensive or recessive and mishandle the conflict. The natural response to dissonance is to become defensive or recessive, but the through positive information, the dissonance is resolved with positive information, which is retraining of personnel.

The findings therefore validate the theory of Cognitive dissonance with regard to police officer's attitudes towards interpersonal conflict in the work place. The findings reveal that there are a lot of negative attitudes by police officers on various aspects of interpersonal conflict. If these negative beliefs, values and attitudes remain unchecked and uncorrected according to the theory of cognitive dissonance police officers with such negative attitudes will naturally resist any efforts being made by training faculties to improve conflict management by police officers. The findings have affirmed the requirement to recommend to the GRZ and the police administration for the need to reshape the thinking of police officers concerning their approach to interpersonal conflict in the work place. A study of the curriculum at Lilayi Police Training College reveals that attitude

management is not specifically taught and this has been reflected in many of responses from the respondents demonstrating from the samples that a significant portion of police officers may be struggling with appreciating conflict and how best to manage it.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

The foregoing chapter presented the discussion of the findings. This chapter is a presentation of the conclusion and the recommendation of the study. The conclusion is an overview of the research based on the most substantial issues from the study while the recommendations are based on the critical findings of the study.

6.1 Conclusion

The study sought to assess the knowledge of Police Officers on conflict attitude management; establish what attitudes police officers have when addressing conflicts in the work environment; establish what challenges police officers face when addressing conflicts in the work environment and finally to establish the extent to which attitude management as a component of conflict management is part of the training content at Lilayi Police Training College. The literature reviewed helped the research to have an interaction with other scholars that have written on issues similar to those of the current study. The theoretical framework based on the theory of cognitive dissonance helped identify different themes that were reviewed enabling the researcher to formulate the topic and come up with the research objectives after analyzing and identifying the gaps, and limitations of the research designs used. A descriptive survey design was employed for this study. Semi structured questionnaires were used to collect data from the respondents. This instrument was used because it allowed flexibility of the responses from the respondents while allowing a good deal of control on the issues to be covered in the research.

From the findings on the level of knowledge of Police Officers on attitude management in interpersonal conflicts among graduates of Lilayi Police Training College, it was established that officers have a general knowledge conflict management but showed little appreciation of attitude being a core focus of more effective interpersonal conflict management. From the findings it was discovered that police officers generally view conflict as something negative rather than viewing it as beneficial when managed properly. The findings reveal that Police Officers face a number

of challenges when dealing with interpersonal conflict among themselves and with members of the public. The challenges are varied, but what came out more strongly was that with regard to conflicts among Police Officers the perception of conflict as a negative phenomenon often leads to failure of effective communication and conflict resolution. With regard to interpersonal conflicts with members of the public the findings revealed that police officers find it a challenge to address conflicts because of a number of reasons which include a negative perception of police officers by members of the public, lack of understanding of the law and legal procedures by members of the public, different backgrounds of members of the public as well their different personalities. The findings revealed that attitude management is not part of the conflict management training at Lilayi Police Training College, neither has it been part of the in-house trainings.

6.2 Recommendations

Arising from the findings, the study recommended that the GRZ; the ZPS High Command; providers of the initial training at Lilayi Police Training College as well as providers and facilitators of in-house/ in-service training for Police Officers do as follows;

1. The GRZ to take a policy direction towards ensuring that Police Officers are effective conflict managers with a strong grasp of attitude management in order to be better placed to provide policing services that uphold democratic and human rights principles.
2. The ZPS High Command should be made to appreciate the significance and ramifications of attitude management in resolving interpersonal conflict in the work environment and to support initiatives aimed at improving the ability of police officers to manage their attitudes when dealing with conflict.
3. Training content for Police Officers should be redesigned to educate trainees that interpersonal conflict is normal and a necessary part of life and that what matters is how it is managed.
4. Training content for Police Officers on conflict management should be redesigned to cover the subject of attitude and its relationship with effective conflict management.

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APPENDICES

APPENDIX I: PROPOSED TIMETABLE

| ACTIVITY | PERIOD |
|--|--|
| Submission of the research proposal to the Supervisor (Mr. A.L.H. Moonga) | 2nd week of May, 2018 |
| Scrutiny by the Supervisor | 2nd week of May, 2018 |
| Making amendments (corrections) to the Research Proposal | 3th week of May, 2018 |
| Pre-Test of questionnaire | 3th week o |
| Re-submission of Amended Research Proposal | 4th week of May, 2018 |
| Briefing of Enumerators (on the conduct of interviews, questionnaire administration and research ethical considerations) | 2nd Week of June, 2018 |
| Data Compilation and Analysis | 4th Week of June, 2018 to 4th Week of July, 2018 |
| Report Writing | 1st week of August, 2018 |
| Submission of the Final Report | 2nd Week of August, 2018 |

APPENDIX II: BUDGET FOR THE RESEARCH

| ACTIVITY | AMOUNT (ZMK) |
|----------------------------|---------------------|
| Transport | 1,500 |
| Refreshments | 200 |
| Pencil | 100 |
| Allowances for enumerators | 600 |
| Typing and printing | 300 |
| Paper/pads | 100 |
| Another stationary | 250 |
| Total | 3,050 |

APPENDIX III: INFORMANTS CONSENT FORM

**University of Zambia in Collaboration with Zimbabwe Open University
Master of Science in Peace, Leadership and Conflict Resolution.**

Topic: Knowledge and utilization of attitude management in interpersonal conflicts among Police graduates of Lilayi Police Training College in Lusaka Urban District.

