

**CONFLICT IN SCHOOLS, CAUSES AND MANAGEMENT STRATEGIES IN
SELECTED SECONDARY SCHOOLS IN LUVUVHU CIRCUIT, VHEMBE
DISTRICT MUNICIPALITY**

BY

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**Mini-Dissertation submitted for the degree of
MASTER OF PUBLIC MANAGEMENT**

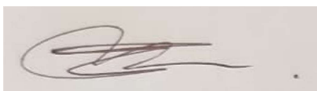
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Declaration

I, **MUTHOBI MUSOLIWA ELIOT student no:8900119**, herewith declare that the research for the degree of Master of Public Management at the University of Venda, titled “Conflict in schools, causes and management strategies in selected secondary schools in Luvuvhu Circuit, Vhembe District Municipality” herewith submitted by me, has not been submitted previously for a degree at this or any other university; that it is my own work in design and execution, and that all reference material contained therein has been duly acknowledged.



06 August 2021

.....
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I would like to thank God for affording me the opportunity of life and wisdom. I extend my greatest thanks to every individual and institutions who contributed immensely towards the completion of this study and ensuring that it becomes a memorable project.

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- I further extend my sincere gratitude to the Limpopo Department of Education for affording me the opportunity to collect data in order to make this research worthwhile.
- Special thanks are directed to the respondents who shared their insights, knowledge and understanding about the topic under investigation.

DEDICATION

This study is dedicated to my family.

ABSTRACT

This study is based on the assessment of conflict in schools, causes and management strategies in selected schools in Luvuvhu Circuit, Vhembe East District. Schools are prone to conflict and breakdown in communication especially in an age where all role players are aware of their rights. School based conflict can be ignited by number of aspects. Yet school principals as managers, are expected to be able to creatively address conflicts in their schools. The study employed mixed methods wherein both qualitative and quantitative research methods were used. Qualitative approach was considered in the study because it permits openness to ideas, opinions and views expressed by the research participants to the research during data collection. The study used quantitative method to get results from many respondents. The study used pragmatic paradigm. The research design of the study was descriptive and contextual. The study used non-probability and its subtype purposive sampling method in order to choose suitable respondents for the study. The study used sample group of participants in the study who were used was more relevant to the study. The study used questionnaires and interview as methods of collecting data. For the data collected through questionnaires, the researcher used International Business Machinery (IBM) Statistical Product in Service Solutions (SPSS) Statistics V25. The researcher followed research ethics before conducting the study.

The major findings of the study are:

- The study found out that thirty eight (38) participants who constitute (42.2 %) revealed that they have proper classroom management.
- The study found out that the majority of the respondents at 37 who constitute 41.1% agree that there is diversity at schools.
- The researcher found out that the majority of the respondents at 37 who constitute 41.1 % of the participants in the study agree that there is a healthy working relationships at schools.
- The researcher found out that lack of trustworthy, self-centeredness and lack of team spirit are causes of conflict.
- The researcher found out that the common types of conflict are interpersonal, personality, leadership and intra-group conflict.

- The study found out that strong team building, spirit of trustworthiness; self-esteem and self-confidence are importance of conflict in secondary schools

The main recommendations are:

- The researcher recommends that secondary schools should have proper class-room in order to promote teaching and learning. The Department of Education should take it upon itself to try and give support. It is the responsibility of the Department of Education and the Government to build proper classroom to proper conducive environment.
- The researcher recommends that diversity management should be promoted at schools.
- The researcher recommends that there should be adequate resources to enhance good working relationship with fellow co-workers. It is, therefore the responsibility of the Government and the Department of Education to support school with adequate resources such as libraries.
- The researcher recommends stakeholders should trust and respect one another and have team spirit to try and limit conflicts in their work environment to enhance healthy working relationship.
- The researcher recommends confrontational approach, listening to both parties, consultation and democratic approaches as the best conflict management approaches.
- The researcher recommends reconciliation and withdrawal approaches as the best mediation approach to use in secondary schools.

KEY WORDS: School Management Team, conflict causes, school conflict, conflict management, conflict resolution, school governance

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LIST OF ABBREVIATIONS

SGB	-	School Governing Body
SMT	-	School Management Team
SASA	-	South African School Act
HOD	-	Head of Department
SRC	-	Student Representative Council
SACE	-	South African Council for Educators

CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

The study's focus is to assess conflict in schools, causes and management strategies in selected secondary schools in Luvuvhu Circuit under Vhembe District Municipality. Conflict in workplace remain an issue that employers tend to sweep under the proverbial carpet, partly because of the stigma involved and partly because of their stigma of doubt about how problems should be addressed (Anon, 2001:1). Toss, (1990:29) asserts that conflict is essential and unavoidable human phenomenon because where there is human interaction there is a likelihood of personal likes and dislikes.

Runde (2010:15) argued that conflict continues to be a factor in academic life, as schools frequently appear to be centers of tension, they are manifestation of problems in the community. According to Preedy (2004:148) conflict is a process resulting in the perception of two parties that are working opposite to each other in ways that result in feeling of discomfort. Ross (1993:23) further argued that when there is little or no conflict, an organization performance suffer. Conflict as a phenomenon stated by Ibukun (2007:78)" is not always directly observable, and human beings might be even unaware of it at certain points in time, but yet it exists" This chapter presents the introduction, background, problem statement, aim, objectives, research questions, significance, delimitation, definitions of operational concepts as well as organization of the study.

1.2 BACKGROUND OF THE STUDY

Conflict has become a matter of concern worldwide as it has devastating effects on national stability and growth in South Africa (Okotoni, 2002:44). Conflict may result in armed violence which has a negative impact on human development (Murthy, 2006:78). Conflict sometimes has a negative connotation, but in actual sense it can either be destructive or constructive. Conflict naturally occurs in human interaction and if managed properly, can be a very constructive avenue for needed change (Msila, 2012:23). Every

organ is vital in playing a complimentary role in the development and running of day-to-day functioning of the body. The function of each organ is important to the whole body, as much as they are unique to each other. In education cycles, the law of South Africa is categorical in the complementary role played by the government and the community in management, provision of moral, spiritual and financial support of education (Sang, 2009:88). Therefore, the problems associated with management in secondary schools have been of great concern especially with conflict management methods used by education officials and the principals.

In the South African education system, various legislations serve as guidelines for the management and administration of educational institutions (Msila, 2012:34). However, it appears that most educational institutions have been less successful on how to manage conflicts. Conflict may arise through a lack of participation by all staff members in decision making (Mosoge, 2009:67). Okotoni (2002:21) explains that inequitable treatment in school practices such as allocation of reward and punishment often cause conflict among teachers. According to Snodgrass and Haines (2014:18) the implementation of personnel policies and practices may lead to conflict. According to Runde (2010:78), management of conflict alludes to the conscious intercessions by principals to invigorate and energize useful or accommodating clash and to determine, stifle or forestall destructive clash. The concept of conflict management has become a piece of a compelling administration style (Wilmore. 2004:34). Because of its viability as the executive's style, refereeing at this point can be disregarded by instruction pioneers and they should make arrangement for taking care of and settling strife inside the setting of the school (Wright, 1990:45).

Somech (2008:3), argues that conflicts emanate from the many changes that have been introduced in South African school education such as conflict over allocations, new post establishments, promotional posts and others that concern learners. In addition to the above, Tesfy (2002:79), demonstrates that conflicts in schools may diminish qualities and assets, for example, social help and incorporation among educators and every one of those associated with instruction which eventually increment issues in schools among learners. Clashes sometimes undermine school working performance however, it may

trigger a chain of other educational and social issues which incorporate maltreatment of office, conflict, squabbles, aggression and savage battles which may adversely affect the fruitful running of the school. There are an ever increasing number of tussles about jobs of school's partners' in instruction (Zuelke & Willerman, 2007:44). Head teachers of some schools have major obligations to provide guidance to their staff. Principals are answerable for all issue relating to the smooth running of the school. Anyway some head teachers need abilities in human asset the board, for example, may be compromised. Usually conflicts emerge because of various conclusions every individual has on certain issues. Inability to determine these conflicts extraordinarily influence school's execution and results in helpless working relationship among educators, understudies and the board individuals.

According to Ngcongco (1993:90), conflict may affect participation and collaboration at individual level. Another group may feel crushed while the mental self-view of others may decrease and individual anxiety probably rises. Capacity to oversee is likely quite possibly the main abilities a head educator can have. Powerful head teachers differ their techniques for taking care of conflict to fit an uncommon circumstance. To devise fitting procedures for successful administration of school strife to improve school viability. The building up a compelling system for peace making in schools may require the contribution of corporate degree of the board, which specifies procedures to adapt to any dangerous circumstance (Ngcongco, 1993:34). Furthermore, in this manner, which occurs in the training undertaking working in congruity and solidarity and for certain quantifiable likenesses in examples of refereeing procedure that implies all partners in the instruction business ought to have regular reason and spotlight on systems for peace making in the school (Birgen, 2012:11).

1.3 STATEMENT OF THE PROBLEM

Everyone is equal before the law and has the right to equal protection as promulgated by section 3 (1) of the Constitution of the Republic of South Africa Act, 1997 (Act 108 of 1997) Equity entails that all the people must be treated in an equal manner. Section 16 (1) of the South African Schools Act 84 of 1996 provides that the governance of the

public school is vested in its governing body. School Governing Bodies (SGB) have legal responsibility to ensure that schools are safe, secure and conducive to teaching and learning by ensuring that the necessary policies, procedures and structures are in place. The School Management Team (SMT) has a special role and duties to perform at school to ensure the smooth running of the institution by supporting the school by all means and to ensure that conflict is taken care of by intervening properly using the suitable conflict management skills and resolution strategies. Therefore, the SGB must intervene immediately to alleviate conflict, especially if it has the potential to be destructive.

Despite the constitutional pronouncements indicated above schools may experience conflict and some may gradually become the center of conflict. The following are the types of conflicts schools are experiencing such as affective conflict which may be a condition in which group members have interpersonal clashes by anger, frustration and other negative feelings. The possible causes of conflict are poor communication, competition for common but scarce resource, incompatible goals and the like. Brown (1983:214), note that both individual and groups have undeniable needs for identity, dignity, security, equity, participation in decisions affecting them. According to Adeyemi, (2012:214), the causes of conflict includes shared resources, differences in goals, difference in perception and values. Ghafer (2010:215) outlined that there are six sources of conflict, these are limited resource, interdependent work activities, differentiation of activities, communication problems, differences in perception and the environment of the organization. Hence, this study is to assess conflict at school, causes and management strategies in selected Secondary schools in Luvuvhu Circuit, Vhembe District Municipality.

1.4 AIM OF THE STUDY

The aim of the study is to assess conflict and its causes in selected secondary schools and recommend the conflict management strategies that can be used by secondary schools.

1.5 SPECIFIC OBJECTIVES OF THE STUDY

The following are the research objectives of the study:

- To determine the causes of conflicts in secondary schools in Luvuvhu Circuit
- To describe the type of conflicts that are common in secondary schools in Luvuvhu Circuit.
- To identify the importance of conflict in secondary schools.
- To determine the consequences of conflict in secondary schools.
- To recommend conflict management styles to be used by secondary schools

1.6 RESEARCH QUESTIONS

The following are the research questions:

- What are the causes of conflicts in secondary school in Luvuvhu Circuit?
- What are the types of conflicts that are common to secondary schools of Luvuvhu Circuit?
- What are the importance of conflict in secondary schools?
- What are the consequences of conflicts in secondary schools?
- What are the best conflict management strategies in secondary schools?

1.7 SIGNIFICANCE OF THE STUDY

The findings will be significant to education researchers, educational planners and other scholars in the field of educational administration as it will hopefully increase their awareness of the values of conflict as well as conflict management methods which are constructive and can the benefit the school. The findings will help head teachers of public schools and other education stakeholders to adopt measures to minimize conflicts. The results of the study will help policy makers and educational planners to make adequate adjustments that enhance performance in management and administration of public schools at Luvuvhu Circuit. The study may be useful to policy makers in understanding needs of schools capability in managing conflicts in schools. This study will also contribute knowledge on existing literature related to conflicts in school contexts. Lastly, the study will lay foundations for further studies in the field of education management.

1.8 DELIMITATION OF THE STUDY

The study focuses on the assessment of conflict, causes and management strategies in five selected secondary schools in Luvuvhu Circuit, Vhembe District Municipality. Luvuvhu Circuit has eight secondary schools. Luvuvhu Circuit is situated in the rural part of Thulamela Local Municipality, Vhembe District, Limpopo Province.

1.9 DEFINITION OF OPERATIONAL CONCEPTS

This subsection presents operational definitions, the manner in which concepts are defined in relation to what they exactly mean in this study, thus, the meaning of concepts in this study intend to give knowledge as to what they mean in the content of the study and the concepts are as follows:

1.91 Conflict

Researchers and scholars vary in defining the term 'conflict' with references to different contexts or forms of conflict including racial, religious, political, marital, personality, gender and conflict of values (Okumbe, 2008:11). Some scholars define 'conflict' as disagreements or differences in opinion (Chen, 2009:41). Conflict in this study refers to the tension between two or more social entities (individual, groups, or organizations) that arise from incapability of actual or desired responses.

1.9.2 Conflict management

Conflict management refers to the on-going effort to effectively control disputes (Chen, 2009:4). Makanye,(2012:45) defines conflict management as "a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives".

1.9.3 School

South African Schools Act, 1996 (Act 84 of 1996) defines school as a "public school or an independent school which enrolls learners in one or "more grades from grade R to grade twelve". Long (2012:13) defines a school as an educational institution designed to

provide learning spaces and learning environment for teaching learners under the direction of the teacher”.

1.9.4 Public school

Brown and Duku (2008:67) define public school as a school that receives government support and its operations controlled by the government for example, posting of teachers and funding in the schools under investigation South African Schools Act, 1996 (Act 84 of 1996) defines public schools as schools that are contemplated in Chapter 3 of the Act. In this study public school is government school with learners and staff appointed by the Department of Basic Education.

1.9.5 Conflict resolution strategy

Corvette (2007:12) define conflict resolution strategy as a method desired to develop peaceful means finally ending a state of conflict while Mosha (1994:56), defines conflict resolution as process used by parties in conflict to reach a settlement.

1.9.6 School management teams

School management teams refer to leaders at the school level (Corvette, 2007:56). These are the school principals, deputy principals, Head of Department, and Teachers. According to South African Schools Act, 1996 (84 of 1996), school management team is a team of principals in the school, head of department, senior and master teachers, and a representative of educators that together manage the running of the entire school.

1.10 ORGANISATION OF THE STUDY

Chapter 1: Orientation of the study: This chapter presents the introduction and background to the study. It also include several aspects such as the problem statement, aim of the study, objectives of the study, research questions, significance of the study, delimitations of the study and the definitions of operational concepts as well as organization of the study.

Chapter 2: Literature review: This chapter provides an insight to relevant literature on assessment of conflict in schools, causes and management strategies in selected secondary schools. This chapter also outlines the type of theoretical framework on

conflict in schools. Furthermore, literature review outlines nature of conflict, conflict development stages, conflict management approaches, causes of conflict, types of conflict, conceptualization of conflict, legislative framework on conflict, functions of the school governing body, consequences of conflict, empirical evidence of conflict at Luvuvhu Circuit and mechanism to address conflict in school conflict resolution importance of conflict.

Chapter 3: Research methodology: This chapter presents the research paradigm, research design and methodology, study area, population of the study, sampling method and sampling size. The further outlines data collection method, pilot study, data analysis and ethical considerations.

Chapter 4: Data presentation, interpretation and analysis: In this chapter, data collected from the interviews are presented, analyzed and interpreted. The obtained information from questionnaires and interviews was first coded for each and every question and then entered in the Microsoft excel spreadsheet in words and numbers. The data collected were sorted, categorized and coded into separate pieces. Qualitative data was analyzed following steps as suggested by Creswell.

Chapter 5: Findings, conclusion and recommendations: This is a final chapter of the research. It, therefore, focuses on the recommendations based on the findings, analysis, and interpretation outlined in Chapter Four. The conclusion was also presented in this chapter.

1.11 CONCLUSION

This chapter provided an introduction as well as background to the study to give a clear understanding of the topic under investigation. Statement of the problem and study aim were also highlighted here. Specific research objectives of the study and research questions were also key in Chapter One. The chapter also unpack the importance of the study, definition of key terms and also defining key terms.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In this section the researcher carried out a review of literature that concerns conflict in secondary schools. Kothari (2014:476) refers to the review of literature as an outline analysis of related literature that is expected to provide insight into a study. In addition Toss (1990:77), concurs that literature is a narrative essay that integrates, synthesizes and analyses the important thinking and research on a particular topic. According to Long (2012:296), materials for the review of literature include periodicals, abstract, reviews, books and other research materials. Makibi (2010:7) concurs with the above statement when he says that the review of literature shares the light to the body of knowledge that is available as well as theories that supported the researcher in concluding the current study.

In any circumstance including more than one individual, clashes can emerge. The reasons may range from legitimate differences and various objectives to control disparities. Unmanaged or inadequately anticipated conflicts results will lead to breakdown in trust and lost creation. Financial conflict is achieved by a restricted measure of assets. The gatherings or people included collide to accomplish the assets, in this way delivering forceful practices among those included. The significant reasons may emerge from the need to share scant assets. Worth clash is worried about different inclinations and convictions that individuals have as their standards. Strife driven by this reason can be shown in various divisions where educators have allowances of faith based expectations that they state. This suggests contrasts in qualities, mentality or discernments among individuals from various units (Francis, 2007:54).

2.2 THEORITICAL FRAMEWORK ON CONFLICT IN SCHOOLS

Normann (2011:78), characterizes hypothesis as a coordinated assortment of definitions, suspicions and general extent covering a given topic from which a complete and predictable arrangement of explicit and testable standards can be deduced intelligently.

Mc Millan & Schumacher (2013:21), portray speculations as rules which assist us with getting sorted out clarification, translation and expectation about a wonder under examination.

2.2.1 Human instinct and violence hypothesis

In this examination the specialist utilized human instinct and brutality hypothesis. This hypothetical viewpoint of conflict clarifies that a few people are brutal in nature. Tesfy (2002:92), keeps on offering another character which he calls forceful sort which is the kind of individual that can disturb others in light of the fact that forceful individuals will in general think and move quickly and them regularly unreliable and need acknowledgment and individual force. Besides Deutsch (2005:06) has distinguished the highlights of brutality which he substance viciousness animates the view that the arrangement of conflict must be authorized by one side on the other, which thusly prompts utilizing coercive techniques like mental just as actual dangers and savagery. In this view strife could be seen as force battle between the resistance groups.

2.3 CONCEPTUALIZATION OF CONFLICT

This part conceptualizes conflict as indicated by its numerous definitions. As per Omboko (2010:67), a writing survey demonstrates that there is no agreement on what comprises a particular meaning of conflict. Msila (2011:44) say that the term _ has no single or clear characterized meaning. There is, anyway broad understanding that two things are fundamental components of conflict: unique (or clearly disparate) sees and the contrariness of those perspectives (Msila, 2011). As indicated by Kgomo (2006:78), the basic insight in our general public is that conflict is consistently ruinous; therefore administrators frequently do not realize that it can likewise be helpful.

Marsick and Sauquet (2015:159) attest that productive kind of conflicts energizes open correspondence that prompts individuals to distinguish and afterward test their qualities and convictions so a lucid plan for required change can be sought after. Along these lines, "_ can be a significant impetus for school improvement" (Marsick and Sauquet 2015:159). Msila (2011:54), recognizes five variables in the event of conflict, specifically:

the particular setting, the heterogeneity of the members, the data accessible to different individuals, the gathering's social abilities and the capacity to participate in objective considerations. As indicated by these researchers a fundamental component for valuable clash is a feeling of association and objective coinciding. To encourage these conditions, a helpful setting ought to be developed in which there is common arrangement and joint effort (Msila, 2011:34). Then again, the setting that is inverse to the helpful one is to limit serious setting in which the result is typically a success lose circumstance, there is a breakdown of correspondence, doubt and abuse wins and people will in general be childish keeping the authenticity from getting others' inclinations. Kgomo (2006:17), underscores that conflict in this vein should be seen as disequilibrium, an unsettling influence and an issue just as a force battle between the contradicting parties. She further notices that conflict is inclined when at least two gatherings need to gain an accessible arrangement of scant assets. Kowalski (2006:72), depicts _ as a cycle, starting commonly with sensations of disappointment and as these sentiments develop, individuals start to conceptualize the issue.

Kgomo (2006:78) characterize strife as resistance or hostility towards others. A strife happens when the assets in the association are scant. Individuals will consistently battle for scant excess assets. Kgomo (2006:29) likewise characterize strife as a social condition in which at least two reliant gatherings cannot have something very similar simultaneously. Johdi and Apitree (2012:170) feature the way that authoritative clash happens when individuals participate in exercises that are contradictory with those of associates inside their organization, individuals from different groups, or unaffiliated people who use the administrations or results of the association. A few researchers have considered hierarchical clash as pathology to be analyzed and treated. Different researchers see conflict as an opportunity, that is, as "an intelligent state where the practices or objectives of one entertainer are to a degree contrary with the practices or objectives of some different entertainers (Du Preez, 2016:55).

Moreover, Du Preez. (2016:66) argue that there is an overall simultaneousness that there are focal components to any conflict situation: Conflict incorporates contradicting interests between people or gatherings; such went against interests should be perceived

for the conflict to exist; strife includes convictions, by each side, that the other will ruin (or as of now has foiled) its premium; clash is a cycle; it creates out of existing connections between people or gatherings and mirrors their previous co-operations and the setting where these occurred; and activities by one or the two sides do, truth be told, produce frustrating of others' objectives.

Additionally inside schools, SGBs and administrators are occupied with school administration, accordingly could have various perspectives in regards to their administration duties (Ibukun, 2007:87). Strife basically emerges from conflicts between at least two individuals or gatherings inside an association (Ibukun, 2007:11). Strife can either affect decidedly or adversely for the working of the school. Positive clash infers that through clash, parties start to acknowledge elective methodologies that might be important during the time spent examining the current other options. Positive clash is related with progress and accomplishment.

Then again, a negative clash could likewise be seen as a serious interaction which as per Kgomo (2006:19) has the accompanying attributes: correspondence is typically impeded, block and absence of accommodation, parties cannot share the work, individuals will in general experience conflicts, basic dismissal of thoughts proposed by others, and conflicting gatherings try to improve their own force. This last sort of conflict is generally included with types of intimidation in that individuals are constrained into settling on a decision in view of the pressing factor they experience from the incredible gatherings (Kgomo, 2006:20). She keeps up that a negative clash is called an evasion shirking substance in which an individual is confronted with two similarly negative qualities to browse.

Kgomo (2006:99) further states that practical clash is a direct inverse of broken clash. The last is negative in nature since it incites weight on people and forestalls progress and suspends achievement. It is a risky sort of conflict as it is damaging in nature. Administrators and SGBs need to comprehend these sorts of conflicts in order to comprehend and inform each other in the process regarding overseeing the school.

Khuzwayo (2007:11) refers to a model, saying that in a school circumstance both the SGB director and the chief may have various perspectives on how assets could be raised for the school. The two of them have the normal point yet see various methods for accomplishing it. Omboko (2010:11) contends that conflict is a vital part of school life and hence difficult to evade. There is no option in contrast to overseeing it helpfully. Strife impacts change. It frequently happens during a time of transformation to social or instructive change.

On a similar note, Kgomo (2006:21), exhorts that "our concern is that nobody truly knows whether a conflict will be utilitarian or broken ahead of the occasion." She further says that we can try not to need to expect a dubious future by controlling and dealing with each conflict situation, overseeing it appropriately from its commencement. The principals should have the option to identify and decide the chance of conflicts before they emit into questions. Productive clash empowers open correspondence in peace making. Gatherings that are engaged with debates can air their perspectives straightforwardly and unreservedly. In aggregate: If appropriately oversaw, numerous conflicts are impetuses for improving the proficiency and viability of the school (Omboko, 2010:112).

2.4 NATURE OF CONFLICT

Generally, conflict is by and large apparent as something awful, while it very well may be positive, contingent upon how it is overseen (Kgomo, 2006:54). Ineffectively oversaw clashes can wreck the school so that the way of life of educating and learning might be upset however appropriately oversaw clashes accelerate the accomplishment of the objectives of the school whereby the mission and the vision of the school are figured it out. Conflict normally happens when individuals collaborate with each other, sharing certain thoughts regarding an assortment of issues (Wright, 1990:89) said that contestations from conflict amid the gatherings which may incorporate strain and stress. As examined before, conflict can be beneficial or damaging, hence it is apparent that the SGB should be educated about the idea of conflict, which can be useful or broken.

