



**THE CAUSES, STYLES AND EFFECTS OF CONFLICT
MANAGEMENT ON TEACHERS IN SELECTED SECONDARY
SCHOOLS OF MONGU DISTRICT, ZAMBIA**

BY

SITONYA NAMWILA

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degree of Masters of Education in Educational Management**

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DECLARATION

I, Sitonya Namwila, do declare that this dissertation represents my own work. It is not a replica of papers which have been done before, but a product of my field research. All the information that has been quoted in the literature review has been given full acknowledgement. All right reserved, no part of this publication may be reproduced except for brief quotations in printed reviews.

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Date

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Supervisor's Signature

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Date

CERTIFICATE OF APPROVAL

This dissertation of Namwila Sitonya has been approved as partial fulfilment of the requirements for the award of the degree of Masters of Education in Educational management.

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DEDICATION

This dissertation is dedicated to the following people: my beloved husband Dismas Mweemba for his encouragement, love and financial support; our lovely sons, Jeff Mweemba, Sitonya Mweemba, Nchimunya Mweemba and Luyando Mweemba for putting a smile on my face when school became tough.

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ABSTRACT

This study sought to assess the causes, styles of conflict management and effects of conflict management styles on teachers in selected secondary schools of Mongu District. The major objectives of the study were; to identify the major causes of conflicts in selected secondary schools of Mongu District; to establish conflict management styles common amongst teachers and head teachers in selected schools of Mongu District; to assess how conflict management styles affect teachers in selected secondary schools of Mongu District.

A descriptive survey design was adopted which used interviews, document review and questionnaires to collect data from 110 respondents in 10 selected secondary schools. This sample comprised of 10 head teachers, 20 heads of department and 80 subject teachers. The schools were sampled using random sampling. The head teachers and heads of department were sampled using purposive sampling whilst the subject teachers were sampled using snowball sampling. Qualitative and quantitative methods were used in analyzing data.

The causes of conflicts in schools were said to be incompetence of the head teachers, favouritism, educational level, scarce resources, unsatisfactory, class allocation, poor work culture, late coming, lack descent accommodation, not submitting teaching files on schedule, lack of teaching resources and the introduction of the new curriculum.

The findings of the study established that conflict management styles are used by head teachers, heads of department and subject teachers. The findings showed that head teachers were able to manage conflict using conflict management styles such as compromising, dialogue and avoidance while the heads of department and teachers used completion and confrontation as conflict management styles.

The study also established that conflict management styles affected teachers in various ways such as work withdraw, frustrations and poor attitude towards work.

In the light of the findings, the study recommended that Head teachers should encourage team work among teachers in the departments as a way of minimizing conflict. Ministry of Education should include a course on management of conflicts in

the secondary school teacher preparation programmes. This will enable the head teachers and teachers to use different styles of conflict management

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CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter introduces the background to the study that bears information obtained from the initial review of Literature. It also shows statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitations of the study, limitations of the study, theoretical and conceptual framework and definition of key terms in the study.

1.1 Background

This study intended to investigate the causes, styles and effects of conflict management styles on teachers in selected secondary schools of Mongu District in Zambia. Its genesis was from the realization that little was known about the, cause, styles and effects of conflict management styles on teachers in secondary schools of Mongu. Conflict manifests itself as a difference between two or more persons or groups characterized by tension, disagreement, emotion or polarization, where bonding is broken or lacking. Conflict is a phenomenon that has existed and continues to hamper most organizations (Kim et al., 2007). Individuals involved in organizations are consciously or unconsciously subject to conflict, and the positive and negative impact of conflict is unpreventable. Sometimes conflict within organizations has led to disturbed routines, and decreased productivity and satisfaction (Jehn, 1995). However, through conflict, an organization has the potential to enhance its quality of decision making, creativity, and performance. Conflict has important implications for organizations and performance, it is necessary to examine the causes and effects of this important organizational variable.

Organizational conflict can be defined as the disagreement of the goals, objectives and values of individuals with the other individuals or groups (Henry, 2009). Conflict, generally is disagreements or an expressed struggle between and among individuals over incompatible resources or rewards (Borisoff and Victor, 1989). Conflict begins when one party perceives that another party has frustrated, or is about to frustrate, one or more of their concerns. There might be many reasons for conflicts in schools and these reasons can be listed as, the individual differences such as age, language, religion, ethnics (Cunliffe, 2008), different majors or educational level; administrative procedures such as injustice in the schedules, assigning specific

people to the duties with extra charge, inequity in taking time off from work, unfair distributions of the classes or duties among teachers, problems about clarification and formation of the goals, roles and responsibilities. Uneasiness of the staff who are accustomed to conventional styles after hiring recently educated staff with updated methods, not being able to reach personnel in a specific time as a result of limited communication stream and likewise as well as inadequate communication between the principals and staff (Erdogan, 2008). Physical issues such as the size of the school, limited resources, initiatives in using resources of the school are some of the causes.

Organizational conflict occurs at several levels and appears in different forms such as intra-personal conflict, inter-personal conflict, intra-group conflict and inter-group conflict. In another view levels of conflict can be intra-organizational conflict which occurs within the organization and inter-organizational conflict which occurs between two or more organizations, including education institutions. Wattam, (2003) affirmed that conflict cannot be evaded even in education as schools and colleges are a part of organizations. If conflict which arises in schools and colleges are not taken care of it will affect the educators as well as the learners by creating unwanted divergence in their learning environment which might affect performance.

Employees in an organization either have general or specific tasks which when the majority of them are specialist, conflicts may arise. For example when one may have insufficient knowledge of the other's job responsibilities, dissatisfaction in either party may exist. This implies that anticipated management of organizational conflict involves channeling the energies, expertise, and resources of the members of conflicting groups for synergistic solutions to their common problems or attainment of overall organizational goals (Rahim, 2001). A role refers to the behaviors and activities expected of an employee. Every employee plays one or more roles within the organization. These roles are usually defined through a combination of such elements as job title, description of duties, and agreements between the employee and the organization. Manager-subordinate conflict can result when the subordinate's role is not clearly defined and each party has a different understanding of that role.

There are three main approaches to conflict and these approaches are traditional approach which claims that all conflict structures are destructive and the main role of

the principal is to get rid of any kind of conflict (Taylor, 1911; Weber, 1947); the second one is behavioural approach which maintains the idea that conflict has to be admitted since it cannot be abolished, moreover, it positively affects the organizational performance, and focuses on finding out methods in order to manage and dissolve conflict for organizational efficacy (Parsons, 1994) and the last one that is interactive approach which somehow accepts behavioural approach but also supports conflict as it has the point of view that a harmonic, peaceful, calm and cooperative group may be stable, uninterested and irresponsible to the necessity of change and renewal. The most significant advantage of conflict is to help in choosing a stronger solution, to get employees to increase sensibility and motivation against the problem. Facilitates so as to get them to know themselves, learn how to manage some individual conflicts and broaden their aspects about the matter.

Although the efficacy of an organization, of groups and of individual jobs depends on the management of interpersonal conflict and moreover the conflict provides a lot of advantages both for the individual and for the organization, inefficient management of the conflict might cause negative conditions such as an increase in stress level of the both sides and misuse of the capacity and energy. Such situations will disturb the climate of the school and ultimately the performance of both the pupils and the teachers negatively. Improved performance in education lead to high attainment levels hence need to train teachers and head teachers in mediation skills. However, the impact has resulted into class boycotts, riots, research by Rejoice (1993) in South African schools.

Conflict may be interpersonal or inter group. Interpersonal conflicts occur between a supervisor and his subordinate or between two individuals at the same level of the organizational hierarchy. Inter group conflicts often occur between two trade unions, between two departments or between management and workers while attempting to implement the policies and programme of the organization (Mullins, 1996). Conflict in an organization has got two possible outcomes. This outcome may be functional in that the conflicts results in an improvement in the group's performance or dysfunctional in that it hinders group performance. If conflict is dysfunctional, then the parties need to de-escalate. This is done by using conflict management styles which use resolutions such as stimulation, communication, compromise, authoritative command, expansion of resources, problem solving, smoothing and

bringing in outsiders (Robbins, 2003). Leaders should understand and apply various conflict management styles and conflict resolution styles in order to form strong relationships with subordinates. It would seem that in any type of employee conflict, the manager has a major decision to make in terms of ignoring the conflict or intervening in it. While it is not an easy decision to make, the ability to decide properly is an important skill for a manager. In managing conflict, a key element is feedback, which can be used as an effective communication tool.

Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting (Rahim, 2002.). Properly managed conflict can improve group outcomes. Conflict management thus is the practice of being able to identify and handle conflicts sensibly, fairly, and efficiently. Since conflicts in a business are a natural part of the workplace, it is important that there are people who understand conflicts and know how to resolve them. This is important in today's market more than ever. Everyone is striving to show how valuable they are to the organisation they work for and at times, this can lead to disputes with other members of the team

This study was anchored by the behavioral or contemporary theory which states that Performance may increase with conflict, but only up to a certain level, and then decline if conflict is allowed to increase further or is left unresolved (Wilson, 2007). This approach advocates acceptance of conflict and rationalizes its existence through conflict management styles. Because of the potential benefits from conflict, educational managers should focus on managing it effectively rather than suppressing or eliminating it.

Therefore, Sompa (2015) looked at strategies of interpersonal conflicts between head teachers and teachers but this study intends to analyze the causes, styles and effect of conflict management styles on teachers in selected secondary schools in Mongu District of Western Province of Zambia.

1.2 Statement of the problem

Causes, styles and effect of Conflict management styles on teachers in schools has become a common issue of concern which needs urgent attention. Studies have shown that failure to resolve conflict greatly affects school performance and consequently results in poor working relationships amongst teachers (Newstorm and Davis, 2002).

Despite the adverse effects that are inherent in unresolved or partially resolved conflicts amongst teachers in Zambia, literature appears to be silent on the causes, styles and effect of conflict management styles on teachers in schools. A study by Joel (2011), Likuku (2013) and Somba (2015), looked at the strategies of interpersonal conflicts between head teachers and teachers. They did not explore the extent to which conflict management styles affected teachers. If this situation is not given the much needed attention, causes, Conflict management styles and their effect on teachers in schools has become a common issue which needs urgent attention. Studies have shown that failure to resolve conflict greatly affects school performance and consequently results in poor working relationships amongst teachers. Little knowledge about the causes, styles of conflict management and effects of conflict management styles on teachers in secondary schools of Mongu in Zambia is a problem and source of concern, which this study tried to address.

1.3 Purpose of the study

The study explored the causes, styles of conflict management and effects of conflict management on teachers in selected secondary schools of Mongu District.

1.4 Research Objectives

1. To identify the major causes of conflicts in selected secondary schools of Mongu District;
2. To establish conflict management styles common amongst teachers and head teachers in selected schools of Mongu District;
3. To assess the effects of conflict management styles on teachers in selected schools of Mongu District.

1.5 Research Questions

1. What are the major causes of conflict in selected secondary schools of Mongu District?
2. Which conflict management styles are commonly used by teachers and head teachers in selected secondary schools of Mongu District?
3. How can different conflict management styles impact on teachers in selected secondary schools of Mongu District?

1.6 Significance of the study

This study is expected to provide information which would assist the stakeholders in education to understand the causes, styles and effects of conflict management on teachers. Teachers might learn to appreciate that conflicts sometimes may be constructive and helpful especially if they are resolved amicably. They might also appreciate better approaches of managing conflicts as suggested in this study. School Managers will also appreciate and adopt the recommended conflict management styles so as to manage the human resource under their charge effectively. Researchers and scholars of educational management might find the findings useful as they might enrich the body of academic knowledge. The study findings and recommendations may also act as a source of reference materials to future researchers who would wish to do a deeper study related to this area.

