

**CRITICAL ANALYSIS OF THE CAUSES OF CONFLICT IN
ORGANISATIONS: A CASE OF EDUCATORS IN BOJANALA WEST REGION
IN THE NORTH WEST PROVINCE**

BY

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Although it was such a fascinating experience, it was very tough at the beginning but I kept on when the following words running in my mind "... The Lord replied "My precious, precious child, I love you and I would never leave nor forsake you. During your times of trial and suffering, when you see only one set of footprint it was then when I carried you". Thank you Lord, had it not been for you, this piece of work would not have gone off the ground. You gave me strength, wisdom, energy, dedication and everything! Let the words of my mouth and the meditation of my heart be acceptable in my sight, O Lord, my rock, my redeemer. (Psalm 19:14)

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“I shall sing unto the Lord, because He hath dealt bountifully with me” Psalm 13:6 (King James Version)

DECLARATION

I, **RICHARD LEPHETHI MOLOELE** declare that the mini-dissertation for the degree of Master of Business Management (MBA) at the Graduate School of Business Management and Government Leadership in Faculty of Commerce and Administration at the North West University (Mafikeng Campus) hereby submitted, has not previously been submitted by me for a degree at this or any other institution of Higher Learning, that it is my own work in design and execution and that all the materials contained herein have been duly acknowledged.



.....
R.L. MOLOELE

14/3/2009
.....
DATE

DEDICATION

I dedicate this mini dissertation to the following posthumously:

- My late father NTOKO LAZARUS (1985)
- My late brother MODIKOE EMMANUEL (1995)
- My late son TUMELO CLINTON THAPELO (1993)
- My late mother MMAPELA MABLE (2004)

Ba robetse ke ise ke ba direle sepe.

MAY THEIR SOULS REST IN PEACE

ABSTRACT

Conflict in schools is a worrying factor in that not all the people in management positions have the necessary skills to manage conflict effectively. If left unattended or unresolved tensions become intensified.

The main purpose of this study was to give a clear picture of the causes of conflict and to establish the effects that conflict has in the educational institutions of Bojanala West Regions in the North West Department of Education. According to the literature, many employers and employees have myths about conflict. They see it as something evil, something that pulls people away from one another.

The study was targeted to educators from primary schools in Bojanala West Region. 150 educators who were randomly sampled took part in the study. The results of the research revealed that there is no way that conflict can be stopped, rather, means have to be made to manage it, and that it (conflict) cannot be associated to a particular gender. Furthermore, it has been shown in the results that if conflict is not addressed, it rolls and intensifies.

The findings echo the same sentiments that have been suggested by literature used. Many respondents believe that conflict must be managed promptly and that subordinates must be given chance to take part in decision making in a bid to minimize causes of conflict. People have to develop an attitude of “our decision” and not “ your decision ”.

The study recommends the following:

- Managers must ensure that there are healthy relationships among staff members in order to minimize conflicts in the workplace.
- Managers must be prompt in dealing with problems that in many instances cause conflicts.

- Management must bring on board their subordinates when making certain decisions that affect them (subordinates) to keep conflict and negativity to a minimal state.
- When resolving conflict, emotions and anger should be set aside. This will assist the mediator to judge fairly so that the conflicting parties could ultimately be reconciled.

It is up to the management in an institution to be able to identify the root causes of conflict and also devise some means and ways of effectively and constructively managing the conflict. Many respondents feel that management must be given some form of training for them to be in a better position to deal with conflict.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

This chapter concentrates much on aspects that form the cornerstone of the research. The first important aspect is the background of the study which provides reasons that prompted this research. There will also be a brief review of method as well as purpose of study. The statement of the problem also forms the basis of this study. A mention will also be made on hypothesis as well as limitations of the study. At the end of this chapter, it will be shown how the research layout will be done, and a summary of the chapters be succinctly presented.

1.2 BACKGROUND TO THE STUDY

It has been shown in the workplaces that there are traces of conflict. Researchers believe that conflict is associated with human beings. The interactions between people end up giving rise to misunderstanding of some sort. In organizations employers do not always agree with their employees on a number of issues. There are factions that occur in the workplaces, that become so serious that they even end up being handled by the labor organizations.

Although conflict is seen as something very healthy in the organizations on one hand, it can be perceived as bad on the other hand. People, whose conflict never gets resolved, are likely to become demotivated and disgruntled. Their self-esteem and morale become low. Unresolved conflict can translate into hurdles that smother personal development and initiative. Managers spend lot of time grappling with various forms of conflicts in their organizations. It therefore becomes very critical for the managers to be equipped with the skills of managing conflict. Although conflict can be seen in a person, it goes without saying that conflict manifests itself in human interactions (Arnold and Feldman, 2000). It becomes very difficult for the organizations to register reasonable progress and production as they more often than not, find themselves locked in serious conflicts that never end. It is therefore pivotal for the top management in the organizations to find

ways of dealing with conflict in order to maximize production as well as to improve working relationships.

Conflicts are responsible for majority of the problems that hamper the smooth running of the organizations. However, bad as it might be (as other people view it), conflict can bear good fruits by promoting high performance, creativity and innovation if it is detected at an early stage and it is managed effectively (Nagan, 2002). In an organization the misunderstanding is normally caused by the fact that human beings organize themselves in groups that operate at many levels of complexity. It is as Nagan (2002) puts it that the group operations often intersects with one another and thus enhance not only the prospect of collaboration, but also that of conflict.

This is emphasized by Humers (1980) when he asserts that conflict is:

“... purposeful struggles between collective actors who use social power to defeat or remove opponents and to gain status, power resources and other scarce values”

This suggests that people in authority use their power to sort of defeat or remove opponents in order that they could gain status. This stands to be a very strong spark for conflict. The oppressed people will become demotivated as mentioned earlier on (Humers, 1980). This is not the only cause of conflict. At times disagreements over resources can also lead to conflict. There are substantial conflicts that involve disagreement over such things as allocation of resources, procedures and policies, goals and job assignments.