As per Antonion (2001:90), conflict that is useful is the kind of conflict that upholds the objectives of the association and improves the presentation. This kind of conflict is productive in nature. Broken clash is strife that ruins authoritative execution and hurts, or meddles with, hierarchical individuals Botes (2013:78). This sort of conflict is perilous and damaging in nature and the more brilliance is marked, the bitterer the conflict becomes and the less simple it is to accomplish an answer (Arubayi, 2007:117). The degree to which these conflicts happen contrast contingent upon the wellspring of conflict. It is likewise for all intents and purposes difficult to set up the degree of conflicts at schools since certain frequencies are not viewed appropriately or announced. The vast majority of these conflicts have a negative effect, however others can possibly animate authoritative viability.

The administrators should have the option to identify and decide the chance of conflicts before these emit into questions. Tragically, numerous debates in schools include vindictive antagonism which includes emotions or activities that bring about dangerous behaviour (Omboko, 2010:45). Vindictive antagonism is risky and damaging on the grounds that it centers on individuals instead of matters and is described by disdainful and passionate language and a hesitance or powerlessness to tune in to, or react to, novel thoughts. This is not normal for non-vindictive aggression, which is productive as it centers on thoughts and not individuals and is described by judicious or philosophical conflicts (Snodgrass and Haines 2014:33). Helpful clash supports open correspondence in refereeing. Gatherings that are engaged with debates can air their perspectives straightforwardly and openly.

2.5 CONFLICT DEVELOPMENT STAGES

Amason (2013:76) discuss the conflict cycle which suits all forms of conflict. Barki & Hartwick (2009:88) views the conflict process as comprising five stages namely; potential opposition or incompatibility, cognition and personalization, intentions, behavior and outcomes.

2.5.1 Stage 1: The potential opposition or incompatibility indicates that there is presence of conditions that create opportunities for conflict to arise (Yin, 2009:45). These conditions could be condensed into three categories namely communication, structure and personal variables. According to Xaba (2011:45), communication refers to semantic difficulties, misunderstandings and noise in the communication channels. There may also be barriers to communication which may include varying word implications, language, lacking proper exchange of data and commotion in correspondence. Semantic troubles may emerge because of contrasts in preparing, specific insight and lacking data about others. Once in a while to an extreme or too little correspondence can bring about clash (Tsoetsi, 2008:89)

The channel picked for imparting can affect animating resistance (Uline, 2013:34). The sifting interaction that happens as data is passed among individuals and the difference of correspondence from formal or recently settled channels offer expected freedoms for _ to emerge. The design alludes to factors like size, level of specialization in the errands doled out to bunch individuals, jurisdictional clearness, individual's objective similarity, initiative styles, reward frameworks and level of reliance between bunch size and specialization go about as powers to animate clash.

The bigger the meeting and the more specific its exercises the more noteworthy and more particular and exercises the more prominent the probability of conflict Anon, (2001:89). Strife additionally arises because of more noteworthy vagueness in characterizing the reason. Such jurisdictional ambiguities increment intergroup battling for control of assets and region. Gatherings inside an association have different objectives, for instance, buying by the treasurer of school materials is worried about convenient procurement of contributions at low costs while advertising objectives are discarding yields and expanding incomes.

Initiative style of despotic and nonstop perception with general control of other's behaviour builds. An excess of dependence on rivalry may likewise animate clash (Barki, 2009:67). Examination affirms that opposition and conflict are exceptionally connected in

light of the fact that opposition empowers the advancement of contrasts (Bernard & Ryan, 2010:78). Prize frameworks have been found to make strife when one part's benefit is to another's detriment (Robbins & Joubert, 2011:56). In the event that a gathering is reliant on another gathering or if relationship permits one gathering to acquire to another's detriment, restricting powers are animated (Brown & Duku, 2008:78).

2.5.2 Stage II: Insight and personalization. On the off chance that conditions examined above contrarily influence something one gathering thinks often about, potential for resistance or contradiction gets completed (Vestal, 2004:66). The impression of conflict is the thing that is alluded to as perception. At the point when insight is there however one is not influenced, there is no issue except for when discernment prompts personalization, the gathering encounters nervousness, pressure, disappointment or aggression.

Gatherings choose what the issue here is, sense making is basic in light of the fact that the manner in which a conflict is characterized goes far towards building up such a results that may settle it (Burton, 2000:90). Feelings assume a significant part in forming insights. Negative feelings have been found to deliver distortion of issues, decreases in trust and negative understanding of the other party's behaviour (Bush 2003:67). Good emotions have been found to build the propensity to see expected connections among the components of an issue, to take a more extensive perspective on a circumstance and grow more inventive arrangements (Drewery, 2010:34).

2.5.3 Stage III: Has to do with aims. Expectations mediate between individuals' discernments and feelings and their unmistakable behaviour. Expectations are choices to act in a given manner (Du Preeze, 2016:77). One needs to construe the other's aim to realize how to react to that other's behaviour. Strife dealing with goals could be contending, working together, dodging, obliging or settling.

2.5.4 Stage IV: Has to do with behaviour. As indicated by Tillet (2006:78) this is the stage where conflict gets noticeable. Behaviour stage incorporates explanations, activities and responses made by conflicting gatherings. Tillet (2006:99) further

suggested that conflict continuum is obvious start with minor conflicts or errors followed by plain addressing or testing of others, emphatic obnoxious ambushes, dangers and ultimatums, forceful actual assaults lastly clear endeavors to obliterate the other party.

2.5.5 Stage V: The final stage is the outcomes stage. In this stage, action and reaction interplay between conflicting parties resulting in consequences (Somech, 2007:44). The outcomes can be functional or dysfunctional. Explicit signs of conflict in an organization like a school, according to Gordon (1996:98), are strikes, confrontation and withdrawal of co-operation while implicit signs of conflict in an Organization are labor turnover, absenteeism, high accident rates due to inattention, and poor training of children in good behavior. According to Snodgrass & Blant (2009:99), conflict resolution strategies that do not search for these five stages may not succeed in resolving conflicts. When this is the case, in a school situation learning, teaching and peace are likely to be negatively affected.

2.6 APPROACHES TO THE MANAGEMENT OF CONFLICT

Kgomo (2006:13) regards “conflict management” as a term which is made out of two builds, to be specific clash and the executives. The idea conflict has been managed as of now. The executives is tied in with guaranteeing that the game plans of an association are appropriately kept up. Furthermore, Kgomo (2006:23) declares that administration is the interaction which is directed by a solitary element, typically at the highest point of the association, to address the intricacy of the association in playing out its various exercises.

As indicated by Makaye and Ndofirepi (2012:69) the executives is a bunch of exercises coordinated towards productive and powerful usage of hierarchical assets to accomplish authoritative objectives. In total: Managing is keeping up current authoritative courses of action productively and viably (Moloi, 2007:8). As per Kgomo (2006:13) peace making is a cycle through which the executives energizes the communication of varying information, abilities and mentalities towards the powerful running of an association. She further expresses that peace making includes exchange to bring different gatherings into

thinking the issues of the association. She accepts that it is really an open cycle since it endeavors to comprehend the sources and sorts of conflicts and their effect on the workplace.

She additionally keeps up that conflict resolution is a part of key correspondence which should be completely expressed by principals in keeping up great working associations with the heads of offices (HOD)s, educators, the guardians, SGBs and different partners (Kgomo 2006:1). Omboko (2010:78) sees the management of conflict as alluding to the intentional mediation, by supervisors, to animate and empower valuable or accommodating clash and to determine, or stifle or forestall unsafe clash.

A fundamental component of a refereeing interaction is acknowledgment that there are phases of conflict, with fitting intercessions at various stages. Marsick, and Sauquet (2015:50) characterize peacemaking as a cycle that takes awareness of the phases of its unfurling, from a potential clash circumstance to episodes that may require compromise procedures.

As referenced before, with the end goal of this investigation see conflict resolution as a cycle whereby school chiefs with the help of the SGB intercede in a mindful way to fortify the beneficial outcomes, and limit the negative impacts of conflicts in the school in light of a legitimate concern for quality educating and picking up, utilizing viable compromise methodologies. Marsick, and Sauquet (2015:99) say that the strategies for peacemaking have direct bearing on the head's (and in impacts the SGB's) viability in instructive administration and administration.

2.6.1 Avoiding pulling out or withdrawing

This style is applied in a circumstance whereby one gathering attempts to evade the conflict by tolerating the other party's offer independent of him/her being not fulfilled, only for harmony (Omboko, 2010:54). It is an unassertive and uncooperative style since this individual stays away from or delays the conflict to a later stage. The conflict is not yet addressed. Marsick and Sauquet (2015:79) further express that this administration style might be utilized when an issue is trifling or more significant issues are squeezing,

whenever you accept that there is no way of your interests being taken care of, when potential interruption exceeds the advantages of the arrangement, to allow individuals to chill off and recapture point of view, and when others can resolve the conflict all the more effectively.

2.6.2 Compromising/bargain/agreeing

Trading off implies that you provide to get. This approach of executives is applied when assets are restricted and the interest overweighs the assets accessible (Ross, 1993:53). The two players go to a consent to share the assets similarly. It turns into a mutually beneficial arrangement; there is no washout and the two players are somehow or another associated with the choice taken. This procedure is regularly used to accomplish brief answers for troublesome issues Brown and Duku (2008:77). These researchers further express that this technique hosts the impediment of the gatherings winding up with not as much as what they expected and this may bring about disappointment which may prompt gatherings attempting to haggle again to get what they needed at first. Bargaining is utilized when objectives are significant, however not worth the exertion or likely interruption of more self-assured modes. It is likewise utilized as a reinforcement when coordinated effort or power is fruitless.

2.6.3 Smoothing/accommodating

As indicated by Mosha (1994:77), this style includes settling the strife between two gatherings or more whereby one gathering fulfills the interest of the other party at their own cost. Obliging is applied when you find that you are incorrect, to discover a superior situation to be heard, to learn and to show your sensibility (Brinson, 2013:55). This approach is likewise used to construct social credits for later issues, it limits misfortune when you are outclassed and losing, when agreement and steadiness are especially significant and to permit subordinates to create by gaining from botches (Msila, 2012:66).

2.6.4 Tackling the problem

Critical thinking includes an endeavor to fulfill the worries of the two sides through legitimate conversation (Adhiambo, 2011:90). Arrangement is the focal point of this style

whereby arrangements that suit the two players are applied. Adhiambo (2011:55), reports that joint effort is frequently hard to accomplish, yet yields imaginative outcomes. These researchers further expressed that critical thinking is viewed as the best type of refereeing in which the fundamental thought is to participate to determine the conflict forever (Bankouskaya, 2007:81). The critical thinking or coordinated effort model has the impediment of devouring a ton of time, consequently it cannot be applied in disconnection, and it must be consolidated with other administration styles.

Critical thinking is applied when your goal is to learn, in the event that you need to track down an integrative answer for a circumstance where the two arrangements of concerns are too imperative to even consider being undermined, when you consolidate experiences from individuals with alternate points of view and when you need to acquire responsibility by fusing worries into an agreement. As per Bankouskaya (2007:105) critical thinking is viewed as an establishment ability in most school-based refereeing programs. As per Brinson, (2013:35) it includes an efficient methodology for settling contrasts, arriving at arrangements or finding causes of troubles.

Kothari (2014:81) is of the view that compromise is inseparable from critical thinking and the accentuation should be on the goal of the genuine issue through an interaction where the connection between the member's changes, the issue can be addressed on the grounds that the relationship is changed. Mc Millan (2013:12) express that the rule of critical thinking causes to notice the way that compromise needs to zero in on the issue , not on individuals, or places that might be taken according to the issue. McMillan (2013:43) continue to say that compelling compromise can prompt inventive clash, described by advancement, synergistic critical thinking and upgraded connections. Being gifted in friendly critical thinking furnishes learners with a feeling of dominance that is expected to adapt to upsetting life occasions (Marsick, 2015:23)

Moloi (2007:77) holds the view that critical thinking is firmly connected to the helpful learning experience where individuals take part in exercises that have some reasonable

objective, they are tested through association and joint critical thinking to accomplish this objective.

2.6.5 Cessation and mediation

According to Sang (2009:33) two principal kinds of conflict management methodologies rise up out of the writing on teachers' conflict intercession: suspension and intervention. Somech (2008:112) clarifies suspension techniques as mediations zeroed in on the outer administration of conflict circumstances by telling or coordinating kids on what they ought to do, truly isolating the kids, or potentially by eliminating the wellspring of conflict to end the question. Somech (2008:56) further adds that teachers go about as judge or umpire, by creating answers for youngsters' conflicts without including them in the advancement of the goal. Then again, intercession methodologies are mediations centered on aiding the conflicting gatherings settle their own conflicts. Intercession methodologies may fluctuate in the degree of instructor directedness, going from the idea of words to use to the arrangement of a strong grown-up presence (Sang, 2009:66).

The middle person tries to end the conflict and reestablish social relations between the gatherings to some degree of authenticity (Stevahn, 2012:11). Endeavors are made to help individuals avoid doling out fault and rather to zero in on understanding the beginnings of the debate and to discover shared view for agreement (Snodgrass, 2014:44). Go-betweens additionally desire to assist individuals with building up a superior comprehension of one another's situations to build up a relationship dependent on shared regard. Along these lines parties are urged to consider each other's perspectives so that they will be more able to determine their own questions (Vestal, 2004:32). Johdi and Apitree (2012:77) looked at the compromise systems of kids from kindergarten classrooms, each addressing an alternate sort of program, to be specific direct-guidance, diverse and constructivist.

These compromise methodologies see conflict and its goal as a significant piece of the educational plan, instead of as an issue to be overseen. This correlation was done where kids were seen two by two, playing a prepackaged game in the research center setting.

The perceptions showed that youngsters in classrooms portrayed by teachers' utilization of intervention methodologies were found to determine a greater amount of their conflicts in the tabletop game circumstance, to utilize more elevated levels of exchange systems, and to be more collective in their compromise than kids from classrooms in which end techniques prevailed. Chen (2009:76) affirms that there is experimental help for the utilization of intervention as opposed to suspension techniques.

2.6.6 Principles of resolving conflict

As per Johdi, and Apitree (2012:2) clash is inescapable and unavoidable. A few clashes can be killed; some can be limited; some should be overseen. Strife is basically founded on insights instead of the real world, and sentiments as opposed to realities. Conflict must be settled by managing insights and sentiments, just as realities and reality. There is no basic equation that makes strife disappear however there are approaches that can limit the dangerous impacts of conflicts and amplify the chance of goal. There are likewise moves toward that boost the dangers of heightening, and limit the chance of goal.

Marsick and Sauquet (2015:78) keep on saying that some normal negative reactions to conflict that expand its dangerous impacts and decrease the probability of goal. Stress builds the danger of ruinous clash, which thusly expands the degree of stress. In this manner, viable pressure on the board is a fundamental piece of compromise, most conflicts are thus unsurprising. The best way to deal with compromise includes anticipating and planning for the conflict. An adaptable, versatile, communitarian way to deal with compromise is by and large the best. A delicate methodology can be changed to a more mandate or even coercive methodology where important. A community, helpful methodology ought to generally be endeavored first by expecting collaboration. One can frequently advance collaboration. The sort of approach can be changed if participation fizzles. Face to face a showdown (counting danger) ordinarily incites a forceful reaction, and ought to maintain a strategic distance from. The viable goal of conflict definitely requires discussing it, ideally with the individual or individuals included (Marsick and Sauquet, 2015:44).

It is important to note that not every clash can be settled remotely, and consequently viable inward (intrapersonal) strategies of goal might be vital. These may incorporate pressure the executives, peer backing, guiding or treatment. Not everything that clashes can be settled. Accordingly if there is to be an on-going connection between gatherings, behaviour and associations responsible parties should figure out how to avoid clashes. Reiteration of conflict might be demonstrative of a foundational issue or of acclimated useless behaviour.

2.6.7 Key aspects in managing conflict

As indicated by Achoka (2011:223), viable conflict resolution is essential to the executives since it "inhales life and energy into connections and creation." Amason (2013:67) states that successful refereeing requires an exact determination and legitimate choice of goal systems. Amason (2013:18) feature that if refereeing is appropriately perceived and followed up on, it very well may be the premise whereupon individuals are coordinated into the school, and the school improves as a work environment and learn. Individuals vary in their methods of managing strife. The executives of conflict requires a comprehension of how the circumstance were created (Bankouskaya, 2012:78). Conflict in the work environment is inescapable; consequently, the genuine objective for a pioneer is not to sustain or dispense with strife yet rather to create systems to oversee it adequately. Francis (2018:66) makes reference to that conflict can be a helpful road for required change, whenever oversaw appropriately.

Bankouskaya (2012:176) perceives the rising requirement for conflict resolution frameworks in associations today, to a great extent because of an "inexorably quarrelsome society." Kgomo (2006:67) maintains that refereeing is basically informative behaviour. Both clash and conflict resolution are intuitive cycles (Gordon, and Ernest 1996:89). The manner by which principals speak with partners can affect emphatically or adversely, contingent upon their order or consultative methodology. Conflict resolution can be seen as an action to ties the alternate points of view of individuals inside an

association into one. Without viable conflict resolution the trust that sticks the association together and oils the activity is missing (Kgomo, 2006:15).

A compelling conflict resolution activity should be applied that will suit the nature and earnestness of the conflict. Any refereeing strategy should take into consideration an assortment of intercessions, from casual strategies, like influence, assistance, assuagement, or exchange, to formal techniques, like organized arrangement, intervention, or arrangement intercession. Snodgrass and Blunt (2009:60), express that contact between different societies may involve conflict, subsequently South African chiefs, educators, learners and guardians should be enabled with the qualities, perspectives, information and abilities to oversee strife in a useful way.

As per Snodgrass and Blunt (2009:70) teachers get minimal reasonable preparing on how to manage show and inert clash and this weakens them when they experience conflict. They thus respond protectively, in this way fueling the conflict. Principals should be proactive in recognizing the energizers of conflict and should act quickly to forestall minor clashes before they become significant questions. To accomplish this adequacy, the school head, upheld by the SGB, necessities to figure out how to recognize clashes and how to oversee them suitably; they should know about the sorts of conflicts and the positive methodologies for goals (Ghafer, 2010:9). Early acknowledgment of conflict and a legitimate degree of mediation should be a goal of conflict resolution. In this sense, peacemaking is a way to build up an agreeable learning and execution culture in which every one of the partners, including SGBs, know and comprehend their jobs, support each other in them and gain from one another. Conflict resolution ought not to be dealt with as a spur of the moment cycle intended to just close down questions. Or maybe, it ought to be considered as a cycle to open tough spots to viable talk, goal and learning. At long last, Ghafer (2010:56) feature the way that the test for conflict resolution is to discover a methodology that will create suffering change.

2.6.8 Program for resolving conflict

Snodgrass and Blunt (2009:54) notice that writing surveys uncover that generally little consideration is given in South Africa to the educational cost of refereeing and harmony instruction in schools. At the point when given, these projects are introduced by the staff of non-legislative associations, teachers, social laborers, therapists, local area advancement experts and free advisors, working with foundations, associations and networks. Snodgrass and Blunt (2009:54) contend that these projects are for the most part not identified with the South African setting and are not learner focused.

Mediators programme is derived from the theory and research on constructive conflict resolution Snodgrass & Haines, 2014:78) communication in conflicts (Gordon, & Ernest, 1996), and dual concerns theory (Somech, 2008:79). According to Stevahn (2012:54), most centre-based preparing programs are not connected to existing hypothesis and exploration in the field of compromise and they address logical disciplinary and behaviour issues that executives are worried about in schools instead of to oversee, test, and sum up speculations on helpful refereeing. Accordingly, specialists need to examine the adequacy of hypothesis based clash programs (Gordon & Ernest, 1996:4). In view of this setting Hughes (2014:04), inspected the viability of a complete student body strife preparing program, instructing learners to be peacemakers.

Hughes (2014:17) further express that this school-based program of compromise is significant in clash circumstances for the accompanying reasons: initially, educators need extensive data on classroom conflict preparing and learner results across different school settings to settle on savvy choices with respect to the appropriation of such program. Furthermore, a yet-unstudied populace, in particular primary younger learners in a bilingual setting, is analyzed. The viability of an absolute student body way to deal with compromise preparing by including all teachers and all learners across all classrooms in the school is investigated. Corvette (2007:17) featured that simple openness to techniques would not create great outcomes however rather teachers need to show all learners in the school the strategies and abilities vital for settling their own conflicts valuably, just as for intervening clashes of and with peers.

2.6.9 Choosing a fitting conflict resolution procedure

While picking a suitable conflict resolution procedure it is critical to upgrade consciousness of different clash practices like animosity, shirking and useful critical thinking (Corvette, 2007:89). Marsick and Sauquet (2015:32) underscore that correspondence is focal in picking a proper system. Viable correspondence incorporates assessing discernments, sentiments and needs and includes successful utilization of language (both verbal and non-verbal correspondence, and undivided attention (Holloway, 2015:77). These researchers highlight that compromise is basically a correspondence interaction that works with and through language. Msila (2011:281) contend that not all conflict is brought about by miscommunication or absence of compelling correspondence. They further say that unmistakable and powerful correspondence can, truth be told, cause or heighten conflict. Another issue which is vital to correspondence is power.

Msila (2011:23) makes reference to that individuals use correspondence to execute power. The exploration shows that conflict resolution measures are firmly affected by the force relations setting in which the conflict happens. For a model, in serious conditions the emphasis is on hostile interests, which display doubt and doubt, and imparts misleadingly. As opposed to the serious climate, there is the helpful, "power free" environment where there is an apparent likeness of objectives, trust and open correspondence, and learners have more opportunity to participate in basic reasoning (Okumbe, 2008:30). Analysts keep up that open, helpful cooperation is a basic factor in encouraging positive intergroup relations.

2.7 PREDICATES OF CONFLICT IN THE SCHOOL

Managing of classrooms, disturbance and discipline have been distinguished in the writing as a portion of the basic wellsprings of conflicts in schools specifically.

2.7.1 Management of the classroom

Bankouskaya (2007:88) states that all degrees of training need great classroom principals to plan the actual climate of the classroom for successful learning undertakings to happen. Adeyemi and Ademilua (2012:33) additionally depict the classroom as a social and enthusiastic just as a learning climate which hence, should be controlled to guarantee the rule of law. Similarly, Adeyemi and Ademilua (2012:13) have seen that as teachers mean to make favorable classroom air for their learners to create, it is similarly significant for them to manage difficulties to their position when they arise before they create to a risky level.

In view of Adhiambo and Simatwa (2011:77) idea that one of the instructor's jobs is to set up a classroom climate that keeps issues from arising and in the event that they happen, educators ought to mediate rapidly to forestall it upsetting the exercise.

Adhiambo and Simatwa (2011:88) have seen that one of the commonest challenges educators face in the classroom is the issue of garrulous learners. The regularly unpredictable nature of young behaviour can prompt upheavals of inadmissible behaviour with any educator. It is subsequently dependent upon the instructor to manage such upheavals and keep them from overpowering the class, the exercise, and at last, the educator himself or herself. As per Baron and Eagly (2004:55), it is basic to maintain a strategic distance from encounters with learners as an instructor yet there are events when a showdown is valuable. For instance, an educator cannot keep away from a conflict when the person is brought by a partner to help with tackling an issue among her and a learners. In this example, the irate learners may turn on their educator and the other instructor may likewise conclude that the person in question would endure the learners' provocative or idiotic behaviour any more.

2.7.2 Administrative Incompetence of Head Teachers

Corvette (2007:54) discovered that some head educators could not receive and react to intricacies in their foundations that quickly. A few sheets got anxious on the grounds that they anticipate speedy positive change, and when change neglect to happen that quick, the head instructor is blamed for being low entertainer. The head instructor was

immediately catapulted out of the school and another one got. Corvette (2007:23) shares the above sees and shows that some head educators show helpless initiative characteristics that made clashes in schools. Jantzi (2009:66) demonstrates that unpracticed head educators once in a while ran into difficult issues when they neglect to utilize their scant assets appropriately. Small assets accessible in the school might be utilized on paltry ventures while significant ones were immaculate.

2.7.3 Disruption

Ghafer (2010:67) characterizes interruption as "an unwanted or surprising break in a cycle or movement". Expounding on this definition, Ghafer (2010:100) clarify that disturbance in the classroom circumstance interferes with common and typical class schedules. Jantzi and Leithwood (2009:109) likewise support the possibility that classroom interruption sabotages the learning interaction, clarifying that specific learners have stamped propensities to agitate the strength of a class by their infamous troublesome consideration looking for practices while such negative circumstances in the classroom devour a large part of the instructional periods and influence the educating and learning measure.

Jantzi and Leithwood (2009:56) refer to other ruinous behaviour as obnoxious attack, temper burst in class and savagery behaviour against teachers and different learners which likewise have diverse problematic qualities relying on the methodology of the educator dealing with the class. Johdi and Apitree (2012:78) are additionally of the view that troublesome practices of kids in the schools quite often originate from low regard albeit different elements may add to such behaviour. They stress that if a youngster who has low confidence likely thinks the best way to make their quality felt is showing a terrible behaviour, for example, any of those referenced before. Disregarding these difficulties, Johdi and Apitree (2012:123) sees that educators have more effect on the behaviour of learners in its beginning phases of advancement in the classroom and are additionally in a solid situation to help intervene learners' behaviour in the school setting.