1.7 Delimitations of the study

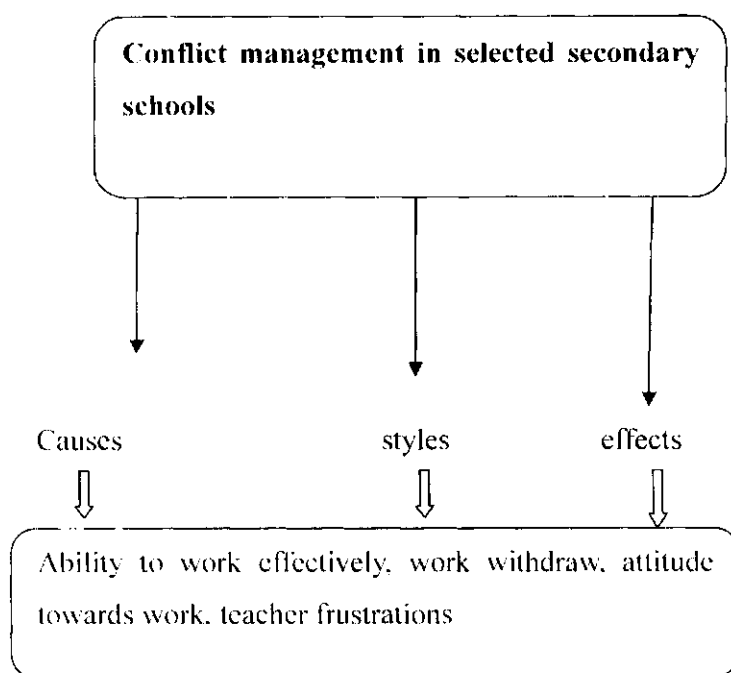
Every research study is limited to some areas where the researcher has vast control over. Delimitations are those areas characteristics that limit the scope and define the boundaries. Delimitations section explicates the criteria of participants to enrol in the study, geographic region covered, the profession and organizations involved (Simon, 2011). It would have been desirable for the study to cover the whole district but due to a short duration given to conduct the research, it was limited to 10 secondary schools in Mongu District of Zambia. This means that the findings of the study could not be generalised to wider population of other districts of western province which have secondary schools.

1.8 Theoretical and conceptual framework

The behavioural or contemporary view, also known as the human relations view argues that conflict is natural and inevitable in all organizations and that it may have either a positive or a negative effect, depending on how the conflict is handled. Performance may increase with conflict, but only up to a certain level, and then decline if conflict is allowed to increase further or is left unresolved (Wilson, 2007) .This approach advocates acceptance of conflict and rationalizes its existence through conflict management styles. Because of the potential benefits from conflict, educational managers should focus on managing it effectively rather than suppressing or eliminating it.

1.9 Conceptual framework

Conceptual framework is a model of presentation where a researcher represents the relationships between variables in the study (Orodho, 2009). A conceptual framework contributes to a research because it identifies research variables, and clarifies relationships among variables. It is also valuable in the sense that it sets the stage for presentation of research questions that drive the study. In this case, a conceptual framework assisted a researcher to develop awareness and understanding of the situation under scrutiny. It forms part of the agenda for negotiation to be scrutinized and tested, reviewed and reformed as a result of investigation.



The model above simply shows the dependent variables and the independent variables, of which causes, styles of conflict are independent variables. Ability to work effectively, work withdraw, teacher frustrations when well managed will result into improved teacher morale. Once the conflict management styles are well achieved it will result into to work effectively and if not well achieved it will increase the causes of conflict and led to teacher frustration.

1.10 Operational definitions

Conflict: can be described as a disagreement among groups or individuals characterized by antagonism and hostility.

Organization: is related with developing a frame work where the total work is divided into manageable components in order to facilitate the achievement of objectives or goals. Organization as a Group of people means that when people combine their efforts for some common purpose.

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

Competition: reflects a desire to achieve one's own ends at the expense of someone else. This is domination, also known as a win lose orientation.

Accommodation: reflects a mirror image of competition, entirely giving in to someone else's concerns without making any effort to achieve one's own ends.

Collaboration: reflects an effort to fully satisfy both parties. This is a problem solving approach that requires the integration of each party's concerns".

Avoidance: involves indifference to the concerns of both parties. It reflects a withdrawal from or neglect of any party's interest.

Compromising style: Benefit of this style is conflict can resolve in short time while the relationship is still maintained.

Forcing style : The benefit of this style is enhanced organizational decisions will be choose if the recast is correct rather than choosing a less effective decisions.

Collaborating style: People who resolve the conflict with the best solution agreeable to all parties. It is commonly named as problem-solving style.

1.1 Summary of chapter one

Chapter one has provided and discussed the background of the study. The problem which necessitated this study has also been stated. Further, the chapter has discussed the main objective of the study, specific objectives of the stud, the main and specific research questions, and significance of the study, delimitations and operational definitions.

CHAPTER TWO; LITERATURE REVIEW

2.0 overview

This chapter reviews literature from different countries related to causes, styles of conflict management and effects on teachers. The sources of conflict, causes of conflict management, and its effect on teachers, a summary of literature review will be provided.

Organisations employ people of varied backgrounds, beliefs, attitudes, socio-economic status and political persuasions. It is important for us to appreciate that there is bound to be conflict when people with such different backgrounds work together. Managers of organisations are therefore, involved in managing conflict. This shows that without conflict in organisations, it may not be easy for organisations to realise their set goals. The term conflict is conceptualised quite differently by different people regarding on their theoretical persuasions. Modern versions of conflict theory in sociology hold that domination, coercion and the exercise of power occur to some degree in all groups and societies because they are in the basic social mechanism for regulating behaviour and allocating resources (Henry, 2009). In addition to class conflict, groups and subcultures can engage in conflict over contrasting values.

Researchers have delineated that the key players in the schools for conflict management are the teachers or students who are able enough to understand the nature of conflict and it is very easy for them to manage any type of conflict in a constructive way. On the other hand Moran (2001) views that managing conflict is a philosophy and a set of skills which is used by individuals and groups of people to understand conflict in a better way and to deal with any conflict situation in their respective lives. Regarding the positive or negative nature of conflict, it is clear that this is a part and parcel of school life which always yields positive results. The most universal reason for workplace conflict is simply that people are different. When people work together, it is inevitable that they will sometimes disagree over things like goals, the way to achieve goals, or whether or not one party is capable of achieving a goal, and the like. Conflict in essence is not necessarily bad and if properly managed it has positive outcomes. It can be an energizing and vitalizing force in the process of planned change (Mullins, 1996). On the other side conflict has negative outcomes such as some people feel defeated and demeaned. A climate of

mistrust and suspicion is developed (Azamosa, 2004). This shows that individuals and groups may concentrate on their own interests rather than teamwork.

2.1 causes of conflict

In any situation involving more than one person, conflict can arise. The causes of conflict range from philosophical differences and divergent goals to power imbalances. Unmanaged or poorly managed conflicts generate a breakdown in trust and lost productivity. Economic conflict is brought about by a limited amount of resources. The groups or individuals involved come into conflict to attain the resources, thus bringing forth hostile behaviors among those involved. The major causes of conflict arise from the need to share scarce resources (Appleby, 1994). Value conflict is concerned with the varied preferences and ideologies that people have as their principles. Conflicts driven by this factor can be demonstrated in different departments where teachers have sets of beliefs that they assert. This implies differences in values, attitude or perceptions among members of different units (Wayne and Miskel, 2008). However, there are many causes of organizational conflict as categories by Jones and George (2003) with each category having its unique characteristics.



Duke (1999) observed that conflicts could arise between individuals or groups in an organization if the goals are not specified or when the management shift blame on units involved in work process. However, not all conflicts are bad and not all conflicts are good. Power conflict occurs when the parties involved intends to maximize the influence it has in the social setting. Such a situation can happen among individuals, groups or even nations. Conflict between employees in the workplace is a natural element of worthwhile communication. Conflict could occur at all managerial levels of interaction in the organization. It would likely to arise when there is a change in the organizations and individual strive to cope with their mutual interdependency in a changing organizational environment (Mayer, 2004).

Some schools associate conflicts with poor working conditions and lack of clear work and remuneration policy by the government. Some schools face a lot of difficulties in providing the necessary facilities and even teaching materials. According to the Republic of Kenya (2001), some schools did not have basic facilities including staffroom and teaching materials while some head teachers lack even offices to transact official duties. Okotoni and Okotoni (2003) indicate that teachers work in highly de-motivating conditions due to poor pay by the government coupled with lack of clear increments in salaries.

Yee and Cuba (1996) found out that some head teachers were unable to adopt and respond to complexities in their institutions that fast. Some boards got impatient because they expect quick positive change, and when change fail to occur that fast, the head teacher is accused of being low performer. The head teacher was quickly ejected out of the school and a new one brought in. Rono (2001) shares the above views and indicates that some head teachers display poor leadership qualities that created conflicts in schools. Gordon (1991) indicates that inexperienced head teachers sometimes ran into serious problems when they fail to use their scarce resources properly. Merger resources available in the school may be used on trivial projects while major ones were untouched.

The findings of the Republic of Kenya (2001) indicate that head teachers create conflicts in their schools because of applying wrong managerial skills in planning, budgeting and expenditure control. In some cases, head teachers do not apply proper use of accounting instructions provided by the Ministry of Education. This leads to

misallocation of resources resulting to lack of essential commodities and services. The Report also indicates that some head teachers are not transparent and accountable in handling the financial issues of their schools (Republic of Kenya, 2001).

In school situations, sometimes parents differ greatly with the teachers over academic performance of their children. According to A Republic of Kenya (2001), parents place a lot of pressure on the teachers claiming that they contribute to poor academic performance of the students. Such parents at times agitate for the removal of the head teacher and transfer of teachers to other schools. The students sometimes support the parents in the move and become indiscipline to the extent of physically demanding for the removal of the teachers. This is supported by Okotoni and Okotoni (2003) that poorly performing schools many at times are characterized by a lot of conflicts by the stakeholders. Head teachers sometimes find themselves in problems with the perceptions of the stakeholders that sometimes the head teacher favours the other stakeholders and other students. A case of such favouritism was reported by Omboko (2010). This special treatment results in discontentment among the stakeholders resulting in reduced performance.

Some school managers perceived conflicts in educational administration with absence of needed financial resources. According to Some (2010), shortage of finances makes it hard for the head teacher to forge ahead in educational programmes. He indicates that head teachers have been forced to make ends meet in their schools where there is lack of finance and material resources. The situation is made worse by low student enrolment in some secondary schools. Lack of finance and resources in school sometimes is blamed on the head teacher. Once in a while, parents blame the head teacher for not trying to provide the required learning facilities when it is deliberately.

The head teacher is left in dilemma on how to provide quality education in the absence of money. The case become more complex when the central government insists there must be education for all. When students fail to perform well due to lack of learning facilities it is the head teacher who is blamed by some parents who fail to pay fees. Nafukho (2001) in his view indicates that schools that perform well in national examinations have 70-80% of the required learning facilities.

Survey studies carried out in some secondary schools of Cape Town reported by Seamus (1995); indicate that over working causes conflicts between head teachers and teachers who are unmotivated in their work. Some teachers go into the teaching profession as a last resort when other alternatives are absent. These teachers will never settle in their jobs as professionals. They work to earn a salary with the hope that they will soon leave the profession. Foster (1989), affirm this view and indicates that unmotivated teachers will not produce good results. Complaint, laxity, grumbling and fighting the head-teacher characterizes their work. The head teacher will always be in the centre of blame.

Kim e-tal (2007) concurs with the above authors and indicates that men and women who have no calling to teaching vocation take up the training as teachers but have no interest in looking after the pupils. These teachers find themselves inside the classroom doing a job they do not like but because they need money, they stick to it. He also indicates that due to lack of interest in teaching, the teachers become increasingly brutal to the pupils. Such teachers also begin to patronize with influential politicians and receive protection. A teacher in this category always causes trouble to the head teacher.

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

2.2 Conflict management styles

There have been many styles of conflict management that have been researched in the past century. One of the earliest, Mary Parker Follett (1926/1940) found that conflict was managed by individuals in three main ways: domination, compromise, and integration. She also found other ways of handling conflict that were employed by organizations, such as avoidance and suppression. Five styles for conflict

management are as identified by Thomas and Kilmann are: Competing, Compromising, Collaborating, Avoiding, and Accommodating.

Conflict can be managed in different ways, some focusing on interpersonal relationships and others on structural changes. Managing conflict toward constructive action is the best approach in resolving conflict in organization. When conflict arises, we need to be able to manage them properly, so that it becomes a positive force, rather than a negative force, which would threaten the individual or group. If conflicts arise and are not managed properly it might lead to delays of work, disinterest and lack of action and in extreme cases it might lead to complete breakdown of the group. Unmanaged conflict may result in withdrawal of individuals and unwillingness on their part to participate in other groups or assist with various group action programs in the organization hence need to use different conflict management styles to minimize conflict in an organization.

Accommodating style, the accommodating style means surrendering one's own needs and wishes to please the other person. According to Namusi (2005), some teachers and head teachers who opt for an accommodating style deny themselves to put their interest last and let others have their way. Many times, they say, such people believe that keeping a good relationship is more worthwhile than anything else. In accordance with this notion, Irene (2011) maintains that the accommodating style satisfies the other party's concerns while neglecting one's own. They conclude that the difficulty in habitual use of the accommodating style is that it emphasizes preserving a friendly relationship at the expense of critically appraising issues and protecting personal rights. In explaining the accommodating approach, Gross (2000), indicates that this style involves a behaviour that is cooperative but not assertive and which may mean an unselfish and a long term strategy to encourage others to cooperate or submit to the wishes of others. They describe that accommodators are usually favourably evaluated by others but are also perceived as weak and submissive.