Dear Respondent,

I am a postgraduate student at the University of Zambia conducting a research regarding the above topic in partial fulfilment for my Master in Peace, Leadership and Conflict Resolution. I am requesting you to be part of this work by way of completing the questionnaire presented to you which forms part of my investigation. May I invite you to spend a short time in completing it. Be assured that the information obtained will be highly confidential and for academic purposes only. Therefore, feel free to express yourself and do not indicate your name. You are free to withdraw at any point if you wish to do so.

Your cooperation will be highly appreciated.

Signature of informant.....

Date.....

APPENDIX IV: A GENERAL INTERVIEW GUIDE FOR POLICE OFFICERS OF ALL RANKS

**University of Zambia in Collaboration with Zimbabwe Open University
Master of Science in Peace, Leadership and Conflict Resolution.**

1. Sex. Male () female ()
2. What is your rank?.....
3. What is your specialization/job description.....
4. How long have you served in the Zambia Police Service?.....
5. Which police training college did you attend?.....
.....
6. What is conflict? Please explain.....
.....
.....
.....
7. Conflict may be perceived as something bad or good. From a scale of 1 to 4 indicate your personal perception of conflict by ticking the box reflecting your opinion.
Conflict is :
1) Very bad 2) Bad 3) Good 4) Very good
8. Can conflict be managed?
1) It cant 2) rarely 3) often 4) always
9. What is interpersonal conflict? Please explain.....
.....
.....

.....
.....

10. What do you understand by the term attitude?.....

.....
.....
.....

11. Indicate, in your opinion, the extent ones attitude affects perspective of life or a situation.

- 1) No connection at all 2) Not very often 3) often
4) very often 5) always

12. What do you understand by the term conflict attitude management?

.....
.....
.....

13. In your opinion what relationship exists between attitude and conflict?

- 1) Non. 2) Nothing much. 3) Much. 4) Very much
5) Very very much

14. In a situation where everybody in a team has his or her own opinion about how to do a particular task (conflicting views), you would describe this as:

- 1) Very bad 2) bad 3) good 4) very good

15. How would you describe having a different opinion (conflict) with your superior officer?

- 1) Very bad 2) bad 3) good 5) very good

16. a) How would you describe the action of a junior officer sometimes giving very different or conflicting views in a high level meeting?

- 1) Very bad 2) bad 3) good 4) very good

b) Please explain your answer.....
.....
.....

.....
.....

17. Please explain as truthfully as you can how you deal with a confrontational person.

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18. When dealing with a confrontational person in most cases what do you think is the biggest desire, feelings or emotions burning in that kind of person? Explain.

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.....
.....
.....
.....

19. During a verbal interpersonal conflict is being defensive a natural outcome?

- 1) It can never be 2) Sometimes 3) Often 4) Very often 5) All the time

20. Being defensive hinders effective conflict management during a verbal interpersonal conflict. What is your opinion?

- 1) I disagree very much 2) I disagree 3) I agree 4) I agree very much

Please explain.....
.....
.....
.....
.....

21. When somebody is defensive during a verbal interpersonal conflict one can best approach this by first complimenting that person on the positive points in the discussion. Do you agree?

- 1) I disagree very much 2) I disagree 3) I agree 4) I agree very much

22. How do you view public demonstrations? They are:

- 1) Very bad 2) bad 3) good 4) very good

23. What do you think of foreigners demonstrating in this country?

- 1) Very bad 2) bad 3) good 4) very good

Please explain.....
.....
.....
.....

24. What do you think of student demonstrations? They are:

- 1) Very bad 2) bad 3) good 4) very good

Please explain.....
.....
.....
.....

25. What challenges if any do you face when faced with a **verbal** interpersonal conflict when dealing with a fellow **police officer**?.....

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.....
.....

26. What challenges if any do you face when faced with a **verbal** interpersonal conflict when dealing with a **member of the public**?.....

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27. What challenges if any do you face when faced with a **physical** interpersonal conflict when dealing with a **member of the public**?.....

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APPENDIX V: INTERVIEW GUIDE FOR PERSONNEL IN THE TRAINING DEPARTMENT AT ZAMBIA POLICE HEADQUARTERS AND AT ZAMBIA POLICE SERVICE LILAYI COLLEGE.

**University of Zambia in Collaboration with Zimbabwe Open University
Master of Science in Peace, Leadership and Conflict Resolution.**

- 1. Sex. Male () female ()
- 2. What is your rank?.....
- 3. How long have you served in the Zambia Police Service?.....
- 4. What is your specialization?.....
- 5. What in your opinion is a conflict?.....
.....
.....
- 6. In your opinion, do police officers deal with conflict? Please explain.....
.....
.....
.....
- 7. What in your opinion is conflict management?.....
.....
.....
.....
- 8. In your opinion are conflict management skills essential for police officer? Please explain.....
.....
.....
.....

9. Is conflict management part of the curriculum for the initial training programme at Lilayi Police Training College? Yes or no?.....

10. If your answer to question 9 is yes what is the nature of this training?.....
.....
.....

11. Is conflict management part of any in house training? Yes or no?.....

12. If your answer to question 11 is yes what is the nature of this training?.....
.....
.....

13. What in your understanding is an attitude?.....
.....
.....

14. In your opinion does attitude have any relationship with conflict management?.....
.....
.....

15. If in your opinion attitude has a relationship with conflict management is the relationship significant or insignificant or moderate?.....

16. If a conflict management training programme exists either at initial training or in-house stage, is attitude management a part of the conflict management training programme?
Please explain.....
.....
.....

17. Should attitude management be included in the conflict management curriculum. Please explain.....
.....
.....

