CONFLICT MANAGEMENT STYLES BY SCHOOL MANAGEMENT TEAMS IN SECONDARY SCHOOLS.

BY

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99 05 341

B.A. B.Ed. (UNISA) STD

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FO

THE DEGREE OF MASTERS OF EDUCATION (M.ED)

IN

EDUCATIONAL MANAGEMENT

IN THE SCHOOL OF HUMAN AND SOCIAL SCIENCE

AT THE

UNIVERSITY OF VENDA

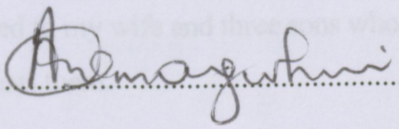
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JANUARY 2009

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DECLARATION

I, Nemaguvhuni Adziambei hereby declare that the dissertation for the Master of Education in Educational Management degree, at the University of Venda, hereby 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 in execution, and that all reference materials contained therein have been duly acknowledged.

Signed:  Date:.....

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DEDICATION

This dissertation is dedicated to the secondary schools of the Dzondo Circuit in the Limpopo Province under the Department of Education. The following people deserve to be mentioned. My family which gave me the support and patience during the time I was not available for them. My special thanks go to my brother and his wife who helped me in everything. Lastly this dissertation is dedicated to my wife and three sons who accepted my long absence from the home. May the good Lord bless them.

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ACKNOWLEDGMENTS

I appreciate the support from the following people who assisted me in the process of completing this mini-dissertation:

- God, for strength, wisdom, patience and grace to complete this project.
- My supervisor, Dr. Ravhudzulo M.A., for being patient and helpful, for his Professionalism and expert advice, and for allowing me the freedom to work at my own pace.
- My brother Nngwedzeni Morris Nemaguvhuni who has supported me with “fatherly" advice.
- My wife, Takalani Florence Nemaguvhuni, for supporting me through this process and for her assistance in typing and editing this study.
- My parents, Mrs. Matamela Miriam Nemaguvhuni and the late Mr. Andries Tshifularo Nemaguvhuni, who "through their love, guidance and support, I am what I am." Mom, you were so protective to me.
- My sons, Tsireledzo, Fhatuwani and Thendo for their understanding and tolerance when I did not give them enough time.
- The principal, Mr. Neswiswi N.C., educators, School Governing Body members and the SMT for providing me with information relevant to this study.
- Rev. Mudau Ratshilumela Solomon, for giving me courage and motivating me throughout this study.

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CONFLICT MANAGEMENT BY SCHOOL MANAGEMENT TEAMS

The purpose of this study was to investigate the conflict management styles that are used by School Management Teams in the Dzondo Circuit of the Limpopo Province.

Conflict is bound to occur whenever two or more people interact. In a school situation, when conflict occurs, it needs the intervention of a skilled school manager to resolve it, otherwise it may escalate into a crisis.

Different strategies can be used to resolve it. School managers need to undergo training to understand conflict and gain knowledge and skills of conflict management and resolution.

The empirical findings revealed that secondary school managers and heads of departments did not receive training in conflict management during their pre-service training. As a result, school management teams find it difficult to decide on how to handle a situation bedeviled with conflict. Therefore, training in conflict management is necessary for the School Management Team otherwise schools may find themselves experiencing crisis unnecessarily.

In this study questionnaires were asked to gather information from both the school manager, heads of departments, members of School Management Team and school governing body members. The purpose of the questionnaire was to indicate the cause, of conflict and how those conflicts were resolved.

The study recommends training of school managers and heads of departments in conflict management and resolution as a way of preventing crisis in schools. Training could equip school managers and heads of departments with techniques, skills and knowledge on how to handle conflict as constructively and assertively as possible. This would enhance a situation where problems are resolved in the best way as possible to ensure that the relationship between the conflicting parties is not damaged but strengthened.

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LIST OF ABBREVIATIONS AND ACRONYMS

B.Ed.	-Bachelor of Education
CCMA	-Commission of Conciliation, Mediation and Arbitration
CNE	-Christian National Education
D.degree	-Doctors degree
ELRC	-Education Labour Relation Council
HED	- Higher Education Diploma
HOD	-Head of Department
LRC	- Learner's Representative Council
M. degree	-Masters Degree
MBC	-Management By Crisis
NAPTOSA	-National Professional Teachers of South Africa
NCS	-National Curriculum Statement
NUE	-National Union of Educators
OBE	-Outcome Based Education
OTA	-Onderwys Transvaal Assosiasie
PEU	-Professional Educator's Union
PTC	-Primary Teachers Course
RNCS	- Revised National Curriculum Statement
SA	-South Africa
SADTU	-South African Democratic Teacher's Union
SGB	-School Governing Body
SMT	-School Management Team

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STD - Senior Teachers Diploma

UED -University Education Diploma

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1. BACKGROUND AND ORIENTATION

1.1. INTRODUCTION

Where people work together in an institution, differences of opinion and conflict are everyday occurrences. In this regard, Everard and Morris (1990: 96) correctly state that the ability to handle conflict is a key factor in managerial success. Conflict situations can develop in any organisation and also in schools where the management tasks of the educational leader are people-directed (Van der Westhuizen, 1994:303). Different teaching methods and different streams in a school also cause conflict.

Most of the schools in Dzondo Circuit have two or more educational streams depending on the learning areas or subjects that the learners have enrolled. Those streams are Commercial stream, Science stream or General stream. The Commercial stream consists of Economics, Business Economics, Accounting and Commercial Mathematics as subjects. The Science stream consists of Physical Science, Mathematics, Biology and Geography as subjects. The General stream consists of History, Geography and Biblical Studies. Different streams in the same school have different objectives but with the same vision and mission of the school. Educators too in each of the streams use different teaching methods in order to accomplish the aims and the objectives of the learning areas. Thus conflict may arise between two streams using different teaching approaches. For example, one educator would like to practice the old approach of teaching, for example, teacher-centered approach whereas the other educator would like to use the new approach of teaching, that is, the Outcome Based Education (OBE) approach which is learner-centered. In the old approach, an educator would like learners to be very silent and study on their own, whereas with the other approach the educator would like the learners to practice using the OBE norms. In OBE learners are expected to sit and discuss in groups. In this situation, any School Management Team would like to solve the problem in such a way that both educators benefit. If this does not happen educators will be very passive which would disturbs the smooth running of the school.

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1.2. AWARENESS OF THE PROBLEM

Currently schools management team's handling of conflict management is causing problems in the school. The different streams or curricula of the schools mainly bring about these problems that the parties are using to accomplish their respective goals.

The situation of ignoring the opinions of educators, learners, parents, school governing body members and other interested parties in schools' affairs are causing conflict. If these problems continue to be ignored there may come a time when they will rupture and of information will circulate to different departments in a school, resulting in the development of factions, groups or cliques. Groups or cliques are counter-productive in a teaching-learning environment. The two or more conflicting parties jeopardize the vision and mission of the school. Although it is healthy for a school to have conflicts, such functional conflicts make it possible for every member, in an institution, to do his or her best.

A healthy teaching and learning institute is not fragmented. It must be intact. It should never have 'splinters' because they can be a threat to all stakeholders, namely, the educator, the learner, parents, non-governmental organisations, business people politicians and the governing body. In reality, proper conflict management styles should be used to overcome the problems at school and so encourage all the stakeholders to work as a team. Ideally, headmasters should discuss a problem so as to solve it rather than to win an argument. Members of a school management team should be equipped with both management skills and conflict management skills for the smooth running of the school. Hence they should know when to use which conflict management style and how.

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1.3. STATEMENT OF THE PROBLEM

Conflicts in secondary schools lead to unpleasant relationships between school managers and educators, school managers and learners and educators and learners as well as educators and parents.

According to Mataboge (1990:30) present and future school managers face challenges caused from many significant issues such as educator militancy, political influence on education, introduction of technology, changing curricular and integration. School Management Teams should therefore acquire relevant skills to deal with all the challenges pertaining to management with specific reference to conflict. If these challenges are dealt with carefully, logically and intellectually in time, they may result in conflict. These challenges can be seen in poor management in the schools, admission problems, inefficiency, ill discipline on the side of both learners and educators and the worst part of it, high failure rate.

There is an internal politics where the political set-up and the power struggle, like that of promotional posts through interviews in South Africa were accompanied by conflicts. Schools were involved in interviews, absorption of temporary educators and the redeployment of educators which led to the disruption of effective teaching and learning. Unfortunately, when all these happened, they called for knowledge and skills in managing conflict of which the School Management Teams of secondary schools in the Dzondo Circuit did not have.

This study highlights the fact that conflict is inevitable in secondary schools, hence the need for conflict management styles and conflict resolution by School Management Teams. A school as an organization cannot function effectively and efficiently in a situation where there are unresolved conflicts. Mataboge (1990:30) further contends_that conflicts must not be avoided rather they should be resolved skillfully using the relevant conflict management styles. On the other hand Hoy and Miskel (1996:198) agrees that avoidance is unassertive and uncooperative. It is therefore one of the tasks of the School Management Teams to resolve conflicts that may arise in their schools.

The National Department of Education is busy with the transformation, restructuring and development of the whole process of teaching and learning. These poses great challenge and

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demand the skills of conflict management and the styles of conflict management by the School Management Teams in secondary schools. Some of the challenges that are encountered in secondary schools are, for example, changing teaching approaches and curriculum involving the National Curriculum Statement (NCS). Learners too do not know which curriculum or stream to follow. Some educators may resist changing from their old approaches of teaching and challenge what is new. This may cause conflict within the school and such a conflict should be resolved using the relevant conflict management styles.

The absorption of temporary educators into the permanent posts regarding the three phases that the department has embarked on is also causing problems in secondary schools. This again calls for the attention of the School Management Teams' conflict management styles. Some educators may feel that justice is not done during the absorption process and confrontation is usually a result.

Robbins (1994:394) alludes to the fact that the average manager finds herself or himself in conflict situations for about 20% of her or his time. This emphasizes the necessity for the School Management Teams to have knowledge of conflict to identify, diagnose and find a functional solution thereto. Everard and Morris (1990:80) state that the ability to handle conflict is a key factor in managerial success. This research tries to suggest the different styles, skills, techniques and implementation of conflict management by the School Management Teams in secondary schools.

1.4. AIM OF THE STUDY

The primary purpose of the research was to investigate how conflict is being handled and resolved by the School Management Teams in Secondary schools of the Dzondo Circuit.

Specifically, the study aims at achieving the following objectives:

- To explore factors contributing to conflict in secondary schools
- To explore the "emotional feelings" of the organization after conflict
- To indicate the effects of conflict in schools
- To suggest conflict resolution strategies that arises in the secondary schools in Dzondo Circuit.

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- Establish the need for further training of School Management Teams in secondary schools on conflict management.

1.5. HYPOTHESIS

A hypothesis is a statement written in such a way that it can be proved or disproved by comparison with known facts (Grinnel, at al. 1990:75). According to Schumacher & Mc-Millan (1993:89), a hypothesis is a tentative statement of the expected relationship between two or more variables. For a hypothesis to be more meaningful, it should contain some variables.

In this research, the hypotheses are that:

- Senior Management Teams who do not exercise proper conflict management escalates disturbances in the school.
- Lack of interest by educators result in the quitting of educators from the profession is caused by mismanagement of conflict.
- Conflict management can be a solution to prevent day-to-day challenges and crisis that occurs at secondary schools
- School Management Teams in secondary schools need training on conflict management styles and procedures on conflict.

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1.6. DEFINITIONS OF CONCEPTS

In this section the researcher defined key concepts used in the study. The aim is to make the reader understand the context in which such concepts were used.

Concepts denote different meanings depending on different contexts to which they apply. In this section, terms will be explained to ensure common meanings.

1.6.1. Management

Van der Westhuizen (1996:55) defines 'management' as a specific type of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation, so as to allow formative education to take place. It is a way of utilising human resources to perform a specific task for achieving stated goals.

According to Nxumalo (2000:8) management can also be defined as the planning, leading, organizing and controlling which an educational manager undertakes in order to manage the school successfully and ensure that the objectives are met. According to Readers Digest (1993:927) management is the professional administration of a business or the running of a business collectively or the control, supervision and directing, whereas Hunt (1992: 243) defines management as a "process of working with and through others to achieve objectives in a simple way." Kroon (1995:7) further defines management as a process whereby people in a leading position utilize human and other resources as efficiently as possible in order to provide certain products or services, with the aim of fulfilling particular needs and achieving the stated goals of the institution.

In this study management is taken as the joint control of a school by the school principal, deputy school principal, head of departments with one or two educators.