It is very pivotal that once detected, ways have to be sought to manage it. Well managed conflict leads to high performance, creativity and innovation. Conflict can also give rise to low job satisfaction, unnecessary stress, low morale and less production. A lot can still be done to boost the employees' morale. Proper consultation, transparency, involvement of subordinates in decision making make the subjects to feel important and

put more efforts in their work, by so doing, production would be enhanced. The main purpose of this chapter is to come up with the background of the impact of conflict in the schools specifically in the Bojanala West Region of the North West Province.

This is quite a big region that comprises of areas such as Rustenburg, Swartruggens, Madikwe, Mogwase, part of Zeerust, Koster and many other villages outside Rustenburg. Bojanala West Region comprises of schools that amount to 239. Not all the schools have been visited for the purpose of this research but in each place only a few were randomly selected. This provided a picture of some traces of forms of conflicts that are eminent in the sampled learning institutions and how they have been tackled.

The study was prompted by the continuation of cases where principals and educators disagree and end up fighting. The root cause of conflict needs to be detected in order that those in disagreement should cooperate with one another for the sake of the learners who have been brought under their care. There is also a very strong need to assist the principals, to better deal with conflict in such a way that it (conflict) becomes beneficial. It is apparent that many principals are the number one causes of conflict in schools in that they use their powers to oppress their subordinates by virtue of being in authority.

1.3 STATEMENT OF THE PROBLEM

Many organizations that have many employees do experience forms of conflict on daily basis. In some instances it is very clear that many managers are not equipped with the necessary skills to deal with conflict situations that eventually lead the whole organization into serious problems (Humers, 1980). Conflict is healthy provided that it is attended tactfully soon after it has erupted and can be bad if people in conflict pretend as if there is no conflict at all.

It appears that educators of schools in Bojanala West Region experience problems that emanate from unresolved conflicts. Problems or conflicting situations in organizations should not be overlooked as this may lead to the collapse of human relations.

Management and the employees have to operate in the spirit of openness and trust to avoid unnecessary tensions. The following are the research questions:

- What is conflict?
- What are the sources of conflict in schools?
- Which types of conflict do school managers experience in their schools?
- Which impact does conflict has in the school production?
- Which theories can be adopted by school managers to manage conflict in their schools?

1.4 PURPOSE AND OBJECTIVES OF THE STUDY

The main purpose of the study is to give a clear picture about the causes of conflict and also to establish the effects that conflict has in the educational institutions of the Bojanala West Region in the North West Province. The researcher endeavoured to remove the myths that people have about conflict as they perceive it to be something evil that makes people to move away from each other. The researcher brought to the attention that conflict forms part of human interactions and it should be managed in a way that does not hamper development in an organization. Most importantly, the research is aimed at accomplishing the following objectives:

- To determine from the literature the nature and scope of conflict;
- To determine from the literature the causes of conflict in organizations;
- To determine from the literature the types of conflict that school managers experience in their schools;
- To investigate the impact conflict has in the school production;
- To investigate the theories of conflict that can assist school managers in managing conflict in their schools; and
- To determine empirically, the causes and impact of conflict in schools.

1.5 LIMITATION OF THE STUDY

The study is strictly limited to employees of the Department of Education in the Bojanala West Region. It would not be possible to cover every school in this region as the numbers are cumbersome, but a representative sample was selected. The outcome of the research, however will not apply to other regions of the North West but it will give a picture of the effect that conflict has in the day-to-day running of the institutions in this province. Participants' responses were treated as confidential.

In trying to get the full participation of the respondents, they (respondents) were assured that they would not be victimized in any manner after giving honest information. If their confidence is not won, they might give false information which will indubitably affect the results of the study (Humers, 1980). They were then assured that anonymity will be practised to the latter.

This study will have the following value:

- Managers in schools will be better equipped to deal with conflict in a more effective and efficient way;
- Conflicts will be minimized because people will not just cause conflicts unnecessarily;
- Both principals and educators will know that conflict is not always bad as they perceive it.

1.6 RESEARCH DESIGN

According to Newman (1997) a research design is a programme intended to guide the researcher in collecting, analysing and interpreting observed fact. A survey research design was used for the purpose of this research. Schwartz and Price (1980) hold that a survey research design is explained as an all-purpose tool and a broad manner of collecting data and obtaining useful information. Both literature study and empirical investigation were done.

1.6.1 Literature review

A number of references have been made in an effort to get an in-depth understanding of conflict and its causes thereof. All sources used have been cited at the bibliography.

1.6.2 Empirical Investigation

In an empirical investigation questionnaire has been used to gather more information on the causes of conflict in schools. According to Applegreen (2000) a questionnaire is a set of questions that are formulated to obtain some data from sampled respondents. A questionnaire consists of a set of questions that a researcher employs to draw information about the research he or she would like to obtain.

1.6.3 Population and sampling

Martins, Loubser and van Wyk (1999) perceive population as the aggregate of elements from which the sample is drawn. Sampling is a process of selecting a portion of the designated population to represent the entire population (Applegreen, 2002). Population can also be drawn from elements, units, time and size. Sample is normally drawn from population. The Educators in Bojanala West Region were the target population. There are 239 primary schools in Bojanala West Region. About 30 schools were selected randomly and from each school at least (5) five educators were randomly selected. The sampled size was 150.

1.7 DATA COLLECTION AND ANALYSIS

Before data could be collected, a permission to visit schools was sought from the Office of the Executive Regional Manager of Bojanala West Region. The Graduate School had provided me with the letter that showed that I was registered with the North West University and that I was conducting research. The questionnaires were sent to the selected target members for completion. The targeted educators were assured of the strictest confidentiality. The analysis of data was done by the Department of Statistics at Potchefstroom Campus of the North West University.

1.8 CONCLUSION

The chapter has touched on a number of important aspects that have prompted this study. It has been shown in this chapter what conflict really is as well as what leads to conflict. A brief guideline has been given on how population was targeted and sampled, and how the data was collected.

1.9 ACRONYMS

There are certain acronyms that have been used in this research and it therefore becomes very critical to explain them for the better understanding. Emphasis is on those words that are used frequently.