Avoiding style, Kogo (2002), refers to the avoiding approach as a method of dealing with conflict from a safe emotional distance. As with viewing a distant mountain range, the specific details get lost the farther away one is. This brings in Wheeler's (1995), notion that teachers and head teachers who choose the avoiding style do not

normally get involved in a conflict because they tolerate each other in order to escape conflict. Kriesberg (1998) emphasizes that the avoiding style involves a behaviour that is unassertive and uncooperative; as a result an individual chooses this style to stay out of conflict, ignore disagreements, or remain neutral. The avoiding approach might reflect a decision to let the conflict work itself out, or it might reflect an aversion or tension and frustration.

In the view of Convey (2002), head teachers engaging in an avoiding strategy protect themselves from the difficulty of conflict. who stress that even though such people want to win, they are reluctant to jump into conflict with the teachers the way someone with a competing response would. Convey (2002) opines that the avoiding strategy may be useful when it is important to give some time and space to a conflict because some people are mood driven, and a day or even a few hours can make a tremendous difference in their willingness to engage in conflict productively. This brings in the notion that timing can be extremely important in determining when a problem is brought up or a conflict is discussed, and goes with the saying that "time heals some wounds". In agreement with this assertion, Barker (2009), contributes that conflict may go away over time, particularly if there is continuous contact between both sides on other issues and that contact is mostly positive and productive. In such situations, both parties may decide that what they were upset about in the past is just not important anymore.

Competition operates as a zero-sum game, in which one side wins and other loses. Highly assertive personalities often fall back on competition as a conflict management strategy. The competitive strategy works best in a limited number of conflicts, such as emergency situations. Competition involves authoritative and assertive behaviours. In this style, the aggressive individual aims to instil pressure on the other parties to achieve a goal. It includes the use of whatever means to attain what the individual thinks is right. It may be appropriate in some situations such as when issues are vital to the welfare of the organization but it shouldn't come to a point where the aggressor becomes too unreasonable (Thompson, 1967). Dealing with the conflict with an open mind is vital for a resolution to be met.

Compromising style, Orlich (2001) defines compromise as an agreement in which people concur to accept less than they originally wanted. Teachers and head teachers

who rely on the compromising style to manage conflict find it necessary to satisfy some of their interests but not all of them. Whetten (2005), posit that compromise is an attempt to have a partial satisfaction for both parties and this compels them to make sacrifices to obtain a common gain. A disadvantage of this strategy is the fact that since these parties find an easy way around the problem, the possibility of coming up with more creative ways for a solution would be neglected.

Harrison (1998) observes that with compromise, there is no distinct winner or loser, and the decision reached is probably not ideal for either group. Compromise can be used effectively when the goal sought can be equitably shared. If this is not possible, one group must give up something of value as a concession. This is in line with previous studies that have showed that, there is significant positive relationship in using collaborating style and people's satisfying their task, their supervision and their job in general (Alexander, 1995).

While the term conflict generally is associated with negative encounters, conflict itself is neither inherently good nor inherently bad according to the human relations theory. However, engaging in conflict can have positive effects on relationships and organizations and arise as the result of a weakness within the organization. The weakness could be a character flaw of an employee, poorly communicated directions, a lack of resources or erroneous assumptions about the best way to handle a process or procedure (Appleby, 1994).

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

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

The complexity of the task and the resultant conflict within the team during the course of performing the task can have a combined positive bearing on the team's performance. However, the conflict management style has to be task led and has to evolve from the complexity of the task. Here's what well- conflict is appropriate to the complexity and uncertainty of the team's work. For example, a strategic management team may need high levels of disagreement to facilitate the critical evaluation of decisions; conversely a production team following routine procedures may find that even a relatively low-level of disagreement interferes with their work. Every conflict holds the opportunity for creating improved processes and developing innovative procedures (Robbins, 2005).

However, conflict has a positive side brimming with opportunities. Conflict has the ability to foster creativity, higher thinking, better listening skills, and change. It is inevitable that we will run into conflict. How we can choose to deal with it, in a negative or positive manner, is key to long-term growth and success of the organization. Successful organizations generally deal with conflict in a positive, proactive manner. Understanding the fundamental causes of conflict, makes it significantly easier to find creative solutions. Too often the response to conflict is to deal with the symptoms. We see the strife between individuals or departments, but fail to focus on the underlying dilemma. As a result, attack the problem by seeking ways to make the participants work together nicely.

Locating the core conflict helps management begin looking for resolutions that work. When the spotlight is put on the core issue, opportunities become apparent. Management can concentrate on developing innovative structural and procedural changes that encourage communications and a broad corporate focus (Micheal, 2009). Although conflict within an organization can spur creative endeavors, it can also cause turmoil between employees and dismantle a cohesive business structure. Without the proper communication to resolve conflicts, employees and the organization itself are in danger of decreased productivity, more stress and ruined relationships.

A research by Abdul (2013), states that different secondary schools in Pakistan use accommodation, avoidance, compromise and collaboration as styles to manage conflict and however, the choice of which style to use depends on the situation. The avoiding strategy refers to low assertiveness and low cooperation. Many times teachers and head teachers avoid conflicts out of fear of engaging in a conflict or because they do not have confidence in their conflict management skills. *Times when the avoiding mode is appropriate are when you have issues of low importance, to reduce tensions, to buy some time or when one is in a position of lower power* (Abdul, 2013).

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

Although very few empirical studies have presented the impact of compromising strategy on job performance, many studies have found that employees prefer to use the compromising strategy in resolving conflict (Trubisky et al., 1991). The compromising strategy may produce beneficial results due to the fact that this strategy helps conflicting people quickly find solutions and provide benefits to both sides through concessions. Quick and acceptable solutions resulting from using the compromising strategy may simulate individuals to exert greater effort in achieving performance. Based on those arguments, it can be proposed that both the collaboration and compromising strategies of conflict resolution are positively related to job performance. Conflict management styles, therefore, are methods desired to develop peaceful means of amicably ending a state of conflict or minimizing. The study also revealed that the most used means of managing conflict among the managers in Nigerian service industry is Bargaining, Collaboration, and Avoidance. When conflicts are properly managed in organization, it will lead to the attainment and achievement of organizational goals and objective (Meyer, 2004).

2.3 Effects of Conflicts in Organizations

Conflict has been a common phenomenon since it is an inseparable part of the organization. Classical organization theorists believed that conflict produced inefficiency and was therefore undesirable, even detrimental to the organization and

should be eliminated or at-least minimized to the extent possible pondy and Brown as quoted in Jehn (1995). Indeed, unresolved conflicts cause tension and hinder team spirit amongst staff. At times conflict is resolved unfairly, for example when teachers are not treated alike. This weakens the situation and negates achievement of institutional goals.

A study conducted by Kim e-tal (2007), outlined some positive effects of interpersonal conflicts. He states that when two parties who respect each other face a conflicting situation, the conflict management process may help in clarifying the facts and stimulating a search for mutually acceptable solutions. He further noted that, in the case of conflicts between teachers and head teachers, their performance and cohesion is likely to improve. This implies that in a conflict situation, an opponent's position is evaluated negatively, and group allegiance is strongly reinforced leading to increased group effort and cohesion. He further pointed out another positive effect of interpersonal conflict stating that the relative ability or power of the parties involved can be identified and measured. Jehn (1995) ascertains that conflict is a pivot around which change takes place in workplaces and the society at large and that when people disagree, it highlights their focus and defines what the important issues are. However, Wheeler and Terrence (1995) indicate that suppression of conflict and dissent is a sure sign that freedom is on the decline and democracy is not being practiced. This explains that conflict management styles are useful forces in an organization and, if managed correctly, can be a potential force for innovation and social change.

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

Newstorm and Davis (2002) are of the view that prolonged conflicts at interpersonal level leads to deterioration of cooperation and teamwork. Distrust may grow among people who need to coordinate their efforts and the motivation level of some employees reduced. This explains why teachers experiencing conflicts may have low morale and greater levels of stress. Frustration and anger generated by conflict may reveal it in lack of enthusiasm and poor performance their duties. Conflicts interferes with their performance as teachers will focus on reducing threats, increasing power, and attempting to build cohesion rather than working on the task. According to Torrington, (1995) conflict and the ensuing negotiations take a great deal of time and energy. Conflict can become abstractive when over personalized, and individuals become obsessed with the conflict itself rather than what it is about. They also stated that conflict can cause emotional stress which some people find it very taxing, while others find it stimulating.

Deutsch, as quoted in John (1995), stated that relationship conflicts decrease goodwill and mutual understanding which hinders the completion of organization tasks. In deed most teachers with unresolved conflicts talk negatively about their institution hence creating a bad image of the school. Sometimes conflict takes attention away from important activities if the institution and therefore delays their completion. It may also polarize teachers, thus reducing cooperation amongst them. Conflicts cause teachers to be negative, irritable, suspicious and resentful. However, views toward conflict changed with the emergence of social systems and open system theory. According to Forster (1995) not all conflict is bad, rather, it may result in productive outcomes.

Conflict may stimulate people to search for improved approaches that lead to better results. It energizes them to be more creative and experiment with new ideas, hence higher performance. In addition, hidden problems are brought to the surface where they may be confronted and solved. Once the conflict is resolved, the individuals may be more committed to the outcome through their involvement in solving it. Bennett (1997) is of the view that conflict has positive aspects: it spurs initiative, creates energy and stimulates new ideas.

According to Hanson (1991), organizational conflict is considered as legitimate, inevitable and even a positive indicator of effective organization management. It is now recognized that conflict within certain limits is essential in productivity.

Organizational conflicts in educational systems are by no means the antithesis of the makings of quality of education. When dealt with in a constructive manner, conflicts encourage creative solutions lead to unity and support people through change and stressful periods (King, 1999).

Rechner (1989), as quoted in Jehn (1995), states that conflict can improve decision making outcomes and group productivity by increasing decision quality through in cooperating devil's advocacy roles and constructive criticism. Indeed better decision making can be achieved because multiple view points are considered. Schermerhorn, (2001) states that whether or not conflicts benefit secondary schools depends on two factors; the intensity of the conflict and the way conflict is managed. This constructive conflict stimulates people towards greater work efforts, cooperation and creativity.

Conflict may have either a positive or a negative effect on organizational performance, depending on the nature of the conflict and how it is managed (Armstrong (2006)). For every organization, an optimal level of conflict exists which is considered highly functional as it helps to generate good performance. When the conflict level is too high (dysfunctional), performance suffers. Consequently, innovation and change may become unmanageable and the organization may not adapt to change in its environment (Beardwell and Claydon, 2007). According to Advisory, Conciliation and Arbitration Service (2004) the informal resolution of dissatisfaction is an essential part of effective day-to-day management. Most difficulties can be resolved as they arise but more formal arrangements are necessary when dissatisfaction in the employment relationship becomes unresolved conflict.

Indirect consequences are negative publicity and media coverage, decreased morale, increased disability and employee's payment claims, increased turnover, and diversion of limited and valuable resources to dispute resolution, consist of legal remedies (Gerardi, 2004; Chassin and Becher, 2002). The direct consequence of unresolved conflict is a barrier to communication between the members. Appropriate communication among team members is well acknowledged in some of the safety-critical industries (Davies, 2005).

Ssekamwa (2001) in his assessment of school effectiveness established that school management depends on collaboration and teamwork among teachers, students,

administrators, and parents. Failure in the mode of collaboration according to the two researchers leads to conflict. At managerial level, decision-making in educational systems is frequently characterized by conflict and disagreement. This is largely due to inherent differences in interests and opinions among educational Stakeholders. *Ssekamwa further suggest that head teachers who are the chief executives in schools need to manage conflicts using strategies that yield functional synergies and create a constructive school culture that results in teachers and students' satisfaction with the school climate.*

Republic of Kenya (2001), demonstrates that some teachers are forced into the teaching profession without commitment. These teachers cause problems, lack discipline, and are chronic absentees in schools. Some engage in immoral acts with pupils or incite them against the school administration. Philips (2000) affirms the above views and indicates that there are teachers who take up the noble teaching profession and yet they have no interest in it. These teachers display incompetence, laziness and lack interest in pupils' work. They lack self-discipline and are biased and inconsistent in their application of punishment meted out to pupils who break school rules. Some head teachers perceive causes of conflicts in their school as due to lack of commitment by some teachers to work in their schools.

There are things that head teachers do in their schools that pose a serious challenge to school management. Some of these include absenteeism, perennial lateness, dishonesty, inaccessibility and being autocrat or dictatorial according to Katumanga (2000). He further reveals that some head teachers have been forced to deal with conflicts in their schools which are due to their own making. Some head teachers fail to perform well in educational administration because of frequent absenteeism from their schools. Okotoni and Okotoni (2003) concur with these views and indicate that situations sometimes arise where the conflicts develop into serious personal differences. Prolonged conflicts at interpersonal level leads to deterioration of co-operation and team work (Newstorm and Davis, 2002).