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1.6.2. Conflict

Van Fleet (1991:200) defines 'conflict', as a situation wherein one person appears to jeopardize the goals of others, becomes openly antagonistic to others if he or she is not governed by organizational goals. Vecchio (1991:41) defines conflict as the process that results when one person (or groups of people) perceives that another person is frustrating, or about to frustrate an important concern. Steers (1998:362) maintains that conflict occurs when the expectations or actual goal-oriented behaviour of one person or groups is blocked or on the point of being blocked by another person or group. Mataboge (1990:6) defines conflict as an escalated, natural competition between two or more parties about scarce resources, power and prestige. Parties in conflict believe they have incompatible goals and their aim is to neutralise, gain advantage over, injure or destroy one another. Conflict is not to be explained in terms of separate, local relations of authority and subordination, but as one overriding set of social relations that permeates every sphere.

Kroon (1996:395) defines conflict as perceived or experienced incompatible differences within the individual or between two or more individuals, which may lead to some or other form of opposition. On the other hand, Claude and Cole (1992:118), define conflict as verbally and/or non-verbally expressed disagreement between individuals or groups.

Conflict is regarded as disagreement between two or more people over ideas and viewpoints or fighting over resources and power or jurisdiction.

In this study, 'conflict' is referred to as small arguments that can lead to the formation of cliques with different goals and objectives within the school situation.

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1.6.3. Crisis

Sinclair *et al.* (1994:335) define crisis as a situation where conflict, especially political conflict, has become so threatening or dangerous that people are afraid that there will be fighting or war. They further define crisis as a moment when conflict or a problem in life becomes so great that it cannot be dealt with any more. They also define crisis as a feeling of extreme conflict or suffering, so great that one cannot think of anything else.

In this study, crisis refers to a situation where a problem has escalated and reached a state where it is very difficult to solve. It may be such that it breeds disorder and disruptive activities. In a school situation, crisis may be defined as a situation where the problem is not controlled or resolved and leads to serious disagreement and confrontation which affect the smooth running of the school.

1.6.4. Conflict management

Kroon (1996:396) defines conflict management as the manager's efforts to find a harmonious balance between conflict and co-operation. Conflict management can be seen as a mechanism applied to manage all forms of tension or confrontation between staff members.

1.6.5. Conflict resolution

According to Morton (1991:92), conflict resolution is a constructive approach to interpersonal and inter-group conflicts that helps people with opposing positions work together to arrive at mutually acceptable compromise solutions. It also refers to the body of knowledge and practice developed to realise the approach.

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1.6.6. Conciliation

Messing (1993:67) defines conciliation as an informal voluntary negotiation process in which a third party attempts to bring the disputing parties together and facilitate communication by lowering tensions, carrying information between the parties and providing technical assistance and a safe environment in which to meet.

1.6.7 Arbitration

According to Messing (1993:67), arbitration refers to voluntary or required submission of a dispute to a neutral third party that renders a decision after hearing arguments and evaluating the evidence.

1.6.8, Compromise

Kroontz and Weihrich (1988:377) define compromise as a traditional way of coping with conflict, agreeing in part with the person's view or demand. According to Mataboge (1990:25) and Ngcongo (1993:71), compromise is a way of resolving conflict by reaching a concession through sacrifice of one's interests to arrive at expedient goals.

1.6.9. School Management Team (SMT)

These School Management Teams can also be referred to as 'Senior Management Teams' depending on the institution. "Senior Management Team which comprises of the school manager, deputy school managers and education specialists. Their function is to ensure that the school is operating efficiently and effectively" (ELRC) (Education Labour Relation Council, 1995: 5). The number of the team members always depends on the size of the school.

In this study, it is assumed that the school and the community cannot work separately. They work in consultation with each other for the benefit of the child. The parents make

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sure that they bring their learners to school and they go to an extent of seeing that the educators are doing their job.

1.6.10. Limpopo Province

Limpopo Province is one of the nine provinces established in 1994 during the New Democratic Government in South Africa in 1994. It borders Botswana in the west, Zimbabwe in the north, Kruger National Park and Mpumalanga in the east as well as Gauteng in the south.

1.7. REVIEW OF RELEVANT LITERATURE AND THEORY

In this study the researcher will study what other researchers have researched on how conflict is managed by School Management Teams. This enables the researcher on which work has been covered. This knowledge helps in avoiding unintentional duplication. The researcher is going to use both primary sources and secondary sources. The secondary sources that the researcher is going to use include books, encyclopedias, handouts, newspapers, dictionaries, circulars, letters, information books and textbooks.

1.8. RESEARCH METHODOLOGY

The research design that the researcher is going to use is the qualitative method. This research design helps to obtain insights into the experiences and views of the School Management Teams, educators and some parents who are part of the School Governing Bodies (SGB). Neuman (1997:327) states that data in qualitative methodology are in the form of words, sentences, and paragraphs, rather than in numbers. That is most of the aspects will be explained in words. The instruments that will be used to collect data include questionnaires and observations.

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1.9. SIGNIFICANCE OF THE STUDY

The findings of the study will benefit several stakeholders, for example, educators, teacher unions, schools, School Management Teams as well as the department of education. The study will also:

- Provide theoretical background on the management styles of conflict in secondary schools.
- Enable the School Management Team and the Department of Education to develop strategies that will help in resolving conflict in secondary schools.
- Make recommendations as to how conflict can be handled to satisfy every interested party in the school situation.

1.10. DELIMITATION OF THE STUDY

This research will be conducted in Dzondo Circuit. The researcher would like to concentrate on Dzondo Circuit because:

Vhembe District of the Limpopo Province consists of twenty-nine circuits and it will be impossible for the researcher to cover all these circuits within a short period of time. The study will be applicable to Dzondo circuit and not on the whole of Vhembe District since it is an area, which is within the present researcher's reach, and it is more central than other circuits.

1.11. THE RESEARCH PROGRAMME

This research study comprises of five chapters:

1.11.1. Chapter One

This chapter concerns the introduction and background of the study. It outlines the awareness of the problem, statement of the problem, aims of the study, hypothesis,

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research methodology, definitions of operational concepts and the organisation of the study. The aim was to give the right perspective with regard to actions taken and techniques applied in collecting data. It is in the light of this that the conclusion and the recommendations were made. The researcher defined some concepts to give the reader their understanding. This was to drive away misinterpretations of the various key concepts in the study as it could result in misunderstanding, which would negatively influence the intended focus.

1.11.2. Chapter Two

This chapter is devoted to literature survey. It also focuses on the underlying causes and effects of conflict. This observation will be focused on the attitude of School Management Teams when resolving conflicts. Various sources were used to get different viewpoints on handling conflict by School Management Teams. This gave the researcher a wide scope of reference, which helped in the drawing of conclusion and in making recommendations.

1.11.3. Chapter Three

This chapter describes the instrument used in the research. It focuses on the methodology of the research. Different methods of collecting data were used.

1.11.4. Chapter Four

This chapter sketches out the accumulated data and interpretation thereof. Such accumulated data will have a frame of reference in the attitude of School Management Teams when resolving arising conflicts.

1.11.5. Chapter Five

This chapter deals with summary, conclusions and recommendations of the study.

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2. CONFLICT MANAGEMENT AND THE SCHOOL MANAGEMENT TEAMS

2.1. INTRODUCTION

This chapter focuses on the various factors related to conflict management among educators, learners, parents and school management team. In an attempt to address the problem outlined in the previous chapter, this section focuses on the following broader issues:

- Conflict management and the SMT
- Causes of conflict
- Factors influencing conflict
- The effects of conflict and mismanaged conflict.
- The dangers of conflict and mismanaged conflict.

2.2. CONFLICT MANAGEMENT AND THE SMT

The difference of opinions, ideas, or arguments between two or more members of the staff, the community and the school, learners and educators is called conflict. The next question is how does the School Management Team deal with conflict?

A school environment is composed of people with different ideas, thoughts, views and needs. The School Management Team (SMT) is also composed of different people with different background, academic experience and historical knowledge and cannot escape conflict. But what is important is how to deal with this conflict (Everard and Morris (1990: 96).

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2.3. CAUSES OF CONFLICT

In an institution like a secondary school, staff members and the school manager, differ in respect of their socio-economic backgrounds, values, attitudes, expectation, personalities and perceptions. For example, Christian principles that were a norm to be followed at school levels is now being challenged by a circular state type of government. Learning areas like Life Orientation which deals with the development and different stages that one should undergo is becoming a challenge especially in small children. Some people believe that it encourages children to engage themselves in sexual activities at a tender age.

2.3.1. Communication

There are obstacles in communication that can cause confusion and clashes among staff members if not clarified to everybody concerned. Kroon (1990:442) denotes that communication problems are some of the factors which lead to conflict between people particularly because communication is a means of human contact. Poor communication may occur when the school manager fails to keep people informed and shows no interest in listening to their views. If this happens, the school manager is laying foundation for conflict.

Since, communication is the process of transferring information from one person, group or organisation to the other, both the sender and the receiver need to be very serious when engaging them into this process.

On the other hand, Claude and Cole (1992:119) suggest that barriers such as prejudice, selective hearing, preconceived opinion and poor communication are barriers to effective communication. A misunderstanding as a result of poor communication often causes conflict. It is vital to communicate clearly to avoid misunderstandings that create conflict. Leadership cannot succeed without communication skills. Tlale (1990:23) puts forward that a leader should be able to persuade, consult and brief other people. In this regard,

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leader needs the skill to interpret and present ideas effectively, bearing in mind that the skill to communicate is essential for effective control.

People, groups or organisations that do not communicate are more likely to find themselves in conflict. Even co-workers in a school, who do not communicate are more likely to find themselves in conflict. Ngcongo (1995:65) indicates that when people do not communicate, there is a greater chance of misunderstanding and mistrust, which are the main causes of emotional conflict. Educators and school managers in secondary schools as in any other organisation are bound to disagree over a range of issues. Healthy debate and open sharing of views can prevent disagreement that leads to conflict.

Ngcongo (1995:72) argues that communication is the only mechanism through which parties can resolve problems and deal with their conflict. Communication channels determine the effectiveness of communication between the various groups. The school communication channels may, however, be vulnerable to conflict. An example of such vulnerability may be distorted communication. Some distortions may be deliberate while problems or faults in communication may cause others. Furthermore, it may happen that conflict may occur when interpretations are not compatible with the expectations of the sender of the message. Staffs member may, for example deliberately distort communication that is directed to the school manager or colleagues. This may lead to serious conflict between the school manager staff and the School management Teams. A serious communication breakdown threatens the continuing existence of a working relationship in a school.

2.3.2. Perceptions of issues by different stakeholders

Claude and Cole (1992:119) argue that disagreement over perceptions is also at the heart of many conflicts, for example, who knows best, who has authority, whose job it is and so on. Tlale (1990:24) maintains those conflict results from differences of opinion and incompatible goals and wishes or fulfill what the learners expect of them. Because of the different perceptions they hold, learners may, out of frustration, attack the school

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manager, vent their anger on school buildings or decide to stay away. These will require the skills of the School Management Teams to deal with these issues.

2.3.3. Lack of motivation

If learners are not motivated to learn, educators are not motivated to teach and managers are not motivated to manage, there could be a crisis. Poorly motivated people can nullify progress of the soundest organisation. Negative learner behaviour can cause poor motivation on educators. Van der Westhuisen and Steyn (1991:30) state that although some educators admittedly exploit the situation, their general reluctance, lethargy and discontent is related more to learner unrest than to weak staff management. They further denote that no person can be properly motivated when working under unhygienic, unsafe and disharmonious conditions. The whole climate of learner in-subordination must of necessity have disastrous effects on educator morale. It is self explanatory that school managers should be trained to use skills to intervene and handle conflict situations effectively.

2.3.4. Change

Everybody is talking about change. Ngcongo (1995:68) denotes that when conflict occurs, be it on an individual, group or organisational basis, there is dissatisfaction about a prevailing situation and a desire to change it. Change can be regarded as one of the modern sources of conflict in society. Different people react differently to change. Some encourage change while others resist it. The school as an institution is inevitable affected by changes in the society.

New problems normally cause new challenges. Mostly people prefer the *status quo* to prevail, as they are afraid of change. New challenges that an SMT is faced with could result from attempts to change or adjust to the process of change. During this time of adjustment school managers may feel insecure and try to avoid or resist change.

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2.3.5. The type of leadership style

The type of leadership style that is used by the school manager and his or her School Management Team determines the attitude of the educators and learners. Educators who are used to authoritarian type of leadership are never the same as educators who practice the free-rein type of leadership.

Conflict mounts when any of the counter-productive leadership styles in a school situation causes educators to be dissatisfied with their jobs. The school manager should therefore, assess the leadership style employed and how it affects subordinates. Very few subordinates can confront the school manager openly and honestly when he or she goes wrong. In other words, instead of educators to be assertive, they tend to be aggressive.

There is usually very little corrective action taken pertaining to the school manager's behaviour. Van der Westhuisen and Steyn (1994:317) denote that the aggrieved often do not even have any alternative solutions about how things should be done, yet they become increasingly negative concerning the existing approach. If the situation is as unhealthy as this, it will eventually cause the principal to feel that the staff is not cooperative. The school manager and the SMT must eventually attempt to get the school to function smoothly and effectively.