DoE NW	:	Department of Education North West Province
APO	:	Area Project Office
SMT	:	School Management Team
nPow	:	McClelland's theory of Power
nAch	:	McClelland's theory of Achievement
ERG Theory	:	Clayton Alderfer's theory. ERG stands for three Groups of core needs viz. existence group, Relatedness and growth needs.
FES	:	First Education Specialist

1.10 BRIEF SUMMARY OF CHAPTERS

Chapter one is about orientation. It provides the background of what prompted the study. There is a brief mention made about the statement of the problem. Furthermore, the following form part of chapter 1: purpose of the study, limitation of the study, objectives of the study, methods of the research, data collection and analysis.

Chapter two is about literature review and background of the study. This is about all important aspects of conflict, how it is defined, sources of conflict and how it can be managed. Extracts were cited in this chapter on how to view conflict.

Chapter three deals with research design and methodology. This chapter presents the instrument used to collect data, population and sampling method used, research design, data collection and analysis, reliability and validity as well as development of the instrument.

Chapter four deals with analysis and interpretation of data. Collected data was analyzed in this chapter. The main aim of this chapter is to interpret the data in order to come up with convincing findings.

Chapter five deals with summary, findings, recommendations and conclusion. As the research has been completed, the researcher now comes up with the brief summary, findings and recommendations on how conflicts can be managed in institutions.

CHAPTER 2

LITERATURE REVIEW

CAUSES OF CONFLICT IN ORGANISATIONS

2.1 INTRODUCTION

In the review of literature, a thorough study of secondary sources was made with the intention of collecting data on the causes and effects of conflict in the workplace as well as the role of individual educators in the management of conflict. In addition to this, the chapter seeks to give a brief outline and overview of a number of theories as well as models employed in the management of conflict.

2.2 FURTHER DEFINITIONS OF CONFLICT



Conflict forms part and parcel of the institutions. There is no way that it can be divorced from the workplaces. It is a labour relations issue that yields bad results such as loss, damage as well as wins or lose situation is there to try and neutralize the situation or way to remove rivalry. According to Humers (1980) conflict is " ... purposeful struggle between collective actors who use social power to defeat or remove opponents and to gain status, power resources and other scarce values". This means that people in power use their power to sort of defeat their opponents so that they can gain status.

Conflict and disagreements occur when people in power oppress their subordinates. It is as Lussier (1997) puts it that conflict flares up whenever people are in disagreement and opposition. It does not necessarily mean that if people are in disagreement and opposition it suggests that such people are not in good terms. Conflict should be seen as something that forms part of the work environment. Coulter and Robbins (1999) concur with Lussier (1997) when he also asserts that conflict is perceived as incompatible differences resulting in some form of interference or opposition.

The indication in the above two definitions is that whenever people are engaged in certain task or project, there will always be different viewpoints on a variety of substantive workplace issues and it is very normal for conflict to arise. In some instances conflict is caused by the fact that new generation of employees is characterized by the tendency to challenge management to move away from rigid and autocratic management styles (Parr, 1996).

Bittel and Newstrom (1990) argue that conflict is "a disruptive clash of interest, objectives or personalities between individuals, between individuals and groups or between groups within an organization". Conflict is therefore a misunderstanding that erupts when disagreements and clashes of interest become eminent. It should also be noted that conflict does not only occur between people or groups but it can also occur within an individual. Kroon (Ed) (1995) concurs with Bittel and Newstrom about what conflict really is when he puts that "conflict refers to perceived or experienced incompatible differences within the individual or between two or more individuals which may lead to some form of opposition". The two sets of scholars maintain that conflict is not only confined to two or more people but it can also be evinced in an individual. Conflict will inevitably occur as people interact with one another.

Conflict is a process that has a point where it starts and ends. According to Fox and Meyer (1995) conflict is "a process in which an effort is purposefully made by one person or entity to block another, frustrating the attainment of the other party's goals or the furthering of his or her interest." In this instance the aggrieved party feels depressed and disappointed as objectives and goals were not accomplished. It is significant that the person starting the conflict and the party wronged be brought together to iron the differences. To add on this it is believed that conflict exists in a relationship when parties believe that their aspirations cannot be achieved simultaneously or perceive a divergence in their values, needs or interest (latent conflict) and purposefully employ their power in an effort to defeat, neutralize or eliminate each other to protect or further their interests in the interaction (manifest conflict) (Anstay, 1999).

In a conflict situation, it is not easy that the decision taken can favour all the parties to the conflict. To stress this, Ollson (2002) states that:

“Where there is a conflict between an individual’s belief and those of senior management, decisions may be made in line with what people are expected to do rather than what they would prefer to do – is it better to make right decisions or tow the line?”

It has been shown in the past that there is a misunderstanding between union members and the employers. The two are related to one another and conflict between them is not a shameful thing. Flippo (1984) aligns himself with this statement when he says: “employees and organizations need each other and are therefore inter-dependent. Employees and organizations have same values that conflict, for example the ego/versus control, self-actualization versus division of labour and freedom versus efficiency.”

As it has been shown above, employees need employers for their survival and employers too need employees for the sake of production. It is very crucial that conflicts that occur between these parties be managed soon and skillfully. Fights and misunderstanding should be followed by reconciliations and resolutions of the problems. Lussier (1997) emphasizes that organizational objectives will not be met and performance will be lower than optimal in a state where people in organizations continue to fight without coming to the conclusion and resolutions.

Rue and Byars (2003) maintain that conflict is an overt behaviour that results when an individual or group of individuals thinks a perceived need of the individual has been blocked or it is about to be blocked. Conflict occurs when there are different perceptions, beliefs, and goals. Conflict is a natural occurrence and should be expected to occur. It is therefore necessary for the managers to know how to deal with it by eliminating it or building on it. Managers must never attempt to stop the conflict but must live with it and be able to control it.