2.7.4 Inadequate resources

Some school administrators saw clashes in instructive organization with nonappearance of required monetary assets. As per Johdi and Apitree (2012:39), deficiency of funds makes it hard for the head instructor to move forward in instructive projects. Msila (2011:12) shows that head educators have been compelled to make a decent living in their schools where there is absence of money and material assets. The circumstance is aggravated by low student enrolment in some auxiliary schools. In some schools they blame the head teacher if there is absence of money and asserts. On occasion, guardians reprimand the head instructor for making an effort not to give the necessary learning offices.

Msila (2012:108) stresses the way that chiefs face challenges in their schools because of issues related with absence of accounts to run instruction programs. The circumstance is made convoluted when the board is left to settle on expenses to be paid by the guardians and draw a spending plan. The head educator is left in problem on the most proficient method to give quality schooling without cash. The cases become more unpredictable when the focal government demands there should be training for all. At the point when learners neglect to perform well because of absence of learning offices it is the head educator who is accused by certain guardians who neglect to pay charges. Msila (2012:55) in his view shows that schools that perform well in public assessments have 70-80% of the necessary learning offices. About 3/4 of the schools in South Africa have 20%–30% of the necessary offices for great execution. These schools perform inadequately because of absence of learning offices combined with monetary troubles.

2.7.5 Punishments and discipline

Misoi (2009:9) characterize discipline as an introduction of an aversive occasion or the expulsion of a positive occasion following a reaction that diminishes the recurrence of the reaction. As per Misoi (2009:78), numerous conflicts start in the classroom with what an instructor may say, the manner in which the person may walk, step towards a learners, scowl at a learners or point at that person. Tsotetsi, Van Wyk, and Lemmer (2008:56) likewise clarify that conflict ordinarily happens in a class when a learners feels that the

individual in question has been rebuffed unreasonably, or feels that censures, reactions and discipline were not merited and genuine.

Tsotetsi, (2008:67) clarify that disciplines and disciplinary measures are utilized to dispose of unwanted practices and lackluster showing in associations. Referring to instances of such unfortunate behaviour as non-attendance, lateness, leaving the school or the work environment prior to shutting time, battling, disregarding rules and guidelines, and the utilization of oppressive language. Misoj (2009:90) resource that such practices if not destroyed as ahead of schedule as possible hinder the development of the association.

Alluding to teach as the utilization of some type of discipline or endorses when workers stray from the standards. Tshigwane (2008:32) say that not all disciplinary means are essentially discipline. They guess that where successive nonattendance from work brings about a three-day suspension, the suspended individual who does not care for their work and likes to remain at home, would not see the suspension as aversive. In such a circumstance, the restrained individual has not been rebuffed with suspension.

Tshigwane (2008:31) expresses that it is by and large seen that discipline as a rule acquires strife associations like schools. They clarify that discipline produces conflict when the power or seriousness and the good behind its utilization are not real. In their view, a few group's protection from the utilization of discipline depends on moral grounds, the ethical position being that agony is awful and ought to consistently be evaded. Welmore (2002:23) again stress that discipline accomplishes a more noteworthy adequacy when the aversive boost is generally extraordinary and the ramifications of this condition is that to be viable, discipline ought to stand out enough to be noticed of the individual being rebuffed.

Undeniably, the accentuation on discipline in a school circumstance is to keep everything under control and control. Thus, if discipline is unduly granted, it nearly subverts the shared regard important for a sound educator/learners relationship and at more regrettable, produces conflict. It very well may be reasoned from the conversations that

conflict results from settings of contradicting powers or force and battle to oppose or conquer (Uline, 2013:55). Strife as an everyday event in the organization and the executives of an association, for example, a school is additionally described by connection among people who have differed feelings and interests.

Strife will perpetually happen in associations in light of the fact that as individuals cooperate they will unavoidably have issues to examine, a considerable lot of which are possible reason for conflict or misjudging that can raise conflict. Despite the fact that it can likewise be induced that each conflict circumstance leaves a conflict result that influences the manner in which the two people and gatherings see and follow up on ensuing clash. Such impacts can be either certain or negative contingent upon how strife is overseen. Emphatically, _ can expand profitability, improve quality and amount of and grow better specialized techniques.

At the point when they are overseen viably, conflict can improve associations. Nonetheless, clash can have antagonistic results like physical and mental withdrawal of individuals, hostility and harm to property (Tsetetsi, 2008:42). It is by and large acknowledged that conflict has negative undertones in social orders, a reality which can be concluded from the definitions given to conflict. Clearly, none of the definitions given to strife in the writing sourced demonstrates the positive part of conflict and that obviously shows that it is terrible and ought not to be engaged. Conflict has numerous causes including rivalry for scant assets, one gathering trying to control another, and independence in individuals, among others.

2.8 TYPES OF SCHOOL CONFLICT

The writing counseled recognizes four sorts of conflict which are: Intrapersonal, Interpersonal, Intragroup and Intergroup clashes. These sorts of conflicts are clarified in the accompanying segments.

2.8.1 Intrapersonal conflict

Drewery (2010:67) bring up that intrapersonal conflict happens inside an individual and that one can encounter intrapersonal strife regarding the measure of assets one has by hearing interior voices that oppose this idea. In concurrence with this declaration. Brinson and Fisher (2013:34), clarifies that in intrapersonal conflict the individual attempts to accommodate strife inside their own worth design. Additionally, Drewery (2010:21) sees that conflict may not just negatively affect one's actual body yet it frequently possesses one's considerations and causes a lot of feeling.

Brinson (2013:13), additionally concurs that intrapersonal _ happens inside an individual and can include some type of objective or intellectual clash. They contend that intrapersonal _ happens when an individual's behaviour brings about sure and adverse results or inconsistent results. A model is the place where an individual has the choice to pick a task in an administration association that does not compensate fairly yet has future security or accept a position from a privately owned business that compensates fairly however does not give any future security. A particularly decision could prompt intrapersonal conflict.

2.8.2 Interpersonal conflict

Nkatini (2005:45) express that relational clash happens between at least two people. De Vos (2010:89) allude to relational clash as conflicts that include at least two people who see each other as being contrary to favored results (objectives) or potentially mentalities, qualities or practices. Essentially, Baron and Eagly (2004:89) shows that relational clash is a circumstance where one or the two people in a relationship are encountering trouble in working or living with one another. Developing this point, Nelson-Jones expresses that relational clash as a rule happens when because of contrasts or contradictions, requirements, objectives or styles conflict. Like this statement is Baron and Eagly (2004:9) who saw that in relational clash the estimations of various people or gatherings straightforwardly conflict.

2.8.3 Intragroup conflict

This sort of conflict arises between individuals who recognize themselves as having a place with a similar gathering. Barki and Hartwick (2014:78) clarify that intragroup clash is a conflict among a few or the entirety of a gathering's individuals which regularly influences the gathering's advancement and adequacy. In a classroom circumstance, an intragroup clash may happen inside individuals from a class where learners sit in closeness and collaborate with one another. Such clash can likewise happen among the staff of schools who have various perspectives on the sort of measures suitable for rebuffing learners. For this situation, a few teachers may uphold the utilization of whipping while others may uphold other milder types of discipline for mischief.

2.8.4 Intergroup conflict

This arises between at least two gatherings of individuals. While Barki and Montreal, (2014:90) characterizes intergroup strife as resistance and conflicts that emerge between at least two gatherings. Bankouskaya (2012:88) shows that such clashes are profoundly extreme and expensive to the gathering in question. Intergroup conflict can thusly happen between at least two schools. As per Bankouskaya (2012:51), intergroup conflict inside associations happens at three levels: vertical, flat and line staff. Antilife clarifies these as follows:

- Vertical _ alludes to conflicts between levels in an association (Marshall, 2006:65) For instance, vertical clash happens when bosses attempt to control subordinates too firmly as subordinates oppose the control.
- Horizontal _ Moloji (2007:90) alludes to conflicts between gatherings of representatives at a similar progressive level in an association. In a school circumstance flat clash will happen in the event that one division wants a bigger extent of scant assets to the detriment of different offices.
- Line-staff _ is a conflict over power connections. As Bankouskaya (2012:76) demonstrates, line staff strife can undoubtedly happen from the diverse

hierarchical parts of line and staff offices. A model is the place where staffing choices taken by the work force division (a staff work) is gone against by the creation office (a line work). This infers that conflict in an association can happen at various levels thus compromise is central to powerful administration of associations.

2.8.5 Inter-organizational conflict

This sort of conflict is strife between one school and another school or the local area. Marshall (2006:89), sees this kind of conflict as radiating from rivalry. This kind of conflict is generally alluded to as rivalry conflict. Schools between authoritative conflicts happen between schools. Contrasts may emerge at sports rivalries between schools. These may lead schools not to coordinate in future.

2.9 LEGISLATIVE FRAMEWORK ON COFLICT IN SCHOOLS

This part presents lawful system on conflict in schools. South Africa has bits of enactment that ensure and control laborers as far as conflict. The accompanying enactment are applicable to the examination, Constitution of the Republic of South Africa Act, 1997 (Act 108 of 1997), South African Schools Act, 1996 (Act 84 of 1996), National Education Policy Act, 1996 (Act 27 of 1996), South African Council for Educators Act, 2000 (Act 31 of 2000).

2.9.1 South African Constitution Act 1997(Act 108 of 1997)

Constitution of the Republic of South Africa Act, 1997 (Act 108 of 1997) (section 12) specifies that everybody has the privilege not to be dealt with or rebuffed in a barbarous, cruel or debasing way. Setion10 of Constitution of the Republic of South Africa Act 1997(Act 108 of 199) stipulates that everybody has inherent dignity and right to have their dignity respected and protected.

2.9.2 The South African Schools Act, 1996 (Act 84 OF 1996)

The South African Schools Act, 1996 (Act 84 of 1996) gives in Section 10(1) that no individual may control whipping at a school to a student. (2) Any individual who

contradicts subsection 1 is blameworthy of an offense, and at risk on conviction to a sentence which could be forced for attack. Area 8 of SASA, 1996 gives that a SGB should embrace an implicit rules for learners, 'after conference with learners, guardians and teachers of the school. Area 8(4) of SASA, 1996 specified that all learners going to a school are limited by the set of principles of that school. The part further gives that the Minister may set up rules for the thought of SGB's in receiving of an implicit rules. According to this arrangement in 1998, the at that point Minister of Basic Education distributed the 'Rules for the Consideration of Governing Bodies in Adopting a Code of behaviour for Learners.

2.9.3 National Education Policy Act, 1996 (Act 27 of 1996)

Public Education Policy Act, 1996 (Act 32 of 1996) area 3(4) (n) expresses that the Minister of Education will decide the public arrangement for the control and order of understudies in schooling establishments. Besides National Education Policy Act, 1996 (Act 27 of 1996) ordered division of training at all levels to create approaches to direct them. It is on this approach wherein schools has created various strategies like Code of Behaviour for Learners and teachers, SGB constitution, HIV and AIDS strategy, Infrastructure strategy, upkeep strategy. These approaches guard against and forestall strife in schools.

2.9.4 South African Council for Educators Act, 2000(Act 31 of 2000)

South African Council for Educators Act, 2000 (Act 31 of 2000) objective is to set, keep up and ensure moral and expert principles for teachers. The board has set disciplinary methodology with an expect to the advancement of elevated requirement of morals administering the instructing calling. Board has created Code of Professional Ethics referring to segment 3 direct of teachers and learners, an educator should regard nobility, convictions and sacred privileges of learners. Area 4 lead for teachers and guardians, an instructor ought to perceive guardians as accomplices in schooling. Segment 5 lead for teachers and local area, a teacher ought to perceives that instructive organization serves the local area and thusly recognizes that there will contrast customs, codes and

convictions. Area 6 specifies lead for teachers and associates expressing that an instructor should cease from subverting the status and authority of partner

2.10 FUNCTIONS OF THE SCHOOL GOVERNING BODY IN CONFLICT MANAGEMENT

Sang (2009:32) featured the way that the key enactment offering authenticity to class administration is the South African Schools Act, 1996 (84 of 1996). It specifies that the administration of a government funded school is vested in the SGB that remains in a place of trust towards the school. According to Msila (2009:67), guardians establish the dominant part in the SGBs and hence they have a significant task to carry out in the viable working of their children's schools. The SGB should ensure that conflict is kept to a base for the powerful working of the school.

The SGB has the obligation to help the head and staff in overseeing conflict, utilizing valuable ways to deal with guarantee that educating and learning isn't frustrated and to guarantee that the vision and mission of the school are accomplished through smooth communications (Mosoge, 2009:22). As of now referenced, clash will consistently exist in human connections. In this way the SGB should intercede promptly to ease conflict, particularly on the off chance that it can possibly be damaging. The SGB administers the school policies, guidelines, plans and setting the structure for the activity of the school (Msila, 2012:11).

It is added that SGBs are entrusted with tending to explicit angles and capacities and they are commanded with jobs and obligations (Msila, 2012:11). Marsick and Sauquet (2015:34) show that as far as the authority conceptualization of administration, the SASA doesn't command the SGB to lead or deal with the everyday operational issues of schools connected to educating, learning and appraisal. Or maybe, the Act determines that SGB administration duties incorporate the accompanying:

Assurance of confirmation strategy, setting of language strategy, making proposals on educating and non-showing arrangements, and the monetary administration of the

school. The last is a key capacity and includes bury alia the assurance of school expenses and commitment in raising support. Hughes (2014:41) list the elements of all SGBs as specified by Section 20 of SASA 1996. Subject to this Act, the SGB in a state funded school should manage and control the school's property and structures and grounds involved by the school, including lodgings, if material; energize guardians, learners, educators and staff at the school to deliver intentional administrations to the school; prescribe to the Head of Department (HoD) the arrangement of teachers at the school, subject to the Teachers Employment Act, 1994 and the Labor Relations Act 1995; prescribe to the HoD the arrangement of non-educator staff at the school, subject to the public Service Act 1994 and the Labor Relations Act, 1995; in line with the Head of Department. It permits the sensible use under the reasonable states of the offices of the school for instructive projects not directed by the school. The SGB may permit the sensible utilization of the offices of the school for local area, social and school raising support purposes, subject to such sensible and fair conditions as the SGB may figure out which may incorporate the charging of an expense or tax which builds to the school.

In accordance to the Section 21 of SASA (Act 84 of 1996), the SGB may apply to the Head of Department recorded as a hard copy to be dispensed any of the accompanying capacities: To keep up and improve the school's property, and structures and grounds involved by the school, including school inns, if pertinent; to decide the extra-painting educational program of the school and the decision of subject alternatives regarding commonplace educational program strategy; to buy course readings, instructive materials or gear for the school; to pay for the administrations to the school. Gray (2009:10) demonstrates that a portion of the elements of the SGB are not unequivocally referenced however they are inferred in different capacities. Croswell (2003:10) incorporate the accompanying:

To advance the wellbeing of the school and to guarantee improvement through the arrangement of value training for all learners at the school, to embrace a constitution for the school, to build up the vision and mission of the school, to build up the language and

strict strategies for the school which implies that the SGB should build up the implicit rules for learners in that school; to help the teachers in whatever they attempt to accomplish in the school as long as all things considered for the advancement of value training; to enlist extra staff, the two educators and non-teachers, and to pay them. The educators recruited ought to or should be enrolled with the South African Council for Teachers (SACE). The SGB should likewise settle on school times inside the states of work of the staff, to decide school expenses, and after endorsement by guardians, charge and authorize the installment of school expenses and manage exceptions.

Obviously, the majority of these SGB capacities can be wellsprings of conflict. Crosswell (2003:69) contends that albeit the SASA (Act 84 of 1996) gives that SGBs may apply to commonplace training divisions for extra capacities in territories like educational program, strategy advancement and improvement of framework, just guardians in previous white schools, who's SGBs generally incorporate people with talented expert and administrative personalities, have been allowed these forces. It is additionally the obligation of the SGB to advance the wellbeing of the school and build up an arrangement for its turn of events and development. Regarding the South African Schools Act 84 of 1996 SGBs have a legitimate obligation to guarantee that schools are protected, secure and helpful for educating and learning by guaranteeing that the fundamental arrangements, methods and constructions are set up.

In any case, as per Squelch (2001:138) a squeezing issue in numerous schools is that numerous SGBs do not have a reasonable comprehension of their jobs, obligations and responsibility. Burns (2003:33) continues to report that numerous lead representatives, particularly parent lead representatives, don't have the fundamental experience and abilities to satisfy their obligations, along these lines in numerous schools SGBs are not working as the law expects them to. Chen, (2009:62) concurs with different researchers that some SGBs are dubious about the bases of their authenticity.

The support in some of them is restricted by absence of abilities to peruse, compose and tally. Babbie (2010:200) underscore that the competency and education level of parent

individuals from the SGB may put limitations on the execution of their obligations. Denzin (2000:433) agree with Kothari (204:107) that while guardians take part in school administration, the social strain, dismissal and mental pressure is regularly obvious when well-off and penniless guardians accumulate for school occasions. The analyst actually saw this as was before an individual from overseeing body.

Hughes (2014:02) gives direct explicit preparing and backing that will suit the requirements of SGBs to secure the abilities and information required. Holloway (2015:2) continues to report that in such cases, it is the obligation of the head, as ex officio individual from the SMT, to help the guardians by drafting and dealing with the spending plan SASA area 19(2), South Africa 1996). This sort of help relies upon how the guardians trust the head. Nonetheless, Hughes (2014:86) cited a head in a government funded school expressing that if the guardians do not confide in the head as frequently occurs, it might prompt consistent clash in light of the fact that the guardians may feel impaired. The restricted preparing of the principle job major parts in the administration and administration of schools, combined with their vulnerability in regards to their capacities and obligations, makes it at times hard for chiefs and parental SGB individuals to cooperate agreeably (Hughes, 2014:308).

Among the obligations of SMTs, refereeing is one of the capacities which are not unequivocally expressed, however are suggested. As indicated by Marsick and Sauquet (2015:53) clash in schools has gotten inseparable from plain practices including compulsion, savagery and hostility. These researchers keep on announcing that educators invested a lopsided measure of time and energy attempting to oversee classroom clashes and debates that emerge with managers, different teachers and guardians. Joubert (2009:53) affirms that these conflicts add to broken connections, which become an obstruction to building up a powerful culture of educating and learning. It is accordingly pivotal to set up proficient goal rehearses that will help the two educators and learners to set up a culture of learning and instructing.

SGBs are chosen to address and unite the head, educators, guardians and learners in the basic errand of building a superior school. These partners should discuss and settle on the most ideal path forward for their school and on how strife can be overseen appropriately. The SGBs address these job players and counsel them when creating strategy and plans (De Vos, 2010:11). They direct the execution of government strategies and work together to take care of the school's issues. The SGBs should likewise uphold the way of life of instructing and learning by working intimately with the head and school supervisory crew (SMT) to establish a decent learning climate, liberated from dangerous decimating clashes in order to improve the nature of training (Creswell, 2003:11).

2.11 CONSEQUENCES OF CONFLICT IN SCHOOLS

Wright (1990:87) argue that torment of any sort whether verbal, physiological or mental, clash is horrible for the individual. Any association that is tyrant and schools are no exemption; individuals who are in charge in the higher class of the board keep on having clashes with their subordinates since these individuals will in general deny the presence of conflicts and do not recognize it.

As indicated by the University of Michigan Institute for Social Researcher's measurements, 95% of all work associations are dictator Holloway (2015:88). They further express that somebody realized will be defrauded at work by insulting managers. They accept that work misuse is predominant to the point that learners who emerge from school are absolutely uninformed of such events at the work place. Kgomo (2006:59) clarifies that there are four classifications of work misuse that exist. Careless or on-going maltreatment happens when workers' essential requirements are not satisfied or they are reprimanded for circulating these. On-going maltreatment happens persistently among the other three kinds of work misuse. The subsequent kind is persistent scape-goating which infers that a solitary individual is focused for exploitation by the gathering. The misled individual turns into the objective for the gathering to vent their emotions. On the off chance that the focused on individual leaves the organization, another casualty is picked. In schools it is frequently seen by numerous teachers that the chief targets educators who enter the school interestingly (Kgomo, 2006:56).

The third sort is intense scapegoating. For this situation if an individual's behaviour is not construed as harmonious with that of the group's, he turns into the objective of misuse. This grinds to a halt when the casualty leaves the organization. In schools, other than a dictator head, representative chiefs and heads of divisions target new teachers entering the calling to dazzle their bosses. Teachers who are vociferous and express their privileges and perspectives end up in clash with the administrators (Omboko, 2010:66). The exploration likewise uncovers that administrators are frequently tyrant and like to run a school as per their parochial vision. Any educator who offers antagonistic remarks or gives substitute ideas which are not in accordance with the thinking about a prideful chief turns into an objective of misuse and the outcome is strife among teachers and principals. Clashes that are not settled outcomes willfully ignorant of fair treatment. The fourth arrangement is disavowal of fair treatment which alludes to anticipation or attacking goal of conflicts by the business (Miso, 2009:77).

In schools, albeit the Department of Education is the business, the chief might be seen as a delegate of the office. Most work intensified clashes are cases which lead to clashes not being settled and the casualty being kept on being badgering. Two reasons propel administrators to manhandle subordinates in view of Hare and Wyatt (1997:99): One being pressure from bosses while the other is articulations of perniciousness. These researchers property these qualities being raised from youth, being kept up during puberty and showing itself in adulthood.

One is denying disgrace where the administrator was not approved or upheld when he was a kid. This state of disgrace is developed to a degree that outcomes in the kid building up a feeling of not being deserving of anything Hare and Wyatt (1997:66). Rebuffing disgrace is the subsequent kind. Snodgrass and Haines (2014:88) clarify that the reason is that during youth these individuals were continually and resolvedly adjusted. Snodgrass and Haines (2004: 90) further expand that disgrace and self-esteem become rousing powers to strive for the upper rungs of the stepping stool in an association Snodgrass and Haines (2014:89).

These researchers utilize these way to put themselves on the platform of status of society which causes them to appreciate a status better than every other person. One of the intense consequences of conflict for educators is psychological maladjustment. Omboko (2010:87), are of the assessment that disavowal of working environment brings about much psychological instability which is overflowing in the midst of the emotional wellness gathering of individuals. Omboko (2010:111) additionally keep up that couple of specialists understand that most associations being dictator brings about genuine psychological instability.

The body reacts to pressure a wide range of ways, some of which are; becoming ill frequently, encountering persevering gentle to extreme migraines, body throbs, torments and touchiness (Snodgrass & Haines, 2014:322). It is possible that numerous genuine sicknesses and issues, particularly those connected to the sensory systems or invulnerable framework are additionally initiated either by stress or the abrupt delivery from stress (Tshigwane, 2008:122). Tshigwane (2008:112) clarifies further that assuming the casualty will not look for proficient assistance, the body's definitive response is unsurprising. The cerebrum which is the foremost conveyor of stress, arrives at where it has had enough, and fit of anxiety happens.

An outcome of such breakdown is responsive despondency, from which recuperation requires months, and regularly years. In genuine cases, where expert assistance is not looked for, or the analysis is improper, the individual never completely recuperates Uline Tshannen-Moran and Perez (2013:155). Principals who are liable of the above are silly in understanding the results which could be high truancy, high staff turnover, low resolve, helpless efficiency, and breaking of a frequently phenomenal compatibility that exists among teachers and learners (Xaba, 2011:233). Cool and Kirby (2008:233) feature the subject of conflicts among educators and chiefs have not been explored by essayists who direct examination in the field of schooling. They uncover data about clashes being repeating issue in schools that influence the expert professions of teachers and themselves as individuals.

Xaba (2011:211) further clarifies that the impacts of conflicts are conveyed into the classroom and influence the compelling conveyance of an exercise to learners. Xaba (2011:234) keep up that with time and the continuation of conflicts, the way of life of the school is at long last annihilated and the collegiality among staff lessens. Zuelke and Willerman (2007:145) express astonishment that such deceptive lead by principals don't surface in the media, subsequently staying as a slippery issue.

Tsotetsi, Van Wyk, and Lemmer (2008: 233) likewise concur with the above researchers and they have uncovered in their exploration that conflicts bring about bringing down of confidence, inspiration, communicating sensations of in viability powerlessness to neutralize and react to the issue. The issue of despondency at the working environment among various individuals is credited to pressure, burnout, being equivocal of the conflicts that happen and denying of same. They additionally are of the assessment that chiefs prevent the on goings from getting misuse, since they think about such treatment as the way the world works.

Mental and passionate results that were accounted for by teachers were: feeling discouraged, irate, encountering sensations of blame, feeling defenseless, not having the option to think, and bringing down of confidence. Members as to business related issues revealed that they were: demotivated to emit their best in the classroom, needed responsibility, pulled out from curricular and co-curricular exercises and got missing regularly (Stevahn, Kealy and Munger, 2012:33). Other than the punishment on educators, conflict among teachers and administrators yielded different influences like harmed connections, weakened dynamic cycles and harmed classrooms.