2.3.6. The education system as a source of conflict

The Department of Education does cause conflicts because of the systems that need to be implemented in schools, for example, the introduction of National Curriculum Statement (NCS) versus the Outcome Based Education (OBE). Before this National Curriculum Statement (NCS), there was Revised National Curriculum Statement (RNCS) which has been scrapped off because of shortfalls. This happens to be a general problem since the educators concerned were not trained to teach in that particular way.

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According to Christie (1986:223), there were conflicts in schools from around 1920 up to the introduction of Bantu Education. Student protests, demonstrations, riots and class boycotts were the results of conflict between educators and students. On the other hand, De Wee (1994:11) mentions that conflict between educators and school managers in black schools has its roots in the authoritarianism of Bantu Education, rooted as it is in the philosophies of Christian National Education (CNE) and Fundamental Pedagogic.

The absorption of Temporary educators is also a cause of conflict, which is precipitated by our Department of Education. Educators' unions (OTA, PEU, NUE, NAPTOSA and SADTU) on the other hand are not of the same opinions. It has been said that any educator that has spent more than two uninterrupted years in the field of teaching is going to be absorbed into a permanent post. Seemingly, some educators without that experience are being absorbed. All these are causing disputes, crisis and conflicts that need to be handled by the School Management Teams.

The duties, powers and responsibilities of the School Governing Bodies' (SGB) are also causing conflicts. Those parents had and enjoyed those powers. The Department of Education, which instituted those powers in SGB members, is withholding those powers from them. SGB members and some of the parents are no longer copping with the matters at school. They no longer want to attend the parents meetings and they no longer want to ask for the progress of their children in the school.

2.3.7. **Fear**

Fear is one of the emotional causes of conflict. According to Claude and Cole (1992:119), fear is a common cause of conflict. Educators, parents, stakeholders together with the School Management Teams do fear about what is taking place in the department of Education. They also fear for the future of their children whereas educators fear for the security of their professions. Mchugh and Pollard (1996:250) maintain that fear of the unknown, for example, organisational changes, new technology, fear of staff appraisals, and fear of failure is common causes of conflict.

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2.4. FACTORS INFLUENCING CONFLICT

There are many factors that influence conflict at schools in the Dzondo Circuit. These factors jeopardize the chances of effective teaching and effective learning at school. Those factors are discussed hereunder.

2.4.1. Individual success as a source of conflict

Group or teamwork may also lead to conflict. Some employees who on numerous occasions did not receive personal rewards may feel that their efforts are not recognized and they may reduce their work rates.

Some educators may head their department so well that those particular departments may become the best performing and organized departments. Heads of departments would be rewarded for this and fellow teammates may feel that only one person is recognized and they may reduce their working rates (Daisy, 1981:117). In secondary schools, educators who produce best learners in different learning areas are identified and appreciated provincially and nationally depending on the performance of such learners. Some educators, especially those who had taught the same learning area in the preceding class, become envious because they are never acknowledged.

2.4.2. Individual approach as a source of conflict

Different people show different types of approaches when dealing with different situations. For example, one person may respond immediately after a problem occurs whereas others may react later while others may be pressurized for action. This is usually the pattern when a SMT need to respond to the concerns of an educator. Sometimes the SMT can act very quickly in the case of one educator and very slowly for another

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educator (Daisy, 1981:117). These differences in management behaviour escalate conflict in schools, hence encouraging poor running and inefficiency in that school.

2.4.3. Competition as a source of conflict

This can be in the form of two individuals trying to outperform each other. It can also erupt over a struggle for limited resources. Conflict can also arise from competition for rewards associated with performance. "Competition is usually regulated by a set of rules familiar to both parties and accepted by them" (Van der Westhuisen, 1996:303). In a school, two or more people may compete against each other or they may differ on how to use the scarce resources available. For example, school with one computer, two typewriters, four digging forks or garden rakes may create conflict amongst either educators or non-academic staffs that may need to use these resources at the same time (Daisy, 1981:114). Most of the schools in Dzondo Circuit do not have enough laboratories, classes, libraries, grounds and learner support materials. As a result, educators do compete for these resources and since they cannot be utilized by all of them, conflict arises as to who needs to utilize which item and when.

"As in conflict, competition can be of great value to an organization. However, if necessary precautions are not taken and if competition is not monitored carefully, it can easily erupt in a destructive manner" (Van der Westhuisen, 1994:309).

2.4.4. Communication breakdown as source of conflict

The best tool of management is communication, for example, communication among team members, namely, manager and his or her team, between SMT and the educators and communication between learners and the educators. Breakdown in communication due to distortions or lack of communication often leads to conflicts. Such breakdowns are more likely to occur when one party dislikes, disturbs, or feels anger towards the other. Inappropriate communication can also lead to conflict in one way or the other. For example, a slip of the tongue or the withholding information by one team member within

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the SMT may cause serious conflicts within the SMT and the whole school (Daisy, 1981:135). Such communication can result in misperceptions and misunderstanding. If the receiver is not listening actively, the receiver may simply misunderstand the sender. The result can be a disagreement about goals, roles, or intentions. Sometimes information is withheld intentionally, for personal gain or to embarrass a colleague.

2.4.5. Task interdependency

Two types of task interdependence are particularly prone to conflict. "One is sequential interdependence, in which one individual or work unit is heavily dependent on another. The second form of interdependence is reciprocal interdependency, in which individuals or work units are mutually interdependent" (Bartol, 1998:497).

Task interdependency is regarded as one of the major cause of work-related conflict among groups, whether they are peers or superiors and subordinates. It refers to the extent to which two groups or individuals rely on each other for service, information and goods to accomplish their own tasks and goals (Bartol, 1998:497). For example, a class educator may depend on subject educators to complete the schedule for learners. An increase in demand may increase pressure on one or both groups to provide the necessary added service and/or to provide them more quickly. These extra demands can increase tension and frustrations and lead to intergroup conflicts. Interdependent groups also may engage in conflicts because of ambiguities or uncertainties about the tasks each is to perform. The most consistent source of conflict is confusion about which department has responsibility for particular tasks.

2.4.6. Task dependency

It refers to situations in which one group or individual must rely on another group or individual for service, information or goods. The dependent group generates pressure to gain the needed assistance (Bartol, 1998:497). This leads to either cooperation or a negative response from the independent group. For example, an educator might rely on

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another educator to accomplish his/her goals. One educator may like his/her learners to get their reports on a particular date, but he might be impeded by another educator who might still be marking the scripts. Therefore the results may not be released in time (Bartol, 1998:497)

2.4.7. Inconsistence performance criteria and reward

This refers to evaluating and rewarding interdependent groups or individuals on the basis of criteria that motivate them to concentrate on their self (or competing) goals rather than on the common goals. This may happen, for example, if a management team offers to motivate educators by giving them presents or incentives for achieving the highest percentage pass. If this is done only for educators who teach grade 12 learners, this may result in educators competing rather than focusing on the mission and vision of the school. The greater the interdependency of groups, and the more the management emphasizes their separate rather than combined performance, the more conflict there will be between the various groups. "Reward systems can unwittingly lead to destructive conflict when they reward competition in situations that require cooperation for success" (Bartol, 1998:498). So far a bonus system tied to company results, seems to be an improvement of this notion.

2.4.8. Sharing scarce common resources

This refers to groups utilising a common source, services or goods which are not sufficient to meet all their needs. Groups might compete for physical space, equipment, operating or capital funds, and centralized services (typing, printing or computer line) (Bartol, 1998:497).

Possibilities for conflict expand, when there are limited resources, such as office space, equipment, training, human resource, operating funds, and pay allocations (Bartol, 1998:497). For example, if two groups require the same facilities, each may feel that its needs are more important and neither may be willing to compromise.

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2.4.9. Goal incompatibility

Out of necessity, organizational members may frequently pursue goals that are somewhat different from one another, setting the stage for potential conflicts. For example, tests and results (Bartol, 1998:498)

2.4.10. Individual differences and personality clashes

These types of conflict can arise between people with differing communication styles or with differing degrees of dominance and sociability. People who are detail-oriented may have difficulty working productively with people who make quick decisions and expect immediate results. People who need a great deal of reassurance before beginning a project may have problems with people who work independently (Bartol, 1998:497). As a result, differences in personality, experience, and values make frequent conflicts likely.

2.5. THE EFFECTS OF CONFLICT

Unresolved or mishandled disputes might lead to misunderstanding between educators, learners, educators and school management team. This will obviously have an influence on the smooth running of the school. There will no longer be effective teaching and learning process. Everybody will do as he or she wishes. The following hereunder are some of the results of poor methods of resolving conflict in a school situation:

2.5.1. Lower cohesiveness

Diversity can create a lack of cohesiveness. Cohesiveness refers to how tightly knit the groups (learners, educators, and school management team) are and the degree to which each group member perceives, interprets, and acts on their environment in similar or mutually agreed-upon ways (Bateman, 1996:330). Because of their lack of similarity in

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learning areas, in case of learners, and specialization fields and working situations, culture, and/or experience of educators and management members these diverse groups typically are less cohesive than homogenous groups. Often mistrust, miscommunication, stress, and attitudinal differences reduce cohesiveness, which in turn can diminish productivity in both the learners, educators and school management team (Bateman, 1996:330).

2.5.2. Communication problems

Perhaps the most common negative effect of unresolved or mishandled conflict is communication problems. These difficulties include misunderstandings, background, ignorance, pride inaccuracies, inefficiencies, and slowness (Bateman, 1996:330). Precious time is lost when not all groups (learners, educators and management and school management team) members are fluent in the same learning areas in the case of learners, specialization fields and working situations or when additional time is required to explain things. "Diversity also increases errors and misunderstandings. Group members may assume they interpret things similarly when in fact they do not, or they may disagree because of their different frames of reference" (Bateman, 1996:331).

2.5.3. Mistrust and tension

People prefer to associate with others who are like themselves. This tendency often leads to mistrust and misunderstanding of those who are different because of a lack of contact and low familiarity. It also causes stress and tension, and reaching an agreement on problems can be difficult (Bateman, 1996:331).

2.5.4. Stereotyping

We learn to see the world in a certain way based on our backgrounds and experience. Our interests, values, and cultures act as filters and distort, block, and select what we see and hear. We see and hear what we expect to see and hear. Group members often

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Inappropriately stereotype their "different" colleagues rather than accurately perceiving and evaluating those individuals' contribution, capabilities, aspirations, and motivations. Such stereotypes in turn affect how people are treated. Employees stereotyped as unmotivated or emotional will be given less-stress-provoking (and perhaps less-important) jobs than their co-workers. Those job assignments will create frustrated employees, perhaps resulting in lower commitment, higher turnover, and under-used skills (Bateman, 1996:331).

2.5.6. Inertia

Usually people do not want to disturb the status quo. The old ways of doing things are comfortable and easy, so people do not want to shake things up and try something new. For example, it is easier to stay in the same dorn, apartment, or house than to move to another (Bateman, 1996:549).

2.5.7. Timing

People often resist change because of poor timing. Maybe you would like to move to a different place to live, but you do not want to move this week. Even if a place was available, you probably could not take the time. "If managers or employees are unusually busy or under stress, or if relations between management and workers are strained, the timing is wrong for introducing new proposals". Where possible, managers should introduce change when people are receptive (Batman, 1996:549).

2.5.8. Surprise

One key aspect of timing and receptivity is surprise. Suppose your institution announces an increase in tuition, effective at the beginning of the next term, there is a great possibility that people will resist. Therefore good methods of resolving conflict should be used to avoid such resistance (Bateman, 1996:549).

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2.5.9. Peer pressure

If conflict is not managed properly, it will result in teams that work against the management, "even if individual members do not strongly oppose a change suggested by management, the team may band together in opposition" (Bateman, 1996:549). If a group is highly cohesive and has anti-management norms, peer pressure will cause individuals to resist even reasonable changes".

2.5.10. Victimization

Some people may care lest about the organization's best interest. They will resist a change if they think it will cause them to lose something of value. The worst fear that might arise after conflicts have not been properly handled is victimization. People might fear that they may be victimized or suffer a cut in pay or loss of power and status under the new arrangement (Bateman, 1996:549).

2.6. THE DANGERS OF CONFLICT AND MISMANAGED CONFLICT

Mchugh and Pollard (1996:88) allude to the fact that conflict situation, if not sorted out immediately, usually gathers momentum like a snowball rolling down a hill. They contend that if not checked in the early stages, it becomes more difficult to deal with until it reaches crisis point.

Demands are supposed to be handled promptly to prevent them from escalating into conflict. According to Mlambo (1994:59), a complaint is not conflict but an expression of dissatisfaction about somebody or something that can easily develop into conflict if not handled quickly. When a demand is made, one can regard it as a call for action to rescue a situation that is seen to be unfair or unacceptable. For example, an educator may complain to the school manager about the head of department who does not inform him

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or her about departmental meetings. An educator may demand that the head of department be changed or expelled, or otherwise threaten to approach educators unions to lodge his or her complaint. Serious conflict may develop if this threat is carried out.