According to Rue and Byars (2003) the following are the potential useful effects of conflict:

- ❖ Conflict energizes people. Even if not all of the resulting activity is constructive, it at least wakes people up and gets them moving;
- ❖ Conflict is a form of communication, the resolution of conflict may open new and lasting channels;
- ❖ Conflict often provides an outlet for built tensions, resulting in catharsis and
- ❖ Conflict may actually be an educational experience.

2.3 THEORETICAL CONSIDERATIONS

This section gives an overview of conflict in schools. It focuses on sources, types of conflict and how conflict can be managed.

2.3.1 Sources of conflict

A lot is said about conflict. People tend to attach certain beliefs to conflict. There are many things that cause conflict. Schermerhorn (1996) sees the following as the main causes of conflict: hostile negotiations; role ambiguities, resource scarcities, tasks interdependencies, competing objectives as well as unresolved prior conflicts. All these aspects do not differ that much with those of other scholars. With Lussier (1997) the following are the sources of conflict that come into being when there is differing goals between parties:

- With a diversity of people comes conflict;
- People tend to use different sources of information-at times the sources do not agree or the same information is interpreted differently;
- Individuals or groups sometimes have different objectives with incompatible roles;
- Changes in environment call for changes in the organization, conflict occurs over what to change and how; and

- How employees and departments often have to compete for scarce organizational resources.

In an organization, people have to agree with one another to minimize conflicts. It is however not easy for those organizations to run for longer periods without any eruption of conflict of some sorts. The working relationships get strained from time to time as a result of conflict either between employees themselves or between employees and employers. Employers have to make it a point that they do not make empty promises that they cannot fulfill. On the other hand employees also, need not breach, they have to supply labour and ensure that there is production. This will indubitably minimize the conflicts and working conditions and relationships would not be unbearable.

2.3.2 Myths about, and types of conflict

This section discusses the myths of conflict in detail.

2.3.2.1 Myths about conflict

The descriptions of some myths about conflict as indicated by Schermerhorn (2000) are outlined below:

- The presence of conflict is a sign of poor management

It does not mean that when there is conflict there is poor management. As it has already been mentioned earlier on, conflict can be healthy at times as it enhances competition. Managers become restless as they think that they will be judged by the prevalence of conflict and not by how they manage it. Managers must always be prepared to be confronted with conflict in the workplaces.

- If left alone, conflict will solve itself

Whilst avoidance is another way of dealing with conflict, it is not always advisable to leave and ignore conflict and leave it to take care of itself. The best thing is to deal with

every conflict situation as it occurs. Not all the conflicts will take care of themselves, so it is very crucial to find a way of addressing them.

- Conflict must be resolved

Unattended conflict is a hazard to the organizations. Managers have to make it a point that solutions are provided for the conflicts that erupt. This however tends to make the managers to be solution-oriented.

- Conflict is a sign of low concern for the organization

Conflict is not a sign of low concern for the organization. Conflict can help clarify the emotions and serves as a tool for identifying the underlying values.

- Anger is negative and destructive

Anger has to be vented appropriately in order that it can help people in a conflicting situation to move forward. It is with the anger where some people can register their dissatisfaction. Appropriate steps have to be taken to deal with the conflict accordingly (Ehlers, 2002).

2.3.2.2 Types of conflict

Conflict manifest itself indifferent types. Researchers such as Lussier (1997), and Schermerhorn (2000); Kreitner and Kinicki (2001) outline the following types of conflict while Schermerhorn et al. (2002) identify certain levels of conflict.

- Intra-personal conflict

Intra-personal conflict is the type of conflict that involves the individual alone. According to Lussier (1997), Kreitner & Kinicki (2001) and Schermerhorn (2000) this type of conflict often involves actual or perceived pressures from incompatible goals or expectations of the following types: approach, which is conflict that they define as the state when an individual has to choose between two equal attractive alternatives. The other type is avoidance conflict, which occurs when a person must choose between two

negative and equally unattractive alternatives. Avoidance conflict occurs when a person must decide to do something that has both positive and negative consequences.

- Inter-personal conflict

Interpersonal conflict is shown clearly in an organization that has many people. The conflict consists of differences with regard to the priorities, activities and policy matters of the organization. Many people like avoiding this type of conflict because it occurs among two or more individuals and it always involves confrontation within people. Lussier (1997) echoes the same sentiments when he asserts that it is shown clearly between two or more people who disagree. On the other hand, Lussier (1997), Kreitner & Kinicki (2001) and Schermerhorn et al. (2002) perceive it to be a type of conflict occurring between two or more individuals who are in opposition to one another.

- Inter-group conflict

It manifests itself among members of different teams or groups. This type of conflict is common in organization with large number of people. In an inter-group conflict, it is necessary that management should identify and root out specific negative linkages among groups (Kreitner and Kinicki, 2001). This must be done because a single personality conflict may contaminate the entire group. There is a tendency that develops in a group where members of one group see the others of the next group as threats. They can also exaggerate the differences between their groups and other groups. Management has to be skilled in managing this conflict to avoid many bad things from happening.

According to Ehlers (2002) the following are the other common types of conflict that are eminent and very common to most labour relationships.

- **Frictional Conflict**

This is regarded as a spontaneous result of the nature of formal structure in an enterprise and the type of conflict in which is functional for an enterprise.

- **Strategic Conflict**

This form of conflict is created deliberately by the manipulation of the allocation or rather re-allocation of resources, status, authority and power in an enterprise. It strengthens a person's position in a group and increases his collective bargaining power or power of persuasion.

- **Conflict in Competition**

Conflict in competition often arises as a result of the irreconcilable behavior of two or more persons or groups during the interaction in a specific environment. This is often caused by lack of resources where people have to compete over very limited resources.

- **Formal and informal conflict**

The main focus here is the competition over the resources. People are engaged in this type of conflict either in a formal or informal way.

- **Pseudo-Conflict**

With this type of conflict, there is no conflict in essence, i.e. conflict is inexistent. However there are very strong possibilities that this conflict can develop into a real conflict like when people are competing over the resources which are scarce, or when people are engaged in the negotiations for wage increments. Pseudo conflict is evinced in schools where there are limited resources and everybody at those schools develops that urge to access such resources.