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

organization (Omboko, 2010). Different individuals while having different goals are prone to interact for the achievement of their mutual gains which in one way or the other lead them to conflict.

Organizational behaviour and human resource management scholars have different perspectives about the relationship between conflict and organizational performance. Some scholars have claimed that organizational conflict tended to hinder organizational performance and therefore should be avoided (Dyck et al., 1996; Robbins, 1991). Other scholars have viewed conflict as functional to organizations if it is managed properly (Jehn, 1995, 1997). This shows that conflict has an important role in optimizing organizational performance through developing “critical evaluation which decreases the groupthink phenomenon by increasing thoughtful consideration of criticism and alternative solutions. To make conflict more productive, Jordan and Troth (2002) further suggest that the strategy used to handle interpersonal conflict is a crucial factor in successful conflict resolution. The integrating strategy of conflict management improves job performance when the solution to a conflict would benefit both parties. Both conflicting parties are encouraged to satisfy their interests through exchanging information (Meyer, 2004). Satisfaction from resolving conflicts may lead individuals to exert greater efforts in achieving performance. For example, Weider-Hatfield and Hatfield (1995) found that the integrating strategy had a strong association with job satisfaction and job performance. However, that study did not provide any clear relationship of the integrating strategy to job performance, so it lacked theoretical and empirical explanations. Rahim et al. (2001) also demonstrated that problem solving measured in terms of using more integrating strategy and less avoiding strategy, had a positive effect on the job performance. Head teachers face the challenge of keeping employees motivated and committed during the midst of conflicts.

The degree to which a facility supports its employees during conflicts directly affects staff performance and wellbeing. Head teachers must serve as an example and set the tone for a positive work environment, especially during a period of transformation; they need to accept any pending changes in the work environment before they can successfully convince their employees to accept any conflict management styles (Dyck et al, 1996). In order to improve employee productivity and morale, it is important for managers to allow employees to help set department or organizational

goals and resolve their conflicts amicably. Employees will work harder to reach goals if they're involved in setting them (Wattam, 2005). Work load, unethical behavior by colleagues, social exclusion, time pressure, downsizing, and organizational change programs can all be easily identified as things that cause stress at work and accordingly bring out some type of stressor response.

2. 4 Identified Gaps and Justification

Based on the reviewed literature, it is clear that three objectives and the problem for this study were not earlier on addressed by local researchers in this area. This is attributed to the fact that most writings and studies reported findings from foreign countries which could not be generalized to the Zambian scenario. Additionally, the local studies reviewed had their objectives different from what the current study aimed to achieve. For instance, Sompa (2015) concentrated on the strategies of interpersonal conflicts between head teachers and teachers in secondary schools of Lusaka and Likuku (2013) investigated the strategies of interpersonal conflicts between head teachers and teachers in primary schools. Their studies have revealed the interpersonal conflict between teachers and head teachers. However, the current study did not focus on interpersonal conflict between teachers and head teachers. It appears no clear studies have been done to assess the causes, styles and effects of conflict management on teachers.

Conclusion

Conflict is often inevitable in many situations. There are many causes of conflict that have been highlighted as economic conflict, value conflict and power conflict. All these causes can be found in various classification of conflict namely interpersonal, intrapersonal, intergroup and intra-group. To overcome the above, different management styles (conflict resolution) are used such as accommodation, avoiding, collaborating, compromising, diffusion, smoothing and negotiation. It is important to note that the strategy involved in coming up with a resolution is relative to the kind of the situation. Consequence of unresolved conflict may affect job satisfaction and employee loyalty in any given organization. Superior should mediate a conflict by using the right method. However, conflict should not be seen as purely negative. It can become an opportunity for better things and open up opportunities, if dealt with properly. Conflict helps to spot personality traits, develop innovative procedures and

in fostering creativity. On the other side, conflict may lead to less productivity, more stress, violence, immobility and it may divide the organization. Addressing conflict should be viewed as an important element in achieving organizational effectiveness and enhancing productivity. Although some examples on the effects of conflict management styles from elsewhere have been cited in this work, no detailed study has been conducted in Mongu District to showcase the effect of conflict management styles on teacher performance in secondary schools. It is hoped that the findings of this study has helped to bridge the knowledge gap.

Summary of Chapter two

The chapter reviewed the related literature on the concept of conflict in school organisation by examining different writings and research done by other researchers at local and international levels. The chapter explored the causes of conflict and styles of conflict management. It also examined the effects of conflict on teachers. Furthermore, this chapter highlighted the gaps and has shown the role this study played in filling the gaps.

CHAPTER THREE: METHODOLOGY

3.0 Overview

The previous chapter reviewed literature from different countries around the world by different researchers and scholars related to this study. This chapter however deals with the methodology that was employed in order to describe the research design which was used to investigate the causes, styles and effects of conflict management on teachers in selected secondary schools of Mongu District. In the views of Rajaseka (2013) research methodology is essentially an outline of the procedures through which researchers go about their work of describing, explaining and predicting phenomena.

3.1 Research design

The research design was descriptive survey. The design is adopted because descriptive studies are useful for fact finding and result in the formulation of important principles of knowledge and Solution to significant problems (Orodho, 2003). Kombo and Tromp (2007) observes that descriptive approach is designed to obtain information concerning the current phenomenon and wherever possible to draw valid conclusions from facts discussed. This method also was preferred because it made enough provision for protection against bias and maximizes reliability. Surveys are self- report studies which can be used for obtaining descriptive quantitative and sometimes qualitative data from the sample (Mugenda, 1999).

In using a descriptive research design, a qualitative approach and quantitative approach were used. A qualitative research is a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data. However, the merits of using a qualitative approach in this study was that, it was less expensive and also permitted flexibility in the research, meaning, the researcher was always prepared to engage in field research, whenever required. Quantitative approach on the other hand, is a formal, objective, systematic process in which numerical data are utilized in order to obtain information about the world (Burns, 1991).

3.2 Study population

Study population consists of all the members of the hypothetical set of people, events or objects to which generalization of the research study could be made. In view of

Aday and Comelius, 2006), study population refers to a group to which information is desired and, to which one wishes to make inferences.

The study targeted teachers, head teachers and heads of department due to the fact that they encounter conflict and use different styles of conflict management to resolve conflict.

3.3 Study sample

A sample is a small proportion of a population selected for observation and analysis (Kulbir, 2006). A study sample is the number of participants selected from the universe population to constitute a desired number of participants needed for the study. According to Dhlamini (2012) argues that the primary purpose of sampling is not to establish a random or representative sample drawn from a population but rather to identify specific groups of people who either possess similar characteristics or live in the circumstances relevant to the phenomenon being studied. In order to establish the causes, styles and effects of conflict management styles on teachers in selected secondary schools of Mongu District, this study sampled 110 respondents from the universe population. The sample was distributed as follows: respondents:

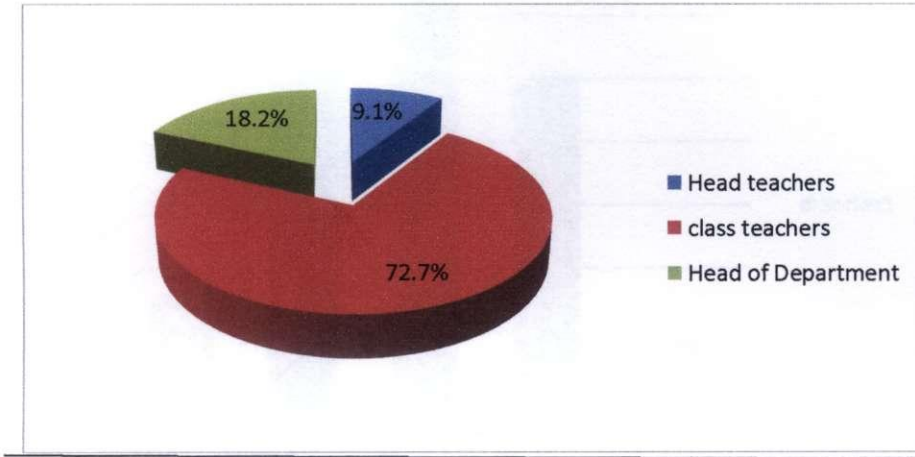
Table1: Distribution of respondents by institutions (schools)

RESPONSE	FREQUENCY	PERCENT	COMULATIVE PERCENT
Holy Cross Girls Secondary School	27	24.5	24.5
St John's Secondary School	13	11.8	36.4
Kambule Technical Secondary School	30	27.3	63.6
Limulunga Day Secondary School	2	1.8	65.5
Mule Secondary School	8	7.3	72.7
Kanyonyo Secondary School	5	4.5	77.3
Imwiko Secondary School	5	4.5	81.8
Sefula U.C.Z Secondary School	13	11.8	93.6
Mongu School of Continuing Education	7	6.4	100
Total	110	100	

24.5% (27) were teachers from Holy Cross Girls Secondary School, 11.8 % (13) were teachers from St John's Secondary School, 27% (30) were teachers from Kambule Technical Secondary School, 1.8% (2) were teachers from Limulunga Day Secondary School , 7.3% (8)were teachers from Mule Secondary School, 4.5% (5)

were teachers from Kanyonyo Secondary School, 4.5% (5) were teachers from Imwiko Secondary School, 11.8% (13) were teachers from Sefula Secondary School and 6.4% (7) were teachers from Mongu School for Continuing Education.

Figure 1: Positions held by respondents



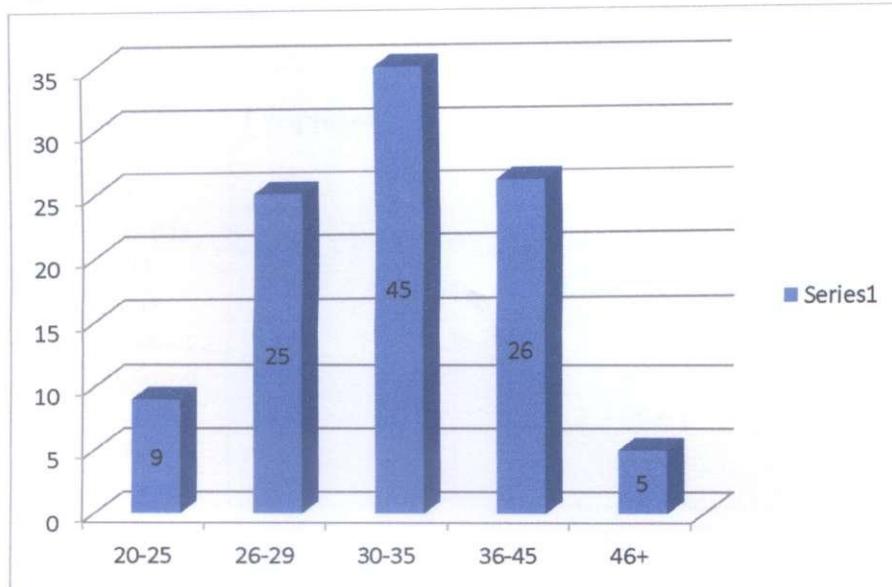
18.2% (20) of the respondents were heads of departments, 9.1% (10) of them were head teachers and 72.7% (80) were class teachers.

Figure 2: Sex of respondents



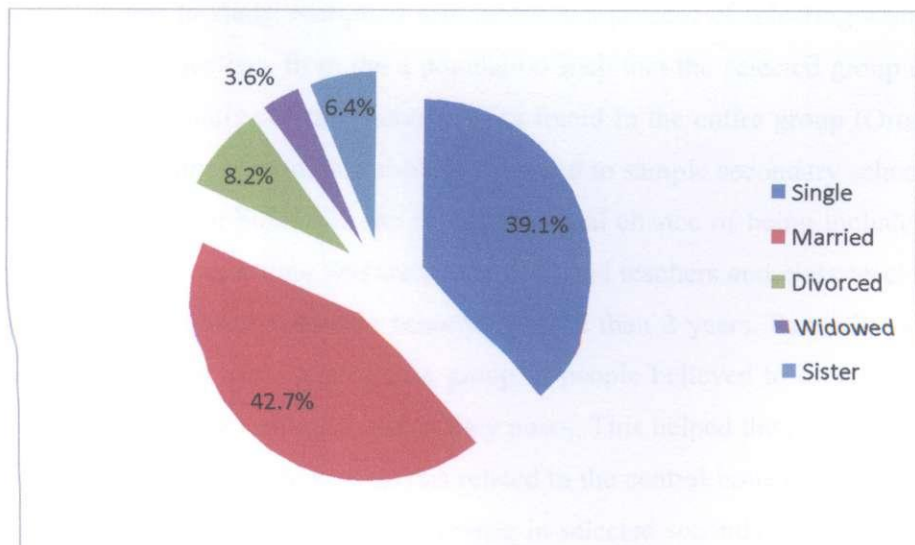
36.4% (40) of the respondents were males and 63.6% (70) were females.