Walsh(1992:88) points out that at its worst it may be seen in abdication where unresolved conflict will make people abandon their responsibilities, or demand help, with their own work from others as if by right. Cianfarano (1987:425) argues that if conflict is not resolved, individuals experiencing the unresolved conflict may demonstrate symptoms such as tension, threats, making arbitrary decisions and illness. Van der Westhuisen and Steyn (1994:320), on the other hand, point out that an unresolved conflict, however small, will have a paralyzing effect on any organization. They further denote that if the school manager handles conflict in a tactless and summary manner, it can develop into a destructive, counter-productive type of conflict. This type of conflict is fatal to the effectiveness of the institution and particularly for personnel morale in every sense.

Conflict becomes a dangerous and disrupting force when personal glory is seen as the most important result of the exercise by one or both of the parties involved. Should ego considerations receive preference, conflict will assume increasingly unhealthy proportions, and at the same time meaningful and affective solutions will adopt an attitude "of playing the man and not the ball" a variety of counter-productive elements emerge which can eventually paralyze the whole organization (Van der Westhuisen, 1996:308).

Mataboge (1990:29) discloses that in the extreme, conflict can bring group function to a halt and potentially threaten the group's survival. This could lead to the breakdown of interpersonal relations. Conflict which remains unresolved affects the tasks for which the principal is responsible, and it could lead to negative results for the school.

When conflict drags on for too long, both conflicting parties regard it from a win-or-lose perspective. In reality, it is often unavoidable for a no-win situation to emerge as both parties tend to do things which are neither in their own best interest nor that of the school

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as an educational institution. An immense amount of valuable time is wasted when conflict drags on, while the institution itself is damaged in every way imaginable. The immediate and future constructive objective of the organization are lost from sight, totally, in the heat of the conflict (Van der Westhuisen, 1994:309).

In an open conflict both parties continue to manifest a destructive habit of hanging on to the same shortsightedness strategies. This leads the parties to hang on to the same hollow arguments at every attempt of reconciliation. Still more dangerous and counter-productive is a situation where the conflict is never allowed into the open. It then becomes a smouldering grievance which causes continuous damage to job satisfaction and productivity. The organizational climate of the institution and the effectiveness of the whole organization are also damaged hereby. Nothing can be more paralyzing than a situation of this kind. According to Van der Westhuizen (1994:309) the parties often do not even make the effort of discussing the true differences any longer. Instead, they channel their energy into canvassing the support of those considered influential. In this manner the power struggle escalates out of all proportion and nothing is achieved as far as problem solving is concerned (Van der Westhuisen, 1994:309).

There will also appear "free rein" (laissez-faire or individual-centered) style of leadership. In this instance, the leader does not make his presence felt. Staffs have the freedom to make individual or group decisions. The leader guides staff by appealing to personal integrity. The leader is minimally involved and is in the background (Van der Westhuisen, 1994:309).

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2.7. STRATEGIES FOR RESOLVING CONFLI

School Management Teams should be skilled in conflict management and strategies for resolving conflicts at school level.

Cianfarano (1986:426) states that conflict resolution is an attempt to move people from a feeling of debilitation to a feeling that efforts are being made in their support.

Ngcongo (1995:33) points out that in a conflict situation, the way in which consideration is given to the satisfaction of the needs of the other party and the degree to which effort is exercised to satisfy one's concerns, determine the style or styles used to deal with conflict. Making a decision on whom to satisfy has a bearing on the management and resolution of conflict. This could determine which style School Management Teams could use to manage and resolve conflict at secondary schools.

Claude and Cole (1992:122) allude to the fact that principal who ignore conflict do so at their own peril because conflict that goes unresolved usually deepens and moves through the levels until a crisis point is reached. A crisis situation will be reached once conflict level is such that it is uncontrollable. In a school situation unrest may involve the principal and staff members, the principal and learners, learners and learners, staff members and staff members and learners.

The understanding of sources, effects, dangers and causes of conflict is significant as conflict is centred on them and therefore the resolution strategies should emanate and be relevant to the sources, effects, dangers and causes of conflict. Mlambo (1994:37) argues that apart from sources, the stage at which conflict is, also influences the choice of the resolution strategy that can be implemented by the School Management Team. According to Van der Westhuisen and Steyn (1991:33), these techniques are applied in combination rather than singularly, depending on the type, stage and situation of the conflict.

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Here are some of the strategies for conflict management could be used by the School Management Teams:

2.7.1. Force

Mataboge (1990:24) argues that the forcing style is the tendency to use coercive and reward power to dominate another person by suppressing differences in conflict situations and requiring one person to adopt or follow another's position. This style is also referred to as Shark Style. Sharks try to overpower opponents by forcing them to accept their solution to the conflict. The relationships are of minor importance. This style is egocentricism as its bases since its success produces outcomes that are satisfactory to only one of the parties involved. This is the type of strategy that if used by the School Management Teams, the school might not run smoothly.

In the application of this strategy, relevant information and other possible alternatives are ignored. Such SMT in a school may happen to hide circulars that may lead to the promotion of a particular educator. Nevertheless there are situations in which the forcing style may be necessary. In situations that are extreme emergencies, like when there is fire. One may take advantage of someone, and the other needs to take quick action for self-defense and self-protection. Rawlins (1992:120) maintains that to resolve conflict, one can use power to force the other person into accepting a decision. This is supported by Mlambo (1994:38), when he contends that it works well in cases where quick, decisive action is needed and when unpopular decisions need to be made.

2.7.2. Compromise

Koontz and Weihrich (1988:377) define compromise as a traditional way of coping with conflict, agreeing in part with the person's view or demand. According to Mataboge (1990:25) and Ngcongo (1993:71), compromise is a way of resolving conflict by researching a concession through sacrifice of one's interests to arrive at expedient goals. Compromise is partial consideration of the needs of all parties in a conflict. Each party

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gives up something to reach a settlement. It is a strategy that is appropriate when there is need to make some settlement in an attempt to normalise the situation. The compromising strategy aims at meeting one own's interests and partially of the other person.

Neale (1981:322) maintain that if the school manager handles the matter sensibly and tactfully, it should be possible to work out a compromise by means of which conflicts are resolved. This could apply if there is enough co-operation, openness, and readiness to oblige on the part of the opposing parties. This shows that the urge to find a solution cannot come from the leader alone.

This strategy can be used successfully, for example, in conflicts that involve two educators that are willing to compromise to end conflict or even when only one of them is ready and the other is not. Even when both educators are not readily prepared to compromise, a deadlock can force one of them to compromise.

Hoy and Miskel (1996:101) state that a compromising style focuses on negotiating looking for the middle ground, trade-off and searching for solutions that are satisfactory or acceptable to both parties. On the other hand, Robbins (1984:365) denotes that a compromise is reached when the school manager wants to resolve conflict taking a mediatory position between two or more extremes in the school. The mediator can also be an external third party. Mlambo (1990.41) defines compromise as a technique that relies on getting both sides to give-and-take and to agree on a compromise. He further contends that it is an attempt to resolve conflict by encouraging give-and-take between people, through negotiating on real issues. The essence of workable compromise is that both parties move towards a central point, that some of their objectives be reached and that each party has to sacrifice something.

2.7.3. **Mediation**

Robbins (1984:365) denotes that a compromise is reached when the principal wants to solve conflict by taking a mediatory position between two or more extremes in the

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school. The mediator can also be an extreme third party. Ngcongo (1993:710) points out that mediation is the first step a third party takes to help disputing parties reach a settlement.

2.7.4. **Collaboration**

Claude and Cole (1992:123) and Hoy and Miskel (1996:1990 concur with Mlambo (1994:41) that the collaborating style is assertive, co-operative and is a problem solving approach. Problems and conflicts are seen as challenges. Differences are confronted, ideas and information are shared. There is concerted effort to find integrative solutions. Problem solving is a technique that seeks to resolve conflict through face to face confrontation of conflicting parties. Mataboge (1990:26) puts forward that the collaborative style has great potential for the effective management of conflicts but those involved must be ready and willing to abide by the guideline presented.

Van der Westhuisen (1994:34) reports that lack of trust and openness, however, can fail the collaboration technique. To him the problem solving technique is not popular with school principals as a conflict resolution technique mainly because there is no candid exchange of opinion, trust and openness.

Mlambo (1994:42) mentions that principals as conflict managers, assume the role of a third party. The principal organises a meeting of parties in conflict and helps in creating a positive atmosphere, wherein both parties will be free to express their perceptions without any fear of intimidation. In such a situation, the principal's exercises are to differentiate between facts and their interpretation by the conflicting parties.

This implies that the goal of the principal should be to broaden the areas of agreement and to narrow the issues of disagreement. Ngcongo (1993:57) states that collaboration is concerned with addressing the concerns of both parties to the conflict and with focusing on the problem. She reports that high assertiveness and high co-cooperativeness are the basis for collaboration.

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2.7.5. Negotiation

Ngcongo (1995:45) mentions that one technique which educators and school managers can use to get negotiations moving is to focus on the problem underlying the conflict and refuse to be distracted. For example, distractions by learners' undesirable behaviour. Sometimes it may be difficult for people in positions of power, like principals, to focus on the problem when their positions and authority are threatened. Principals should, under all circumstances, ensure that discussions are not derailed. Encouraging all participants to be focused and committed to the successful resolution of the problem could do this.

Mataboge (1990:39) states that negotiation with learners relieves principals and teachers from being solely responsible for setting and enforcing the rules of the school. Sullivan and Decker (1992:474) contend that negotiation involves a give-and -take on various issues among the parties and is used in situations in which consensus is never reached.

According to Ngcongo (1995:48), leaders should try and meet the expectations they have of others in order to promote successful negotiations. She maintains that some of these expectations could be honouring the goals of the negotiation, practicing ethical conduct and treating all parties with respect, no matter what the differences. The aim of negotiation is to find a solution or a settlement to a conflict situation, which will satisfy both parties. Special skills and techniques are needed in order for teachers and principals to conduct successful negotiation. The energy that is released in conflict could be channeled into management and other constructive school activities.

2.7.6. Accommodating

Hoy and Miskel (1996:199) denote that the accommodation style is unassertive and unco-operative. The principal gives in to the demands of the subordinates and this shows that it is a submissive approach. According to Callahan and Feenor (1988:216), accommodation is useful when one wishes to build social credits, that is, to be accepted socially.

They believe circumstances, which would influence school leaders to use accommodation for social credits, would be chosen with due ethical consideration, so as not to jeopardise the course of education. Ngcongo (1993:59) puts forward that accommodation has important

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strengths as well as potential limitations such as using a lot of suppression of one's feeling, particularly if the one who yields is correct. The needs and interests of the other party are accommodated at the expense of the satisfaction of one's own needs.

Claude and Cole (1992:123) state that accommodating might take the form of selfless generosity or charity, agreeing to another person's request when an individual would prefer not to, yielding to another's point of view against your judgement, or resentfully submitting to another's wishes. Ngcongo (1993:57) designates that this style seems to satisfy the concerns of the other party at another's expense. Conflicts are, therefore, managed through surrender or acquiescence. Low assertiveness and high co-cooperativeness is the norm in accommodation behaviour. Accommodation is meant to appease.

2.7.7. Avoidance

Mataboge (1990:22) argues that the avoidance style is the tendency to withdraw from or remain neutral in conflict situations. At certain stages one may find that the school manager and also the School Management Teams do not avail themselves at parents' meeting, council meetings, teachers' union meetings and civic association meetings. One may discover that such school managers who are reluctant to answer disturbing questions, and refuse to get involved in conflicts are guilty of avoidance behaviour.

Claude and Cole (1992:124) and Hoy and Miskel (1996:198) agree that avoidance is unassertive and uncooperative. An individual pursues neither his or her own concerns nor those of the other person, but 'let sleeping dogs lie,' sweeping the conflict 'under the carpet' and pretending it is not there or perhaps hoping it will go away. Hoy and Miskel (1996:198) argue that when problems are considered, drawn out procedures are used to stifle conflict and secrecy is used as a tool to avoid confrontation, the principal may turn to bureaucratic rules to resolve conflict. Avoidance does not seem to solve the conflict, rather circumvent it.

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2.7.8. Intervention

Gillies (1982:372) discloses that having identified that conflict exists between staff members and having diagnosed the nature, type, cause, duration, severity and extent of conflict, the manager must decide whether to ignore the dispute or to intervene in some fashion. He further contends that when the issue is minor, that is, only two persons are involved, the learners' learning is not suffering, and the participants seem capable of resolving the disagreement themselves, it is probably advisable for the manager to ignore the conflict and let it run a natural course. On the other hand, conflict may affect the basic learning of the learners, escalating rapidly and making teamwork impossible. In this case, the manager should intervene immediately to prevent crisis.