Open or real conflict

This conflict occurs in the final stage of a conflict episode between people or groups. As the conflict continues to occur, it later manifests itself into abnormal, deviating or aggressive behaviour. People characterized by this type of conflict become easily emotional. It needs to be mentioned that the conflict occurs when there is a high level of interdependence existing between persons and groups.

- **Alleged (latent) or perceived conflict**

Alleged (latent) or perceived conflict refer to the possible potential of conflict which a person or group feels is present, but it is not really manifested in people's behaviour. The chances are that the longer the duration of the relationship in which latent conflict is present, the more intense it may therefore become and the greater the impact of the external factors and the chances are that this latent conflict will develop into real or substantive conflict.

- **Substantive Conflict**

This type of conflict refers to the conflict which arises as a result of the interdependence of members of an enterprise in request of the utilization of the scarce or limited resources.

Constructive and destructive conflict

Constructive conflict is regarded as a relatively satisfactory consequence in a competitive relationship which is based on compromise rather than a win-lose situation. With destructive conflict, one party loses in respect of the competition for scarce resources, status and recognition.

2.3.3 How can conflict be managed and resolved

It cannot be disputed that conflict is not something to run away from. The only thing is that, means and ways have to be made to ensure that conflict is resolved. If conflict is allowed to drag long unattended, time will be wasted. People will focus all their energies towards it and production becomes affected in the long run. Van der Westhuizen (1991) adds that if conflict is left to hang for a long period of time:

“The organizational climate of the institution and the effectiveness of the whole organization is also damaged hereby”

The most crucial way of resolving conflict is through negotiation. Negotiation is defined as a process of interaction between parties directed at reaching some form of agreement that will hold and which is based upon common interest, with the purpose of resolving conflict, despite widely be achieved when there is common ground and it is an exchange of information through effective communication (Pienaar & Spoestra, 1999). Communication goes a long way in that absence of it leads to unnecessary conflict. It (communication) serves to reach agreement between parties that are disagreeing on certain issues.

Negotiation skills have to be learnt by both the managers and other individuals to prevent manipulation of people by forceful means. In as far as Sayles and Strauss (1980) are concerned resolving conflict involves the lower level managers clearing decision with upper level managers before acting. The higher management also must resolve conflicts among subordinates.

Flippo (1984) has tabulated seven ways of conflict resolution and same as shown below:

- Win/lose fashion where one party forces the other to concede;
- Withdrawal and retreat from an argument;
- Smoothing the differences;
- Super ordinate goals where parties are asked to suspend the conflict temporarily in the interest of cooperation towards a higher and more values;
- Compromising;
- Submission to an outside third party for decision (arbitration); and
- Problem solving through open exchange of information.

The other strategic way of dealing with conflict is called diffusion. This is when conflict is kept at abeyance and “cooling” until the emotions of the involved is at the controllable stage (Arnold and Feldman, 2002).

Confrontation is the other way of dealing with conflict as seen by Arnold and Feldman (2000). It is very pivotal to manage conflict. Managing conflict is a critical investment in improving how the organization adapts and take advantage of change. To be able to handle or manage conflict effectively helps the individuals to be in touch with new developments and create solutions appropriate for new threats and opportunities (Kreitner and Kinicki, 2001).

2.4 IMPACT CONFLICT HAS IN SCHOOLS PRODUCTION

The main findings of the study have shown that whilst respondents feel that conflict is unavoidable, there are certain things that managers have to do to handle it. The major findings on what most respondents feel about impact conflict has in affecting production are discussed as follows.

Conflict is part of people's lives. People aspire to do their utmost best by engaging in healthy competition in a bid to keep conflict minimal. Weeks (1992) assert that conflict is an outgrowth of the diversity that characterizes our thoughts, our attitudes, our beliefs, our perceptions and our social system and structures. He further states that many conflicts can serve as opportunities for mutual growth if we develop and utilize positive, constructive conflict resolution skills. Conflict leads to personal development. It is for this reason that it becomes critical for people to take conflict as positive so that they can be able to handle and manage it effectively.

Perceiving conflict in this way encourages constructive behaviour whereas perceiving it as negative encourages people to avoid dealing with the conflict or to do battle with the adversary who caused this negative experience to burden us.

- Communication plays such a pivotal role in minimizing and curbing of conflict

Disagreement and misunderstanding leads to personal conflict. In work situation people interact with one another and for this being the case it needs them to be engaged in healthy communication. They have to deal with their emotions and anger in a

constructive way. Failure to engage in a healthy communication will lead to confrontations that give rise to serious breakdown in working relations (Weeks, 1992).

The flow of information from the management to the subordinate should be such that it does include everybody in an organization. This helps to stop conflicts from emerging. Subordinates must be made to feel free to engage their managers on certain issues that they need to be clarified whilst at the same time managers also have to be open and be ready to be confronted by their subordinates on some issues. Communication serves to reach agreement between the parties that are disagreeing on certain issues. Managers with negotiation skills will not have a problem in dealing with conflict.

- “Audi alteram partem” rule is key to resolving conflict

“Audi alteram partem” rules refer to a situation where a mediator listens to both sides of the story before announcing a ruling (Weeks, 1992). Listening to both conflicting parties is a fair and just way of handling conflict. A mediator who listens to what A has to say then to B will never take sides or be biased. Any conflict handled this way will never emerge again.

- To help managers to manage conflict effectively

According to Weeks (1992) it is not easy for conflict in organizations to be done away with. Ways have to be sought to handle or manage it.

Employees have to be taken on board on how the organization progresses. This will win their confidence. Every plan has to be communicated to each employer for them to do their utmost best and not to challenge management on petty issues that should have been tackled by mere communicating certain developments to them (Weeks, 1992).

According to Weeks (1992) managers that have not undergone any training to be able to handle must be assisted. It needs to be brought to the attention of the managers that there

is no cooling off period of conflict. As soon as conflict erupts or emerges it must be given the full attention because it will not go away completely on its own. Even if the conflict subsides, it does not necessarily mean that it may not surface again. The best remains to try and get to the root of its cause and uproot it by employing variety of ways to resolve it.