Figure 3: Age



9% (9) of the respondents were between the ages of 20-25, 25% (25) were between the ages of 26-29, 45% (45) of the respondents were between the ages of 30-35, 26% (26) of the respondents were between the age of 36-45 and 5% (5) of the respondents were above 46.

Figure 4: Marital status of respondents



3.6% (4) of the respondents were widowed, 6.4% (7), 8.2% (9) were divorced, 39.1% (43) were single and 42.7% (47) of them were married.

Table 2: Qualifications

Qualification	Frequency	Percentage	cumulative Percentage
Masters ED	12	10.9	10.9
BA. ED	28	25.5	36.4
BED (PRI)	10	9.1	45.5
Advanced Diploma	12	10.1	56.4
SEC DIP	48	43.6	100
Total	110	100	

10.9% (12) of the respondents had masters in education administration, 25.5% (28) had a Bachelor of Education degree, 9.1% (10) had Bachelor of degree in Primary, 10.9% (12) of the respondents had Advanced Diploma in Education and 43.6% (48) had secondary school teacher's diploma in education.

3.4 Sampling Techniques

Sampling techniques are procedures that are used by a researcher to gather people, places or things to study. Sampling also refers to a process of selecting a number of individuals or objectives from the a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). Simple random sampling was used to sample secondary schools. This procedure gave each School in the district an equal chance of being included in the sample. Purposive sampling was used to select head teachers and class teachers who have been serving at a particular school for more than 2 years. Purposive sampling technique refers to the selection of a group of people believed to be reliable for the study because of the rich information they poses. This helped the researcher to select information rich for in- depth analysis related to the central issue of effect of conflict management styles on teacher performance in selected secondary schools of Mongu district

3.5 Data collection instruments

Data collection instruments are tools that help the researcher to collect necessary information from participants. Examples of data collection instrument are interview guides, questionnaires, focus group discussions, check list and observations (Kasonde- Ng'andu, 2013).

In order to collect appropriate data for this study, two instruments were employed. These were questionnaires and interview guide. This contained both closed-ended and open-ended questions. The questionnaires were administered to a cross-section of respondents (teachers) drawn from various categories of school organizations. A structured questionnaire included multiple item scales to measure the dependent variables that were formulated and quantifiable using the Likert scale. Amin (2004) proposes that such questionnaires as used in this study have the strength to limit inconsistency and also save time. The Likert scale measurement of Strongly-agree, Agree, Disagree and Strongly-disagree was used so as to have quantities results easier for statistical results.

An interview is a conversation or interaction between the researcher and the research respondents. Interviews are an effective way of collecting data because they involve a one to one contact with the subject (Kombo, 2007). Credit was given to interviews because both the interviewer and the interviewee could clarify any point that they did not fully comprehend in the interview process there by eliminating chances of giving incorrect or unexpected responses to questions. The responses obtained from the head teachers during the interviews were recorded using a tape recorder in order to save time.

3.6 Date collection procedures

Date collection procedure refers to the process through which data is collected from the respondents through the use of necessary instruments. Before going to schools to collect the needed information for the study, permission was sought from the relevant authorities like the provincial education officer as well as the head teacher. The researcher conducted ten (10) separate interviews with the head teachers and also distributed self-developed questionnaires to 100 teachers.

3.7 Data Analysis procedure

Data analysis is the critical examination and scrutiny of the coded data in order to make deductions and inferences. This activity involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions (Kombo and Tromp, 2006).

Analysis of qualitative data was done both during data collection stage and was also continued after the data collection. The research questions helped in identifying the major emerging themes. Qualitative data was edited, grouped, summarized, organized and categorized to establish emerging themes in the objectives.

On the other hand, the quantitative research data was analyzed at the end of the data collection process. Data was presented in form of tables, percentages, graphs, and charts. Descriptive statistics was used to analyze numerical data through summaries such as percentages, tables, diagrams and charts. Excel was used to create graphs, pie charts and graphs to visualize data. However, the type of data analysis method used is profoundly dependent on the research design and the instruments used to collect data.

3.8 Validity and Reliability

Validity and reliability are usually referred to a research that is credible and trustworthy. This study adhered to Berg, (1989) suggestion by engaging multiple methods of data collection, thus through questionnaires, individual interviews and document analysis which led to trustworthiness. Further, a voice recorder was used to capture the primary data.

The findings were validated by listening to the recordings over and over from head teachers. To test the extent to which the study had measured whatever it was being measured consistently, Cresswell, (2012); categories of the frequently occurring data was identified and checked. Since the main issue of effects of conflict management styles on teachers was dependability, data was established by capturing all interviews on a tape recorder. The interviews were unbiased and care was taken not to ask leading questions.

3.8 Summary of Chapter Three

This chapter has discussed the methodology which was used to collect data in order to establish the causes, styles of conflict management and effects of conflict management styles on teachers in Mongu District. The study adopted a descriptive

survey design. The sample was 110 comprising 10 head teachers and 100 teachers. Data was collected using interview guide and semi-structured questionnaires. Qualitative data were analyzed by categorizing and arranging it into themes whilst quantitative data were entered in Microsoft excel and presented using bar graphs, pie charts and frequency tables.

CHAPTER FOUR: FINDINGS OF THE STUDY

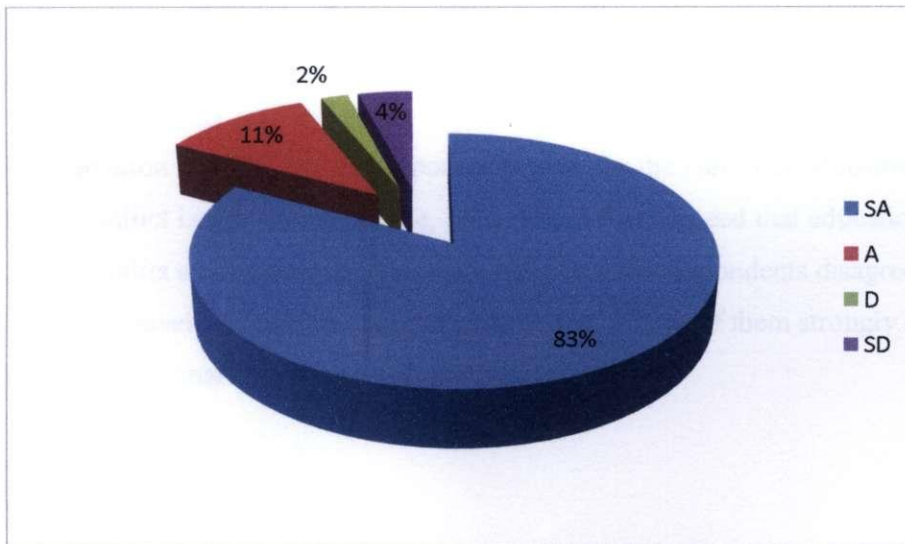
4.0 Overview

The previous chapter provided the methodology used for collection and analysis of data for this study. This chapter presents the findings of the study that were obtained through the questionnaires and structured interview guide. Questionnaires were administered to 100 teachers and interviews were conducted to 10 Head teachers. This was based on the already stated objectives.

4.1 Responses on the Causes of conflict

4.1.1 Figure 5: Lack of trust

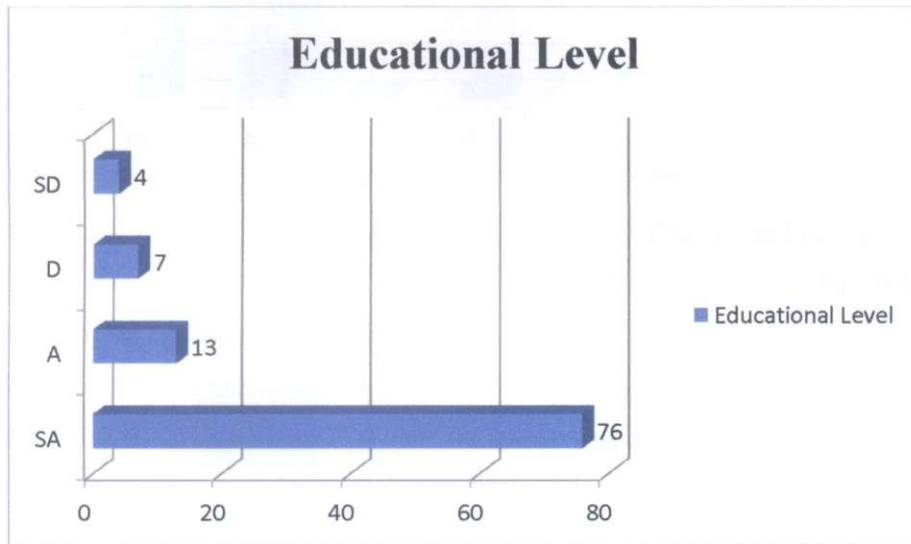
One of the respondents lamented that there was lack of trust among the teachers and this caused conflict as shown below;



83% (83) of the respondents strongly agreed that lack of trust was one of the causes of conflict among teachers and the head teachers, 11% (11) agree that lack of trust was a contributing cause of conflict and on the side 2% (2) of the respondents disagree that lack of trust was not a contributing cause of conflict among teachers and 4% (4) of them strongly disagree that lack of trust was not a cause of conflict among teachers.

4.1.2 Figure 6

In another view some respondents highlighted that; the education status of teachers influenced conflict as some teachers lamented that “it is inferior to have people in management who are not qualified to control the operations of the school”. As further shown below;

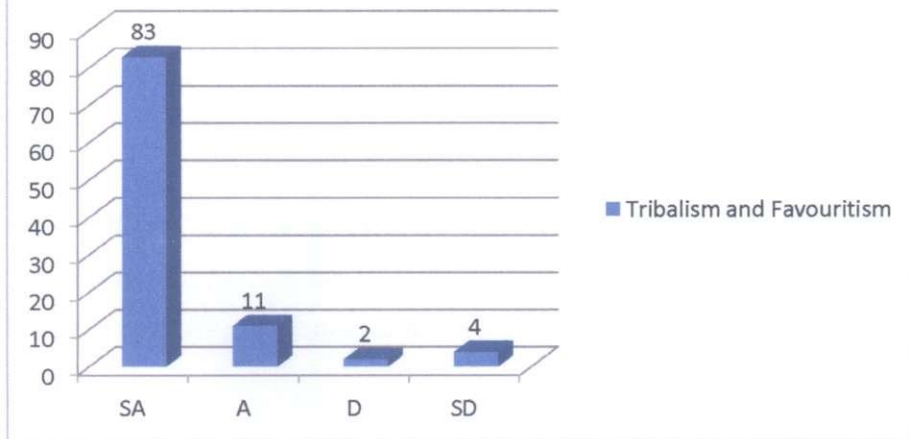


Representation 76% (76) of the respondents were for the view that educational level caused conflict hence strongly agree, 13% (13) of them agreed that educational level caused conflict among teachers the while 7% (7) of the respondents disagreed that educational level was not the cause of conflict and 4% (4) of them strongly disagreed that the educational level had no impact on conflict.

Figure 7

Tribalism and favouritism was another common factor which caused serious conflict among teachers. One of the respondents lamented that “there was an element of favouritism among teachers and head teachers and mostly favoured were teachers from the same religion with the administrators and same cultural background”. As is shown below;

Tribalism and Favouritism

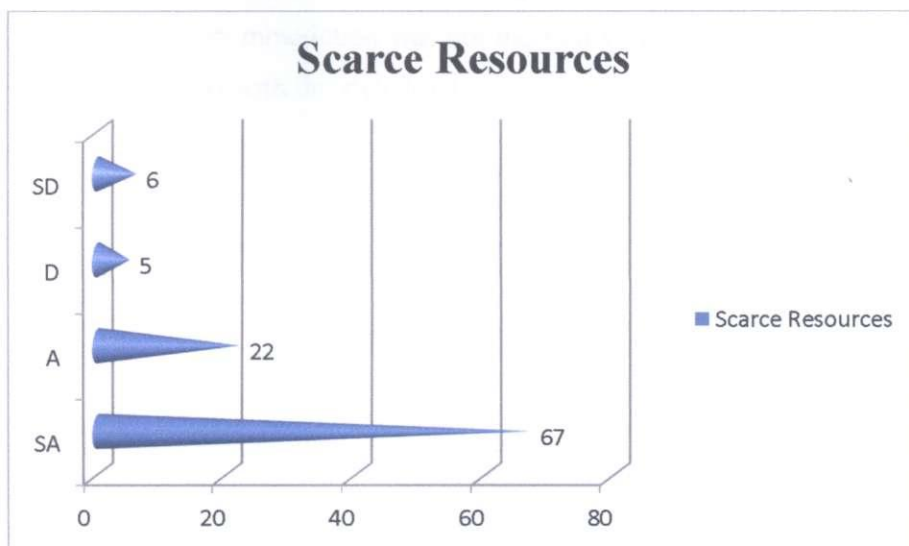


83% (83) of the respondents strongly agreed that tribalism and favouritism greatly contributed to conflict among teachers, 11% of them also agreed that tribalism and favouritism contributed to conflict among teachers while 2% (2) of the respondents disagreed that tribalism and favouritism were not causes and 4% (4) of them strongly disagreed that tribalism and favouritism had no influence on conflict among teachers.