2.11.1 Relationships that were affected

Educators, who were once dedicated to conveying the products in and outside the classroom, could not do as such as well as could be expected. Imaginative teachers who zeroed in on learning regions would in general vindicate themselves from doing as such (Tshigwane, 2008:44). The energy, excitement and activity were brought down.

Educators communicated hesitance in participating in school occasions. At gatherings they did not make any sources of info or any significant commitment. They never get any help from their partners. Unmistakably some who showed some help just offered empty talk. There could have been not, at this point a hearty compatibility among staff individuals (Tshigwane, 2008:77). Harmed connections were a typical pattern that went through completely distressed teachers.

2.11.2 Impaired Decision-Making

Educators in the examination utilized terms, for example, tyrant, authoritarian and dictator, to portray injurious chiefs. Debby who was referred to in Sandgrass and Blunt, (2009:67), described how if an instructor skirted even an unimportant gathering, authored the adage "damnation has no wrath like a principal who is disdained" (Okumbe, 2008). Information introduced by participants who took part in the examination by Omboko (2010) announced that principals were not vote based but instead absolutist in deciding. At staff gatherings, the chief communicated everything and educators were threatened to fall in line. Administrators did not need any adjustments in the manner they ran the school. Negative remarks were utilized to ingrain consistence from educators.

2.11.3 Damaged Classrooms

The majority of educators who experienced conflicts with their principals expressed that there was a decrease in the communication among educators and learners (Blase & Kirby, 2008:67). Long (2011:79) experimentally demonstrated that the principals' behaviour and initiative capacities are straightforwardly identified with both educator adequacy and student accomplishment. Principals who display unprofessional behaviour negatively impacted the teacher's morale, mental, enthusiastic and actual wellbeing, and their capacity to work ideally in the classroom, accordingly adversely affecting learners. Great school administrators upgraded the educators' adequacy and positively affected learners. Educators, who took an interest in the above examinations and had conflicts with the principals, by and large communicated being pushed, feeling shaky, being less roused to carry out their duties in the classroom.

Teachers had to utilize the “chalk and talk strategy” for educating. Any inventive idea and practice were renegaded. Educators were checked with regards to how they kept up discipline in the classroom. Consequently, teachers got indifferent to the learners which brought about them less mindful, less lenient and being fretful (Blase, 2008:99). Schall (2009:15) thinks that if legitimate lead is forfeited for political or individual addition with respect to incapable and additionally damaging school administrators, schools fall apart. Educators clarified in her investigation how inadequately run schools are connected to decrease in instruction norms and the outcome is learners leaving the school to enter the universe of work, not being in a situation to assume the obligations of how a grown-up should work (Somech, 2008:77).

An exploration led by Salleh and Adulpakdee (2012:56) at Islamic Secondary Schools in Yala, Thailand, on issues of conflicts among chiefs and teachers, nonetheless, uncovered that the outcomes experienced by educators were not as extreme as those communicated by the American and United Kingdom researchers. The justification this was that the reasons for conflict were issues relating to factors that connected only the manner by which the school was run and by and by, the collegiality among the staff individuals. These distinctions were genially settled inside at school. These researchers accept that controlling and settling clashes in schools brings about an improvement of teaching and discovering that follows in the classroom Salleh and Adulpakdee (2012:67).

Runde and Flanagan (2010:89), state that conflicts could be the wellspring of amazing thoughts from one viewpoint while then again, it could prompt disappointments. The members of their examination featured how conflict had demolished relations, collegiality and collaboration in their schools consequently influencing the presentation of the learners (Runde and Flanagan, 2008:66). Snodgrass and Blunt (2009:99) declare that unmanaged strife can make useless schools which deny learners of their privileges to citizenship through free and equivalent education. These researchers likewise bring up that established qualities, inserted in the constitution of the Republic of South Africa, for example, human respect and fairness cannot be achieved in an air and setting characteristic of such conflicting ideologies.

2.12 EMPIRICAL EVIDENCE OF CONFLICT AT LUVUVHU CIRCUIT

This part presents the evidence from academic studies that were carried out on conflict and the resolution of conflict in Luvuvhu Circuit. Luvuvhu Circuit has confirmations of conflict that are happening at various schools. Coming up next are a portion of the exact proof of conflict in schools in Luvuvhu Circuit.

2.12.1 School Governing Bodies (SGB) and School Management Team (SMT) powers

In accordance to the South African School Act, 1996 (Act 84 of 1996) gives that school administering bodies needs to buy course book, instructive material or hardware's for the school. South African Schools Act, 1996 (Act 84 of 1996) additionally gives School Management Teams duty of instructing according to responsibility of the pertinent post level and the requirements of the school. This boundary of duties is making strife. Confirmations from wrongdoing documents in certain schools show that SGB and SMT are taking part in clash in light of the fact that SMT request SGB to buy Learning and Teaching Support materials. SGB become hesitant to buy those materials.

2.12.2 School Governing Bodies powers versus Head of Department

South African School Act, 1996 (Act 84 of 1996) area 20 (1) (l) furnishes SGB with forces to prescribe to the Head of Department the arrangement of teachers at the school, subject to Employment of Educators Act 1998 (Act 76 of 1998) and Labor Relation Act, 1995 (Act 66 of 1995). Proof in Tshinetise School uncover that SGB suggest head for the post however HOD select distinctive officeholder for the position. This is making clashes between the SGB and the division. SGB is asserting that their forces is being disregarded.

2.12.3 Admission of learners to government funded schools

South African Schools Act, 1996 (Act 84 of 1996) Immigration Act, 2002 (Act 13 of 2002), Refugees Act, 1998 (Act 130 of 1998) and Admission Policy for Ordinary Public School distributed under Notice No 2432 of 1998 in Government Gazette 19377 on 19 October 1998 set out the prerequisites for confirmation of learners. Schools wind up in clash with

guardians when a student who does not have the pertinent documentation need for affirmation.

According to the Departmental Circular no. 195 of 2019 with subject confirmation of undocumented learners for 2020 affirmation and reference letters to the branch of home issues. This roundabout gives administrators obligation to check undocumented learners in schools, to decide the situation with those learners whether they are South African or migrants and further guarantee guardians of those learners are given with student reference letter to be created at Department of Home Affairs. This is conflicting unfamiliar guardians and administrators in numerous schools around Luvuvhu Circuit.

2.12.4 Poor performance

Area 16 of the Employment of Educators Act, 1998 (Act 76 of 1998) gives methodology in regard to terrible showing. Sub segment (1) gives that if a business is of view that an instructor, regardless of whether waiting on the post-trial process or a lasting staff part is not acting as per the work that the teacher has been utilized to do, the business must in the wake of serving the composed reasons alluded to section (a) meet with the instructor. Chiefs are obliged to meet with teachers when showing horrible showing.

2.12.5 Procedures for grievances

Section H of the Employment of Educators Act 1998 (Act 76 of 1998) furnishes teachers with complaint techniques. The goal of this complaint technique is to determine any complaint at an individual level as fast as could be expected. Teachers around Luvuvhu Circuit appear to be not comprehending this systems. Chiefs and Circuit Manager are confronted with a test of teachers announcing grumbles to wrong partners. Conflicts are arising because of absence of comprehension of complaint methodology. Teachers with whines in the school are qualified for follow right systems as specified by the Act. Off-base and wrong managing teachers gripes lead to strife.

2.13 MECHANISMS TO ADDRESS CONFLICT IN SCHOOLS

Long (2012:77) accentuated that conflicts were regular and expected in a powerful association. Conflicts are not unusual, nor are they essentially a side effect of a

breakdown in the association. Clashes are viewed as a characteristic outgrowth measure and for sure seen as an indication of hierarchical wellbeing as opposed to pathology. In the current occasions, compromise make up the significant piece of the regulatory work. There is unrest encompassing instruction area today; as such the job of conflict middle person is a fundamental part for auxiliary school organization Holloway (2015:87).

Long (2012:98) declares that conflicts emerge when individuals are banned from understanding their assumptions, wants and goals that may not be in accordance with others' qualities inside the association. A few qualities, wants and thoughts may likewise be in clash with those of the association. Robbins (2011:56) further affirms that normal clashes instead of work are those among subordinates and the organization Long (2012:234). The specialists on a similar level can likewise have clashes particularly on the off chance that they are contending over the consideration of those in the organization. He additionally demonstrates that numerous conflicts in an association are a result of human connection. It is subsequently essential to set up harmony making measure.

As indicated by Robbins (2011:78) clash in an association has got two potential results. This result might be useful in that the conflicts brings about an improvement in the gathering's exhibition or broken in that it ruins bunch execution. As indicated by him, in the event that a conflict is broken, the gatherings needs to de-raise it and assuming a conflict is too low, the gatherings need to expand it and make it more practical (Robbins, 2013:44). These are finished utilizing peace making methods, which use goal and incitement procedures to accomplish the ideal degree of conflict. He distinguished nine compromise methods to accomplish the ideal degree of conflict. He distinguished the nine peaceful settlements procedures as: A Super-ordinate objective. This includes making a common objective that can't be accomplished without the participation of every one of the conflicting people. Modifying the human variable.

This includes utilizing the social change strategies, for example, human connection preparing to adjust perspectives and practices that impact strife (Achoka, 2011:77).

Changing the primary variable. This involves changing the proper association structure and the collaboration examples of the conflicting gatherings through work overhaul, moves, making of organizing position and such (Holloway, 2015). Definitive order. This is the place where the administration utilizes its proper power to determine the conflict at that point conveys its cravings to the gatherings in question. Shirking. This includes withdrawal from, or concealment of the conflict. This is the place where each gathering to the conflict quits any trace of something of significant worth (Achoka, 2011:77). Extension of assets. At the point when a conflict is brought about by the shortage of an asset.

For instance, cash, advancement openings and office space then development of the asset can make a mutually advantageous arrangement. Critical thinking. This includes eye to eye meeting of the conflicting gatherings to recognize the issue and settling it through open conversation (Holloway, 2015:43). Smoothing. This involves making light of contrasts while stressing normal interests between the conflicting gatherings. Robbins (2013:67) additionally distinguished four clash incitement procedures as: Communication including utilization of questionable or undermining messages to expand strife levels. Getting untouchables.

This includes adding workers to bunch whose foundation esteems, ascribes or administrative styles vary from those of present individuals. Rebuilding the association (Achoka, 2011:98). This is realigning workgroups, adjusting rules and guidelines, expanding association and rolling out comparative primary improvements to upset the state of affairs. Naming a contentious third party which includes assigning a pundit to intentionally contend against the lion's share positions held by the gathering.

2.14 CONCLUSION

This chapter has explored the concept conflict, various types of conflict, various causes of conflict, the theoretical framework of the study and the concept conflict resolution which covered its definition, general conflict resolution strategies, conflict resolution strategies employed in schools in other continents and religion and culture and their effect on conflict resolution in the schools. Conflict has been shown as unavoidable, that

is, it is inevitable. The dual-concerns nature of conflict has been explored, that is, relationship orientation and goal orientation.

The fact that conflict is goal oriented and that it is rooted in culture and history has also been explored. The various causes of conflict like shortages of resources, differences in attitudes and beliefs, gossip, individualized approaches, prejudice to mention a few were explored and types of conflict that is, intra personal conflict, interpersonal conflict, intra group conflict, inter group conflict, intra organizational and inter organizational conflict were also reviewed. These types of conflict are found in schools.

The concept conflict resolution was clarified. It has been established that there is a relationship between culture, religion and conflict. Cultural themes such as means of communication like language, symbols and artefacts, means of interaction like customs, practices and interactional patterns and values driving people or groups like shared values, beliefs, norms and expectations were established as leading to conflict resolution or creating problems of conflict resolution. Religious themes like beliefs and values, effect of religious leaders and effect of religious networks and institutions were also exposed. Furthermore, a variety of conflict resolution strategies that could enhance teaching, learning and peace are not being employed and administrative and assessment practices do not promote teaching, learning and peace.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter provides details with regard to research methodology that were used to assess conflict, causes and management strategies in selected secondary schools in Luvuvhu Circuit at Vhembe District Municipality. In this chapter, the preference of the use of research method, which is mixed research methodology (in which qualitative and quantitative are used), was explained. This chapter presents aspects such as research paradigm, research design, research methodology, study area, population of the study, sampling method and sampling size, data collection methods, data analysis methods and ethical considerations.

3.2 RESEARCH PARADIGM

According to Guba and Lincoln (1994:26) research paradigm is a basic set of beliefs or worldview that guide research action or investigation. Denzin and Lincoln (2000:56) define paradigms as human construction which deal with first principles or ultimate's indicating where the researcher is coming from so as to construct meaning embedded in data. This study will use pragmatic paradigm.

3.2.1 Pragmatic paradigm

Patton (1990:35) argued that it is not possible to access the truth about the real world solely by virtue of a single scientific method. Tashakkori (2003:35) also argued that what is needed is a worldwide which would provide methods of research that are seen to be most appropriate for studying phenomenon at hand, These theories looked for approaches to research that could be more practical and pluralistic approaches that could allow combination of methods that in conjunction could shed light on actual behavior of participants. The reason why this study is using pragmatic paradigm is because the researcher used combination of both qualitative and quantitative methods in collecting data.

3.3 RESEARCH DESIGN

According to Burton (2000:33) a research design is an investigative plan used to gather data to answer research questions. Creswell (2003:45) defines a research design as stepping process in a research dedicated to design the study that enables the collection and analysis of data. The researcher used descriptive and contextual research design.

3.3.1 Descriptive research

According to Leedy (2003:202) descriptive research provide a picture of situation as it naturally happen. Burton (2000:334) defines descriptive research as an activity on research where data is collected from population. A descriptive survey was used to study the actual perception of population with regard to causes of conflict and management strategies of conflict. The reason the researcher used descriptive research was to provide an accurate and valid representation of the factors that are relevant to the research questions

3.3.2 Contextual research

Botes (2003: 16) describe contextual research as those findings that are valid within space of time and value context in which study is conducted. Holloway and Wheeler (2002:34) contextual research include both condition and environment together with participants and location of the study. The researcher used contextual research in this study because it assist in aggregating data from research population in the field where population is found and at the will apply findings into a final product.

3.4 RESEARCH METHODS

According to Polit and Hungler (2004:233) research methodology refers to ways of obtaining, organizing and analyzing data. Research methodology refer to the rationale and the philosophical assumptions that underlie a particular study (Leedy & Ormrod, 2012). In this study the researcher used mixed method approach and this involved both qualitative and quantitative research methodology.

3.4.1 Mixed Research methods

Mixed research method refers to research projects where qualitative (inductive design) are used in conjunction with quantitative (deductive) to achieve the research purpose, (Janzi, 2009:82). According to Francis (2018:156) mixed method research is a study in which both quantitative and qualitative research is included in a single project. The researcher employed mixed method on the basis that data collected should be quantified and qualified.

3.4.1.1 Quantitative research method

Quantitative research method is a method that depends primarily on the collection of quantitative data (Bernard, 2002: 27). According to Aliaga and Gunderson (1999: 83) quantitative research is the explaining phenomenon by collecting numerical data that are analyzed using mathematically based methods in particular statistics. Qualitative research method was used when the purpose of the research is to arrive at universal statement and when the research to assign figures to observation. Qualitative method was used because data that was also collected based on the views and opinions of large number of respondents and the analysis of the results was based on statistical significance.

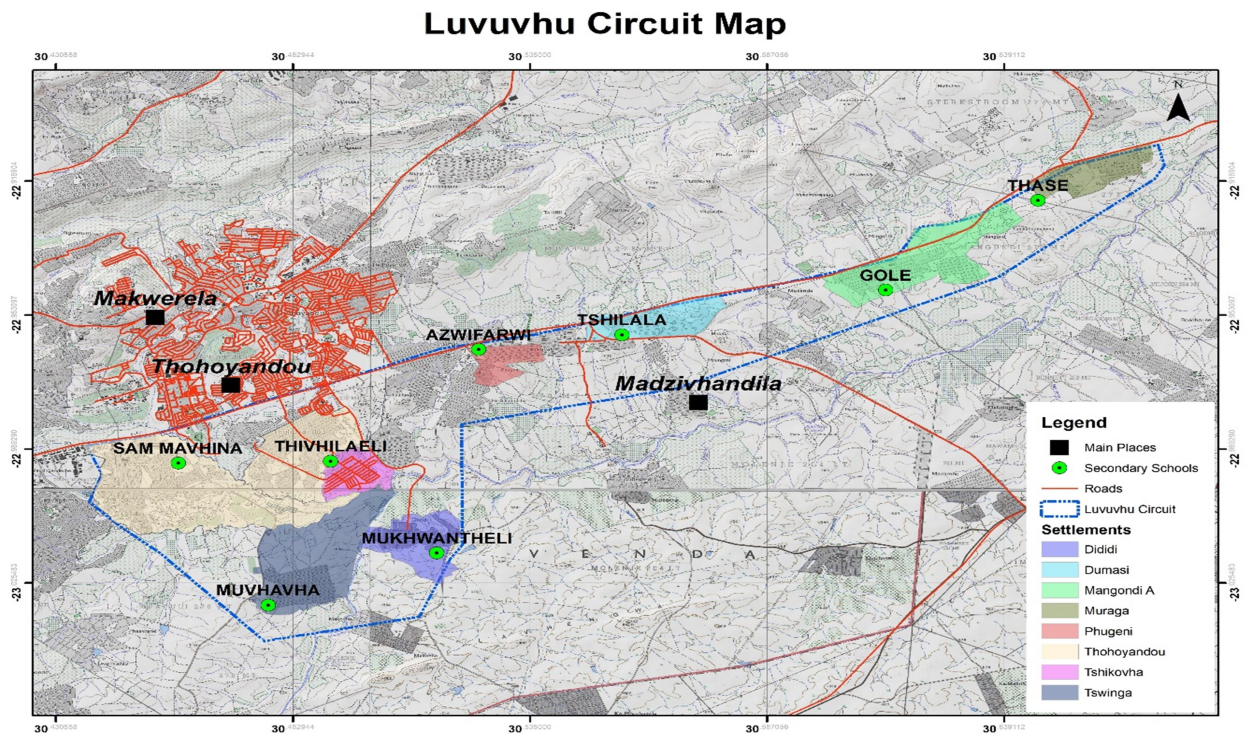
3.4.1.2 Qualitative research methodology

Neumann (2016:131) defines qualitative research as a multi-perspective approach making sense of interpreting or reconstruction this interaction in terms of meanings that the subjects attach to it. Kruger and Mitchell (2005:185) define qualitative research as an umbrella phrase covering an array of interpretive techniques which seek to describe, decide, translate and otherwise come to terms with the meaning of naturally occurring phenomenon in social world. The reason why the researcher employed qualitative method is because data that was collected from different respondents was analysed and interpreted.

3.5 THE STUDY AREA

This study was conducted at Luvuvhu Circuit under Vhembe East District of Education which is found Thulamela Municipality in Limpopo Province. Luvuvhu Circuit is has eight Secondary Schools. The research study was conducted in the five selected Secondary Schools which are Thase Secondary, Gole Secondary, Thivhileli Secondary, Tshilala Secondary and Azwifarwi Secondary School.

Figure 1: Map showing location of the study



Source: University of Venda GIS department: 2019

3.6 POPULATION OF THE STUDY

Neumann (2016: 56) defines a population as the group upon which the researcher is interested in making inferences. The population is defined as a set of entities in which all the measurements of interest to the practitioner or researcher are presented (Creswell, 2013: 87). The population of the study consisted of Circuit Manager, Principals, Deputy Principals, Educators, Student Representative Council members and School Governing Bodies. The total population of Luvuvhu Circuit is +-3432

3.7 SAMPLING

According to Leedy, and Ormrod (2010:88), the nature of the sampling procedure used in a particular study is usually described by one or more adjectives, such as random sampling, and purposive sampling. This describes the technique used to form the sample. McMillan, and Schumacher (2010:110) share similar views with Lee (2007:56) by referring to sampling as a subset or sub segment of the population that is taken to be representation of the population. Therefore, sampled group included Circuit Manager, School Principals, Deputy Principals, School Management Team, Educators, Learners and School Governing Body.

3.7.1 Sampling method

The study employed a non-probability sampling procedure, especially the purposive sampling technique, which helps with picking, in a suitable way, the limited arrangement of members. A purposive example was utilized for the choice of an example populace. Purposive sampling was utilized in various settings for the choice of a populace test. Besides, purposive inspecting was utilized to choose the schools. In purposive inspecting, the example is intentionally pre-determined from a gathering that the specialist is worried about in this way giving them analyst data of interest. Purposive sampling was utilized in light of the fact that the schools are pre-determined dependent on their financial foundations.

The researcher utilized purposive testing utilizing a subjective methodology. Purposive inspecting assembles information on explicit descriptors. A purposive examining strategy was utilized in choosing members of the subjective technique. Deliberate examining was utilized while choosing the Principal, SGB Chairperson and Circuit chief. In this investigation, all available all schools in Luvuvhu Circuit of Vhembe East District will be chosen by the Limpopo Department of Education's rundown of schools in which schools are place were reached.

3.7.2 Sampling Size

According to Creswell (2013:111), determining an adequate sample size is one of the most controversial aspects of sampling. How large a sample should be in order to be representative of the population has no simple answer. De Vos (2010:19) stated that there is no fixed number or percentage of subjects that determine the size of an adequate sample. The sampling size of the study comprised of 1 Circuit Manager, 5 Principals, 04 Deputy Principals, 15 Head of Departments, 50 Educators, 15 SGB members and 10 Student Representative Council members.

#	Respondents	Population	Sampled
1	Circuit Manager	01	01
2	School Principals	05	05
3	Deputy Principals	06	04
4	Head of Departments	25	15
5	Educators	125	50
6	School Governing Body members	35	15
7	Student Representative Council	20	10
TOTAL		217	100

Table 3. 1: Sampled population

3.8 DATA COLLECTION METHODS

According to Gray (2008: 580) data collection method refers to the systematic way towards collection of data so that information can be obtained. Leedy and Ormrod (2010: 56) bring out that data collection is not just a process of data collection; it is also a process of gathering information in unique ways related to the purpose of the study. The researcher used both primary and secondary data. According to Babbie (2010) secondary data is collected by someone other than the user. The researcher collected secondary data from literature about the conflict in schools. According to Babbie (2010:250) primary data is the information that the researcher collects only for the purpose of that study. Nkatini (2005:32) define primary data as data that the researcher elicited from their source. The only source of this data is the sampled population for the

study. Primary data was collected using the only two data collection instruments; questionnaires and interviews.

3.8.1 Questionnaires survey

According to De Vos (2010:233) questionnaires is a document containing questions and other types of items designed to solicit information appropriate for analysis. According to Bless, Higson-Smith and Kagee (2007:67), a questionnaire is an instrument of data collection which consists of a standardized series of questions relating to research topic to be answered in a writing by participants. A structured Likert-type questionnaire was developed to collect data for the research questions stated. The five-point Likert-type scale arranged from “Strongly Agree” (SA), “Agree” (A), “Uncertain” Disagree and strongly disagree. About 90 completed the questionnaire which the researcher distributed after making an appointment.

3.8.2 Interviews

McMillan and Schumacher (2010:104) state that an interview involves direct personal contact with participant who is asked to answer questions relating to the research problem. Creswell (2013:55) defines interview as a technique in which the interviewer reads the question to respondents and records verbal response by the participants.

The researcher used interview schedule, in which the interview used an open-ended because it gave the interviewees an opportunity to be honest with researcher and the researcher had ample time to prepare the questions before the interview and review the questions.

3.9 PILOT STUDY

According to McMillan and Schumacher (2010:11) participants need to understand the questionnaire and find it relevant to their knowledge, experience and expertise. A pilot study is compulsory in survey research and valuable in assessing whether participants have a clear understanding of questionnaire items and response categories provided for questions (De Vos, 2010:111). Twenty completed the questionnaires and five participants were interviewed. The main purpose of the pilot study will be to test questions and to

correct any ambiguities within questions and to correct any ambiguity within questions. Those despondences used for pilot study were excluded in the final collection of data as they are already familiar with the interview and questionnaires.

3.10 DATA ANALYSIS

McMillan and Schumacher (2013:345) describe data analyses as a systematic process of searching and arranging the interview transcription, field note, and other materials that are accumulated to increase the researcher's own understanding of them and to enable one to present what one has discovered. Leedy and Ormrod (2010:211) point out that the term analysis basically means the resolution of a complex whole into parts. It involves reducing to manageable proportions the wealth of data that one has collected or has available. The researcher used two different types of data analysis.