Before deciding that conflict intervention is called for, the school principal should consider for a moment whether she or he is the person best suited to mediate in the dispute. A principal's primary motive for intervening between conflicting parties should be to achieve peace for them, for other colleagues, for students and for her or himself. There are serious conflict situations when there is little hope for reconciliation. If both disputants firmly believe that they are right, the probability for settlement is slim. As mediator, the principal should be advised to wait until one or both of the parties adopt a more receptive mood. Gillies (1982:373) state that the principal has a good chance of negotiating a settlement between disputants when both are willing to search for a mutually acceptable solution to the problems. Ndawonde (1993:19) suggests that circumstances will tell when the time is right to intervene in a conflict because bad timing for intervention can worsen conflict.

2.7.9. Conciliation

According to Messing (1993:67) conciliation refers to an informal voluntary negotiation process in which a third party attempts to bring the disputing parties together and facilitate communication by lowering tensions, carrying information between the parties, and providing technical assistance and a safe environment in which to meet, that is, CCMA (Commission of Conciliation, Mediation and Arbitration). The process involves trying to build up the relationship and engaging in extensive consultation. School managers

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should acquire tools for both managing short-term crises and attempting to resolve deep-rooted conflicts. This could help school managers to create opportunities for learning through reviewing and reflecting on conflicts.

2.7.10. Arbitration

According to Messing (1993:67) arbitration refers to voluntary or required submission of a dispute to a neutral third party that renders a decision after hearing arguments and evaluating the evidence. Before an arbitrator pops in, there should first be *audi alteram patern rule,* that is the conflicting parties must give their opinions without being disturbed. In case of any conflict between any two staff members the school manager needs to play the role of arbitrator. This would call for the school manager's competence and skills in dealing with conflict. The decision that will be taken will be binding to both staff members. The principal concerned should then focus on the conflicting positions of the conflicting members and ask a refocusing question so as to try to meet the needs of the conflicting staff members.

2.8. CONCLUSION

An unresolved conflict, however small, will have a paralyzing effect on any organization. In education, with its sensitive interpersonal relationships, an unimportant unpleasantness between colleagues, which is dragged out, can have an incalculable negative effect on important educational goals. Problems, which later develop into conflicts or irresolvable vendettas, may arise between a school manager and his or her staff, between colleagues, between the staff corps and the parents or between individual educators and groups of learners. At its worst it may cause the school to fail in achieving its set goals.

Problems which arise at a school vary with regard to importance, urgency and intensity. An educational leader will have to use his discretion to determine which problems are to be given precedence and which will receive attention at a later stage.

Appropriate managerial actions and decisions can do much to reduce such conflicts and keep them at levels that do not cause poor performance. Conflict that arises from competition for rewards associated with performance, if this is managed correctly, can generate positive

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results.

Conflict is inevitable in secondary schools as in any organisation. In any institution there are a number of people working together who are expected to strive for a common goal. In situations like these, where there are human activities, conflict is bound to take place.

Van der Westhuisen (1994:302) points out that when conflict situation arises the educational leader should act immediately as the arbitrator and mediator. If there is no intervention work performance of the entire school could be negatively affected. Whereas an arbitrator usually has the power to make decisions that are binding on the parties, the mediator seeks to persuade them to agree. Mediation is also used in international conflict and in labour-management disputes. It is expected of the leader to devise mechanisms to contain conflict to prevent it from escalating into a crisis.

The leader intervenes as a third party in a dispute between two parties in attempt to reconcile their differences. The school manager and the School Management Teams should know that in a conflict situation consideration should be given to the satisfaction of the needs of both parties. He or she should be aware that where he or she adopts a style, which aims at satisfying the interests of one party or those of the other or both, has a bearing on his or her management of conflict.

The school manager and the SMT should encourage co-operation of both parties in a conflict situation without which reaching a satisfactory settlement will be very difficult.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The aim of this research is to investigate conflict management by the School Management Teams in secondary schools of the Dzondo Circuit. The purpose of this study is to get information, experiences and feelings of the respondents pertaining to the problem. In chapter three the researcher focuses on methods and techniques employed in the study. The research design and methodology, population identification, sampling, instrument design, data collection methods and the processes of data analysis are all described here.

Bailey (1987:32) refers to methodology as a physical process of research that includes the assumptions and values that serve as a rationale that the researcher used for the interpretation of data and reaching of conclusions. In order to conduct research, a researcher has to carefully consider the methods to ensure that the study is successful.

3.2. RESEARCH DESIGN

Research design refers to the detailed plan of how a research will be conducted. It provides the framework according to which data is to be collected to investigate the research question (De Vos and Fouche, 1998:123). According to Hopkins (1996:237) the design should utilize the techniques that best fits the problem and should give the most reliable and valued data. The researcher should select a research approach after a consideration of the purpose of the research, the nature of the research questions and the resources (informative subjects) available to him or her (Schurink, 1998:253).

In this study, the researcher has used, qualitative research because he wishes to obtain insights into the experiences and views of the School Management Teams, school

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managers, educators and some parents who are part of the School Governing Bodies (SGB). The participants were directly involved in the management of conflict so that they would be able to give a valid and quality information which the researcher can then use for the final suggestions and recommendations in the management of conflict by the School Management Team.

De Vos (1998:46) suggests that the researcher may begin with examining the relevant literature and filling in his or her knowledge of the subject and learning what others say about the area as an important aspect of enabling him or her to select a research design.

3.2.1. QUALITATIVE RESEARCH APPROACH

A qualitative research approach is one of the approaches that the researchers may adopt when they want to discover information and knowledge, and analyse the data about the nature of reality of the world. The researcher used this approach as a way of approaching the empirical world (Schurink, 1998:243).

The orientation of qualitative research is that it adopts assumptions about social life, objectives for research, and ways to deal with data that are often at odds with a quantitative approach. Neuman (1997:327) states that data in qualitative methodology are in the form of words, sentences, and paragraphs, rather than in numbers. Neuman (1997:327) further asserts that in qualitative research, analysis proceeds by extracting themes or generalizations from evidence and organizing data to present a coherent, consistent picture.

Schumacher and McMillan (1993:372) maintain that qualitative research is based on a naturalistic phenomenological philosophy that views reality as multi-layered, interactive and a shared social experience. Schumacher and McMillan continue that with qualitative method, data are empirical, that is they involve documenting real events and recording what people say (with words, gestures and tone). Hoberg (1999:76) agrees stating that qualitative researchers focus on individuals social actions, beliefs, thoughts and

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perceptions. Furthermore, qualitative research requires that data to be collected must be rich in the description of people and places.

The researcher collected the data within the natural setting of the information sought. In other words, the researcher was concerned with understanding people's experiences in context. The natural setting is where a researcher is mostly likely to discover or uncover what is known about the phenomenon of interest, from the perspective of those studied. In this research the context was conflict management and the informative subjects were the School Management Teams, educators, learners and some parents who are part of the SGB. A researcher, who is a key instrument in data collecting vary, Jacobs and Raavieh (1996:478). The setting was planned and the people to be studied were carefully selected.

According to Schulze (2000:47) qualitative methodologies share the following three assumptions:

> *A holistic view,* means that qualitative researchers try to understand phenomena in their entirely in a bid to understand the person, program or institution.

> *An inductive approach* means that qualitative researchers develop concepts, insights and understanding from patterns in the data rather than collecting data to assess preconceived models, hypothesis or theories.

> *Natural inquiry,* according to which qualitative research aims to understand phenomena in their naturally occurring states. The same point is made by Hoberg (1999:76) who adds that data in qualitative research are collected by interacting with research participants in their settings. In addition, LoBiondo-Wood and Haber (1990:185) assert that in qualitative research, the researcher strives to collect data descriptive of the person-environment relationship in the belief that human behaviour is best understood in the context in which it occurs.

In this study the main method of data collection was interviews with the School Management Teams, school managers, educators and some learners who have been affected by conflict in their schools.

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3.3. POPULATION

Population is the entire group of items or individuals from which the samples under consideration are presumed to come. Melille and Goddard (1996:29) maintain that a population is any group that is the subject of research interest.

Bless and Higson-Smith (1995:86) define a population as the entire set of objectives and events or group of people who are the object of research and about which or whom the researcher wants to determine some characteristics. (School Management Teams, School mangers, educators, and learners). Bless and Higson-Smith (1995:86) further mention that a population refers to a set of elements that the research focuses upon and from which the results obtained by testing that sample could be generalized.

The population of this study involves the Senior Management Team, educators and learners of secondary schools in Dzondo Circuit. This population was selected because it is viewed by the researcher as being directly involved and affected by conflict at different levels.

3.4. SAMPLE AND SAMPLING PROCEDURES

Schumacher and McMillan (1993:598) define 'sample' as a number of individuals selected from a population for a study. Bless and Higson-Smith refer to a sample as a subset of elements of the total population selected for the purpose of a study.

The sample for this study was simple random sampling. Bless and Higson (1995:89) define 'simple random sampling' as a procedure which provides equal opportunity of selection for each element in a population. To ensure a representative sample, the researcher will make use of a sampling frame, which is the list of all units from which the sample is to be drawn.

The focus group composed of the following drawn from ten schools:

- 10 secondary schools
- 10 school managers
- 10 chairpersons of SGB members
- 10 educators

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- 10 chairpersons of Learners' Representative Council (LRC).

In total 40 participants were sample for this study.

3.5. RESEARCH DESIGN

Two types of instruments were used for the purpose of data collection:

- Questionnaires for SMT members, School Managers and educators
- An observation schedule was designed for the researcher to record the management styles during conflict.

3.5.1. Questionnaires

According to Behr (1983:72) a questionnaire is the most technical method of collecting information. A questionnaire is a printed list of questions which respondents are asked to answer. According to Anderson (1989:360), this method is commonly used, especially self-administered type of questionnaire to collect information. Questionnaires are distinguished from interview schedule in that the respondent fills out the answers to the questions on a form provided by the investigator. In complex societies questionnaires are often sent by mail to respondents, and the returning of the answers is voluntary (Pelto and Pelto 1970:81). Therefore, a questionnaire is generally mailed or handed to the respondent and is filled in by him or her with no help from the compiler.

The questionnaire included both open-ended and close-ended questions which allowed for easy coding. A questionnaire was used because it can reach a large number of respondents thereby increasing the validity of the study. It was also less expensive and less time consuming, as the questionnaires were delivered directly to the respondents.

According to Melville and Goddard (1996:43) there are two types of questionnaires, namely structured and unstructured questionnaires. In this study a structured questionnaire was used for data collection from School Management Teams, school mangers, educators, and learners.

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3.5.2. Observation

Bell (1993:66) states that an observation is a direct means of studying the action and behaviour of people and its most important advantage is that it is possible to record the behaviour as it happens . In this study, the researcher observed how conflicts were being handled and managed by School Management Teams.

3.6. DATA COLLECTION PROCEDURES

The researcher first sought permission to conduct the study from the Regional Director of Vhembe District of the Limpopo Province, district managers, principals and educators. Appointments were made with the School Management Teams, school managers, parents and educators.

The researcher distributed the questionnaires personally. The covering letters contained appropriate explanation on the purpose of the study, the importance of the respondent's contribution and participation, as well as the significance of the study itself. Respondents were assured that all the information would be confidential.

3.7. DATA ANALYSIS

Data analysis is the final stage of "listening to hear the meaning of what is said" (Rubin & Rubin, 1995:226). It is concerned with making sense and interpreting the data collected so that they are stored and easily accessible for later use (Poggenpoel, 1998:334-335). Creswell (1994:153) states that data analysis is the process of systematically searching and arranging interview transcripts, field notes and other sources of materials that can be accumulated to increase your own understanding of them and to enable you to present what you have discovered to others.

Miles and Huberman (1994:154) concur that a special format must be to present information systematically to the reader, for example, tables. The analysis and discussion of the findings will be in the instrument designed. The presentation will mainly be descriptive, supported by frequent distribution information and percentages. Where appropriated charts and graphs will be used for illustrations of results. The results of each

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theme will be presented in a tabular form, followed by the researcher's interpretation.

3.8. RELIABILITY AND VALIDITY

In every research validity and reliability is a factor to be considered. Babbie (1995:130) defines reliability as the assurance that is given to a measurement procedure that it will yield the same description of a given phenomenon if that measurement is repeated. For example, estimating a person's age by asking his or her friend would be less reliable than asking the person himself/ herself or checking the birth certificate.

According to Babbie (1995:48) there are four ways of measuring whether the research is reliable or not, these are, retest method, split-half method, using established measures and research-worker-reliability. Validity also refers to the extent to which a specific measurement provides data that relate to commonly-accepted meanings of a particular concept.

A measurement is said to be reliable if it reflects mostly the correct response relative to error. In this study the Split-half reliability was used to check the reliability of items. Gay (1992:165) regards it as common type of internal consistency reliability. He further informs that Split-half reliability procedures require only one administration of a test, certain sources of errors of measurement are eliminated, such as differences in testing conditions, which can occur in establishing test-retest reliability.