Figure 8

Resources are valuable assets used in the functioning of the school which include human resources and physical resources. However, one of the respondents lamented that "there were few resources like text books, infrastructure to be equally used by teachers at the required time which contributed to conflict in schools.

Scarce Resources

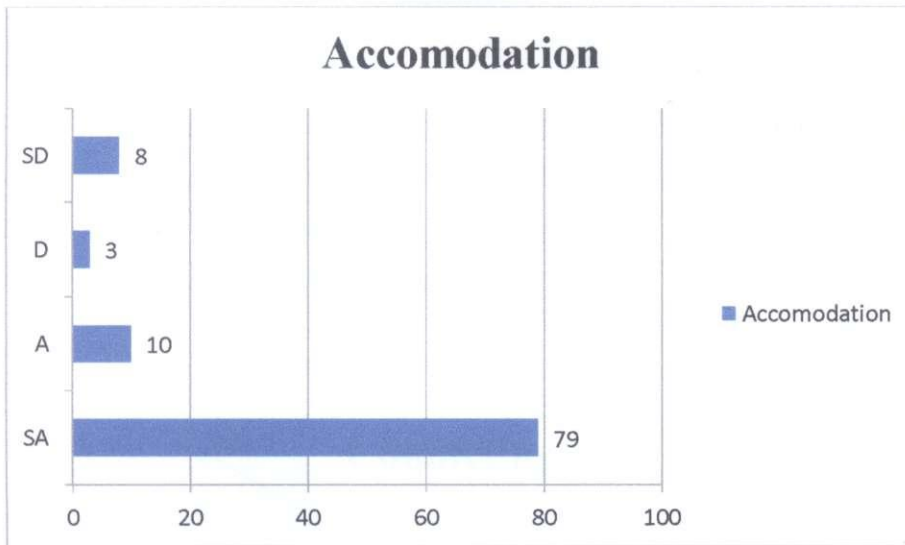


67% (67) of the respondents strongly agreed that scarce of resources was a cause of conflict among teachers and 22% (22) of them agreed that conflict is due to scarce resources. 5% (5) of the respondents disagreed that scarce of resources was not a factor and 6% of them strongly disagreed.

4.2 Conflict management styles on teachers

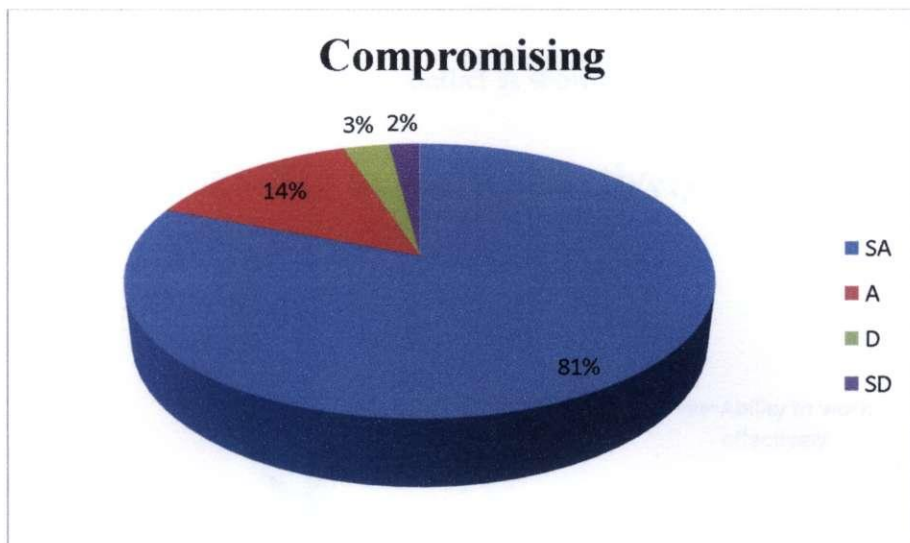
The second objective of the study was to establish the styles of conflict management in selected secondary schools of Mongu District. The following were the response

Figure 9



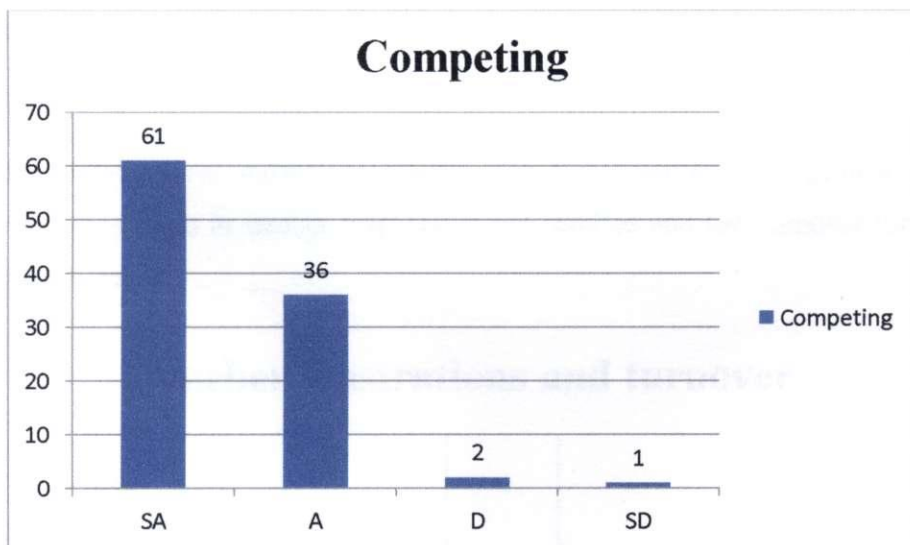
79% (79) of the respondents used accommodation style as a way of resolving conflict and strongly agreed it works, 10% (10) agreed that it worked while 3% (3) of them disagreed that accommodation was not the best way and 8% (8) of the respondents strongly disagreed with the style used.

Figure 10



81% (81) of the respondents strongly agreed that compromising was one way of resolving conflict and 14% (14) of the agreed it was the best strategy while 3% (3) of the respondents disagreed that compromising was not a good strategy and 2% (2) of them strongly disagreed that it was not a best strategy.

Figure 11

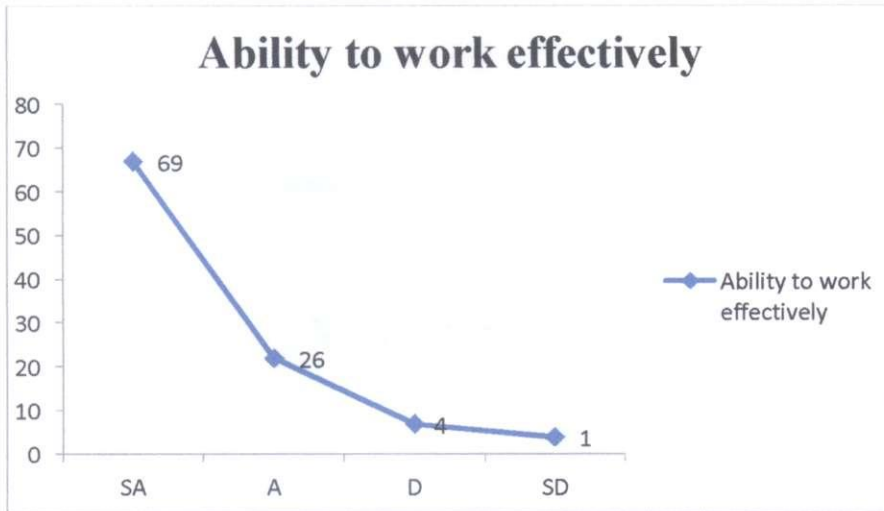


61% (61) of the respondents strongly agreed that competing was the best strategy of resolving conflict among teachers and 36% (36) of the them agreed it was one way on resolving conflict while 2% (2) of the respondents disagreed that competing was not the best strategy and 1% (1) strongly disagreed it was not the best strategy.

4.3 Effects of Conflict on Teachers

Figure 12

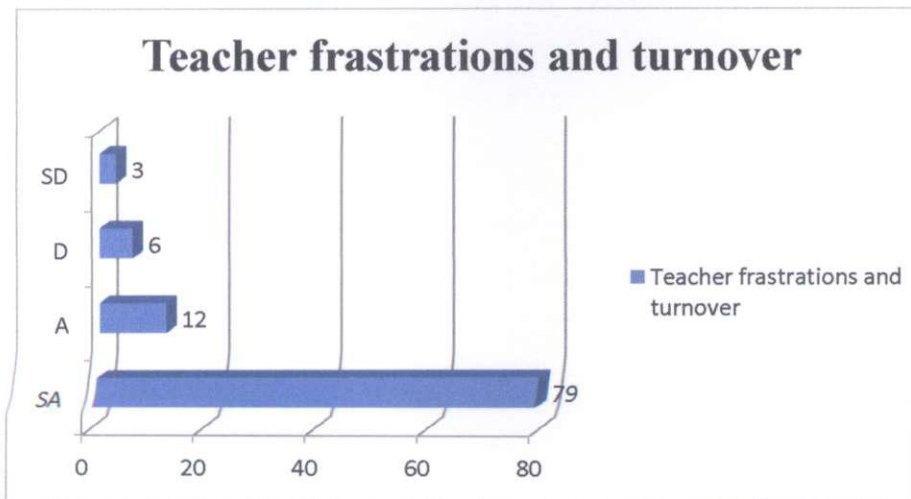
Ability to work was affected by conflict as shown below;



69% (69) respondents strongly agreed that some conflict management styles affect the ability to work effectively among teachers and 25% (25) agreed that the ability to work effectively is affected while 4% (4) of the respondents said that conflict management styles had no effect on work and 1% (1) strongly disagreed that conflict management styles had no effect on ability to work effectively.

Figure 13

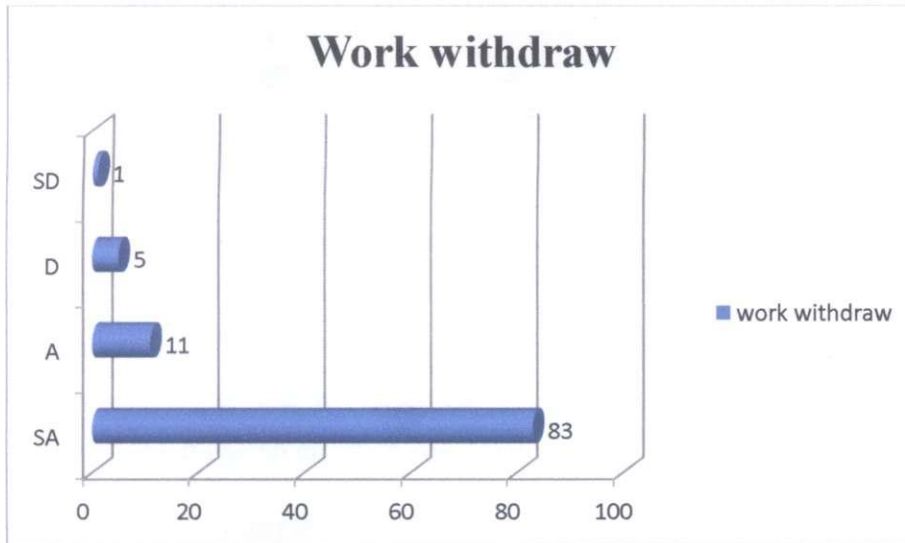
In another view some respondents said that “conflict management styles like “avoiding” lead to teacher frustrations and resulted into low turnover for work”. As shown below;



79% (79) of the respondents strongly agreed that conflict management styles led to teacher frustrations and turnover. 12% (12) agreed it affects teachers while 6% (6) of the respondents disagreed that it had no effect and 3% (3) of the respondents strongly disagreed that conflict management styles did not affect teacher frustrations and turnover.