- To ensure that working relationships between managers and subordinates becoming sound

Weeks (1992) argues that production is enhanced by cordial relationships in the workplace. People who do not see eye to eye, who have squabbles over small things will not be productive. Their energies will be directed towards conflict and not towards the work or project they are doing. It has been depicted in the survey that conflict leads to resentment. Resentment will be the order of the day in an organization where there is misunderstanding between management and subordinates (1992).



Literature review tried to come up with ways in which conflict can be sorted out in order that working relationships between managers and subordinates can be sound. In many instances managements have a tendency of imposing certain things on subordinates and this result to conflict. Among others, the following have to be avoided to better the relationships in organizations.

- Disrespect
- Unreasonable demands
- Inequality among employees
- Unfair and unequal workload.
- Ill discipline on the part of the management (Arnold & Feldman, 2002).

2.5 THEORIES OF CONFLICT MANAGEMENT

This section focuses on the theories of conflict management as outlined by McGregor (2000). These theories are human need theory, ERG theory, interaction-frustration theory, structural theory, social theory, and theory X and Y.

2.5.1 Human need theory

Human need theory is all about needs that human beings have to satisfy. According to Maslow, (1980) human beings have needs and it is very pivotal that such needs have to be satisfied. These human needs determine people's behaviour and motivation. He further maintains that the physical needs that people should satisfy include those needs for shelter and needs for food. Apart from those physical needs, there are needs for security, recognition, love, esteem and fulfillment. Needs have to be satisfied and if they are not satisfied, people become frustrated and feel insecure. They may even become withdrawn and are tempted to fulfill them in a more socially unacceptable ways (Maslow, 1980).

Jones and Jones (1991) assert that when dealing with children, one should realize the fact that their sense of belonging is threatened in a way or another. Children are likely to become withdrawn and look for attention through unproductive means. Furthermore, Jones and Jones (1995) continue to state that a need like self-esteem is met out of satisfaction of other needs such as recognition, security, love and competence. This therefore suggests that there is such a strong relationship between need for self esteem and other needs. Should it happen that these needs are not fulfilled; the child will indubitably acquire significance, competence and power by unbecoming ways. The main emphasis of Human Needs Theory is that some conflict needs are not met or satisfied.

According to McClelland's Theory of needs (1992) the following are emphasized:

- Needs for achievement (nAch)

This theory emphasizes that people strive to excel in order to achieve in relation to a set of standard to strive to succeed.

- Needs for power (nPow)

This is the need to control other people, influence people's behaviour and to be responsible for other people. It is the need to make others behave in a way that they would not behave otherwise.

- Need for affiliation (nAff)

There is a need to establish and maintain friendly and warm relations with other people. This theory emphasizes the desire for friendly and close interpersonal relationships. Some people have an urge to succeed in life. They are striving for personal achievement rather than the rewards of success per se. Those people have the desire to do something better or more efficiently than it was done before. They seek situations where they can attain personal responsibility, for finding solutions to the problems they encounter.

According to McClelland, high achievers believe in comparisons. They have the tendency to differentiate themselves from others by their desire to do things better. Their main concern is achievement. They are also interested in checking whether there is improvement in what they do.

2.5.2 ERG theory

Alderfer (2001) came up with this theory. ERG stands for three groups of core needs viz existence group, relatedness and growth needs. ERG theory helps people to identify their needs.

- Existence needs

This is concerned with the provision of people's basic material existence requirements. The most important thing about existence theory of needs is that people are able to identify their basic material existence requirements. They therefore find reasons why they are in existence and make meaningful inputs to their lives.

- Relatedness needs

Relatedness needs emphasize that people have the desire to maintain interpersonal relationship. Basically this group of needs is mainly concerned with how people interact with one another in a way that enhances cooperation. For people to satisfy these needs, they have to interact with others. It is very important that people should interact with one another in order that relatedness needs can be met. In an instance where people are not interacting with one another it will not be possible to achieve these needs.

- Growth needs

Growth needs is the desire for personal development. When people are interested in their development, they tend to use these growth needs. It is necessary for people to ensure that they develop growth needs that will assist them in their developments.

2.5.3 Interaction-frustration theory

According to Cronk (1997) the emphasis in this theory is that people have to interact with one another. Misunderstandings between people give rise to conflict. These misunderstandings that are precipitated by opposing values, perceptions, attitudes and behavioral dispositions of parties are responsible causes of conflict between people. Cronk (1997) believes that the educator-learner relationship conflict is caused by the failure of the educator and the learner to have a sound and cordial relationship. According to this theory, conflict is caused by instances where there is lack of egalitarian system and lack of belief in trustworthiness as well as morality between different parties.

Disagreements have to be addressed in order that conflict can be minimized or avoided completely. In a school educators use their power to put learners under certain duress. This coercion at times leads to conflict. Research has shown that people are likely to have their self-image threatened. In most cases, people who cannot negotiate successfully are the ones to resort to coercion as they feel that their interests are threatened. Putting people under unnecessary duress give rise to anxiety, tension as well as frustration to people on whom coercion is practiced or applied. Conflict therefore emerges as soon as people in authority show elements of oppression on their subjects. This can lead to disruptions, resistance and conflicts in schools (Cronk, 1997).

2.5.4 Structural theory of conflict

According to Callagan and Fleener (1988) structural theory emphasizes that conflict is precipitated by interaction of people. Such interaction of people shows cooperation, tension and competition. If it happens that people in a group do not cooperate with one another, the chances of conflict to erupt are maximal. The theory therefore stresses that organizations expect their people to pursue similar organizational goals. The vision and mission of the organization should be upheld in order that all their behavior should be geared towards organizational goals (1988).