On the basis of arguments above, the Split-half reliability was adopted as most suitable for this research, items are said to be reliable if they are perfectly correlated.

Gay (1992:156) states that the content validity is the degree to which a test measures an intended content area. On the other hand, Mulder (1989:217) alludes to the fact that content validity means how well the test succeeds in covering the field with which the test is concerned. Mulder, further states that this type of validity is not established statistically, but depend on the opinion of informed persons. In this study the promoter checked through the instrument by reading item by item.

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3.9. SOME ETHICAL CONSIDERATION

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In this study necessary steps were taken so that no individuals were forced to take part in the study. The researcher explained that the study was for educational purpose only. In case one is not free to answer those questions, one has the right to withdraw.

3.10. THE RIGHT TO PRIVACY

Subjects' confidentiality would not at any time be compromised, as their names will not be used in the collection and reporting of data. No private or secret information is to be divulged, as the right to confidentiality of the subjects has to be respected (Huysamen, 1994:134).

3.11. THE RIGHT TO REMAIN ANONYMOUS

The researcher was responsible at all times, vigilant, mindful and sensible to human dignity. All these were adhered to in this investigation study. The subject was assured both the questionnaire and interviews (Gay, 1996:48).

3.12. CONCLUSION

In this chapter the research methodology has been discussed for this study. Qualitative method was predominantly used in this field of study. The researcher felt that the population and sampling procedures as well as research instruments, ethical consideration, data collection procedure, data analysis procedure and conclusion would be more appropriate in the methodology. Population and sampling procedures indicated all respondents involved in the research and how they were selected to form a sample. Questionnaires were used as data collection instruments for this project.

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CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

The main purpose of this chapter is to analyse and interpret the collected data. This chapter will be presented in four main sections. Data was collected through interviews with the school manager of the ten (10) selected schools; questionnaires were also completed by the School Management Team and also by the members of the School Governing Bodies. This data was collected in Dzondo Circuit with the aim of examining the effects of conflict management in secondary schools.

Ten schools from Dzondo Circuit were selected, and their school managers were interviewed while School Management Teams and School Governing Body Members were given self-administered questionnaires to complete.

The four sections are categorized as follows:

SECTION A covers analysis and interpretation of data from the school managers. Data in this section was on biographical and demographical information, teaching and learning strategies and school managers resolve conflicts that arise at their schools.

SECTION B covers analysis and interpretation of data from the educators who are within the SMT profile of secondary schools, within Dzondo Circuit. Data in this section was on biographical and demographical information, teaching strategies, management strategies and how conflict is resolved by the SMT.

SECTION C covers analysis and interpretation of data from members who are part of the School Governing Bodies (SGB). Data in this section was on biographical data and strategies on how they resolve conflict.

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4.2. METHOD OF PRESENTATION

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The presentation is mainly descriptive, supplemented by tables and percentages. For all items the results are presented first in tabular form then followed by the researcher's interpretation.

4.3. SECTION A: DATA COLLECTED THROUGH INTERVIEWS OF SCHOOL MANAGERS

1. The respondents were asked to indicate their gender.

RESPONDENTS	**NUMBER**	**PERCENTAGE**
Male	**10**	**100%**
Female	**0**	**0%**
Total	**10**	**100%**

Table 1

Table 1 indicates that all the respondents (100%) of the school managers are males.

2. Respondents were asked to indicate their age.

RESPONDENTS	NUMBER	PERCENTAGE
20-29 years	0	0%
30-39 years	1	10%
40-49 years	7	70%
50+ years	2	20%
Total	10	100%

Table 2

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Table 2 indicates that the majority of the respondents (70%) are between 40 and 49 years old, (20%) are at the age of 50 and above, (10%) are at the age between 30 and 39 years, whereas (0%) none is between 20 to 29 years. That means that in the whole of Dzondo Circuit, there are no school managers who are of the age 20 to 29 years.

3. Respondents were asked to indicate their academic qualifications.

QUALIFICATION	NUMBER	PERCENTAGE
Std 10	0	0%
B. Degree	6	60%
B.Ed /Honours	3	30%
M. Degree	1	10%
D. Degree	0	0%
Total	10	100%

Table 3

Table 3 indicates that the majority of the respondents (60%) have a Bachelor's Degree, (30%) have B.Ed / Honours degrees and only (10%) have masters degree. This shows that all principals are degree holders and therefore qualified.

4. Respondents were asked to indicate their highest professional qualification.

QUALIFICATION	NUMBER	PERCENTAGE
PTC	0	0%
STD	3	30%
UED/HED	6	60%
4 year Degree	1	10%
Total	10	100%

Table 4

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Table 4 indicates that the majority of the respondents have obtained UED/HED as their professional qualification while (30%) have STD and only 10% of all the principal have passed a four year degree course. Therefore most of the school managers may need to be trained on conflict management and some relevant courses in management.

5. Respondents were asked to indicate the position they occupy at that particular school.

POSITION	NUMBER	PERCENTAGE
Educator	0	0%
HOD	0	0%
Deputy school manager	4	40%
School manager	6	60%
Total	10	100%

Table 5

Table 5 indicates that the majority of the respondents (60%) working in the secondary schools are school managers whereas (40%) of those schools sampled do not have school managers. This means it may be difficult for them to concentrate on administration and management of work.

6. Respondents were asked to indicate the number of years in the position they occupy.

POSITION	NUMBER	PERCENTAGE
6- 10 years	0	0%
11-15 years	7	70%
16-20 years	2	20%
21 + years	1	10%
Total	10	100%

Table 6

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Table 6 indicates that the majority of the school managers (70%) have been in their positions for the past 11 to 15 years, whereas (20%) have been in the post for the past 16 to 20 years while only 10% of them have been in the post for the past 21 years and above. This shows that the Department of Education has not employed new school managers for some years, a situation which encourages conflict.

7. Respondents were asked to indicate their highest academic training they have received for the subject / learning area they are teaching.

INSTITUTION	NUMBER	PERCENTAGE
Std 10	3	30%
College Training	6	60%
Course three Degree	1	10%
Post Graduate Degree	0	0%
Total	10	100%

Table 7

Table 7 indicates that the majority of the school managers (60%) have received their highest academic training for the learning area they are teaching, at college level, whereas (30%) have received such trainings in standard 10, while only (10%) of them have received such training in their degree courses. Therefore most of the school managers have not furthered their studies in preparations for the learning areas they are teaching, so it is likely for such a school manager to have conflicts with both the educators and the learners.

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8. Respondents were asked to indicate which grades they teach.

RESPONSE	NUMBER	PERCENTAGE
Grade 8-9	0	0%
Grade 10	3	30%
Grade 11-12	7	70%
Total	10	100%

Table 8

Table 8 indicates that the majority of the school managers and deputy school managers (70%) teach grade 11-12 classes whereas (30%) of them teach grade 10 classes while there are no deputy school manager or school manager who teaches grade 8 and grade 9. Since school managers and deputy school managers teach in the higher grades, it may mean that they will spend less time in resolving conflicts.

9. Respondents were asked to indicate the number of periods they have per week.

PERIODS	NUMBER	PERCENTAGE
10-20	1	10%
20-30	9	90%
30+	0	0%
Total	10	100%

Table 9

Table 9 indicates that 90% of the school managers and deputy school managers have 20 -30 periods per week whereas 10% have 10-20 periods per week. It can

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be assumed that since workloads may impact negatively on their ability to resolve conflicts.

10. Respondents were asked to indicate the teaching approaches they normally use in the class.

RESPONSE	NUMBER	PERCENTAGE
Educator-centered	7	70%
Learner-centered	3	30%
Total	10	100%

Table 10

Table 10 indicates that 70% of the school managers and deputy school managers use educator-centered approaches when teaching and only 30% of them use learner-centered approaches. Therefore there are more possibilities that conflicts will arise between the educator and the learner in that situation. Learners need something that is challenging and they need to be involved in their teachings *"nothing about us without us."*

11. Respondents were asked to indicate whether they involve learners in their lessons.

RESPOND	**NUMBER**	**PERCENTAGE**
Yes	**3**	**30%**
No	**7**	**70%**
Total	**10**	**100%**

Table 11

Table 11 indicates that 70% do not involve learners in their teaching whereas 30% of the school managers and deputy school managers involve learners in their teaching.

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12. Respondents were asked whether they ask questions while teaching

RESPOND	NUMBER	PERCENTAGE
Yes	3	30%
No	7	70%
Total	10	100%

Table 12

Table 12 indicates that (70%) of the school managers and the deputy school managers do not ask questions when teaching and (30%) indicate that they ask questions while teaching. Therefore it indicates that most school managers use educator-centered approach of teaching which can escalate conflict at school between educator and learner.

13. Respondents were asked to indicate whether they would prefer to use the old ways approaches or new approaches of resolving conflicts.

RESPOND	NUMBER	PERCENTAGE
Old approach	7	70%
New approach	3	30%
Total	10	100%

Table 13

Table 13 indicates that the majority of the respondents would like to use the Old Approach of resolving conflicts. That means that they resolve conflict in such a way that one party is declared 'a winner' and the other 'a loser'

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4.4. SECTION B: DATA COLLECTED THROUGH QUESTIONNAIRES GIVEN TO SECONDARY SCHOOL EDUCATORS WHO ARE WITHIN THE SMT.

Question 1.

The respondents were asked to indicate their gender.

RESPOND	NUMBER	PERCENTAGE
Male	8	80%
Female	2	20%
Total	10	100%

Table 1.

The results in table 1 indicate that the majority (80%) of educators who are within the SMT in secondary school are males whereas (20%) of them are females.

Question 2.

The respondents were asked to indicate their highest academic qualifications.

RESPOND	NUMBER	PERCENTAGE
STD	7	70%
B. Degree	2	20%
B.Ed /Honours	1	10%
M. Degree	0	0%
Total	10	100%

Table 2.

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The results in table 2 indicate that the majority (70%) of educators, who are within the SMT, have STD as their highest academic qualification whereas (20%) have B. Degree and only (10%) have B.Ed / Honours degree while none of them have a Masters Degree. This shows that their educational background varied.

Question 3

The respondents were asked to indicate their highest professional qualification.

RESPOND	NUMBER	PERCENTAGE
PTC	3	30%
STD	6	60
4 Year Degree	1	10%
Total	10	100%

Table 3

The results in table 3 indicate that (60%) of educators who are in the SMT in Dzondo secondary schools have STD and (30%) of them had PTC training whereas (10%) of them have completed a 4 Year Degree. That means these majority of the respondents may need further training to improve their qualifications.

Question 4

The respondents were asked to indicate their highest academic training.

RESPOND	NUMBER	PERCENTAGE
Std 10	0	0%
College Training	7	70%

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Course three of degree Level	2	20%
Post Graduate degree	1	10%
Total	10	100%

Table 4.

The results in table 4 indicate that (70%) of educators who are within the SMT in secondary school have received college level as their highest academic qualification, whereas only (20%) of have received their academic training up to course three level of a degree programme. Only 10% of them have a post graduate level qualification. Therefore there is a need for educators to be further trained.

Question 5

Respondents were asked to indicate their years in the teaching field.

RESPOND	NUMBER	PERCENTAGE
1 - 5 year	0	0%
5-10 years	1	10%
10 - 15 years	9	90%
More than 20 years	0	0%
Total	10	100%

Table 5

Table 5 indicates that (90%) of educators, who are SMT members, have 10-15 years experience in teaching whereas (10%) of them have between 1-5 years teaching experience. Therefore there are no newly-appointed educators at Dzondo Circuit of the Limpopo Province.

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Question 6

Respondents were asked to indicate their years in management position.

RESPOND	NUMBER	PERCENTAGE
1-5 year	0	0%
5 - 10 years	4	40%
10-15 years	6	60%
More than 20 years	0	0%
Total	10	100%

Table 6

Table 6 indicates that the majority (60%) of the respondents have 10-15 years experience in management position, whereas (40%) of them have between 5-10 years experience in management position. This is an indication that these respondents might not have current methods of resolving conflicts.

Question 7

Respondents were asked if they have done any management course at the following levels:

RESPOND	NUMBER	PERCENTAGE
STD/UED	0	0%
BA/BA. Ed.	3	30%
B.Ed	1	10%
Other levels	6	60%
Total	10	100%

Table 7

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Table 7 indicates that (60%) of educators, who are SMT members, have done management courses at other levels, like workshops that were organized by the Department of Education whereas (30%) have done it in their first degree courses, (10%) have received such courses at post graduate level degree. Therefore, there should be such workshops for empowering educators with relevant skills.

Question 8

Respondents were asked if they have attended any conflict management workshop in Dzondo Circuit.

RESPOND	NUMBER	PERCENTAGE
Yes	4	40%
No	6	60%
I do not know	0	0%
Total	10	100%

Table 8

Table 8 indicates that (60%) of the educators, who are within the SMT, have never attended any conflict management course, whereas (40%) have attended such programmes. This can be interpreted as an urgent need for such workshops.