Data that was collected through interview was analyzed using thematic analysis whereas data collected through questionnaires was analyzed using Statistical Product in Service Solutions (SPSS) Qualitative data was analyzed following steps as suggested by Creswell (2003: 334):

- Step 1: Planning and recording- The researcher will plan for the recording of data in a systematic manner and in appropriate to the setting of participants and facilitate analysis before the collection of data.
- Step 2: Data collection and preliminary analysis- Data analysis in qualitative inquiry will necessitate a twofold approach thus analysis at the research site during data collection and analysis away from site of data collection.
- Step 3: Managing/ Organizing data- The researcher will analyse data into file folders, index cards or computer files.
- Step 4: Reading and writing data- After data has been organized the researcher will immerse himself in details to try and get a sense of interview as a whole before breaking it into parts.
- Step 5: Generating categories, theme and patterns- this step involved noting regularities in the setting or people that will be chosen for the study. As

categories will emerge the researcher will search for those that have internal convergence and external divergence.

- Step 6: Coding the data- The researcher will apply some coding scheme to those categories and themes. Codes will take different forms, such as abbreviation of key words, colored dots and numbers.
- Step 7: Testing emergent understanding- The researcher will begin this process of evaluating the possibility of understanding and explore through the data
- Step 8: Searching for alternative explanation- The researcher will discover the patterns in the data and engaging in critically challenging patterns. The researcher will search for other possible explanations for data and linkage amongst them.
- Step 9: Writing the report- This will be the final step in which the researcher will be writing a report and explaining data in detail. The researcher will give meaning to raw data.

3.11 Ethical considerations

Creswell (2013:238) indicates that the ethics concerns what is wrong and what is right in the behaviour of research. De Vos (2010:38) emphasizes the importance of studying ethics in research in order to determine ethical principles underlying protection of human rights. The rights of human research subjects need to be protected by the researchers. The following ethical considerations were followed when conducting the study:

3.11.1 Permission to behavior the study

The researcher obtained an ethical clearance letter from the University and permission was also sought from the institutions where the research was conducted. Since the research was conducted at Luvuvhu Circuit permission to behaviour the research was sought from the Circuit Manager. Letters for permission that the researcher received from the University and the Circuit Manager have been attached as annexures.

3.11.2 Informed consent

According to Burns, (2003:177) information is the transmission of essential information from researcher to the subject regarding the research. Explanation was given to the respondents regarding the purpose of the research and what it entails. Respondents were interviewed after they have been given consent. Important information which the respondents need was given to them. Thus informed consent was sought from the respondents in conducting the study.

3.11.3 Right to privacy

De Vos (2010:102) says that any research study involving human beings should respect participants' right to privacy. Under no circumstances should a research report, either oral or written, be presented in such a way that others become aware of how a particular participant has responded or behaved. Generally, a researcher must keep the nature and quality of participants' performance strictly confidential.

3.11.4 Honesty with professional colleagues

Researchers must report their findings in a complete and honest fashion, without misrepresenting what they have done or intentionally misleading others about the nature of their findings. And under no circumstances should a researcher fabricate data to support a particular conclusion, no matter how seemingly "noble" that conclusion may be. In this study, respondents were assured of anonymity and the information provided by the participants was regarded as confidential unless agreed upon by the participant and the researcher.

3.11.5 Anonymity and confidentiality

According to Burns, (2003:172) anonymity exists when the subject cannot be linked to the data collected. Data was collected from residences who are completely unknown to anyone associated with the study. Confidentiality means that none of the information that the participant gave to the researcher can be traced back to that same participant. (Brink, 2006:56). No person details that were likely to reveal the respondents' identity were

captured on the questionnaires or during the interview. Respondents' anonymity and confidentiality were safeguarded by the researcher in conducting the study.

3.11.6 Rights to self-determination

According to Brink (2006:32) respondents have rights to self-determination, meaning that they have freedom of choice. This means that respondents were given freedom to choose whether to participate or not in the study. Respondents were made aware of this right. The researcher did not in any way force unwilling candidate to participate in the study.

3.12 CONCLUSION

This chapter was mainly concerned with what and how the researcher managed to collect data in this study. It is outlined and prescribed the research procedure used in the study. Several methods and techniques were applied to collect data. The study used a mixed method design wherein both qualitative and quantitative methodologies were used. The researcher has his own preference on the type of data collection methods and techniques used. This chapter also provided the research ethics which the researcher considered while collecting data from the study participants.

CHAPTER 4

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 INTRODUCTION

This chapter presents the findings, interprets and analysis of data obtained through the use of research methodology and that ranged from the research questionnaires and interviews, on conflict in schools causes and management strategies in selected secondary schools in Luvuvhu circuit at Vhembe District Municipality. There are two sections under data analysis which are section A: analysis of data collected through questionnaires and section B analysis of data collected through interviews.

4.2 ANALYSIS OF DATA COLLECTED THROUGH QUESTIONNAIRE

In this section the researcher presents data collected through questionnaires. Questionnaires consists of two sub-section which are section A: biographical detail of respondents and Section B: conflict in schools causes and managements strategies in selected secondary schools in Luvuvhu Circuit, Vhembe District Municipality.

4.2.1 Section A: Biographical details of the respondents

In this sub-section the research presents the biographical details of the respondents who participated in the study. The data is presented in relation to gender, age of respondents, positions of respondents and tribes or languages of the respondents.

Table 4. 1: Gender of respondents

#	Respondents	Frequency	Percentages
•	Male	55	61.1%
•	Female	35	38.9%
•	Other/please specify	00	00%
	TOTAL	90	100%

Table 4.1 above indicates the biographical details of respondents in terms of gender. The table indicates that should be equal representation as no respondents who indicated on other gender. It was intended by the researcher that there should be equal representation in terms of gender but there were many males who took part in the study.

Table 4. 2: Age of respondents

#	Age of respondents	Frequency	Percentages
•	Less than 21 years	09	10.0%
•	22-30 years	04	4.4%
•	31-40 years	08	8.9%
•	41-50 years	28	31.1%
•	50 years and older	41	45.6%
	TOTAL	90	100%

Table 4.2 above presents the biographical details of respondents in terms of age. Majority of the respondents who were 41 (45.6%) who took part in the study were aged 50 years and older, followed by 28 (31.1%) use brackets to separate figures from percentages who were between 41 to 50 years of age. From the 90 respondents who took part in the study, nine 09 at 10.0% of the respondents were less than 21 years and

there were also 08 8.9% of the respondents who were between 31 to 40 years. Only 04 (4.4%) of the respondents were between 22 and 30n years of age. Within the above information it can be concluded that majority of respondents at 41 45.6% who took part in the study were 50n years and older.

Table 4. 3: Positions of respondents

#	Positions of respondents	Frequency	Percentages
•	Circuit Manager	01	1.1%
•	Principals	04	4.4%
•	Deputy Principals	03	3.3%
•	Head of Departments	13	14.4%
•	Educators	48	53.3%
•	Learners	08	8.9%
•	School Governing Bodies	13	14.4%
	TOTAL	90	100%

There were seven groups of respondents who took part in the study regarding the positions they hold within Luvuvhu Circuit and secondary schools. There was only 01 Circuit Manager constituting 1.1% in Luvuvhu Circuit who took part in the study. Followed by 04 principals constituting 4.4% from selected secondary schools took part in the study, three 3 deputy principals constituting 3.3% also took part in the study. Thirteen 13 departmental head constituting 14.4% were part of the study. There are 48 educators constituting 53, 3% who took part in the study. Eight 8 8.9% of learners partake in the study and 13 School Governing Body members constituting 14.4% took part in the study. From the above statistics a conclusion can be drawn that majority of the respondents at 48 which constitute 53.3% were educators.

Table 4. 4: Tribes/Language of respondents

#	Position of respondents	Frequency	Percentages
•	Tshivenda	88	97.8%
•	Xitsonga	00	00%
•	Other/please specify	02	2.2%
	TOTAL	90	100%

Table 4.4 indicates that the tribes or language spoken by respondents. A total of 88 (97.8%) out of 90 respondents were Venda tribe who use Tshivenda as their Language of communication. There were only 02 2.2% respondents who indicated on other tribes. There was no Tsonga tribe from the respondents who took part in the study. It is clear that from the above information that Luvuvhu Circuit is strongly dominated by Vhavenda this is evidenced by that 88 which constitute 97.8% of the respondents were Venda tribe.

4.2.2 Section B: Conflict in schools, causes and management strategies in selected Secondary Schools in Luvuvhu Circuit Vhembe District Municipality

In this sub-section, the researcher presented conflicts in schools, causes and management strategies in selected secondary schools in Luvuvhu Circuit Vhembe District Municipality. The sub-section was sub-divided into five themes which are causes of conflict in secondary schools, types of conflict that are common in secondary school, importance on conflict in schools, consequences of conflict in secondary schools and conflict managements styles to be used by secondary schools.

4.2.2.1 Causes of conflict in Secondary Schools

This theme presents the data in terms of causes of conflict in secondary schools. The information will be presented in a tabular form with frequencies and percentages followed by a synthesis information.

Table 4. 5: Secondary schools have proper classroom management that promote teaching and learning

#	Responses	Frequency	Percentages
•	Agree	38	4.2%
•	Strongly agree	17	18.9%
•	Not sure	05	5.6%
•	Disagree	24	26.7%
•	Strongly disagree	06	6.7%
	TOTAL	90	100%

Table 4.5. indicates that 90 respondents participated in the study and 38 respondents who constitute 42.2% are the in majority agree that secondary schools have proper classroom management while 24 respondents constitute 26.7% disagree with the statement. Five 5 respondents constituting 6.7% of the total sample are not sure as to whether secondary school have proper classroom management or not. There are 17 respondents constituting 18.9% who strongly agree while 06 respondents constituting 6.7% strongly disagreed that secondary schools have proper classroom management. From the statistics above, a conclusion may be drawn that secondary schools have proper classroom management in Luvuvhu Circuit. The minority of respondents who disagreed and those not sure could have been influenced by lack of knowledge about the dynamics of classroom management affecting secondary schools in Luvuvhu Circuit.

Table 4. 6: School stakeholders receives training on conflict management

#	Responses	Frequency	Percentages
•	Agree	26	28.9%
•	Strongly agree	16	17.8%
•	Not sure	21	23.3%
•	Disagree	23	25.6%
•	Strongly disagree	04	4.4%
	TOTAL	90	100%

Training of school stakeholders in conflict management remain, very central and Table 4.6 demonstrates different views on the issue. The majority of respondents at 26 constituting 28.9% disagreed that school stakeholders receive training in conflict management while 23 respondents constituting 25.6% disagree with the statement. There were 21 respondents constituting 23.3% who were not sure as whether school stakeholders receives training on conflict management or not. There are 16 respondents constituting 17.8% who strongly agree that school stakeholders receive training on conflict management while 04 respondents constituting 4.4% strongly disagree with the statement. In views of the above the assumption is that indeed school stakeholders receive in Luvuvhu Circuit as the majority of respondents agree compared to those who disagree. The percentages of those who do not agree is very minimal which could suggest that a minority of respondents sampled are not sure of the training on conflict management at secondary schools in Luvuvhu Circuit.

Table 4. 7: Diversity management is conducted in schools

#	Responses	Frequency	Percentages
•	Agree	37	41.1%
•	Strongly agree	15	16.7%
•	Not sure	17	18.9%
•	Disagree	21	23.3%
•	Strongly disagree	00	0%
	TOTAL	90	100%

The management of diversity is important for the smooth running of schools Table 4.7 show cases an interesting picture on the issue, as the majority of 37 respondents who constitute 41.1% agree that diversity management is conducted in schools while 21 respondents who constitute 23.3% disagreed with the statement. Seventeen 17 respondents constituting 18.9% are not sure as whether diversity management is conducted in schools or not. There were 15 respondents constituting 16.7% who strongly agree that diversity management is conducted in schools while 00 respondents constituting 00% strongly disagree with the statement. With the above statement, a conclusion may be drawn that diversity management is conducted as majority of respondents at 52 constituting 57% of the respondents agreed with the statement that diversity management is conducted in schools in Luvuvhu Circuit. Lack of knowledge could have a probably affected those who disagree and those who are not sure of diversity management at Luvuvhu Circuit schools.

Table 4. 8: School stakeholders are capacitated with school policies to resolve conflict

#	Responses	Frequency	Percentages
	• Agree	31	34.4%
	• Strongly agree	29	32.2%
	• Not sure	15	16.7%
	• Disagree	14	15.6%
	• Strongly disagree	01	1.1%
	TOTAL	90	100%

Table 4.8 above indicates that the majority of respondents at 31 who constitute 34.4% of respondents agree that school stakeholders are capacitated with school policies to resolve conflict while 14 respondents constituting 15.6% disagreed with the statement. A minority of 29 respondents constituting 32.2% of the total sample of 90 respondents strongly agree that school stakeholders are capacitated with school policies to resolve conflict while only 01 respondents constituting 1.1% strongly disagree with the statement. There are 15 respondents constituting 16.7% who are not sure as to whether school stakeholders are capacitated with school policies to resolve conflict or not. From the above statistics a conclusion can be drawn that indeed school stakeholders are capacitated with school policies to resolve conflict. A different view demonstrated by those who disagreed and those who are not sure could be centralized on the misinformation by those respondents regarding capacity building by school stakeholders.

Table 4. 9: Enough resources at schools enhance good working relationships

#	Responses	Frequency	Percentages
•	Agree	33	36.7%
•	Strongly agree	38	42.2%
•	Not sure	06	6.7%
•	Disagree	11	12.2%
•	Strongly disagree	02	2.2%
	TOTAL	90	100%

Where resources are not available the likelihood of conflict cannot be avoided. Table 4.9 indicates that the majority of respondents at 38 constituting 42.2% strongly agree that enough resources at schools enhance good working relationship while 02 respondents constituting 2.2% strongly disagreed with the statement. Six 06 respondents constituting 6.7% of the total sample of 90 respondents are not sure as to whether enough resources at schools can enhance good working relationship or not. There are 33 respondents constituting 36.7% who agree that enough resources can enhance good working relationship while 11 respondents constituting 12.2% disagree with the statement. In view of the above information, a conclusion may be drawn that secondary schools in Luvuvhu Circuit have enough resources necessitating the current good working relationship. A different notion demonstrated by those who disagree and those who are not sure could probably have its basis on misconception on the issue.

4.2.2.2 Types of conflict that are common in secondary schools

This theme present the data in terms of types of conflict that are common in secondary schools. The information will be presented in a tabular form with frequencies and percentages followed by a synthesis information.

Table 4. 10: The Department of Basic Education provide interpersonal capabilities amongst school stakeholders

#	Responses	Frequency	Percentages
•	Agree	42	46.7%
•	Strongly agree	15	16.7%
•	Not sure	14	15.6%
•	Disagree	17	18.9%
•	Strongly disagree	02	2.2%
	TOTAL	90	100%

Table 4.10 above indicates that the majority of respondents at 42 constituting 46.7% agree that the Department of Basic Education provides interpersonal capabilities amongst school stakeholders while 17 respondents constituting 18.9% disagreed with the statement. There are 14 respondents constituting 15.6% who are not sure as to whether the Department of Basic Education provides interpersonal capabilities amongst school stakeholder or not. Fifteen 15 respondents constituting 16.7% strongly agree that the Department of Basic Education provides interpersonal capabilities amongst school stakeholders while 02 respondents constituting 2.2% of the total sample of 90 respondents strongly disagreed with the statement. From the above statistics, a conclusion may be drawn that indeed the Department of Basic Education provides interpersonal capabilities amongst school stakeholders. The minority of respondents who disagree may probably could have been influenced by lack of information.

Table 4. 11: There is healthy working relationship amongst school stakeholders

#	Responses	Frequency	Percentages
•	Agree	37	41.1%
•	Strongly agree	25	27.8%
•	Not sure	6	6.7%
•	Disagree	20	22.2%
•	Strongly disagree	02	2.2%
	TOTAL	90	100%

Institution like schools may flourish in an environment where there is healthy working relationship amongst stakeholders. This is well supported by the majority of respondents at 37 constituting 41.1% who agree that there is healthy working relationship amongst school stakeholders while 20 respondents constituting 22.2% disagreed with the statement. Only six 06 respondents constituting 6.7% were not sure as whether there is healthy working relationship amongst school stakeholders or not. Twenty-five 25 respondents constituting 27.8% strongly agree that there is healthy working relationship amongst school stakeholders while only 02 respondents who constitute 2.2% strongly disagree with the idea. From the statistics above a conclusion may be drawn that there is healthy working relationship amongst school stakeholders the notion which is strongly alluded by the majority of respondents at 62 constituting 68.9% who agree that there is healthy working relationship amongst school stakeholders.

Table 4. 12: Schools that promote staff to work in groups increase academic performance

#	Responses	Frequency	Percentages
•	Agree	23	25.6%
•	Strongly agree	54	60%
•	Not sure	01	1.1%
•	Disagree	08	8.9%
•	Strongly disagree	04	4.4%
	TOTAL	90	100%

In view of Table 4.12 above it is clear that academic performance surrounding Luvuvhu Circuit secondary schools solely depends upon staff to work in groups. This is revealed by the majority of respondents at 54 constituting 60.0% who strongly agree that schools that promote staff to work in group increase academic performance while only 04 respondents constituting 4.4% of the total sampled of 90 respondents are not sure as whether schools that promote staffs to work in groups increase academic performance or not. Twenty-three 23 respondents constituting 25.6% agree that schools that promoted staff to work in groups increase academic performance while 08 respondents constituting 8.9% disagree with the statement. From the statistics above, a conclusion may be drawn that there is a need for schools to strive to promote staff to work together in groups in order to increase academic performance.

Table 4. 13: There is good working relationship between schools and communities

#	Responses	Frequency	Percentages
•	Agree	24	26.7%
•	Strongly agree	35	38.9%
•	Not sure	12	13.3%
•	Disagree	16	17.8%
•	Strongly disagree	03	3.3%
	TOTAL	90	100%

With the assertion that there is good working relationship between schools and communities the majority of respondents at 35 constituting 38.9% strongly agree while 3.3% strongly disagree with the statement. There are 12 respondents constituting 13.3% who are not sure as to whether there is good working relationship between schools and communities or not. Twenty-four 24 respondents constituting 26.7% agree that there is good working relationship between school and community while sixteen 16 respondents constituting 17.8% disagreed with the idea. From the statistic above, a conclusion may be drawn that there is good working relationship between schools and communities in Luvuvhu Circuit. This is supported by the majority of respondents at 59 constituting 65.5% of the respondents in the study.

Table 4. 14: There is equal distribution of powers in secondary schools

#	Responses	Frequency	Percentages
•	Agree	26	28.9%
•	Strongly agree	18	20.0%
•	Not sure	21	23.3%
•	Disagree	24	26.7%
•	Strongly disagree	01	1.1%
	TOTAL	90	100%

From Table 4.14 above it may be derived that there is equal distribution of powers affecting secondary schools around Luvuvhu Circuit which probably could be a microcosm of South African scenario in the Department of Basic Education. The notion above is well supported by 26 respondents constituting 28.9% who agree with the statement that there is equal distribution of powers in secondary schools while 24 respondents constituting 26.7% disagree with the statement. Twenty-one 21 of the respondents constituting 23.3% are not sure as to whether there is equal distribution of powers in secondary schools or not.

There are 18 respondents constituting 20.0% who strongly agree that there is equal distribution of powers in secondary schools while a minority of 01 respondent constituting 1.1% strongly disagree with statement. In view of the above information it may be widely assumed that there is equal distribution of powers in secondary schools as the majority of respondents said so. Those who disagree together with the minority of 21 respondents who are not sure constituting 23.3% unfortunately could probably not have been conversant with the equal distribution of powers in secondary schools.

Table 4. 15: Stakeholders in conflict can compromise each other for the sake of resolving conflict

#	Responses	Frequency	Percentages
•	Agree	46	51.1%
•	Strongly agree	20	22.2%
•	Not sure	07	7.8%
•	Disagree	15	16.7%
•	Strongly disagree	02	2.2%
	TOTAL	90	100%

Compromise may be a very powerful conflict resolution mechanism and this is well supported by Table 4.15 above as the majority of respondents at 46 constituting 51.1% agree that stakeholders in conflict can compromise each other for the sake of resolving conflict while 15 respondents constituting 16.7% disagree with statement. Only 07 respondents constituting 7.8% are not sure as whether stakeholder in conflict can compromise each other for the sake of resolving conflict or not. Twenty 20 respondents who constitute 22.2% of the total sample of 90 respondents strongly agree that stakeholders in conflict can compromise each other for the sake of resolving conflict while 02 respondents who constitute 2.2% of the total sample of 90 respondents strongly disagree with the statement. From the statistic above a conclusion may be draw that stakeholders in conflict can compromise each other for the sake of resolving conflict as the majority of respondents at 60 constituting 73.3% agreed with the notion that stakeholders in conflict can compromise each other for the sake of resolving conflict.

4.2.2.3 Importance of conflict in schools

This theme presents the data in terms of importance of conflict in schools. The information will be presented in a tabular form with frequencies and percentages followed by a synthesis information.

Table 4. 16: The Department of Basic Education consider school management teams inputs in decision making

#	Responses	Frequency	Percentages
•	Agree	34	37.8%
•	Strongly agree	19	21.1%
•	Not sure	16	17.8%
•	Disagree	20	22.2%
•	Strongly disagree	01	1.1%
	TOTAL	90	100%

Table 4.16 above indicates that the majority of respondents at 34 constituting 37.8% agree that the Department of Basic Education considers school management teams inputs in decision making while 24 respondents constituting 22.2% of the total sample of 90 respondents disagree with the statement. Sixteen 16 respondents constituting 17.9% are not sure as to whether the Department of Basic Educators consider school management teams inputs in decision making, or not. Nineteen 19 respondents constituting 21.1% strongly disagreed that Department of Basic Educators consider school management teams inputs in decision making while at least 01 respondents constituting 1,1% strongly agree with the statement. From the statistic above a conclusion may be drawn that indeed the Department of Basic Education consider school management team inputs in decision making.

Table 4. 17: Conflict can strengthen relationship amongst school stakeholders

#	Responses	Frequency	Percentages
•	Agree	24	26.7%
•	Strongly agree	18	20.0%
•	Not sure	11	12.2%
•	Disagree	25	27.7%
•	Strongly disagree	12	13.3%
	TOTAL	90	100%

Conflict has a great potential to strengthen relationship and this notion is however supported by Table 4.17 above where 24 respondents constituting 26.7% agree that conflict can strengthen relationship amongst stakeholders while 25 respondents constituting 27.7% disagree with the idea. Eleven 11 respondents constituting 12.2% are not sure as to whether conflict can strengthen relationship amongst school stakeholders or not. Furthermore 18 respondents constituting 20.0% strongly agree that conflict can strengthen relationship amongst school stakeholders while 12 respondents constituting 13.3% strongly disagree with the statement. From the statistics above the general majority of the respondents are positive that conflict can strengthen relationship amongst school stakeholders as opposed to minority of respondents who disagree.

Table 4. 18: Conflict can develop the spirit of oneness and socializing in schools

#	Responses	Frequency	Percentages
•	Agree	23	25.6%
•	Strongly agree	20	22.2%
•	Not sure	10	11.1%
•	Disagree	23	25.6%
•	Strongly disagree	14	15.6%
	TOTAL	90	100%

Generally, conflict may breed the spirits of oneness and social cohesion. Table 4.18 indicates that the majority of respondents at 23 constituting 25.6% agree that conflict can develop the spirit of oneness and socializing while 23 respondents constituting 25.6% disagree with the statement. Ten 10 respondents constituting 11.1% are not sure as to whether conflict can develop the spirit of oneness and socializing in schools or not. Twenty 20 respondents constituting 22.2% strongly agree that conflict can develop the spirit of oneness and socializing in schools while 14 respondents constituting 15.5% strongly disagree with the statement. From the statistics above a conclusion may be drawn that conflict in Luvuvhu Circuit can develop the spirit of oneness and socializing in secondary schools as the majority of respondents at 43 constituting 47.7% agree with the statement.

Table 4. 19: Conflict in workplace can activate staff members to be productive

#	Responses	Frequency	Percentages
•	Agree	18	20.0%
•	Strongly agree	23	25.6%
•	Not sure	12	13.3%
•	Disagree	20	22.2%
•	Strongly disagree	17	18.9%
	TOTAL	90	100%

Table 4.19 above reflects results as to how conflict in workplace can activate staff members to be productive. This is well demonstrated by the majority of 23 respondents constituting 25.6% who strongly agree that conflict in the workplace can activate staff members to productive while 17 respondents constituting 18.9% strongly disagreed with the statement. Twelve 12 respondents constituting 13.3% are not sure as to whether conflict in the workplace can activate staff members to be productive or not. Eighteen 18 respondents constituting 20.0% agree that conflict in workplace can activate staff members to be productive while 20 respondents constituting 22.2% disagree with the assertion. From the above statistics a conclusion may be drawn that conflict in workplace can activate staff members to be productive as the majority of respondents agree with the statement. A small segment of the respondents displays different view of disagreeing and this may have been influenced by misconception surrounding productivity in the workplace.