People at the top echelons in organizations issue out instructions to their subordinates and if these (subordinates) fail to do as expected, conflict emerges. Callagan and Fleener (1988) share same sentiments when they assert that a high level of bureaucracy, certain types of personalities, status and desire for personal gains contribute to the conflict in an organizational structure. They further state that if the stakes of satisfaction in any situation are very high, the issue will be important in the parties and may induce conflict (1988).

2.5.5 Social identity theory

The social identity theory is mainly meant for groups. Group members always try to achieve positive distinctiveness for themselves in order to protect and maintain their self-esteem (Callagan & Fleener, 1988). The individuals want to be associated with

groups, hence social identity theory. They (group members) will always not agree on certain issues. Each member of the group craves to be the best and want to be dominant. Competition becomes the order of the day which later precipitates conflict (Callagan and Fleener, 1988). The theory argues that one group versus the other group identification give rise to intergroup differentiation which will subsequently or ultimately lead to conflict (Callagan and Fleener, 1988).

2.5.6 Theory X and theory Y

Theory X and theory Y are proposed by McGregor (2000). According to him, Theory X is basically characterized by a person who is always negative, lazy and dislikes work and needs to be coerced and the other one, Theory Y is positive. Employees falling under this theory like work are creative, seek responsibility and can exercise self-direction. Under theory X, the four assumptions held by managers are:

- Employees inherently dislike work and will always try to avoid it;
- Since they dislike work, they must be coerced, controlled or threatened with punishment to achieve goals;
- Employees will avoid responsibilities and seek formal direction whenever possible; and
- Most workers place security above all other factors associated with work and will display little ambition (McGregor, 2000).

In contrast to all above negative things about some employees, there are positive assumptions that McGregor called Theory Y:

- Employees can view work as being natural as rest or play;
- People exercise self-direction and self-control if they are committed to the objectives;
- The average person can learn to accept, even seek responsibility; and

- The ability to make innovative decisions is widely dispersed throughout the population and is not necessarily the sole province of those in management positions (Jones & Jones, 1991).

The theories of conflict management that have been discussed above show that individuals need to have their needs satisfied. For instance, person derives pleasure if his/her needs for security, recognition and love are fulfilled. Furthermore, an individual will be happy if his or her needs for shelter as well as needs for food are satisfied. Conflicts erupt when human needs are not satisfied. People strive to excel in order to achieve in relation to certain standards. There will always be conflict if needs for power, achievement and affiliation are not satisfied (Jones & Jones, 1991).

In the same breath, the interaction-frustration theory comes into picture if people are disagreeing on certain things. Educators in a school situation interact with one another and it becomes pivotal that they have to conduct themselves in a way that does not give rise to conflict (Jones & Jones, 1991).

2.6 CONCLUSION

Conflict forms part and parcel of the institutions. There is a need that people (principals and educators) have to work harmoniously with one another for production to be evinced. Differences have to be sorted out before they spoil the healthy relationships in organizations. There are instances where people disagree on how certain things have to be done and this causes conflict.

The next chapter deals with research methodology. It is in this chapter where research designs, development of the questionnaire, sampling method and data collection method used are explained in detail.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The main purpose of this chapter is to discuss the methodology used in the study. The following aspects that form part of this chapter, such as research design, population and sampling, data collection, data analysis, reliability and validity were explained in great detail. Research is the process which involves the planning, gathering and analyzing information that is relevant to a specific decision or a problem (McMillan & Schumacher, 2001).

3.2 RESEARCH DESIGN

Research design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained (McMillan and Schumacher, 2001). Research design is very crucial in that it helps the investigator or researcher to come up with solutions to the problems that have prompted a research and it also helps him/her in various stages of the research. Research design comes up in two paradigms viz. qualitative as well as quantitative. Nachmias and Nachmias (1996) perceive research design as the programme that guides the investigator as he/she collects, analyses, and interprets observations. It is there to help the researcher to draw inferences concerning causal relations among variables under investigation. This study is both qualitative and quantitative in nature.

3.2.1 Qualitative Research

This is the complex form of research design which mainly involves various methods of data collection and data analysis (Rankhumise, 2000). The researcher here is accorded an opportunity to meet the subjects and this suggests that this would be conducted over a prolonged period of time. The time spent in the field helps the researcher in that the findings would have an element of authenticity. The qualitative research has been used as it provided the researcher with a chance of getting responses that helped the research

to go off the ground. Qualitative research has been used as it is the easiest and quickest way of collecting data. It has not been difficult to reach the respondents for the purpose of this study.

3.2.2 Quantitative Research

Quantitative research design is associated with the systematic measurements and experimental and statistical analysis (Quee, 1999). This is in the form of numbers and results are based on larger sample sizes that are representative of the population (Quee, 1999). For the purpose of this research, a quantitative survey design has been used merely because it has the following advantages:

- The use of numbers allows greater precision in reporting results; and
- Powerful methods of mathematical analyses (software packages) can be used (Van As and Van Schalkwyk, 2000).

3.3 POPULATION AND SAMPLING

3.3.1 Population

Population refers to “all members of a real or hypothetical set of people, events or subjects to which researchers wish to generalize the result of their research” (Gall, Borg and Gall, 1996). Populations in this study are 322 schools in Bojanala West Region in the Department of Education, North West Province. This research was conducted in such a way that it becomes representative of both male and female groups. In conducting this research, the most important matter that needed consideration was to ensure that the population sampled possessed information as well as certain attributes or characteristics to make their responses meaningful.

3.3.2 Sample

According to Wehmeir (1993) a sample is a small number of people who are asked questions in order to find out about a larger group. It is vital to note that when selecting a random sample, each subject has an equal and unbiased chance of being selected to represent the entire study population (Quee, 1999).

Bryman and Cramer (1994) perceive sampling as a way of selecting a unit of analysis from the population. Some population can be very large but is unlikely that all the units in a population will be selected. The size of the sample varies according to the circumstances. A sample is a relatively small subgroup of cases from the population (Quee, 1999). There are five Area Project Offices in Bojanala West Region from each Area Project Office at least six (6) schools were sampled randomly, making the total of 30 schools sampled. An endeavour was made to ensure that a principal, at least other two members of SMT and three educators were sampled per school. Out of 150 questionnaires distributed, only 125 were returned.