Question 9

Respondents were asked if they wish to attend some conflict management workshop.

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RESPOND	NUMBER	PERCENTAGE
Once	1	!0%
Twice	2	20%
More than three times	7	70%
No need for training	0	0%
Total	10	100%

Table 9

Table 9 indicates that the majority (70%) of the educators, who are SMT members, wish to attend conflict management workshop more than three times whereas (20%) of them wish to attend it twice and only (10%) of them wish to attend only once. Therefore the majority of the respondents wish to attend workshops on conflict management.

Question 10.

Respondents were asked how often the SMT meet.

RESPOND	NUMBER	PERCENTAGE
Once a week	0	0%
When there is an issue	10	100%
No need to meet	0	0%
Total	10	100%

Table 10

Table 10 indicates that (100%) of the educators, who are within the SMT, meet only when there is an issue at hand to be discussed. This demonstrates that

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the SMT do plan for the smooth running of their school.

Question 11.

Respondents were asked as to who chairs the SMT.

RESPOND	NUMBER	PERCENTAGE
School manager	10	100%
Anybody within SMT	0	0%
None of the above	0	0%
Total	10	100%

Table 11

Table 11 indicates that (100%) of the school managers are the ones who chair the SMT meetings and indication of no delegation of duties by the school manager.

Question 12

Respondents were asked if the SMT operates with a year plan.

RESPOND	**NUMBER**	**PERCENTAGE**
Yes	0	0%
No	10	100%
I do not know	0	0%
Total	10	100%

Table 12

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Table 12 indicates that (100%) of the educators, within the SMT have indicated that the SMT do not operate with a year plan meaning that the members do not revisit the resolutions of the previous conflicts.

Question 13

Respondents were asked as to who draws the years' plan.

RESPOND	NUMBER	PERCENTAGE
SMT	0	0%
School Manager	10	100%
Educator	0	0%
None of the above	0	0%
Total	10	100%

Table 13 indicates that (100%) of the educators, who are within the SMT, reported that the year plan is drawn by the school manager alone.
In such a situation it can be assumed that there is little team work.

Question 14

Respondents were asked whether they have ever been delegated with some management duties.

RESPOND	NUMBER	PERCENTAGE
Yes	2	20%
No	8	80%
I do not know	0	0%
Total	10	100%

Table 14

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Table 14 indicates that (80%) the educators, who are members of the SMT, have been delegated with some management duties and (20%) have not.

Question 15

Respondents were asked how conflict is solved within the SMT

RESPOND	NUMBER	PERCENTAGE
Compromise	2	20%
Avoid problems	7	70%
I do not know	1	10%
Total	10	100%

Table 15

Table 15 indicates that the majority of conflicts (70%) are solved through avoidance, (20%) are solved through compromise and (10%) of respondents indicated that they do not know how conflicts are resolved by the SMT. The majority of the SMT use avoidance as their way of resolving conflict.

Question 16

Respondents were asked if teamwork is encouraged within the SMT.

RESPOND	NUMBER	PERCENTAGE
Yes	3	30%
No	6	60%
I do not know	1	10%
Total	10	100%

Table 16

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Table 16 indicates that the majority (60%) of the respondents, who are SMT members, indicated that teamwork is not encouraged at the school, 30% have indicated that teamwork is encouraged, whereas (10%) have indicated that they do not know. This can be interpreted as there being teamwork at these schools.

Question 17

Respondents were asked if the SMT motivated educators.

RESPOND	NUMBER	PERCENTAGE
Yes	3	30%
No	7	70%
I do not know	0	0%
Total	10	100%

Table 17

Table 17 indicates that the majority (70%) of the educators who are members of the SMT have indicated that the SMT does not motivate educators whereas (30%) responded to the contrary. This is proof that the school manager and the SMT do not work hand in hand with the other educators.

Question 18

Respondents were asked if the SMT have positive attitude towards other educators.

RESPOND	**NUMBER**	**PERCENTAGE**
Yes	4	40%
No	5	50%
I do not know	1	10%
Total	10	100%

Table 18

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Table 18 indicates that (50%) of the educators who are SMT members indicated that the SMT have no positive attitude towards other educators, whereas (40%) indicated that the SMT have positive attitude towards other educators and (10%) indicated that they do not know anything about that. Then it shows that the SMT do not have positive attitude towards other educators and this escalates conflict at secondary school levels.

Question 19

Respondents were asked if SMT has contact with learners' parents.

RESPOND	NUMBER	PERCENTAGE
Yes	3	30%
No	5	50%
I do not know	2	20%
Total	10	100%

Table 19

Table 19 indicates that (50%) of the educators, who are SMT members, indicated that the SMT do not have contact with learners' parents whereas (30%) indicated that the SMT does have contact with learners' parents during parents meeting (20%) responded that they do not know whether there was conflict between SMT and learners' parents. These figures that there is no close relationship between the different stakeholders of the school.

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Question 20

Respondents were asked if SMT encouraged educators to improve their qualifications.

RESPOND	NUMBER	PERCENTAGE
Yes	3	30%
No	5	50%
Sometimes	2	20%
Total	10	100%

Table 20

Table 20 indicates that (50%) of the educators who are SMT members, replied that they do not encourage educators to improve their qualifications, whereas (30%) of them indicated that they encourage educators to improve their qualifications and (20%) of them indicated that sometimes they encourage educators to improve their qualifications. This picture demonstrates that parents do that and educators have little interaction.

Question 21

Respondents were asked if the SMT had any effect on teaching and learning.

RESPOND	NUMBER	PERCENTAGE
Yes	3	30%
No	7	70%
Sometimes	0	0%
Total	^0	100%

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Table 21

Table 21 indicates that the majority (70%) indicated that the SMT has no effect on teaching and learning whereas (30%) indicated that the SMT does have some effect on teaching and learning. This is not a positive sign since for the smooth running of the school, the SMT must have some effects on teaching and learning.

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4.5. SECTION C: DATA COLLECTED THROUGH QUESTIONNAIRE TO SCHOOL GOVERNING BODY (SGB) MEMBERS.

Question 1

Respondents were asked to indicate their sex.

RESPOND	NUMBER	PERCENTAGE
Male	8	80%
Female	2	20%
Total	10	100%

Table 1

Table 1 indicates that (80%) of the SGB members are males while (20%) of them are females.

Question 2

Respondents were asked if they have attended any formal management training.

RESPOND	NUMBER	PERCENTAGE
Yes	3	30%
No	7	70%
Sometimes	0	0%
Total	10	1005

Table 2

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Table 2 indicates that the majority (70%) of the respondents have not attended any formal management training, (30%) indicated that they have attended some formal management training, hence the majority of SGB members need to attend some form of formal management training.

Question 3

Respondents were asked if there is a need to train SGB members in order for them to be effective in resolving conflicts at schools.

RESPOND	NUMBER	PERCENTAGE
Yes	7	70%
No	2	20%
In future	1	10%
Total	10	100%

Table 3

Table 3 indicates that (70%) of the SGB members felt there was a need to be trained in order to be effective in resolving conflict at school whereas (20%) indicate that there was no need to train SGB members in such matters.

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Question 4

Respondents were asked if they felt they were effective members of the SGB.

RESPOND	NUMBER	PERCENTAGE
Yes	3	30%
No	6	60%
I do not know	1	10%
Total	10	100%

Table 4

Table 4 indicates that the majority (60%) of the SGB members felt they are not effective participating members, (30%) indicated that they are active and effective members of the SGB and only (10%) indicated that they do not know. SGB members need to be trained to become effective and participating members of the school from the responses given.

Question 5

Respondents were asked if the SGB and the SMT work as a team in the school.

RESPOND	NUMBER	PERCENTAGE
Yes	4	40%
No	5	50%
Sometimes	1	10%
Total	10	100%

Table 5

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Table 5 indicates that the majority (50%) responded that the SGB and the SMT do not work as a team, (40%) indicated that the SGB and the SMT do work as team and only 10% of them indicated that they do not know. That means that both the SGB and the SMT see the need for them to work as a team for the smooth running of the school.

Question 6

Respondents were asked if the SGB abide by the decisions of the team.

RESPOND	NUMBER	PERCENTAGE
Yes	2	20%
No	7	70%
Sometimes	1	10%
Total	10	100%

Table 6

Table 6 indicates that the majority (70%) of the respondents believe that the SGB do not abide by the decisions made by the SMT, (20%) replied that SGB do abide by the decisions made by the SMT and (10%) indicated that the SGB only sometimes abide by the decisions made by the SMT. These results show that the SGB should abide by the decisions made by the SMT.

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Respondents were asked if SGB members differ during meetings.

RESPOND	NUMBER	PERCENTAGE
Yes	7	70%
No	2	20%
I do not know	1	10%
Total	10	100%

Table 7

Table 7 indicates that the majority (70%) of the SGB members differ during meeting, 20% said members do not differ and 10% indicated that they do not know. This is unsatisfactory as it is of utmost importance that the SGB should not differ amongst them, since that will escalate conflicts at schools.

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Question 8

Respondents were asked what strategies were used by the SGB to deal with conflicts within the staffer SMT.

RESPOND	NUMBER	PERCENTAGE
Avoid the problem	6	60%
Solve problem as team	3	30%
Encourage compromise among members	1	10%
None of the above	0	0%
Total	10	100%

Table 8

Table 8 indicates that the majority (60%) of the SMT members solves conflict by avoiding the problem, 30% solve the problem jointly, that is, they solve it as a team, and (10%) indicated that they solve the problem by using compromise as a strategy. That means the SGB and the SMT use avoidance as the main means of resolving conflict.

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Question 9

Respondents were asked how often they hold meetings.

RESPOND	NUMBER	PERCENTAGE
Once a week	0	0%
When there is an issue to be discussed	10	100%
Once a months	0	0%
Total	10	100%

Table 9

Table 9 indicates that the majority (100%) of the respondents indicated that they hold meetings only when there is an issue at hand, showing a lack of forward planning on how to resolve conflicts at schools.

Question 10

Respondents were asked if there is any difference between the management styles that are used now as compared to those that were used before 1996.

RESPOND	NUMBER	PERCENTAGE
Yes	2	20%
No	7	70%
I do not know	1	10%
Total	10	100%

Table 10

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Table 10 indicate that (70%) responded that there is no difference between the management styles that are used now as compared to those that were used before 1996, (20%) indicated that there is a difference and (10%) indicated that they do not know. That means the SMT is using management styles that were used before 1996.

CONCLUSION

The school managers of Dzondo Circuit in the Limpopo Province do not want to involve their educators when dealing with school matters. They want to do everything on their own which may be due to lack of trust.

Members of the SMT and the staff as a whole should be encouraged, by the school manager, to further their studies and to motivate them to work as team. SGB members should also be encouraged to attend workshops on how to manage the school and on how to resolve conflicts at school.

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CHAPTER FIVE

OVERVIEW, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION

In chapter one the problem and its background, statement of the problem, aims of the study, research questions, significance of the study, limitations of the study, clarification of concepts and programme of the study were presented.

In chapter two the following sub-headings were used to review the relevant literature: historical background of conflict management by SMT within the Dzondo Circuit of the Limpopo Province, definition of conflict, factors influencing conflict, sources and causes of conflict at secondary schools, effects of conflict and the dangers of unresolved conflicts and their mismanagement, were presented.

In chapter three a detailed explanation was given of the instruments that were used for data collection. There were questionnaires completed by ten (10) secondary school managers and ten (10) secondary school educators who are within the SMT and ten (10) parents who are members of the SGB in selected secondary schools of the Dzondo Circuit. The research design, explanation of qualitative approach, population, sample and sampling procedure, instrumentation, data collection procedure, data analysis, reliability and validity, ethical consideration, the right to privacy and the right to remain anonymous, were also presented.

In chapter four the data analysis and the interpretation of the findings were also presented. The analysis of data was restricted to descriptive supported by tables and percentages. This chapter outlines the summary of the findings, recommendations and conclusions on the discussions and results of the study which examined the role of SMT in resolving conflicts at secondary schools. This project, comes at a time when there is a

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need to fast-track change towards a provision of services and workshops on conflict management for educational institutions.

5.2. SUMMARY OF THE RESEARCH

This study has revealed that SMT, school managers and SGB members did not receive extensive workshops or seminars on management and conflict management in particular. These make it difficult for them to implement educational changes and resolve conflicts effectively in their schools.

The purpose of this study was to investigate the dangers of unresolved conflicts and the effect of lack of conflict management skills by the school management teams at secondary school levels in the Dzondo Circuit in the Limpopo Province. This was done by giving a short discussion about the background of the study in chapter one. This study has revealed the following:

- Most schools are complaining about how conflicts were being handled and resolved by School Management Teams.

- Most school managers, educators and members of the School Governing Body do not have management skills and conflict management skills in particular.

- Most of the above mentioned stakeholders were not equipped with conflict management skills and as such they were unable to resolve basic conflicts. This is also supported by summary of the findings pertaining to the School Managers, educators and the School Governing Body members.