Table 4. 20: Stakeholders personality is important in maintaining discipline in schools

#	Responses	Frequency	Percentages
•	Agree	42	46.7%
•	Strongly agree	30	33.3%
•	Not sure	07	7.8%
•	Disagree	08	8.9%
•	Strongly disagree	03	3.3%
	TOTAL	90	100%

Discipline may be important for the proper functioning of organizations. Table 4.20 seems to share the same notion in the sense that 42 respondents in the majority constituting 46.7% agree that stakeholder's personality is important in maintaining discipline in secondary schools while minority of 08 respondents constituting 8.9% disagreed with the statement. Thirty 30 respondents who constitute 33.3% strongly agree that stakeholder's personality is important in maintaining discipline in secondary schools while 03 respondents constituting 3.3% strongly disagree with the statement. Only 07 respondents constituting 7.8% are not sure as whether stakeholder's personality is important in maintaining discipline in secondary schools. From the above statistics a conclusion may be drawn that stakeholder's personality is important in maintaining discipline in secondary schools in Luvuvhu Circuit as the majority of respondents at 72 constituting 80.0% agree with the statement. It is widely assumed that discipline is indeed vital in the functioning of secondary schools in Luvuvhu Circuit.

4.2.2.4 Consequences of conflict in secondary schools

This theme present data in terms of consequences of conflict in secondary schools. The information will be presented in tabular form with frequencies and percentages followed by a synthesis information.

Table 4. 21: Interpersonal relationship with colleagues is significantly related to personal wellbeing

#	Responses	Frequency	Percentages
•	Agree	37	41.1%
•	Strongly agree	32	35.6%
•	Not sure	06	6.7%
•	Disagree	12	13.3%
•	Strongly disagree	03	3.3%
	TOTAL	90	100%

Table 4.21 above has a divergent view regarding the interpersonal relationship where the majority of 37 respondents constituting 41.1% agree that interpersonal relationship with colleagues is significantly related to personal wellbeing while 12 respondents constituting 13.3% disagree with the statement. Only 06 respondents constituting 6, 7% are not sure as whether interpersonal relationship with colleagues is significantly related to personal wellbeing or not. There are 32 respondents constituting 35.6% who strongly agree that interpersonal relationship with colleagues is significantly related to personal wellbeing while 03 respondents constituting 3.3% strongly disagree with the statement. From the above statistics, a conclusion may be drawn that interpersonal relationship with colleagues is significantly related to personal wellbeing, although those respondents who disagree and who are not sure carried a different view.

Table 4. 22: Conflict in schools can promote conducive teaching and learning

#	Responses	Frequency	Percentages
•	Agree	18	20.0%
•	Strongly agree	21	23.3%
•	Not sure	09	10.0%
•	Disagree	19	21.1%
•	Strongly disagree	23	25.6%
	TOTAL	90	100%

Conducive learning environment may be necessary in schools for maximum productivity. The majority of respondents do not share this idea as the majority of 23 respondents constituting 25.6% strongly disagree that conflict in schools can promote conducive teaching and learning while 21 respondents constituting 23.3% strongly agreed with the statement. Eighteen 18 respondents constituting 20.0% agreed that conflict in schools can promote conducive teaching and learning while 19 respondents constituting 21.1% disagree with the statement. Only 09 respondents constituting 10.0% are not sure as whether conflict in schools can promote conducive teaching and learning or not. From the information above, a conclusion may be drawn that indeed conflict in schools can promote conducive teaching and learning as majority of 39 respondents constituting 43.3% agree with the statement.

Table 4. 23: Consensus can be reached in a meeting where conflict arises

#	Responses	Frequency	Percentages
•	Agree	38	42.2%
•	Strongly agree	24	26.7%
•	Not sure	10	11.1%
•	Disagree	09	10.0%
•	Strongly disagree	09	10.0%
	TOTAL	90	100%

It seems consensus can be reached in a meeting where conflict arises. This is well manifested on Table 4.23 above where 38 respondents in the majority constituting 42.2% overwhelmingly agree that consensus can be reached in a meeting where conflict arises while 09 respondents constituting 10.0% disagree with the statement. Only 10 respondents constituting 11.1% are not sure as to whether consensus can be reached in a meeting where conflict can arise or not. Twenty-four 24 respondents constituting 26.7% strongly agree that consensus can be reached in a meeting where conflict arises while 09 respondents constituting 10.0% strongly disagree with the statement. From the statistics above, a mixed conclusion may indeed be drawn as the majority put forward the value of consensus in a meeting while those who disagree and those who are not sure reveal the misconception surrounding the value of consensus in any meeting.

Table 4. 24: Discipline can be maintained throughout teaching and learning process

#	Responses	Frequency	Percentages
•	Agree	37	41.1%
•	Strongly agree	33	36.7%
•	Not sure	06	6.7%
•	Disagree	10	11.1%
•	Strongly disagree	04	4.4%
	TOTAL	90	100%

Academic progress may probably have its foundation on discipline. This is well supported by Table 4.24 where the majority of 37 respondents constituting 41.1% agree that discipline can be maintained throughout teaching and learning process while minority of 10 respondents constituting 11.1% opted to disagree with the statement. Only 06 respondents constituting 6.7% are not sure as whether discipline can be maintained throughout teaching and learning or not. There are 33 respondents constituting 36.7% who strongly agree that discipline can be maintained throughout teaching and learning while 04 respondents constituting 4.4% strongly disagree with statement. From the above statistic a conclusion may be drawn that indeed discipline can be maintained throughout teaching and learning in Luvuvhu Circuit as majority of 70 respondents constituting 77.8% agree with the statement.

Table 4. 25: School records can be well kept and easy to trace in secondary schools

#	Responses	Frequency	Percentages
	• Agree	35	38.9%
	• Strongly agree	31	34.4%
	• Not sure	12	13.3%
	• Disagree	08	8.9%
	• Strongly disagree	04	4.4%
	TOTAL	90	100%

Record keeping may be integral for any progressive institution like a school. Table 4.25 depicts that the majority of 35 respondents who constitute 38.9% agree that school records can be well kept and easy to trace in secondary schools while 08 respondent constituting 8.9% disagree with the statement. Twelve 12 respondents constituting 13.3% are not sure as to whether school records can be well kept and easy to trace in secondary schools or not. Thirty-one 31 respondents constituting 34.4% strongly agree that school records can be well kept and easy to trace in secondary schools while at least 04 respondents constituting 4.4% strongly disagree with statement. From the statistics above, a conclusion may be drawn that generally school records can be well kept and are easy to trace in Luvuvhu Circuit secondary schools.

Table 4. 26: Stakeholder’s personality can be influential in school decision making process

#	Responses	Frequency	Percentages
•	Agree	49	54.4%
•	Strongly agree	20	22.2%
•	Not sure	10	11.1%
•	Disagree	09	10.0%
•	Strongly disagree	02	02.2%
	TOTAL	90	100%

In view of Table 4.26 above it may be deduced that indeed stakeholder’s personality can be influential in school decision making process. This is well demonstrated by 49 respondents constituting 54.4% who agree that stakeholder’s personality can be influential in school decision making process while 09 respondents constituting 10.0% disagreed with the idea. Ten 10 respondents constituting 11.1% are not sure as to whether stakeholder’s personality can be influential in school decision making or not. Twenty 20 respondents constituting 22.2% strongly agreed that stakeholders, personality can be influential in school decision making process while 02 respondent constituting 2.2% strongly disagree with the statement. From the statistics above a conclusion may be drawn that indeed stakeholder’s personality can be influential in school decision making process in Luvuvhu Circuit as majority of respondent at 69 constituting 76.7% agree with the statement.

4.2.2.5 Conflict management styles to be used by secondary schools.

This theme is presented in terms of conflict management styles to be used by secondary schools. The information will be presented in a tabular form with frequencies and percentages followed by synthesis information.

Table 4. 27: The Department of Basic Education have mediation programmes to resolve conflict in school

#	Responses	Frequency	Percentages
•	Agree	43	47.8%
•	Strongly agree	18	20.0%
•	Not sure	15	16.7%
•	Disagree	12	13.3%
•	Strongly disagree	02	2.2%
	TOTAL	90	100%

The centrality of mediation programs to resolve conflict in schools may be very unquestionable. This is well motivated by Table 4.27 where the majority of 43 respondents constituting 47.8% agree that the Department of Basic Education has mediation programs to resolve conflict in schools while 12 respondents constituting 13.3% disagree with the statement. There are 15 respondents constituting 16.7% who are not sure as to whether Department of Basic Education has mediation programs to resolve conflict in schools or not. Eighteen 18 respondents constituting 20.0% strongly agree that the Department of Basic Education has mediation programs to resolve conflict in school while only 02 respondents constituting 2.2% strongly disagree with the statement. From the statistics above, a conclusion may be drawn that the Department of Basic Education has mediation programs to resolve conflict in schools as the majority of respondents agree.

Table 4. 28: The National curriculum statement has infused conflict management into all subject

#	Responses	Frequency	Percentages
•	Agree	28	31.1%
•	Strongly agree	18	20.0%
•	Not sure	23	25.6%
•	Disagree	18	20.0%
•	Strongly disagree	03	3.3%
	TOTAL	90	100%

The majority of respondents on Table 4.28 above do not dispute the fact that the National Curriculum statement has infused conflict management into all subjects. The majority of respondents at 28 constituting 31.1% agreed that the National Curriculum statement has infused conflict management into all subjects while 18 respondents constituting 20.0% of the total sample of 90 respondents disagree with the idea. Eighteen 18 respondents constituting 20.0) strongly agree that National Curriculum statement has infused conflict management into all subjects while 03 respondents constituting 3.3% strongly disagree with the statement. Twenty-three 23 respondents who constitute 25.6% are not sure as to whether the National Curriculum statement has infused conflict management in schools or not. From the statistics above, it may be concluded that those who are not sure may develop a different opinion on the statement that the National Department of Education has infused conflict management into all subjects.

Table 4. 29: There are clear communication channel to resolve conflict in schools

#	Responses	Frequency	Percentages
•	Agree	35	38.9%
•	Strongly agree	27	30.0%
•	Not sure	11	12.2%
•	Disagree	13	14.4%
•	Strongly disagree	04	4.4%
	TOTAL	90	100%

Communication channels are crucial to resolve conflict in schools. Table 4.29 above clearly shares this idea as 35 respondents who constitute 38.9% of the total sample of 90 respondents agree that there are clear communication channels to resolve conflict in schools while 13 respondents constituting 14.4% disagree with the statement. Eleven 11 respondents constituting 12.2% are not sure as to whether there are clear communication channels to resolve conflict in schools or not. At least 27 respondents constituting 30.0% strongly agree that there are clear communication channels to resolve conflict in schools while 04 respondents constituting 4.4% strongly disagree with the statement. From the statistics above, conclusion may be drawn that different opinion could have been necessitated by a wide range of issues like misconception or lack of information surrounding certain respondents in this study.

Table 4. 30: The Department of Basic Education have policies that addresses conflict in schools

#	Responses	Frequency	Percentages
•	Agree	42	46.7%
•	Strongly agree	30	33.3%
•	Not sure	09	10.0%
•	Disagree	08	8.9%
•	Strongly disagree	01	1.1%
	TOTAL	90	100%

Institutions like schools cannot function without the guiding policies from the Department of Basic Education, a notion which is well supported by Table 4.30 above where 42 respondents constituting 46.7% of the total sample agree that Department of Basic Education has policies that addresses conflict in schools while minority of 08 respondents constituting 8.9% disagreed with statement. Another group of 30 respondents constituting 33.3% strongly agree that Department of Basic Education have policies that address conflict in schools while at least 01 respondents constituting 1.1% strongly disagree with the idea. A minority of 09 respondents constituting 10.0% are not sure as to whether the Department of Basic Education have policies that address conflict in schools or not. From the statistics above a conclusion may be drawn that the Department of Basic Education has policies that address conflict in school as the majority of 72 respondents constituting 80.0% agree with the statement. This indeed shows that Luvuvhu Circuit secondary schools has policies that address conflict.

Table 4. 31: Stakeholders can convene an around table meeting to resolve conflict in schools

#	Responses	Frequency	Percentages
•	Agree	50	55.6%
•	Strongly agree	28	31.1%
•	Not sure	07	7.8%
•	Disagree	05	5.6%
•	Strongly disagree	00	0%
	TOTAL	90	100%

Where people get an opportunity to sit down and talk, they are likely to resolve conflict in schools. An overwhelming majority of respondents seem to support the statement as 50 respondents constituting 55.6% agreed that stakeholders can convene an around table meeting to resolve conflict in schools while only 05 respondents disagree with the statement. At least 07 respondents constituting 7.8% are not sure as to whether stakeholders can convene an around table meeting to resolve conflict in schools or not. Only 28 respondents constituting 31.1% strongly agree that stakeholders can convene an around table meeting to resolve conflict in schools while none respondents strongly disagree with the statement. The analysis above reveals the centrality of around the table meeting to resolve conflict in schools as the majority of respondents do share the statement. Those respondents who disagree and those who opted to be neutral may have been affected by lack of knowledge concerning meetings to resolve conflict in schools.

4.3 ANALYSIS OF DATA COLLECTION THROUGH INTERVIEW SCHEDULE

The section presents data collected through interview on conflict in schools causes and management strategies in selected secondary schools in Luvuvhu Circuit, Vhembe

District Municipality. This presentation will be divided in two section i.e. Section A: personal information of participants and Section B on conflict in schools, cause and management strategic in selected secondary schools in Luvuvhu Circuit, Vhembe District Municipality.

4.3.1 Section A: Personal information of participants

This section will present personal information in terms of gender, age, position and tribe/or language of the 10 participants who participated in the study.

Table 4. 32: Personal information of participants

Participants	Gender	Age	Position	Tribe/Language
A	Female	51 years and older	Circuit manager	Tshivenda
B	Male	51 years and older	Principal	Tshivenda
C	Male	51 years and older	Principal	Tshivenda
D	Male	51 years and older	Deputy Principal	Tshivenda
E	Female	51 years and older	Deputy Principal	Tshivenda
F	Female	51 years and older	Head of Department	Sepedi
G	Male	41-50 years	Head of Department	Tshivenda
H	Female	51 years and older	School Governing Body	Tshivenda
I	Female	22.30 years	Learner	Tshivenda
J	Male	41-50 years	School Governing Body	Tshivenda

Table 4.32 indicates that participants A, E, F, H and I are females while participants B, C, D, G and J are males. From the information above, a conclusion may be drawn that in

terms gender there are an equal representation of both males and females. In terms of age participants, A, B, C, D, E, F and H are 51 years and older while participants G is between 41 to 50 years older. Participant I is between 22 to 30 years old and the ages of participants seems to be dominated by those with 51 years and old. In terms of positions, participants A is a Circuit Manager, participants B and C are School principals, participant F and G are head of departments (HOD's), participant H and J are school governing body (SGB) members while participants I is a Student Representative Council (SRC) member. All the intended participants managed to take part in the study by responding to open ended interview. In terms of language, participant A, B, C D, E, G, H, I and J are Venda speaking while only participant F is Sepedi speaking.

4.3.2 Section B: Conflict in schools, causes and management strategies in selected secondary schools in Luvuvhu Circuit Vhembe District Municipality.

The study used open-ended interview to collect data. Each and every participants was interviewed depending on the time available for them. The study applied a narrative from to interpret the findings. The analysis of data collection through interview was done and participant were recognized as participant A, B and up to J. the information will be in a narrative form.

4.3.2.1 Question 5: What are the causes of conflict in Secondary Schools in Luvuvhu Circuit?

Participant A

With regarded to the above question participant A, indicated that the causes of conflict in secondary schools are poor channel of communication, non-adherence to policy, competition amongst stakeholders, poor trustworthy and non-support amongst stakeholders.

Participant B

Based on the question asked above participant B revealed that the causes of conflict in secondary schools includes lack of staff knowledge of communication and lack of leadership.

Participant C

When asked the above question, participant C alluded that the causes of conflict in secondary schools are misunderstanding of roles to be played by different stakeholders, some groups and individuals to not know their own roles. Participant further indicated that a results educators end up interfering in the responsibilities of other and this lead to conflict. Furthermore participant also indicated that poor interpersonal relationship amongst colleagues as another cause of conflict in secondary schools.

Participant D

In answering the question, participant D outlined that the cause of conflict as personality clashes and collate differences among staff, unequal and unmanageable workloads in staff, promotion posts, insubordinates and unresolved workloads issues as core unresolved workloads issues as core.

Participant E

When asked the above question participant E responded by indicating natural competition, diversity, poor communication, personal stress of high level, differences in perception and climate of mistrust as the main causes of conflict in secondary schools in Luvuvhu Circuit.

Participant F

In the above question, participants F responded by indicating that late receiving of information requiring immediate response, shortage of infrastructure which makes teaching and learning difficult and shortages of educators leading to work overload lead to causes of conflict in secondary schools in Luvuvhu Circuit.

Participant G

When asked that above question participant G indicated that causes of conflict could arise due educators in need of their advancement of own personal interests and power hungry, educators, socio-economic background also play role in school conflict. Participant G also indicated that conflict may also arise as influence from community or School Governing body members.

Participant H

In answering the above question participant H indicated that lack of work ethics on stakeholders, poor decision making and favoritism, late coming, discipline and competency by school stakeholders and dealing with school challenges like resources, infrastructure, furniture etc are the main causes of conflict in secondary schools in Luvuvhu Circuit.

Participant I

When asked the above question participant I indicated that conflicts can be caused by those older learners bullying young ones and disrespect amongst staff members.

Participant J

In answering the question above, participant J replied that conflict can be influenced by leadership style, lack of accountability, self-centeredness and lack of team spirit.

Participants from the entire population sampled gave suggestion on what the causes of conflict in secondary schools in Luvuvhu Circuit. Participant A, B, E and F asserted that the course of conflict in secondary schools are poor channels of communication and late receiving of information requiring immediate. Participant A, E and J provided that poor trustworthy, climate of mistrust and self-centeredness and lack of team spirit are the causes of conflict in secondary schools. Participant A and G stated that non-support among school stakeholders and influence from community or school governing Body members may cause conflict in secondary schools. Participant B, C and H alluded that lack of knowledge of staff members, some groups and individuals do not know their own roles and competency by school stakeholders and misunderstanding of roles to be played by different stakeholders causes serious conflict in schools.

Participant B, and J emphasized that leadership styles also cause conflict in secondary schools. Participant D and G stressed that cause as personality clashes and create differences among staff and due to educators in need of their advancement of own personal interest. Participant D and F replied that unequal and unmanageable workloads in staff, unresolved workloads issues a core and shortages of educators leading to overload lead to cause of conflict. Participant F and H attested that shortage of infrastructure furniture etc which makes teaching and learning are the main causes of conflict in secondary school in Luvuvhu Circuit.

Participant A indicated that causes of conflict in secondary schools are non-adherence to policy by stakeholders and competition amongst stakeholders. Participant C alluded that causes of conflict in secondary schools are poor interpersonal relationship amongst colleagues that result in educators ending up in interfering in the responsibilities of other and this lead to conflict. Participants D outlined that promotion posts and insubordination caused conflict in secondary schools in Luvuvhu Circuit. Participant G indicated that causes of conflict could be power hungry, educator's socio-economic background. Participant H indicated that lack of work ethics on school stakeholder's poor decision

making and favoritism, late coming to work, discipline and dealing with school challenges like resources causes conflict.

Participant I was of the view that conflicts can be caused by those older senior learners bullying young one and disrespect amongst staff members. Lastly participant J stated that conflict can be influenced by lack of accountability. It can be concluded that poor channels of communication, poor trustworthy, non-support amongst stakeholders, lack of staff knowledge, leadership style, that unequal and unmanageable workloads in staff and shortage of infrastructure (infrastructure, furniture etc) which makes teaching and learning are the most common causes of conflict in secondary schools as indicated by many participants.

4.3.2.2 Question 6: What are types of conflict that are common to secondary schools in Luvuvhu Circuit?

Participant A

With regard to the question asked what are the types of conflict that are common to secondary schools in Luvuvhu Circuit, participant A indicated that interpersonal, personal, tasks conflict and leadership conflicts are the most common types of conflict to secondary schools in Luvuvhu Circuit.

Participant B

Participant B responded to the above question by indicating, lack of decision making by seniors, failure to behaviour meetings, delegation without responsibilities and disrespect amongst seniors as the types of conflict that are common in secondary schools in Luvuvhu Circuit

Participant C

When asked the above question, participant C indicated that conflict between management and subordinate, and school governing body and conflict amongst educators were the types of conflict that are common in secondary schools in Luvuvhu Circuit.

Participant D

Based on the question asked above participant D revealed that the types of conflict that are common in secondary schools in Luvuvhu Circuit are leadership conflicts, personally conflicts and inter-group conflicts.

Participant E

With regard to the questions asked above, participant E indicated that functional which are self-critical, viable and innovative, dysfunctional which includes lack of new ideas, stagnant, uncooperative, disruptive and responsive to change are the common types of conflict in secondary schools in Luvuvhu Circuit.

Participant F

When asked the above question, Participant F alluded that teacher-learner ratio and lack of educational resources are the types of conflict that are common in secondary schools in Luvuvhu Circuit.

Participant G

In answering the question above, participant G indicated that educator conflict, educator to management conflict, school governing body to staffs conflict, community through

school governing body to school management team are the types of conflict that are common in secondary school in Luvuvhu Circuit.

Participant H

In answering the question above, participant H indicated that the types of conflict as poor relationship between stakeholder, behavioral patterns by the community, bad influences by community stakeholder dictatorship by stakeholders, communication skills and transparency in day to day activities as the types of conflict that are common to secondary schools in Luvuvhu Circuit.

Participant I

With regard to the question asked above participant I alluded that the types of conflict that are common to secondary schools are substantive conflict which is disagreements amongst group members concerning ideas and opinion about task given and interpersonal clashes by anger and frustration.

Participant J

Based on the question asked, participant J revealed that learner late coming, violent learners, discipline on teachers and learners and bullying on learners are the types of conflict that are common in secondary schools in Luvuvhu Circuit.

Participant from the entire population sampled gave suggestion on types of conflict that are common secondary schools in Luvuvhu Circuit. Participant A, D and I asserted that types of conflict that are common in secondary schools are interpersonal, personality conflict, leadership and inter-group conflicts. Participant C and G provided conflict between management and their subordinates, conflict between school management teams and educators, conflict between School Governing Body members and educators

and conflict amongst staff members as the types of conflicts that are common in secondary schools in Luvuvhu Circuit.

Participant A indicated that transparency in day to day activities within stakeholder's dictatorship and behavioral palters by the communities as the types of conflict that tare common in secondary school in Luvuvhu Circuit. Participant B indicated that lack of decision making by serious failure to behaviour meetings and delegating without responsibilities re the types of conflict that ate common in secondary schools in Luvuvhu Circuit.

Participant F and J alluded that teacher-learner ratio, lack of educational resources, educators-learners late coming discipline in education and learners are the types of conflict that are common in secondary schools in Luvuvhu Circuit. Lastly participant E indicated that functional and dysfunctional are the types of conflict that are common in secondary schools in Luvuvhu Circuit. It can be concluded that personal, interpersonal, group and inter-group conflict are the types of conflict that are common in secondary schools in Luvuvhu Circuit.

4.3.2.3 Question 7: What are the importance of conflict in secondary schools?

Participant A

When asked the above question participant A indicated that unity and stability together with the improvement of level of communication are the importance of conflict in secondary schools.

Participant B

Based on the question asked, participant B that strong team building, productivity amongst educators, co-operation, understanding building and love amongst staff members are the importance of conflict in secondary schools.

Participant C

Participant C responded to the above question by alluding that the important of conflict include learning from individual educators.

Participant D

In answering the above question participant D indicated that conflict can encourage the change of working environment for the better, conflict can enable management to revisit their goals and roles. Participant D also stated that the importance of conflict can also include overall productivity and performance of the school. Participant D concluded by revealing that conflict can increase awareness of problems that exists and further providing better ways to handle conflict.

Participant E

When asked the above question, participant E indicated increased understanding productively improvement, relationship strengthening amongst stakeholders and self-analysis are the importance of conflict in secondary schools in Luvuvhu Circuit.

Participant F

Participant F responded to the question asked by indicating that the importance of conflict include encouragement of educators self confidence and self-esteem, and encouragement of educators to work as team.

Participant G

Based on the question asked participant G indicated that the importance of conflict are smooth running of the school.

Participant H

When asked the above question participant H indicated that after resolving conflict there would be strong team building, restoration of work ethics, development of conflict management policy, trustworthiness, openness and love amongst stakeholder as importance of conflict in secondary schools in Luvuvhu Circuit.

Participant I

Participant I indicated that conflict is importance for the following reasons, it helps to raise and address problems, it helps people to be real and helps people to recognize and benefit from their differences and also build a good relationship.

Participant J

Based on the question asked, participant J revealed that the importance of conflict in secondary schools in Luvuvhu Circuit would be that conflict could assist school management team in resolving conflict and further assist school management to take informed decision which then could help in strong team building.

Participant from the entire population sampled gave suggestion on the importance of conflict in secondary schools in Luvuvhu Circuit. Participant F, H and J asserted that the importance of conflict in secondary schools in Luvuvhu Circuit are strong team building, building of spirit of trustworthy, self-esteem, self confidence amongst educators. Participant B and E alluded that productivity in schools, co-operation and relationship building are some of the importance of conflict in secondary school in Luvuvhu Circuit. Participant D and I indicated that conflict could decrease number of problems in schools

and also increase awareness of problems before they accrual and finally provide ways of handling conflict in school.