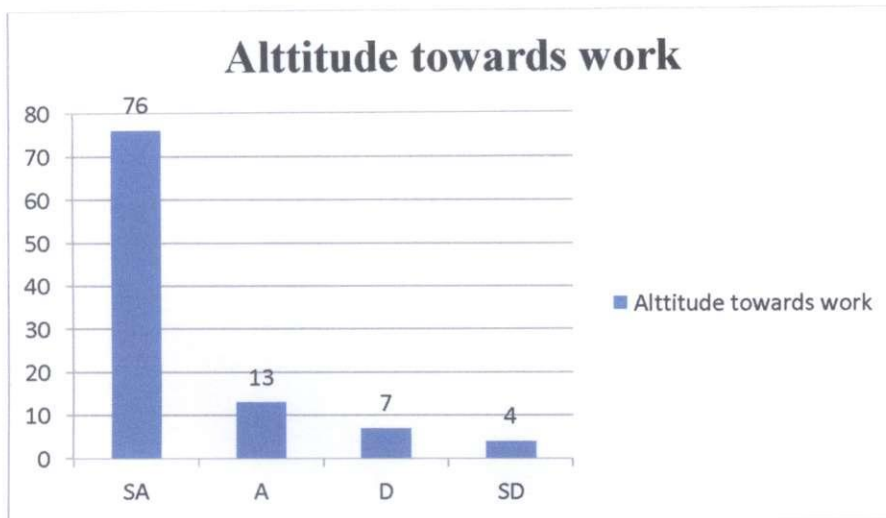
Figure14

Work withdraw was another effect of conflict management as lamented by the respondents;



83% (83) of the respondents strongly agreed that some conflict management styles affect work withdraw and 11% (11) of them agreed also that work was withdrawn while 5% (5) of the respondents disagreed that had no effect so was 1% (1) of the respondent who strongly disagreed that it had no effect.

Figure 15



76% (76) of the respondents strongly agreed that some conflict management styles affected altitude towards work and 13% (13) agreed that it had affected the altitude of teachers towards work culture while 7% of the respondents disagreed that conflict management styles had no effect on work altitude and 4% (4) of them strongly disagreed that it had no effect on work culture.

4.4 Summary of Chapter Four

The chapter presented the findings of the study regarding causes, styles and effects of conflict management styles on teachers in Mongu District. Quantitative data were analyzed using excel and were presented using , bar graphs while qualitative data were categorized and arranged into emerging themes in order to make conclusions on effects of conflict management styles on teacher in Mongu District. Findings revealed that there were causes of conflict such as lack of trust 83%, educational level 76%, favouritism 83% and 67% of the respondents highlighted that scarce of resources caused conflict among teachers.

To address the preceding scenario, respondents suggested that different conflict management styles were used to minimize conflict. Furthermore, the respondents used the following conflict management styles; accommodation 79%, compromising 81% and 61% used competing. This shows that compromising style was the best method used to resolve conflict in an organization. According to the findings from all the respondents, conflict management styles impacted on the on teachers which resulted into low morale to work effectively 69%, teacher frustrations and turn over

79% and the attitude towards work was withdraw 83%. Conclusively, it was established that conflict management styles had an impact on teachers in selected secondary schools of Mongu District. on the other hand, it was observed that compromising was the best strategy used to minimised conflict in selected schools.

CHAPTER FIVE; DISCUSSION OF THE FINDINGS

5.0 Overview

The preceding chapter presented the findings regarding causes, styles and effects of conflict management on teachers in selected secondary schools. This Chapter presents the discussion of the research findings in Chapter Four by relating them to the literature reviewed in Chapter two in the light of the three objectives of this study. The discussion addressed the following objectives of the study: identify the major causes of conflicts in selected secondary schools of Mongu District, establish conflict management styles common amongst teachers and head teachers in selected schools of Mongu District and ascertain the extent to which conflict management styles affect teachers in selected secondary schools of Mongu District. This is however meant to provide sufficient answers to the three objectives and realize the purpose of this study.

As stated by David and Sutton (2004), the discussion section should bring together the main research findings and the key elements of the literature review

5.1 Causes of conflict among teachers

The research revealed that 83% of the respondents as shown in **figure 5** acknowledged that lack of trust was the cause of conflict among teachers and head teachers. Furthermore the respondents said that lack of trust was contributing to high levels of conflict among teachers which needs urgent attention. Apparently, the findings are in agreement with Joel (2013) who observed that most teachers failed to share responsibility due to not trusting the working relationships. It was also established that some respondents 6% were not in agreement with lack of trust as a cause of conflict in an organization.

The study showed that 76% of the respondents strongly agreed that educational level was a cause of conflict in schools. Incompetence of the head teacher has been supported by a study done by Yee and Cuba (1996), which stated that head teachers were unable to adopt and respond to complexities in their schools fast, hence,

teachers got impatient because they expected quick positive change, and when change failed to occur that fast, the head teacher was accused of being a low performer. Rono (2001) shares the above views and indicates that some head teachers display poor leadership qualities that create conflicts between them and their teachers in schools. To illustrate on the causes of conflict one of the respondents lamented that "It was difficult to be controlled by the under qualified head teacher who did not understand the theories of management and leadership". This shows that professional qualifications contributed to conflict among teachers and head teachers.

The study established that 83% of the respondents as shown in **figure 7** found that tribalism and favouritism caused conflict among teachers which resulted to loss of morale. Favouritism of some teachers by the head teacher was another cause of conflict and has been supported by Omboko (2010). in Nigeria, where he reveals that head teachers sometimes find themselves in conflict with teachers due to the head teacher favouring some teachers. The study established that there was segregation among teachers especially those who belonged to a different region in some mission schools of Mongu District which enhanced some teachers to opt to teach at government secondary schools.

When the head teachers were asked on what causes conflicts between them and their teachers, their responses were:" some teachers not wanting to submit teaching files on time, teachers being lazy, some teachers did not want to teach using a lesson plan with the view that they are experienced, failure to understand terms and conditions of service, lack of communication and the teacher not going to class to teach on time and some teachers not assessing the learners after teaching". Cresswell, (2012) is of the view that not allocating number of teaching periods fairly, religion and offering school places by the head teacher to undeserving pupils were not cited in the literature reviewed from other countries. These were entirely new causes unique to the study. Therefore, this study has added to literature on what causes conflicts between teachers and head teachers.

It is evident from the foregoing that teachers and head teachers have conflicts which have remained unsettled over time and this however creates anxiety and stress which further intensifies existing conflicts. This is in line with the theory behavioural or contemporary view, also known as the human relations view. It argues that conflict is

natural and inevitable in all organizations and that it may have either a positive or a negative effect, depending on how the then decline if conflict is allowed to increase further or is left unresolved (Wilson, 2007) .This approach advocates acceptance of conflict and rationalizes its existence through conflict management styles.

The study established that 67% as shown in **figure 8** of the respondents found that scarce of resources in departments was a cause of conflict such as teachers shared the same office one wanted it for counselling students and the other wanted it for quiet study and preparation. A true conflict erupts especially when their timetables are such that they are free at the same time and when there is no other private office to work from. Hart (2000) points out that veridical conflict are difficult to resolve amicably unless there is sufficient co-cooperativeness between the parties for them to work collaboratively to solve their mutual problem. In this case, therefore, there will be need to establish priorities for parties to agree on an impartial, jointly accepted institutional mechanism for resolving their conflict.

Gordon (1991) supports this view further and indicates that inexperienced head teachers sometimes run into serious problems when they fail to use their scarce resources properly. Merger resources available in the school may be used on trivial projects while major ones were untouched. This is shown by 22% of the respondents who agreed that colleagues quarrelled over uneven distribution of resources in a department. This is in line with Mullins, 1999 who observes that in a school situation it is not practical for all departments to get a budgetary allocation of funds which will enable the departments to purchase all they want. The administration might be interested in saving funds when the teachers want money to be used in buying learning materials hence it created conflict. Hart (2000) supports that the causes of conflict include: shared resources, differences in goals, difference in perceptions and values, disagreements in the role requirements, nature of work especially when teachers were overloaded with extra curriculum activities.

The study found that some causes of conflict were similar in each school especially the conflict between teachers and learners” parents. In this study, there were four types of interpersonal conflict occurred in these schools. First, the conflict between head teacher and teachers; most participants noticed that it rarely happened in a major way or become uncontrollable and unresolved in their school. The examples of

cases of conflict which were mentioned by the participants occurred when some of the teachers did not follow the school discipline, had different perception at school meetings, and had some dissatisfaction at work and misunderstanding in communication. Henry (2009) opined that the method for resolving in each conflict should be done by having face to face discussion to clarify things with each other through voting, negotiating and compromising.

Second, conflict between teachers and teachers. Most teachers noted that it was common when people worked together and it had never been a big problem for their schools because teachers knew how to manage conflict. If they could not solve the conflict by themselves, sometimes they would consult or ask the head teacher to help them by being the negotiator, the judge or the consultant to solve their conflicts. The cases of conflict were represented by participants such as different working styles, different perceptions, teaching time schedule and an unfair task.

Conflict between teachers and learners according Franken and Wallen (2000), most participants viewed that it happens every day because learners always break rules or school discipline and teachers have to punish them therefore students are unsatisfied and get angry. The participants confirmed that teachers in their schools had never seriously punished their students as they must follow the procedure for punishment which is indicated in the school discipline.

5.3 Styles of conflict management

The research findings established in **figure 9** that 79% of the respondents used accommodation as the best strategy and 10% of them also agreed that it was the best way of resolving conflict among teachers. This is in line with Abdul, 2013 who said that, Accommodation is another style that is used to manage interpersonal conflicts between teachers and head teachers in the school. The accommodating mode is low assertiveness and high cooperation. Times when the accommodating mode is appropriate are to show reasonableness, develop performance, create good will, or keep peace. The study also established that, head teachers usually use the accommodating mode when the issue or outcome is of low importance to them. However some head teachers reviewed that arbitration which is listening to the two parties involved and finding a compromising resolution would be the best strategy. However, Irene (2011), maintain that the accommodating style satisfies the other

party's concerns while neglecting one's own. However, 11% of the respondents were not in agreement with the accommodation style of minimizing conflict.

The research reviewed that 61% of the respondents as shown in **figure 10** used competing as a strategy of resolving conflict and addition of 36% was for the strategy. Competition involves authoritative and assertive behaviours. Patrick, 2008 illustrates that the aggressive individual aims to instil pressure on the other parties to achieve a goal. This includes the use of whatever means to attain what the individual thinks is right. For example the teachers used quiz among classes to improve performance. It may be appropriate in some situations such as when issues are vital to the welfare of the organization but it shouldn't come to a point where the aggressor becomes too unreasonable (Thompson, 1967). Dealing with the conflict with an open mind is vital for a resolution to be met.

In line with this study, the strategy identified by Meyer (1994), was effective communication which he described as the best because it would make the parties in conflict aware of the kind of communication which could lead to problem solving. Dzurgba (2006) noted that conflicts could be settled through dialogue, meaning to engage in the exchange of views and ideas between the parties in conflict. Likewise, Oyebade (1995) identified certain strategies as important in resolving conflict such as dialogue. Avoidance was not a successful method for achieving a long-term conflict resolution since the original cause of the conflict remained static.

The study also showed that 81% as shown in **figure 11** used compromising as a strategy to resolve conflict among teachers and 14% agreed it was of value to be used. This is in line with Makaye (2012), argued that compromising is one of the techniques that have been used to address conflicts in secondary schools. The study established that it is done when the parties in conflict are ready to face each other amicably, and entails intercession, bargaining, negotiation, mediation, attribution and application of the integrative decision making method, which is a collaborative style based on the premise that there is a solution which can be accepted by both parties. It was established that compromising impacted positively on teacher class performance while competing and avoiding styles had a negative impact on teacher performance which led to frustrations.

The most effective management strategies as highlighted by the teachers were: communication, dialogue and mediation. Avoidance, confrontation and collaboration are other strategies used but not considered effective. Literature reviewed by Ndlovu (2006), stated avoidance as one of the management strategies used. He further stated that the avoiding strategy refers to low assertiveness and low cooperation. Many times people avoid conflicts out of fear of engaging in a conflict or because they did not have confidence in their conflict management skills. In a related research by Abdul (2013), he gave avoidance as one of the strategies used to manage conflicts between teachers and head teachers. However, the strategy identified by Meyer (1994), was effective communication which he described as the best because it would make the parties in conflict aware of the kind of communication which could lead to problem solving. This is in line with responses from the teachers. However, the teachers identified dialogue as the best possible conflict management strategy that was used and should be used to manage conflicts between teachers and head teachers.

There is therefore need to use the right conflict management strategy to manage conflicts as there are a variety of them. This will help to manage conflicts effectively so that they do not occur over again. However, Jordan and Troth (2002) further suggest that the strategy used to handle interpersonal conflict is a crucial factor in successful conflict resolution. The integrating strategy of conflict management improves job performance when the solution to a conflict would benefit both parties. Both conflicting parties are encouraged to satisfy their interests through exchanging information (Meyer, 2004). Satisfaction from resolving conflicts may lead individuals to exert greater efforts in achieving performance.