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5.3. Findings

5.3.1. Findings pertaining to school managers

With regard to School Managers or deputy school managers, the questionnaires revealed that:

- Almost 100% of the school managers in the Dzondo Circuit are males.
- Most of the school managers are graduates but very few of them have obtained post-graduate qualification.
- Most of the school managers and deputy school managers prefer to teach in lower grades than in external examination classes.
- To some extent they do involve the learners when teaching.

5.3.2. Findings pertaining to educators who are members of the SMT

- Most of the educators who are within the SMT have no management skills. They are only gaining experience informally rather than formally.
- They prefer to use old ways of resolving conflicts.
- In most of the schools there is no year plan, SMT uses Management By Crisis (MBC) strategies.

5.3.3. Findings pertaining to parents who are SGB members

- Most parents who are SGB members are males with very few females. The SGB members have not received any formal induction or management training. As a result there is no team work, as most of them do not know their duties as members of the SGB.

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- There are no scheduled meetings times for the SGB and the SMT. As a result they avoid coming to meetings because they know that every meeting will deal with a conflict or crisis. They thus avoid the conflict.

5.4. Recommendations

In order to improve the conflict management skills of school managers, educators and SBG members in secondary schools of the Dzondo Circuit, the following recommendations are made:

5.4.1. Recommendations pertaining to the school managers.

- School managers should receive extensive workshops, seminars or courses on conflict management so that they would be able to offer additional support to the educators.

- School managers should be aware of the educational changes and abide by that, hence they do employ strategies of conflict avoidance.

- School managers should encourage all the stakeholders that are attached to the school to be serious on all matters pertaining to the school.

- School managers should create a space for a special relationship between the stakeholders and the learners in particular their values, attitudes, needs and expectations.

5.4.2. Recommendations pertaining to the School Management Team (SMT)

- The School Management Team (SMT) should also receive seminars, workshops on conflict management so that they would be able to offer additional support to the educators and other stakeholders.

- The SMT should try by all means to resolve conflict rather than be biased and

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practice favouritism.

- The SMT should be allowed to chair school management teams meetings in the presence of the school manager, to show that the school belongs to anybody and for the sake of empowering the other members.

5.4.3. Recommendations pertaining to the School Governing Body (SGB) members

- The SGB members should be literate enough and understand the constitution of the country to be able to tackle educational issues.
- The SGB members should be equipped with the skills of resolving conflicts.
- Where possible the SGB should be constituted by people who have been in management positions before, for example, retired school managers, HOD, business managers and ministers.

5.5. Recommendations for further studies

The following suggestions for further study are suggested:

- School managers, educators who are within the SMT members and SGB members need to be trained in conflict management.
- All the three stakeholders need to be motivated to work as a team.
- School managers need to delegate some management duties to other team members.
- The SMT should be trained in conflict management in such a way that it will no longer avoid conflict, but resolve the matter.
- There should be conflict resolution programs for all relevant structures at school.

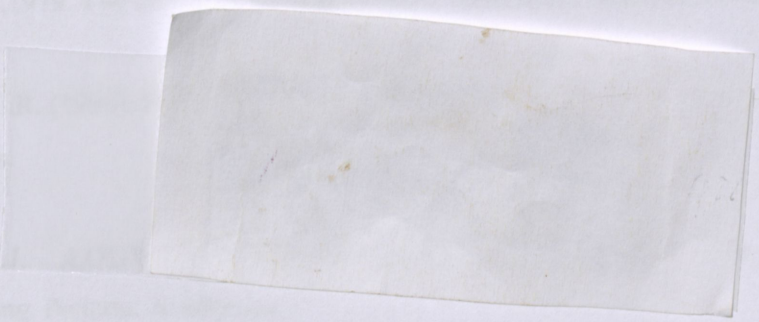
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5.6. Conclusion

In Dzondo Circuit of the Limpopo Province, most of the School Management Teams are composed of males, which means there is no gender equity. In general the SMT of those secondary schools must be encouraged to further their studies and they need to teach the higher grades in a school.

The researcher found that the relationship within the school management team members and the school managers is not cordial since the principal is the key factor when it comes to the running of the school. The Department should have workshop or seminars with the school managers, school management teams and the school governing body members in order to whet their management skills. Where necessary the government should encourage educators to have managerial courses for the benefit of the school.



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APPENDIX A

A LETTER TO THE CIRCUIT OFFICE

P.O. Box 3209
Thohoyandou
0950

24 May 2005

The circuit Manager
Dzondo Circuit Office
P/Bag X2070
LWAMONDO
0985

Sir,

CONDUCTING AN EDUCATIONAL RESEARCH STUDY

1. The matter above refers:

2. Please allow me to conduct a Med. Research study in some school under Dzondo circuit.

3. The research topic is: *Conflict management styles by School Management Teams in Secondary schools.*

4. The questionnaires consistently require the participants personal opinions. First hand information need not be used in substantiating answers.

5. No individual or institution is going to be affected negatively by this research.

Thanking you in anticipation

Yours truly,

Nemaguvhuni Adziambei (Mr.)

Student no.: 9905 341

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APPENDIX B

A LETTER TO THE PARTICIPANTS

P.O.Box 3209
Thohoyandou
0950

22 April 2006

Dear Sir / Madam,

I would like to ask you for a few minutes of your time.

It is a pleasure to recognize you in a study on conflict Management styles by School Management Teams in secondary Schools. You can assist in deriving and compiling information on this study which is aimed at benefiting the process of educational management in Dzondo circuit of the Limpopo Province. There is a questionnaire which will be given to you, with your permission, and which will take very few minutes of your time to answer.

Your answers will be used only for study purposes and you will remain anonymous and any personal information will be confidential.

Permission to conduct this research has been granted by the Circuit Manager to emphasise that it is legitimate educational study.

Please feel free to ask for further information

Thanking you in anticipation

Yours truly,

Nemaguvhuni Adziambei (Mr.)

Student no.: 9905 341

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7. APPENDIX C

7.1. INTERVIEW SCHEDULE FOR THE SCHOOL MANAGERS OR DEPUTY SCHOOL MANAGERS.

In this section, the researcher will engage in an interview with the school managers and or deputy school managers. This questionnaire is administered to the school managers or deputy school managers of the secondary schools within Dzondo Circuit. The main aim of this questionnaire is to find out whether school managers or deputy school managers are trained or equipped with management skills. Also to find out how the school manager or deputy school managers together with his or her SMT deal with conflict management and its effect in teaching and learning.

A questionnaire shall be supplied per school for the school manager to supply the required information. When the information shall have been gathered it shall be analysed to arrive at a conclusion. This is a survey method. The researcher will visit the ten schools nominated, to verify the supplied information.

Research questionnaire.

You are kindly requested to complete the questionnaire supplied, the information of which shall contribute towards my research project whose's aim is to give a picture about the present state of affairs on how conflicts are being resolved by School Management Team in secondary schools. The purpose of which is to take the good and discard the bad for the purpose of formulating an approach that will breed the most effective form of conflict management for all secondary schools in the non-racial democratic South Africa (SA).

The information supplied shall be treated as highly confidential, and shall not be used as an inspection report or rather is exposed to school officials.

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INSTRUCTIONS

1. Please your name need not be written or that of your school on the forms. The information is required only for research purposes.

2. Kindly respond to all questions.

3. Please note that there are no wrong or correct answers, only honest ones.

4. Mark the appropriate answer by making a CROSS (X) on the box.

SECTION A: BIOGRAPHICAL AND DEMOGRAPHICAL DATA

1. Gender

Male	
Female	

2. Your age

20-29 years	
30-39 years	
40-49 years	
50 + years	

3. What is your highest academic qualification?

Std 10	
B. Degree	
B.Ed/Honours	
M. Degree	
D. Degree	

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4. What is your highest professional qualification?

PTC	
STD	
UED/HED	
4 Year Degree	

5. What is the position you occupy?

Teacher	
HOD	
Deputy school manager	
School Manager	

6. Number of years in the position you occupy[9]

6-10 years	
11-15 years	
16-20 years	
21 + years	

7. Highest academic training you received for the subject / learning area you are teaching?

Std 10	
College Training	
Course Three of Degree	
Post Graduate Degree	

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SECTION B: TEACHING AND LEARNING STRATEGIES

8. Which grade(s) are you teaching?

08-09	10	11-12

9. How many periods do you have per week?

10-20	20-30	30+

10. Which teaching approaches do you normally use in the class?

Educator-centered	
Learner-centered	

11. Do you involve learners in your lessons?

Yes	
No	

12. Do you ask questions while teaching?

Yes	
No	

13. Which approach do you prefer when resolving conflicts?

Old approach	10
New approach	

THANK YOU

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SECTION C: DATA COLLECTED THROUGH QUESTIONNAIRE TO SECONDARY SCHOOL EDUCATORS WHO ARE WITHIN THE SMT.

7.2. APPENDIX D: EDUCATORS WHO ARE WITHIN THE SMT PROFILE QUESTIONNAIRE

Instruction: This questionnaire is to be completed by secondary school educators who are members of the SMT at that particular school.
Its aim is to determine their views on conflict management and its effects on teaching and learning. Please CROSS (X) appropriate responses where applicable.

SECTION A: BIOGRAPHICAL AND DEMOGRAPHICAL DATA

1. Gender

Male	
Female	

2. What is your highest academic qualification?

Std 10	
B. Degree	
B.Ed/Honours	
M. Degree	

3.What is your highest professional qualification?

PTC	
STD	
4 Year Degree	

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4. Highest academic training you received for the subject / learning area you are teaching?

Std 10	
College Training	
Course Three of Degree	
Post Graduate Degree	

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SECTION D: TEACHING AND MANAGEMENT STRATEGIES

5. Indicate years in teaching field

1-5 years	
5- 10 years	
10-15 years	
More than 20 years	

6. Indicate your years in management position

1-5 years	
5-10 years	
10-15 years	
More than 20 years	

7. Have you done any management course at the following levels?

S.T.D/U.E.D.	
B.A/B.A.ED	
B.ED	
Other levels	

8. Have you ever attended any conflict management workshop in Dzondo circuit?

Yes	
No	
I do not know	

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9. How many times do you wish to attend some conflict management workshop?

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Once	
Twice	
More than three times	
No need for training	

10. How often were you called in an SMT meeting?

Once a week	
When there is an issue	
None of the above	
No need to meet	

11. Who chairs the SMT?

School Manager	
Anybody within SMT	
None of the above	

12. Does the SMT operate with a year plan?

Yes	
No	
I do not know	

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13. Who draws the year plan?

SMT	
School Manager	
Educator	
None of the above	

14. Have you ever been delegated to do some management tasks?

Yes	
No	
Sometimes	

15. How is conflict solved within SMT?

Compromise	
Avoid problems	
I do not know	

16. Is teamwork encouraged within SMT?

Yes	
No	
I do not know	

17. Does the SMT motivate educators?

Yes	
No	
I do not know	

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18. Does the SMT have positive attitude towards other educators?

Yes	
No	
I do not know	

19. Does SMT have contact with learner's parents?

Yes	
No	
I do not know	

20. Does SMT encourage educators to improve their qualifications?

Yes	
No	
Sometimes	

21. Does the SMT have any effect in teaching and learning?

Yes	
No	
Sometimes	

THANK YOU

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7.3. APPENDIX E: SCHOOL GOVERNING BODY MEMBER PROFILE QUESTIONNAIRE

This questionnaire is administered to SGB members in Dzondo Circuit of the Vhembe District in the Limpopo Province. The purpose of this questionnaire is to find out how SMT contribute to conflicts and also how to resolve conflicts at secondary schools.

In this section you need to put a CROSS (X) next to the appropriate answer. Remember that there is no wrong answer as all answers are correct. Just put an X next to the appropriate answer.

SECTION A: BIOGRAPHICAL AND DEMOGRAPHICAL DATA

1. Please indicate your sex

Male	
Female	

2. Do you wish to attend some formal management training?

Yes	
No	
Sometimes	

3. Is there a need to train educators in order to be effective classroom managers?

Yes	
No	
In future	

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4. Are you an effective member of the SMT?

Yes	
No	
I do not know	

5. Does the School Management Team work as a team in your school?

Yes	
No	
Sometimes	

6. Does the School Management Team abide by the decisions of the team?

Yes	
No	
Sometimes	

7. Do the SMT members differ amongst themselves in meetings?

Yes	
No	
I do not know	

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8. What are some of the strategies used by the SMT to deal with conflicts within the staffer SMT?

Avoid the problem	
Solve problem as team	
Encourage compromise among members	
None of the above	

9. How often do you hold meetings?

Once a week	
When there is an issue to be discussed	
Once a months	
None of the above	

10. Is there any different between the management styles that are used now as compared to those that were used before 1994?

Yes	
No	
I do not know	

THANK YOU FOR COMPLETING THE QUESTIONNAIRE

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