Participant A revealed that if conflict is well resolved it could bring about unity and stability and improve level of communication amongst educators in secondary schools. Participant G indicated that healthy conflict can assist in the smooth running of secondary schools in Luvuvhu Circuit. Participant C indicated that learning could take place in the conflict in secondary schools in Luvuvhu Circuit. It can be concluded that strong team building, realization of self-esteem, building of spirit of love, trustworthiness, transpiring and working together as educators are the importance of conflict in secondary schools in Luvuvhu Circuit.

4.3.2.4 Question 8: What are the consequences of conflict in secondary schools?

Participant A

In answering the question, participant A indicated that conflict can bear poor teaching and learning poor learner's performance, division or function amongst staff members and compromise interpersonal relationship as consequences of conflict in secondary schools in Luvuvhu Circuit.

Participant B

Based on the question asked, participant B indicated consequences of conflict in secondary schools as poor results, dysfunctionality of schools, drop-out of learners and drop in school enrolment

Participant C

Participant C responded to the above question by alluding enhancement of performance to educators and poor conflict management which could lead to school dysfunctionality as the consequences of conflict in secondary schools in Luvuvhu Circuit.

Participant D

When responding to the above question, participant D indicated that lack of interest in school work, decrease of productivity in social relation, stressful and frustrating situations are the consequences of conflict in secondary schools in Luvuvhu Circuit.

Participant E

Based on the above question, participant E revealed that drop in productivity, stressful mental health, waste of time, bullying and absenteeism are the consequences of conflict in secondary school in Luvuvhu Circuit.

Participant F

Participant F responded to the above question by indicating the consequences of conflict in secondary schools as considering what educators are raising and considering educators view-point.

Participant G

In answering the above question, participant G revealed that high rate of conflict tend to school dysfunctionality, uncondusive teaching and learning, and inability to reach consensus are the consequences of conflict in secondary schools in Luvuvhu Circuit.

Participant H

With regard to the question asked, participant H indicated that poor performance and poor results, high rate of learner dropout in school, Vandalism and burglaries and drop of

learner enrolment are the consequences of conflict in secondary schools in Luvuvhu Circuit.

Participant I

Based on the above question, participant I revealed that drop in academic performance to learners and hatred amongst educators are the consequences of conflict in secondary schools in Luvuvhu Circuit.

Participant J

Participant J responded to the asked question by indicating divisions, hatred, work suffers, work suffers, drag back learner's performance and school performance in general as the consequences of conflict in secondary schools in Luvuvhu Circuit.

Participants from the entire population sampled gave suggestion on the consequences of consequences of conflict in secondary school in Luvuvhu Circuit. Participant A and E asserted that poor teaching and learning, poor performance, division amongst staff members, drop in productivity stress and affected mental health, bullying and absenteeism are the consequences of conflict in secondary schools in Luvuvhu Circuit. Participant B and C indicated that poor results, school dysfunctionality, drop in learner's enrolment and the enhancement of educators performance are the consequences of conflict in secondary schools in Luvuvhu Circuit.

Participant D and F indicated that lack of interest in school work, damage in social relationship, frustration, and consideration of educators viewpoints are the consequences of conflict in secondary school in Luvuvhu Circuit. Participant H asserted that schools dropouts, vandalism and school burglaries occurred in school as consequences of conflict in secondary schools in Luvuvhu Circuit. Participant G and J indicated that uncondusive teaching and learning, not reaching consensus in meetings, hatred and

general school performance affected are consequences of conflict in secondary schools in Luvuvhu Circuit. Lastly participant I indicated that drop in learner's academic performance and hatred amongst staff members are the consequences of conflict in secondary schools in Luvuvhu Circuit. It can be concluded that drop in the learners performance, poor results, division amongst staff members drop in learners school enrolment and unproductivity in schools are the consequences of conflict in secondary schools in Luvuvhu Circuit.

4.3.2.5 Question 9: What are the best conflict management approaches in secondary schools?

Participant A

When asked the above question, participant A indicated that the best conflict management approaches in secondary schools in Luvuvhu Circuit are confrontational approach, listening to both side of the story and setting around the table.

Participant B

With regard to the above question, participant B responded to the question by indicating that democratic approaches should be utilized by seeking knowledge from other education structure.

Participant C

Based on the above question, participant C indicated that both parties in conflict should be constructively be engaged without undermining each other.

Participant D

Participant D indicated that compromise withdrawal approach as the best approaches in conflict management in secondary school in Luvuvhu Circuit.

Participant E

In responding to the question asked above participant E indicated that avoidance and confrontation approaches are the best conflict management approaches in secondary schools in Luvuvhu Circuit.

Participant F

Participant F responded to the above question by indicating that the best conflict management approach are negotiation and mediation approaches.

Participant G

Based on the above question, participant G indicated best approaches in conflicts management in a form of steps, first step being identifying the cause of conflict, second step being giving parties in conflict suggestion on the best resolution in managing conflict then third and last step being allowing parties in conflict to arrive to an amicable solution.

Participant H

In responding to the question participant H indicated that transparency, openness and team work with the development of conflict management policy are the best conflict management approach in secondary schools.

Participant I

Participant I indicated that control of feelings, respect and recognitions of one person's views are the best conflict management approaches secondary schools.

Participant J

Based on the above question, participant J indicated that consultation, empowering educators sitting around the table and democratic approach are the best conflict management approaches in secondary schools.

Participants from the entire population sampled gave suggestion on the best conflict management approaches in secondary schools. Participant A, B and J indicated that confrontational approach, listening to both side of the parties in conflict on a sitting, consultation and democratic approaches are the best conflict management approaching in secondary schools. Participant C alluded that the best conflict management approach in secondary school is through engagement of parties in conflict without undermining one another.

Participant D asserted that the best conflict management approaches are reconciliation approach and withdrawal approach. Participant E indicated that avoidance and confrontation are the best conflict management approaches in secondary schools. Participant F revealed that negotiation and mediation approach are the best conflict management approaches in secondary schools. Participant G and H indicated that giving parties in conflict option in bringing the best resolution in conflict is the best resolution in conflict is the best conflict management approach in secondary.

Lastly participant I indicated that parties in conflict should control their feelings, respect one another and recognition of other person's views are the best conflict management approaches in secondary school. It can be concluded that democratic approach, avoidance, consultation, mediation, sitting around the table, listening to both parties in conflict and withdrawal are the best conflict management approaches in secondary schools.

4.4 CONCLUSION

In this chapter the focus was on data presentation, analysis and interpretation. The analysis and interpretation were based on the questionnaire completed by the Circuit Manager, principals, deputy principals, heads of department, educators, learners and school governing body members. Data obtained from the respondents through questionnaires were analyzed and interpreted in a tabular format. Information collected through interview was also presented through a narrative form. The researcher took into account the research ethics mentioned in chapter 3 which is the right to privacy by not revealing the identities of the participants. The names of respondents or participants were replaced by alphabetical letters to ensure anonymity. The idea was to find out the responses on conflict in schools, causes and management strategies in selected secondary schools in Luvuvhu Circuit, Vhembe District Municipality.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The previous chapter presented the analysis and interpretation of the collected data by discussing the sampled population's responses as a way of providing an understanding of the nature of the research findings regarding conflict in schools, causes and management strategies in selected secondary schools in Luvuvhu circuit, Vhembe District Municipality. In this chapter, synthesized discussions of findings, recommendations for the strategies to manage conflict, as well as recommendations for future research study on a related subject will be documented. This chapter also presented the end product of what the researcher have studied.

5.2 OVERVIEW OF THE STUDY

The study was about the conflict in schools, causes and management strategies in selected secondary schools. This study was conducted in order to answer the research question that arose from the challenges facing school principals in resolving conflict that arises in their respective schools. The researcher reviewed the literature which is relevant to conflict in schools, causes and management strategies. The research study applied a mixed methods where quantitative and qualitative research methodologies were used and the main aim of the study is to assess conflict and its causes in selected secondary schools and recommend the conflict management strategies that can be used by secondary schools.

Non-probability sampling technique and its sub-type's purposive sampling method were used. The researcher used survey questionnaires and open-ended interview to collect data. Data was analyzed with the aid of the two data analysis methods, namely; Statistical Product in Service Solutions (SPSS) and thematic analysis and the information was presented in graphical tables to present respondents' perceptions in terms of

frequencies and percentages as well as narrative form followed by a brief synthesis. The specific objectives of the study were to:

- Determine the causes of conflicts in secondary schools in Luvuvhu Circuit
- Describe the type of conflicts that are common in secondary schools in Luvuvhu Circuit.
- Identify the importance of conflict in secondary schools.
- Determine the consequences of conflict in secondary schools.
- Recommend conflict management styles to be used by secondary schools

The critical research questions of the study attempted to answer the following:

- What are the causes of conflicts in secondary school in Luvuvhu Circuit?
- What are the types of conflict that are common to secondary schools of Luvuvhu Circuit?
- What are the importance of conflict in secondary schools?
- What are the consequences of conflict in secondary schools?
- What are the best conflict management strategies in secondary schools?

5.3 MAJOR FINDINGS OF THE STUDY

In this section, the researcher presents the major findings arise from research objectives of the study which are based on the specific objectives of the study. The following four specific objectives of the study benchmarked the realization of the main aim of the study and they sought to determine the causes of conflicts in secondary schools in Luvuvhu Circuit; to describe the type of conflicts that are common in secondary schools in Luvuvhu Circuit; to identify the importance of conflict in secondary schools; to determine the consequences of conflict in secondary schools; to recommend conflict management strategies to be used by secondary schools

5.3.1 Major findings on the causes of conflicts in secondary school in Luvuvhu Circuit

The first objective of the study sought to determine the causes of conflicts in secondary schools in Luvuvhu Circuit. This information revealed major findings from the questionnaires. The study found out that 38 respondents constituting 42.2% agree that secondary schools have proper class-room management which helps to promote teaching and learning. The majority of the respondents at 26 constituting 28.9 % agree that school stakeholders receive training in conflict management.

This is an indication that the Department of Education is taking it upon themselves to try and offer support. The study found out that the majority of 37 respondents who constitute 41.1% agree that diversity management is conducted in schools. The findings revealed that 31 respondents constituting 34, 4 % agree that the school stakeholders are capacitated with school polices to guide them to resolve conflicts at their respective schools. The study findings discovered that majority of the respondents at thirty 38 constituting 42.2 % strongly agree that there is enough resources at schools to enhance good working relationship which fellow co-workers.

From the interviews that were carried out to find out the major causes of conflicts in secondary schools in Luvuvhu circuit, the study findings revealed that participants who took part in the study pointed out that the cause of conflict in secondary schools are poor channels of communication and late receiving of information requiring immediate attention. The study findings revealed that poor trustworthy, climate of mistrust and self-centeredness and lack of team spirit are the causes of conflict in secondary schools. The study also found that non-support amongst school stakeholders and influence from community or School Governing Body (SGB) members may cause conflict in secondary schools. It is also revealed that lack of knowledge of staff members, some groups and individuals do not know their own roles and competency by school stakeholders and

misunderstanding of roles to be played by different stakeholders causes serious conflict in schools.

The study findings revealed that leadership styles and different personalities amongst stakeholders also causes conflict. The study revealed that unequal and unmanageable workloads in staff, unresolved workloads issues a core and shortages of educators leading to overload could cause a conflict. The study also found out that shortage of infrastructures such school furnishers amongst others makes teaching and learning the main cause of conflict in secondary schools in Luvuvhu Circuit. The study also found out that conflict can be caused by older senior learner bullying young ones and disrespect amongst staff members. Lack of accountability was also found to be the main cause of conflict in secondary schools.

5.3.2 Major findings on the types of conflict that are common in secondary schools

The second objective of the research study sought to describe the type of conflicts that are common in secondary schools in Luvuvhu Circuit, and the data collected revealed that most of the respondents at 42 who constitute 46.7 % confirm that the Department of Basic Education is providing them with interpersonal capabilities amongst the school stakeholders. The researcher found out that there is a healthy working relationship amongst school stakeholders. This is supported by the responses given by the participants who the majority at 37 who constitute 41. 1% agree that there is indeed good working relationship amongst stakeholders.

The majority of respondents at 54 who constitute 60% strongly agree that school environment which promotes staff to work in groups to increase the academic performance of the learners. 35 respondents which constitute of 38.9% strongly agree that there is a good working relationship between the school and the community. The researcher found out that majority of respondents at 26 who constitute 28.9% agree that there is indeed equal distribution of powers in secondary schools. The study findings

discovered that majority of the respondents at 46 who constitute 51.1% agree that stakeholders in conflict can compromise one another for the sake of resolving conflicts.

From the interviews that were carried out to find out the types of conflict that are common to secondary schools in Luvuvhu Circuit, the researcher discovered that the types of conflict that are common in secondary schools are interpersonal, personality conflict, leadership and inter-group conflicts. The study also revealed that conflict between management and their subordinates, conflict between school management teams and educators, conflict between SGB members and educators and conflict amongst staff members are the types of conflicts which are common in Secondary schools in Luvuvhu Circuit. The researcher found out that functional and dysfunctional are the types of conflict that are common in secondary schools in Luvuvhu Circuit.

5.3.3 Major findings on the importance of conflict in schools

The third objective of the study sought to find out the importance of conflict in schools, the study findings revealed that the majority of respondents at 34 who constitute 37.8% agree that the Department of Basic Education considers school management teams inputs in decision making process. When participants were asked if whether conflict strengthened the relationship with school stakeholders, the majority of participants at 24 constituting 26.7% agree that conflict indeed strengthens relationship amongst school stakeholders. The majority of participants at 23 who constitute 25.6 % agree that conflict develop the spirit if togetherness and socializing in schools.

The researcher found out that 23 respondents who constitute 25.6% strongly agree that conflict in the workplace can activate staff members to be productive. The findings revealed that most of the respondents at 42 constituting 46.7% revealed that personalities of stakeholders is important in maintaining discipline in schools. With regard to the above statement the researcher also can attest that stakeholders should always maintain good personality because it is important in maintaining discipline in schools,

because 03 respondents who constitute 3.3% should be encouraged to show good personality in the workplace in order to maintain discipline.

From the interviews that were carried out to find the importance of conflict in secondary schools, the study revealed that the importance of conflict in secondary schools in Luvuvhu Circuit are strong team building, building of spirit of trustworthiness, self-esteem, self-confidence amongst educators. The study found out that productivity in schools, co-operation and relationship building are some of the importance of conflict in secondary schools in Luvuvhu Circuit. The study revealed that conflict could decrease number of problems in schools and also increases awareness of problems before they increase and provide ways of handling conflict at school. The study revealed that healthy conflict can assist in the smooth running of secondary schools.

5.3.4 Major findings on the consequences of conflict in secondary schools

The fourth objective sought to find out consequences of conflict in secondary schools, the study found out that the majority of the respondents at 37 which constitute 41.1% agree that interpersonal relationship with co-workers is significantly related to personal wellbeing. The study found out that the majority of respondents at 23 constituting 25.6 % strongly disagree that conflict in schools promote conducive teaching and learning. The researcher also found out that at 21 constituting 23.3% strongly agree that conflict in schools can promote conducive teaching and learning.

The researcher can conclude that the participants view conflict in different lenses that is why the majority of the respondents disagreed and the second highest respondents strongly agree with the notion that conflict in schools can promote conducive teaching and learning. The researcher discovered that the majority of the respondents at 38 who constitute 42.2% overwhelmingly agree that consensus can be reached in a meeting where conflict arises. The researcher found out that the majority of the participants at 37 who constitute 41.1% agree that discipline in schools can be maintained throughout teaching and learning process.

The researcher also found that 33 respondents constituting 36.7% strongly agree with the statement. The findings revealed that most of the respondents at 35 constituting 38.9% agree that school records can be kept well, and easy to trace in secondary schools. This could intensify conflict in workplaces if files consisting of school records are lost or misplaced. This statement is proven important because 31 constituting 34.4 % of respondents strongly agree that school records can be kept safe in schools which makes it easy to trace. The researcher found out that 49 respondents constituting 54.4% agree that personalities of stakeholders can be influential in decision making processes at school.

From the interviews that were carried out to find the consequences of conflict in secondary schools, the study findings discovered that poor teaching and learning, poor performance, division amongst staff members, drop in productivity stress and affected mental health, bullying and absenteeism are the consequences of conflict in secondary schools in Luvuvhu Circuit. The study also found out that poor results, school dysfunctionalities, drop in learner's enrolment and the enhancement of educator's performance are the outcomes of conflict in secondary schools in Luvuvhu Circuit.

The findings also revealed that lack of interest in school work, damage in social relationship, frustration, and consideration of educators' viewpoints are the consequences of conflict in secondary schools. The study found that school dropouts, vandalism and school burglaries occurred in schools as a consequence of conflict in secondary schools. The study revealed that unconducive teaching and learning, not reaching consensus in meetings, hatred and general school performance affected the consequences of conflict in secondary schools in Luvuvhu Circuit.

5.3.5 Major findings on conflict management strategies to be used by secondary schools

The fifth objective sought to find conflict management strategies to be used in secondary schools, from the responses made, the researcher found out that the majority of respondents at 45 constituting 47.8% agree that the Department of Basic Education have offered them mediation programs to use in order to resolve conflict in Schools. This evident is proven correct since the least of respondents at 02 constituting 2.2% strongly disagree with the statement. This proves that the Department of Basic Education has taken issues of conflicts that arises at schools serious, and willing to assist the stakeholders.

The researcher found out that 28 respondents constituting 31.1% agree that the National curriculum statement has infused conflict management into all subjects. The study also found out that those who are not sure at 23 constituting 25.6% of respondents may develop a different opinion on the statement. Stakeholders are willing to work hands-on regarding issues of conflict at schools. This is evident in that the results showed that 35 (38.9%) respondents agreed that there are clear communication channel they use to resolve conflict in schools. The study findings revealed that stakeholders' inputs were regarded worthy by the Department of Basic Education and by that, for example, 42 respondents constituting 46.7% agree with the idea that the Department of Basic Education has policies that address conflict in schools.

The study findings affirm that stakeholders can convene a round table meeting to resolve conflict in schools. This statement is relevant and true because the majority at 50 constituting 55.6% agree with the statement, and none of the participants strongly disagree. This is an indication that all stakeholders are allowed to attend round table meetings convened to discuss issues on how best they could resolve conflict in schools.

From the interviews that were carried found out the best conflict management approaches in secondary schools, the study revealed that confrontation approach, listening to both side of the parties in conflict on a sitting, consultation and democratic approaches are the best conflict management approaches to use in secondary schools. The study also found out that negotiation and mediation are the best conflict

management approaches in secondary schools. The study findings discovered that giving parties in conflict option in bringing the best resolution in conflict is the best resolution in conflict is the best conflict management approach in secondary schools. The study revealed that parties involved in conflict should at all times control their feelings, respect one another and recognition of other person's views are the best conflict management approaches in secondary schools.

5.4 SYNTHESIS OF THE RESEARCH FINDINGS

The most important findings of this research study from the research questionnaires can be summarized as follows:

- The majority of respondents revealed that secondary schools have proper classroom management that promote teaching and learning.
- Respondents revealed that school stakeholders do not receive adequate training on conflict management.
- The respondents said that there was diversity management conducted in schools.
- School stakeholders are capacitated with school polities which helps them to resolve conflicts.
- There are enough resources at schools to enhance good working relationship.
- The respondents revealed that the Department of Basic Education does not provide interpersonal capabilities amongst school stakeholders.
- The majority of the participants said that there was healthy working relationship amongst school stakeholders.
- Staff is encouraged to work in groups to increase academic performance.
- The community and school agree to have a good working relationship.
- Respondents revealed that there is no equal distribution of powers in secondary schools.
- Stakeholders in conflict can compromise each other for the sake of resolving conflict.

- Respondents revealed that the Department of Basic Education do not consider school management's teams inputs in decision making process.
- Conflict cannot strengthen relationship amongst school stakeholders.
- The respondents revealed that conflict cannot develop the spirit of oneness and socializing in schools.
- Conflict in workplaces does not activate staff members to be productive.
- The personalities of stakeholders are important in maintaining discipline in schools.
- Most respondents from the research questionnaire alluded that interpersonal relationship with colleagues is significantly related to personal well-being.
- Conflict at schools do promote conducive teaching and learning.
- The respondents from the questionnaires revealed that consensus can be reached in a meeting where conflict arises.
- The results show that discipline can be maintained throughout teaching and learning process.
- It revealed that school records are well kept and easy to trace.
- Stakeholder's personalities is influential in school decision making process.
- The Department of Basic Education do not have adequate programs aimed at resolving conflict in secondary schools.
- It was revealed that National Curriculum statement has infuse conflict management into all subject.
- Respondents revealed that there are clear communication channel to resolve conflicts in secondary schools.
- Respondents reported that the Department of Basic Education has policies that addressee conflict in schools.
- Majority of the stakeholders are allowed to convene round table meeting to resolve the conflict in schools.

The most important findings of this research study from the research interviews can be summarized as follows

- With regard to question of what causes conflict in secondary schools in Luvuvhu Circuit, the participant's pointed that poor trustworthy, mistrust and self-centered and lack of spirit amongst stakeholders are some of the causes of conflict in secondary schools.
- Poor channels of communication and late receiving of information also causes conflict.
- Leadership styles by the superior's causes conflict in secondary schools.
- With regard to the question regarding the types of conflict that are common to secondary schools in Luvuvhu Circuit, the participants replied that the types of conflict include interpersonal, personality conflict, leadership and inter-group conflict.
- Conflict between management and their subordinates, conflict for the school management teams and educators, conflict amongst SGB members and educators and conflict amongst staff members.
- Participants suggested that the importance of conflict in secondary schools include strong team building, building the spirit of trustworthy, self-esteem, self-confidence amongst educators.
- With regard the consequences of conflict in Secondary schools, the participants replied that poor teaching and learning, poor performance, division amongst staff members, bullying and absenteeism are some of the consequences of conflict.
- Lack of interest in school work, damage in social relationship, frustration, and consideration of educators viewpoints were regarded as the consequences of conflict in Secondary schools.
- Participants maintain that the best conflict management approaches in secondary schools include confrontational approach, listening to both side of the parties, consultation and democratic approaches are the best conflict management approaches.
- Reconciliation and withdrawal approach were also mentioned to be the best mediation approach to use in secondary schools.

5.5 RECOMMENDATIONS OF THE STUDY

The following section recommends the strategies that can be used to manage conflict in secondary schools based on the findings of the study. These recommendations are gathered based on the research questions of the study of which the researcher will present the major findings of the study, which were to find the causes of conflicts in secondary schools in Luvuvhu Circuit; to find out the types of conflicts that are common to secondary schools; to explore the importance of conflict in secondary schools; to find out the consequences of conflict in secondary schools; to make recommendations of the best conflict management strategies in secondary schools.

5.5.1 Recommendations on the causes of conflict in secondary schools in Luvuvhu Circuit

The research study recommends that secondary schools should have proper class-room management which helps to promote teaching and learning. There is a greater need to ensure that school stakeholders receive training in conflict management. The Department of Education should take it upon itself to try and give support. It is recommended that diversity management should be promoted in schools. The study recommends the Department of Basic Education to give capacity to the school stakeholders with school policies to guide them on how to resolve conflicts at their respective schools. There should be adequate resources to enhance good working relationship with fellow co-workers.

There should be good channels of communication and receiving of information on time amongst stakeholders. This will enhance good healthy working relationships with colleagues. The study recommends that stakeholders should trust and respect one another and have team spirit to try and limit conflict in their work environment. The study found that not given enough support from school stakeholders and the community at large causes conflict. It is suggested that the community and the SGB work hands-on with school teachers as the custodians of the children.

The study recommends that all staff members be well-informed about every information and events at their workplaces. The school principals should maintain good leadership at all times, and staff members should respect one another to avoid unnecessary conflict. The study recommends that staff members should be given equal workloads to avoid animosity amongst staff members which could destabilize the office. The study found out that shortage of infrastructures such as furnishes renders teaching and learning impossible, and that leads to conflict because of limited resources.

The study suggest that the Department of Basic Education makes provision of infrastructure such as tables and chairs for learners, stationeries and laptops, comfortable offices for teachers to create a good working environment. Bullying is common where children are involved, and it is recommended that the school enforce harsh sentences to the perpetrators as a deterrent. It is recommended that there be accountability at all times if someone has done something wrong.

5.5.2 Recommendations on the types of conflict that are common in secondary schools

It is recommended that the Department of Basic Education provides school stakeholders with interpersonal capabilities. The study found out that there is a good working relationship from all the schools, and it is recommended that though not compulsory, stakeholders should make braais and farewells each and every year to close the year which provides everyone the opportunity to give highlights of the year. The study revealed that there is equal distribution of power in schools. It is recommended that the Principal at all times respects fellow workers and never be biased when taking decisions.