In regard to conflict resolution techniques, the findings concur with Robbins (2003) that resolution of conflicts could be done through smoothing. This entails playing down differences while emphasizing common interests between the conflicting parties. These findings further corroborate Robbins (2003) that authoritative command is another technique of conflict resolution. This is where the management uses its formal authority to resolve the conflict then communicate its desires to the parties involved.

The study also found that some head teachers used competitive and authoritarian methods to manage conflicts which involved students. However, there was a definite

effort by some head teachers to employ problem solving methods such as negotiation to solve conflicts with students. Where problem solving methods are used, positive relationships are enhanced. In some case new ways of doing things at school are developed.

5.4 Effects of conflict management strategies on teachers

It is important to recognize that conflict is potentially about personal and social values as per interview from the head teachers highlighted the following outcomes. It was said that conflict management styles help to prevent stagnation and stimulated interest and curiosity. In view of this is Robbins (2002) who said in many ways conflict management styles was the medium through which problems could be aired and solutions can be arrived at. Ten (10) head teachers inter viewed said that conflict management styles demarcate groups from one another and thus helped establish groups and identities which foster internal cohesiveness. Ford (2007) acknowledged that conflict management styles helps to revitalize existent norms and it contributes to the emergence of new norms.

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

In disagreeing with the notion that conflict management styles are inherently destructive, Rahim (2001) asserts that a certain conflict management styles like competing in the school organization is healthy as it prevents the school from stagnation and from producing unreliable decisions. From this perspective, Larson and Mildred (2000) believe that when conflicts between teachers and head teachers in the school organization are effectively managed, it can lead to outcomes that are productive and can produce a conducive teaching and learning environment. Thus,

performance is increased and this explains that the impact of interpersonal conflicts in any organization is largely dependent on the way it is treated.

On the other side 69% of the respondents as shown in **figure 12** said that the ability to work effectively was affected by some conflict management styles and 25% also acknowledged that it had impact on their working culture hence performance was low. Friedman *et al.* (2000) said that people using avoiding or dominating (competing) style were facing more conflicts and work stress. The study established that most teachers showed no interest for daily duties hence formative evaluation has been affected from the views of 69% of the respondents.

The study also showed that 79% of the respondents as shown in **figure 13** said that teacher frustrations and turnover was affected by conflict management styles and 12% of them as shown in figure 13 agreed it caused. This explains why teachers experiencing conflicts may have low morale and greater levels of stress. Frustration and anger generated by conflict may reveal it in lack of enthusiasm and poor performance in their duties. This is in line with Orodho, 2009, who has acknowledged that, the majority 51 (85.1%) of the respondents agreed that conflicts could result to frustration, anger, fear, distrust or resentment. This implied that conflicts in the workplace affect the emotional as well as physical wellbeing of teachers. The distortion in form of anger, fear, distrust or resentment is bound to negatively affect the productivity of the employees. This is in line with the behaviour or human relations theory which argues that Performance may increase with conflict, but only up to a certain level, and then decline if conflict is allowed to increase further or is left unresolved (Wilson, 2007) .This approach advocates acceptance of conflict and rationalizes its existence through conflict management styles.

The study also showed that 83% of the respondents as shown in **figure 14** it caused work withdraw of some teachers in school activities and 11% as shown in **figure 14** also acknowledged that it affected work performance because of the strategy used. The study also showed that 76% of the respondents as shown in figure 15 were affected by conflict management styles hence attitude towards work was affected. Furthermore, 13% of the respondents added that conflict management styles caused negative attitude towards work. According Azamosa (2004), the level of job satisfaction was also related to cooperation and interaction among colleagues at

work. The study established that better relations and cooperation among teachers enhances commitment towards their profession. It was established that compromising impacted positively on teacher class performance while competing and avoiding styles had a negative impact on teachers which led to frustrations, work withdraw and poor attitude towards work.

5.5 Summary of Chapter five

This chapter has discussed findings of the study using research objectives as subheadings. The discussion has established that more of the respondents were of the view that lack of trust, favouritism, and educational level and scarce of resources were major causes of conflict in schools.

It was established that conflict management styles were widely used such as accommodation, compromising and competing. However, 81% of the respondents concluded that compromising was the best strategy of minimizing conflict among teachers. Arising from the above styles, the respondents illustrated that styles of conflict management affected their work in various ways such as reduced ability to work effectively, teacher frustration and work withdraw. This is in line with the theory behavioural or rather human relation who argues that performance may increase with conflict, but only to a certain level and then decline if conflict is allowed to increase further or is left unresolved (Wilson, 2007).

CHAPTER SIX; CONCLUSION AND RECOMMENDATIONS

6.0 Overview

The foregoing chapter presented the discussions on the major findings of this study. This chapter will draw conclusion for this study and provide some recommendations based on the findings of the stated objectives in chapter one. However recommendations for the study are made to provide the government and other stakeholders for action with an aim of combating or minimising conflict in schools.

6.1 Conclusion

The objectives of this study were firstly; the study discussed conflict management styles in different perspective and found that there are various determinants in selection of conflict management styles; various researchers have given various findings. There are various causes of conflict among teachers and for the sake of this research, the respondents highlighted the following major causes such as lack of trust among teachers, educational level which makes others to feel inferior, tribalism, favouritism and scarcity of resources in the schools. However the above causes have an impact on the teachers which affects of their daily activities in the school.

This shows that conflict management styles should be administered on the basis of gender, position on job, experience and age to be taken into consideration when choosing a strategy. Conflict management is deemed to be successful if it has achieved its goal by reaching a win-win, or approach-approach or consensual agreement which is accepted by both parties. Prominent conflict handling styles include: competing, avoiding, collaborating, compromising and accommodating. A collaborative approach to conflict management may enhance levels of trust and cooperation between two parties.

Arising from the above styles, the respondents illustrated that styles of conflict management affected their performance in various ways such as reduced ability to work effectively, teacher frustration and work withdraw. The respondents showed that the ability to work effectively was affected; teacher frustrations and turnover, work withdraw and poor attitude towards work. This is anchored by the behavioural or contemporary theory which argues that performance may increase with conflict, but only to a certain level and then decline if conflict is allowed to increase further or is left unresolved. Conflict management styles can only be utilised effectively

depending on the extent of the conflict in an organisation. Organization need to have a suitable strategy for conducting conflict management. The benefits of conflict management should not be underestimated. Conflict which is managed effectively and appropriately would add substantial values to an organization, as it is considered as a healthy ingredient in business life in addition to acting as a catalyst for change. Conflicts which are managed well might create a conducive workplace for workers where relationships, trust and respect will prevail among them. Having such working environments would result in stimulated team spirit and increased productivity. This is crucial as good working relationships are important to achieve organizational vision and missions.

6.2 Recommendations

In light of the findings of the study, the following recommendations are made

1. Head teachers should encourage team work among teachers in the departments as a way of minimizing conflict through sensitization by having regular meetings.
2. Conflict preclusion structures should be put in place to address issues that can produce conflicts before they break open.

In a similar vein, conflict situations should be promptly confronted and addressed whenever they occur rather than being avoided.

3. Ministry of Education should include a course on management of conflicts in the teachers colleges or universities programs. This will enable both the head teachers and teachers to use different styles of conflict management so that they will apply the appropriate ones when need arise.

6.3 Suggestions for further research

Researchers to explore on the effects of conflict management on teacher performance

6.4 Summary of Chapter Six

The main focus of this chapter was to conclude the study and to provide recommendations. This study was concluded using research objectives while recommendations emerged from research findings. The study concluded that causes and styles of conflict management had an effect on teachers. Major causes of conflict included: lack of trust among teachers, educational level which made others to feel inferior, tribalism, favouritism and scarcity of resources in the schools. However, the above causes had an impact on the teachers which affected their daily activities in the

school. Conflict management was deemed to be successful if it had achieved its goal by reaching a win-win, or approach-approach or consensual agreement which is accepted by both parties. Prominent conflict handling styles include; competing, avoiding, collaborating, compromising and accommodating. There are a number of effects of conflict management styles on teachers such as reduced ability to work effectively, teacher frustration and work withdraw. The respondents showed that the ability to work effectively was affected; teacher frustrations and turnover, work withdraw and poor attitude towards work. This is anchored by the behavioural or contemporary theory which argues that performance may increase with conflict, but only to a certain level and then decline if conflict is allowed to increase further or is left unresolved. The study thus recommended that: Ministry of Education should include a course on management of conflicts in the teachers colleges or universities programs. This will enable both the head teachers and teachers to use different styles of conflict management so that they will apply the appropriate ones when need arise. Head teachers should encourage team work among teachers in the departments as a way of minimizing conflict; Conflict preclusion structures should be put in place to address issues that can produce conflicts before they break open; In a similar vein, conflict situations should be promptly confronted and addressed whenever they occur rather than being avoided.

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APPENDICES

Appendix 1; RESEARCH TIME-LINE

Activity	December, 2015	January 2016	February, 2016	March- April 2016	May- July,2016
Selection of the research topic					
Approval of the research topic					
Preparation and approval of the research proposal					
Data collection					
Report Writing and handing in the report					

Appendix 2: Budget

Item	Unity	Unity	Unity Cost	Total Cost
Ream of paper	Each	2	70	140
Typing	Each	50 pages	3	200
Printing	Each	200 pages	5	1000
Binding	Each	4 booklets	60	1000
Transport			700	700
Food			50	300
Total				K3,580

APPENDIX 3: Questionnaire for teachers

Dear respondents,

I am a post-graduate student in master of education in educational management at the University of Zambia in the school of education. I am conducting a research on the effects of conflict on teacher performance in selected secondary schools of Mongu district. Kindly spare a few minutes to answer this questionnaire. The information you are going to provide will be purely for research and will be used as such. Do not write your name or your contact number on this questionnaire. Your cooperation will be appreciated.

PART A; Personal information

1. School.....
2. Position held.....
3. Sex
 - (a) Male ()
 - (b) Female ()
4. Age
 - (a) Between 20 to 25 { }
 - (b) Between 26 to 29 { }
 - (c) Between 30 to 35 { }
 - (d) Between 36 to 45 { }
 - (e) Above 46 { }
5. Marital status
 - (a) Married { }
 - (b) Single { }
 - (c) Divorced { }
 - (d) Other
-
6. Highest professional qualification attained
 - (a) Bachelor Education { }

- (b) Advance
 d Diploma (ZAMSTEP) { }
- (c) Secondary
 y Teachers' Diploma { }
- Other qualification specify.....

7. Work experience in teaching
- (a) Between 1 to 5 years { }
- (b) Between 6 to 10 years { }
- (c) Between 11 to 15 years { }
- (d) Between 16 to 20 years { }
- (e) Above 21 years { }

PART B; Information about effects of conflict management styles on teacher performance

Instructions: Please indicate the extent to which you; SA= strongly agree A= Agree

D – Disagree SD= Strongly Disagree

QN	DESCRIPTION	SA	A	D	SD
	Sources of conflict				
8	Conflicts are as a result of different educational qualifications among teachers.				
9	Conflicts are caused by scarce resources.				
10	Conflicts are as a result of lack of trust between those in administration and the teachers.				
11	Conflicts also are caused by tribalism and favouritism.				
	Conflict management styles				
12	Conflicts can be managed through a(accommodating)				
13	Avoiding				
14	Compromising				
15	Collaborating				
16	Competing				

Effects of management styles					
17.	Teacher's attitudes towards work are affected by some conflict management styles.				
18.	Un resolved conflicts can affect one's ability to work effectively.				
19.	Poor conflict management styles can promote work withdrawal by some teachers.				
20.	Poorly manage conflicts can lead to teacher frustration and turnover.				

The end thanks.

APPENDIX 4: INTERVIEW GUIDE FOR HEAD TEACHERS

I am a post-graduate student in master of education in educational management at the University of Zambia in the school of education. I am conducting a research on the effects of conflict management styles on teacher performance in selected secondary schools of Mongu district. Kindly spare a few minutes to respond to the interview. The information you are going to provide will be purely for research and will be used as such.

Instructions: Please answer the following questions or statement as they apply to you in a more individualistic manner.

1. What do you understand by the term conflict management?
2. Has your school organization ever been involved in any form of negative (dysfunctional) conflict since 2012 to date?
3. Do you agree that teacher performance is affected by unresolved conflict?
4. What are some of the common causes of conflicts among teachers in your school?
5. What are some of the effects of interpersonal conflicts between teachers and Head teachers in your school?
6. Which conflict management strategies do you use to manage conflict in your organization?

The end, thanks for your time