The study discovered that interpersonal, personality conflict, leadership and inter-group causes conflict at schools. The researcher recommends that schools teachers and learners should maintain good personality and the principals should maintain good leadership with integrity and refrain from being bias. The researcher also recommends that school teachers avoid forming small groups amongst themselves to form alliance,

and the same applies to school learners because that promotes elements of gangsterism where they meet for smoking and playing dice in toilets.

5.5.3 Recommendations on the importance of conflict in schools

The school management team which consists of principals, teachers and SGB sit and take decision on a round table where necessary. It is recommended that the Department of Basic Education considers all the concerns raised by the school committee and act upon it to avoid conflict. The study found that conflict develops the spirit of togetherness and socializing in schools, and it is recommended that the Department of Basic Education make awareness that forming alliance at school raises animosity which could successfully hinders the development of the school. It is recommended that maintaining good personalities by stakeholders is important in order to sustain discipline in schools.

5.5.4 Recommendations on the consequences of conflict in secondary schools

Conflict in schools does not promote conducive teaching and learning and it is recommended that principals and their teams maintain their environment to promote conducive teaching and learning. The study revealed that the majority of respondents agreed that consensus can be reached in a meeting. The researcher recommends that the school principals, co-workers and SGB convene a meeting to discuss problems affecting their respective schools. These stakeholders maintain peace and order in schools. Discipline in schools can be maintained through teaching and learning. It is recommended that teacher's gives quality education to the learners which would leave them discipline, grounded and focused.

The study found out that records and files are kept safe, and easy to trace and it is recommended that the Department of Basic Education provides schools with computers and laptops for learners and teachers. This will make it easier to save documents electronically, than on manual files where the possibility of misplacement is likely. The

researcher recommends that good personalities of stakeholders can be influential in decision making processes at school.

Poor teaching and learning, poor performance, division amongst staff members, drop in productivity stress and affected mental health, bullying and absenteeism are common in schools, and in particular Luvuvhu Circuit. It is recommended that schools get good results in exams, have adequate infrastructure, teachers be well equipped with qualifications and training offered by the Department of Basic Education in order to enhance their performance. Most schools suffer the scourge of dropouts, due to vandalism and school burglaries which occur in schools as consequences of conflict in secondary schools. The Department of Basic Education is recommended to enforce rules against learners drop out, parents are recommended to provide valid reasons as to why their children want to drop out from school. It is also recommended that law enforcement agencies be involved if there is any form burglary and theft at school. The study also recommends that there be consensus at all times in meetings to avoid conflict.

5.5.5 Recommendations on conflict management strategies to be used by secondary schools

The study found out that the Department of Basic Education offers stakeholder's mediation programs to use in order to resolve conflict in their respective schools. The researcher recommends that the Department of Basic Education sends departmental personnel to oversee the meeting at schools particularly every meeting where schools hold such meetings and in meetings where the SGB and the communities are involved as this will help the Department to check if programs are found helpful or not.

The study found out that stakeholders are willing to work hands-on regarding issues concerning conflict at schools. It is recommended that stakeholders work together and always supports each other to avoid unnecessary conflict. As there are clear communication channels to resolve conflict in schools the research recommends dialogue to resolve confrontation at school or any work places.

The study discovered that the Department of Basic Education has policies that address conflict in schools and it is recommended that all the stakeholders abide by such policies, and violation of the policies should have consequences. It was also revealed that stakeholders convene a round table meeting to resolve conflict in schools and it is recommended that the Learners Representative Council (LRC) be invited to attend such meeting in matters regarding fellow school learners. It is further recommended that all the stakeholders in the round table feel free to raise concerns or make comments.

The study showed that confrontation approach, listening to both sides of the parties in conflict on a sitting, consultation and democratic approaches are the best conflict management approach to use in secondary schools. It is recommended that stakeholders use these approaches to succeed whenever conflict arises. Mediation and negotiation are the most effective methods to resolve conflicts and it is therefore recommended that schools use mediation and negotiation approaches to resolve differences. The study findings discovered that giving affected parties option in conflict resolution is the best resolution in conflict is the best approach in secondary schools.

5.6 RECOMMENDATIONS ON THE PRINCIPLES OF PUBLIC MANAGEMENT

It is therefore finally recommended that the principles of public management be infused so as to minimize danger of worsening conflict rather than eradicating it. The stakeholders need to have a thorough planning, organizing skills, also to consider human resource factors and to have real control of all aspects from the onset if they are indeed ready to deal with conflict once and for all.

5.6.1 Planning

In organizations or work places, planning is one of management process. Planning increases the competence of an organization. Planning also reduces risks. The main focus in planning is to find answers of the problem under investigation. There are four

types of planning, namely; operational, strategic, tactical and contingency planning. The study recommends that there should be proper planning when they resolve conflicts. The study recommends that schools should be managed by credible leaders with good ethics and behaviours. The Department of Basic Education; from district to National, should also involve school stakeholders when they plan for new academic years. The Department of Basic Education should provide conflict management training, this will help staff members to cope whenever they encounter conflicts at their workplaces.

5.6.2 Organizing

It involves assigning tasks, coordinating, allocating resources in order to carry out plans, delegating authority across the organization. During the organizing process, manager's coordinates employees, resources, policies and procedures to facilitate the goals identified in the plan. The obvious first step in the process of organizing is to identify the work that has been done by the organization. The study recommends that school stakeholders should work hands-on with the school principals to facilitate good behaviour in their respective schools. The National Department of Educations should give training to school principals on how to go about organizing a good and conducive working environment suitable for teaching and learning.

5.6.3 Human resources

Human resources management functions provide the employees with the capability to manage, for example; healthcare, record keeping, promotion and advancement, benefits and compensation. The functions in terms of employee's benefit, is to create a management system to achieve long term goals and plans. For any company to have an efficient ability to grow and advance human resource management is a key. The study recommends that the National Department of Education facilitate the employment criteria, because the study found out that some of the main causes of conflicts were nepotism, where some teachers reported that their teachers who employed not based on merit, but because of their close relations with the principals and either superiors. The study

recommends that the National Department of Educational together with the Provincial offices should work hands in hands in offering inductions to the newly appointed teachers to familiarize themselves with the work environment.

5.6.4 Control

The meaning of control is to ensure the operation of organization in the prescribed lines or process. In every organization or every department in public management, it has been found that certain unruly elements oppose the order or policy of authority. It is a function of management which helps to check errors in order to take corrective actions. Control in management includes setting standards, measuring actual performance and taking corrective action in decision making. The study recommends that the school principals take full control of their office.

5.7 RECOMMENDATION FOR FUTURE RESEARCH STUDIES

The main aim of the study was to investigate assess conflict and its causes in selected secondary schools and recommend the conflict management strategies that can be used by secondary schools. The study was conducted at Luvuvhu Circuit Vhembe District, Limpopo Province in South Africa. The following are the recommendations for future studies based on the results of the study. The Department of Basic Education mandate is to oversee the well-being of schools in South Africa. Limpopo Province fell victim of vandalism during the protests, which resulted in the burning down of many schools.

It is recommended that the Department of Basic Education assist schools with proper classroom management that promotes conducive teaching and learning. The researcher is of the view that stakeholders be capacitated to avoid unnecessary conflict and it is recommended that the Department of Basic Education exercise the necessary interventions.

The researcher found out that dictatorial tactic on the part of school administration was the main cause of teacher-school conflict followed by poor physical working conditions and next was lack of proper communication to teachers. On the side of learners, corporal punishment was the ranked most as a cause of learner-teacher conflict in secondary schools. It is recommended that the Department of Basic Education organize seminars and workshops aimed at improving relationship between principals and their staff and building good working relationship between them.

The Department of Basic Education must organize workshops for principals every vacation to enable them acquire or improve their leadership skills and conflict resolution mechanism strategies to improve their managerial effectiveness. The facilitators of the workshops need to do follow ups to ensure that whatever they have imparted are being implemented.

Teachers, parents, principals, learners and the communities need to be made aware of the long- and short-term negative effects of conflict in teaching and learning. This may be done through discussions at parent day meetings. In this regard, the principals need to be vigilant and effectively monitor teachers at work. They should sanction teachers who refuse to mark exercises done by learners because of existing conflict between teachers and learners. Such teachers need to be counselled on the needs related well with to learners and teachers and learners are interdependent in the field of education.

It is also recommended that future researchers' behaviour studies on the following areas:

- Relationship between conflict management and leadership style;
- Assess effects of discipline in learner academic performance; and
- Assessing conflict management in private secondary schools.

5.8 LIMITATIONS OF THE STUDY

The limits that the researcher faced in this study had to do with the participants who might have given false views while completing the questionnaires and answering to the

interview's questions due to the sensitivity of the problem and their relationship with the researcher. It is therefore possible that some respondents might have given incorrect information to amaze the researcher instead of commenting to what was exactly happening. Another limitation was that it was difficult to get hold of some of the respondents because of their busy schedules, and this has affected the study a great deal. However, these limitations would not affect the results significantly. Another factor that limited this study were resources limited in the form of limited access to information, limited funds for traveling expenses, stationery and printing. Time was also a major challenge, because this is a mini-dissertation which took for 1 year.

5.9 CONCLUSION

The study was conflict in schools, causes and management strategies in selected secondary schools in Luvuvhu circuit, Vhembe District Municipality. The study consists of five chapters. The first chapter was about introduction and background of the study. The background of the study indicated that if staff members are not treated with respect, equality and dignity, conflict may arise through lack of participation by all staff members in decision making. The main reason why the researcher selected this topic is because the researcher observed that conflict may be a brainchild of poor performance from learners.

Special focus in chapter one has been placed on outlining the rationale of the study, aim of the study, objectives of the study and the research questions were all outlined. Delimitation of the study, and the significance of the study was addressed. Problem statement and definition of key terms were also supplied in this chapter and eventually the organization of the study was provided.

Chapter two of this study provided the theoretical framework on conflict and reviewed literature which were relevant to the topic under investigation. The Human nature and violence theories were used in this study. These theoretical viewpoints on conflict explain that people are violent in nature. This chapter also offers the nature of conflict. It shows

that conflict is usually alleged to be bad, while it can be positive based on how it is managed. This chapter shows that poorly managed conflict can destroy the school in a way that the culture of teaching and learning may be concerned, but the chapter shows that when conflict is properly managed, it speeds up the achievement of the goals of the school whereby the mission and the vision of the school are appreciated. Chapter two shows that conflict nature occurs when people interact with one another, sharing certain ideas about a variety of issues.

Chapter three in this research is the research methodology and it discusses the research methods that the researcher followed. For this study, the researcher used descriptive and contextual research design. The researcher chose mixed methods and the reasons of the choice of mixed methods is provided in this chapter. This study focused on Limpopo Province but for this study, the research study was conducted in Luvuvhu Circuit. Non-probability sampling was suitable for this study, because the researcher selected the participants based on their availability, and characteristic features the researcher who wanted to study. In this study the researcher used two methods of collecting data; questionnaire and interview. For this study, the two methods of data analysis were used; SPSS and thematic analysis. All the ethical considerations were followed.

Chapter four presents data presentation, interpretation and analysis of data. It is indicated that analysis of data involves what has been seen, heard and read in order to use the data collected. The chapter main focus is on reporting the practical study by providing answers regarding the causes and management strategies in selected secondary schools in Luvuvhu circuit, Vhembe district municipality. The data was collected by using a quantitative and qualitative methods which involved the application of questionnaires and interviews from the respondents. The answers from the questionnaires are presented in a tabular form then followed by a brief synthesis of the findings and on the other hand the responses done by the interview are presented in a descriptive form followed by a brief synthesis of the findings.

The final chapter of the study presented the research findings, synthesis of the study, conclusion, recommendations for this study and recommendations for future studies. The researcher presented the overview of the study which focused on providing the four specific objectives of the research study. The synthesis of the research findings was also presented which focused on the findings of research study from the research questionnaires and research interviews.

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ANNEXURE A: ETHICAL CLEARANCE



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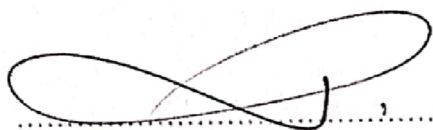
TO WHO IT MAY CONCERN

20 March 2020

COLLECTION OF DATA FOR MINI-DISSERTATION RESEARCH: MR MUTHOBI MUSOLIWA ELIOT: STUDENT NUMBER 8900119: MASTER OF PUBLIC MANAGEMENT (MPM)

Mr Muthobi is currently registered for a course work Master of Public Management (MPM) degree with the OR Tambo Institute of Governance and Policy Studies within the School of Management Sciences. He is now at the stage to collect data to complete his mini-dissertation. The Institute is satisfied that the proposal and the area of his research meet the ethical standards for the research at the level of a mini-dissertation.

Kindly assist him where possible.



Prof. Nghamula Nkuna (PhD)

OR Tambo Institute of Governance and Policy Studies

ANNEXURE B: PERMISSION FOR DATA COLLECTION

DEPARTMENT OF PUBLIC AND DEVELOPMENT ADMINISTRATION
SCHOOL OF MANAGEMENT SCIENCES

24 FEBRUARY 2020

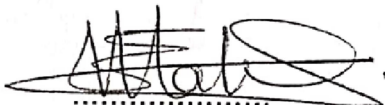
To : District Executive Manager
: Circuit Manager
: Principal

REQUEST FOR PERMISSION TO COLLECT DATA FOR MASTER OF PUBLIC MANAGEMENT (MPM) STUDIES OF MR. MUTHOBI M.E- STUDENT NUMBER: 8900119.

The above matter refers.

We hereby wish to confirm that Mr. Muthobi M.E (Student Number: 8900119), is a registered student for Mater of Public Management (MPM) in the O.R Tambo Institute of Governance and Policy Studies at the School of Management Sciences, University of Venda. The student is researching on the following topic: **"An assessment of conflict in school, causes and management strategies in selected schools in Luvuvhu Circuit, Vhembe East District"**. In order for him to complete his studies, we request your Institution to provide him with the information that he might need for his study project. As an Institution of Higher Learning, we believe that the research he is undertaking will yield the results that might also assist your Institution. We therefore encourage your Institution to assist him with the necessary information that will be collected through questionnaires and interviews .We undertakes that the information that will be provided to him will be solely used for this study.

We hope that you find this to be in order and therefore, anticipate your assistance. If any queries, please feel free to contact me at Cell: 073 644 6301 or Email: Ephraim.Mahole@univen.ac.za



Dr. E Mahole
Supervisor: Department of Public and Development Administration
School: Management Sciences

24/02/2020

Date

ANNEXURE C: PERMISSION FOR DATA COLLECTION FROM THE DEPARTMENT



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF **EDUCATION**

CONFIDENTIAL

Ref: 2/2/2

Enq: Mabogo MG

Tel No: 015 290 9365

E-mail: MabogoMG@edu.limpopo.gov.za

Muthobi ME
Box 439
Levubu
0929

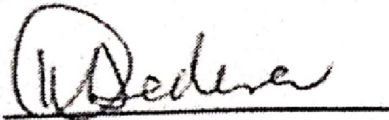
RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"CONFLICT IN SCHOOL, CAUSES AND MANAGEMENT STRATEGIES IN SELECTED SCHOOLS IN LUVUVHU CIRCUIT, VHEMBE DISTRICT MUNICIPALITY"**
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

OF BASIC EDUCATION, LIMPOPO PROVINCE

- 4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
- 5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Mrs Dederen KO

Acting Head of Department

15/06/2020
Date

ANNEXURE D: LETTER TO PARTICIPANTS

Enquiries : Muthobi M.E

Cell : 076 382 4398

Email : emuthobi@yahoo.com

P.O. Box 429

LEVUBU

0929

06 March 2020

Dear Sir/Madam

I, Muthobi Musoliwa Eliot, Student Number: 8900119, a registered student at University of Venda studying Master of Public Management (MPM). I am requesting you to participate in my study by giving your opinion on the research project entitled "Conflict in schools, causes and management strategies in selected secondary schools in Luvuvhu Circuit, Vhembe District".

In anticipation, please accept my sincere appreciation for your willingness to participate in my research study.

Yours sincerely

.....
MUTHOBI MUSOLIWA ELIOT
STUDENT NUMBER: 8900119

ANNEXURE E: INFORMED CONSENT LETTER

I, _____, hereby agree to participate in the research study titled “Conflict in Schools, cause and Management Strategies in Secondary Schools in Luvuvhu Circuit, Vhembe District. By signing this informed consent form you indicate that you understand that the information provided to you. The following research ethics were followed before the study was conducted:

- The researcher inform me about the research project.
- The researcher outline to me about the right to privacy meaning that there will be confidentiality in all respect.
- The researcher also briefed me that findings will be very honest without any misinterpretation.
- The researcher explain to me the issue of anonymity and confidentiality meaning that respondents to this study will be unknown and identity will not be captured.
- The researcher outline to me the right to determination meaning that I have freedom to choose to participate in this study or not.

If you happen to enquire further on this research project, may you please contact my supervisor, Dr. Mahole E at 015 962 8440 or email: Ephraimmahole@univen.ac.za

.....

Signature

.....

Date

ANNEXURE F: RESEARCH INSTRUMENT-QUESTIONNAIRE

CONFLICT IN SCHOOLS CAUSE AND MANAGEMENT STRATEGIES IN SELECTED SECONDARY SCHOOLS IN LUVUVHU CIRCUIT, VHEMBE DISTRICT MUNICIPALITY

This study focus on conflict in schools causes and management strategies in selected secondary schools in Luvuvhu Circuit, Vhembe District Municipality. As a participant please provide your opinion based on statement provided in this research questionnaire. Please note that there is no right or wrong answer. Put a cross (X) where you feel it is appropriate.

SECTION A: BIOGRAPHICAL DETAIL OF RESPONDENTS

1. Gender of respondent

Male	1
Female	2
Others/please specify	3

2. Age of respondent

Less than 21 years	1
22-30 years	2
31-40 years	3
41-50 years	4
51 years and older	5

3. Positions of respondent

Circuit Manager	1
-----------------	---

Principals	2
Deputy Principals	3
Head of Department	4
Educators	5
Learners	6
School Governing Body members	7

4. Tribes/Language

Tshivenda	1
Xitsonga	2
Other/ please specify	3

SECTION B: CONFLICT IN SCHOOLS CAUSE AND MANAGEMENT STRATEGIES IN SELECTED SECONDARY SCHOOLS

Item No.	Causes of Conflict in Secondary Schools.	Agree	strongly Agree	Not sure	Disagree	Strongly disagree
5.	Secondary school have proper classroom management that promote teaching and learning.	1	2	3	4	5
6.	School stakeholders receives training on conflict management.	1	2	3	4	5
7.	Diversity management are conducted in schools.	1	2	3	4	5

8.	School stakeholders are capacitated with school policies to resolve conflict.	1	2	3	4	5
9.	Enough resources at schools enhance good working relationship.	1	2	3	4	5

Item No.	Types of conflict that are common in secondary school.	Agree	strongly	Agree	Not sure	Disagree	Strongly disagree
10.	Department of Basic Education provide interpersonal capabilities amongst school stakeholders.	1	2	3	4	5	
11.	There are healthy working relationship amongst school stakeholders.	1	2	3	4	5	
12.	Schools that promote staff to work in groups increase academic performance.	1	2	3	4	5	
13.	There is good working relationship between the school and the community.	1	2	3	4	5	
14.	There is equal distribution of powers in secondary schools.	1	2	3	4	5	
15.	Stakeholders in conflict can compromise each other for the sake of resolving conflict.	1	2	3	4	5	

Item No.	Importance of conflict in schools.	Agree	strongly	Agree	Not sure	Disagree	Strongly	disagree
16.	Department of Basic Education consider school management teams inputs in decision making.	1	2	3	4	5		
17.	Conflict can strengthen relationship amongst school stakeholders.	1	2	3	4	5		
18.	Conflict can develop the spirit of oneness and socializing in schools.	1	2	3	4	5		
19.	Conflict in workplace can activate staff members to be productive.	1	2	3	4	5		
20.	Stakeholders' personality is important in maintaining discipline in schools.	1	2	3	4	5		
Item No.	Consequences of conflict in secondary schools.	Agree	strongly	Agree	Not sure	Disagree	Strongly	disagree
21.	Interpersonal relationship with colleagues is significantly related to personal wellbeing.	1	2	3	4	5		
22.	Conflict in schools can promote conducive teaching and learning.	1	2	3	4	5		
23.	Consensus can be reached in a meeting where conflict arises.	1	2	3	4	5		
24.	Discipline can be maintained throughout teaching and learning process.	1	2	3	4	5		
25.	School records can be well-kept and easy to	1	2	3	4	5		

	trace in secondary schools.					
26.	Stakeholders' personality can be influential in school decision making process.	1	2	3	4	5

Item No.	Conflict management style to be used by secondary schools.	Agree	strongly Agree	Not sure	Disagree	Strongly disagree
27.	Department of Basic Education have mediation programmes to resolve conflict in schools.	1	2	3	4	5
28.	National Curriculum Statement has infused conflict management into all subjects.	1	2	3	4	5
29.	There are clear communication channels to resolve conflict in schools.	1	2	3	4	5
30.	Department of Basic Education have policies that addresses conflict in schools.	1	2	3	4	5
31.	Stakeholders can convene an around table meeting to resolve conflict in schools.	1	2	3	4	5

“THANK YOU FOR YOUR CONTRIBUTION”

ANNEXURE G: RESEARCH INSTRUMENT-INTERVIEW SCHEDULE

CONFLICT IN SCHOOLS CAUSE AND MANAGEMENT STRATEGIES IN SELECTED SECONDARY SCHOOLS IN LUVUVHU CIRCUIT, VHEMBE DISTRICT MUNICIPALITY

This study focus on conflict in schools causes and management strategies in selected secondary schools in Luvuvhu Circuit, Vhembe District Municipality. As a participant please provide your opinion based on statement provided in this research questionnaire. Please note that there is no right or wrong answer. In section A, please put a cross (X) and in Section B, please answer the questions.

SECTION A: PERSONAL INFORMATION OF PARTICIPANT

1. Gender of respondent

Male	1
Female	2
Others/please specify	3

2. Age of respondent

Less than 21 years	1
22-30 years	2
31-40 years	3
41-50 years	4
51 years and older	5

3. Positions of respondent

Circuit Manager	1
Principals	2
Deputy Principals	3
Head of Department	4
Educators	5
Learners	6
School Governing Body members	7

4. Tribes/Language

Tshivenda	1
Xitsonga	2
Other/ please specify	3

SECTION B: CONFLICT IN SCHOOLS CAUSE AND MANAGEMENT STRATEGIES IN SELECTED SECONDARY SCHOOLS

5. What are the causes of conflicts in secondary schools in Luvuvhu Circuit?

6. What are types of conflict that are common to secondary schools of Luvuvhu Circuit?

7. What are the importance of conflict in secondary schools?

8. What are the consequences of conflict in secondary schools?

9. What are the best conflict management approaches in secondary schools?

“THANKING YOU FOR YOUR CONTRIBUTION”

ANNEXURE H: ENGLISH LANGUAGE EDITOR’S LETTER

31 MARCH 2021

SCHOOL OF HUMAN AND SOCIAL SCIENCES

ENGLISH COMMUNICATION SKILLS (ECS)


To whom it may concern

This serves to certify that I have been requested by Mr Muthobi Musoliwa Eliot (Student number: 8900119) to proof-read his mini-dissertation for Masters of Public Management. He is a student registered in the OR Tambo Institute of Governance and Policy Studies.

The title of his study is: **Conflict in schools, causes and management strategies in selected secondary schools at Luvuvhu circuit in the Vhembe District Municipality**. I have read the whole document and made suggestions reflected through track changes software and highlighting general errors.

Kind regards

Yours Sincerely



Mzamani J. Maluleke

ANNEXURE I: TURNITIN REPORT



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Musoliwa Eliot Muthobi
Assignment title: Infusing Ubuntu as a principle towards improving social dev...
Submission title: Conflict in schools, causes and management strategies in sel...
File name: udent_Number_8900119_Masters_Mini-Dissertation_13_April...
File size: 2.79M
Page count: 174
Word count: 42,750
Character count: 250,243
Submission date: 13-Apr-2021 09:43PM (UTC+0200)
Submission ID: 1558400194

CONFLICT IN SCHOOLS, CAUSES AND MANAGEMENT STRATEGIES IN
SELECTED SECONDARY SCHOOLS IN LUVUVHU CIRCUIT, VHEMBE
DISTRICT MUNICIPALITY

BY

MUTHOBI MUSOLIWA ELIOT
STUDENT NUMBER: 8900119

Mini-Dissertation submitted for the degree of
MASTERS OF PUBLIC MANAGEMENT

OR TAMBO INSTITUTE OF GOVERNANCE AND POLICY STUDIES
SCHOOL OF MANAGEMENT SCIENCES
UNIVERSITY OF VENDA

Supervisor: Dr. E. Mahole
Co-Supervisor: Prof. N. W. Nkuna

2021

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