The research is basically for the schools in Bojanala West Region and the results obtained for this research may be used as the general picture in other regions. However, the results may be useful to other regions as a form of a yardstick to gauge the impact conflict has in their day-to-day operations. It is quite possible that other studies in those other regions may reveal something different.

3.4 DATA COLLECTION

Information is the main foundation of research. Without information or data, it is not feasible to make analysis, draw conclusions or even to put the recommendations forward. It has been researched that the most effective and appropriate way of getting information directly from the respondents is by means of a questionnaire. McMillan and Schumacher (2001) perceive questionnaires as encompassing a variety of instruments in which the subject responds to written questions to elicit reactions, beliefs and attitudes. Babbie (1995) concurs that questionnaires provide a method of collecting data, such as asking people questions or asking them to agree or disagree with statements representing different points of view.

A structured questionnaire has been used to collect data from the respondents. An approval to conduct this study in this region was sought and obtained from the Executive Manager of Bojanala West Region. The researcher personally visited the

schools to administer the questionnaires to the respondents. Accompanying the questionnaires were:

- the approval from the Head of the region; and
- a letter that the researcher has developed that urged the respondents to co-operate by filling the questionnaires.

The respondents were further assured that their responses will not be disclosed for any other purpose and that they would undoubtedly be kept in confidence. All these letters formed part of this research as annexure at the back page.

3.4.1 Development of the instrument

The instrument used to collect data for this research is the questionnaire. The following aspects were adhered to in the development of this instrument:

- Pre-testing of the questionnaire was done among educators in one school. The feedback obtained was used to correct the mistakes and unclear questions. Modifications were made to the final questionnaire. The questionnaire was prepared in English because the communication medium class is mainly English.

The questionnaire consists of two sections viz, Section A and B.

Section A: Sought for the respondent's identification and population demographics. Although there is a column under this section where the respondents were to write their names and contact numbers, it has been showed on the questionnaire that if they do not feel comfortable to write in their particulars they were free to do so.

Section B: Sought the understanding of the concept conflict and also a variety of ways to deal with it. The last part of Section B requires the respondents to comment on how best conflict could be managed.

All the questions in Sections A and B had closed-ended questions except for the last question in Section B which was open-ended. In the closed-ended questions, the fixed alternatives have been provided and it is for the respondents to elect the alternative.

3.4.2 Survey research

Survey research is normally used to elicit people's reactions, beliefs and the way they perceive things (Van As and Van Schalkwyk, 2000). Survey research entails collecting information by asking questions in a more structured questionnaire from sampled individuals that are representative of a particular population. Survey research has both advantages and disadvantages.



3.4.2.1 Advantages of Survey Research

According to Van As and Van Schalkwyk, (2000) the following are the advantages of survey research:

- Questions are structured in such a way that answers from individuals can be added together to produce results which apply to the whole sample;
- The large survey can often be broken down;
- The cost of conducting this form of research is very reasonable; and
- The questions are very simple and designed to be unbiased (Van As and Van Schalkwyk, 2000).

The researcher used survey research because of the above-mentioned advantages.

3.4.2.2 Disadvantages of survey research

The following are the disadvantages of the survey research, as outlined by Van As and Van Schalkwyk, (2000):

- If the sampling is not representative, the results will have little relevance to other situations even though the sample size may be big;

- The wording of the questions can have a biasing effects on the results; and
- Independent variables cannot be manipulated ,as they can in experimental research (Van As and Van Schalkwyk, 2000).

In this study, the survey method is used because it is the easiest and reasonable way of conducting a research. The questions that have been used are simple and induce reliable results.

3.5 DATA ANALYSIS

Data analysis is such an important aspect of research. Data is collected and thereafter analyzed to yield some findings. Data capturing and data analysis are briefly explained below.

3.5.1 Data Capturing

Data capturing is the process whereby the collected data is fed to the computer (Van As and Van Schalkwyk, 2000). To make this exercise simple, it is necessary that the questionnaire numbers be assigned with the codes. The provision was made for post coding which was done on data gathered from the comments column at the end of the questionnaire.

3.5.2 Data Analysis

The descriptive statistical method using Statistical Package for Social Science (SPSS) was utilized to analyse the data collected. Furthermore, a T-test was used in testing the differences in perceptions regarding conflict in the workplaces. The analysis by means of variance technique that is parametric statistical tests was employed in this research. The analysis of data was done by means of variance technique (ANOVA) that is parametric statistical tests were employed in this research. A T – test was utilized to test the difference in perceptions regarding conflict in schools.

3.6 RELIABILITY AND VALIDITY

In research, there are problems with both reliability and validity. In an endeavour to curb the problems emanating from these two, efforts were taken to ensure that the information gathered is valid and reliable.

3.6.1 Reliability

Smith (1981) perceives reliability as “consistency between independent measurements of the same phenomenon” whilst Alreck and Settle (1985) maintain that reliability means “repeatability”, “the ability to get the same data values for several measurements made in a similar manner”. The implication here is that people have to respond in the same way if asked the same question. Should it happen that different responses are obtained when the same question is asked to different people that shows an element of unreliability.

Nachmias and Nachmias (2003) believe that reliability refers to the extent to which a measuring instrument contains variable errors, that is errors that appear inconsistently from observation to observation during any one measurement attempt or that vary each time a given unit is measured by the same instrument. The following are three ways of estimating reliability:

- The test-retest method;
- The parallel forms technique; and
- The split-half method (Nachmias & Nachmias, 2003).

- The test-retest method

This method comes into picture when the researcher administers the measuring instrument to the same group of persons at two different times and computes the correlation between the two sets of observation or scores (Smith, 1981).

The limitation for this method is that the measurement on one occasion is likely to influence measurements on subsequent occasions. The other limitation is that changes may have occurred in the measurement variable during the period between the two tests (Smith, 1981). This therefore shows that the test-retest method may either underestimate or overestimate the true reliability of the instrument.

- Parallel forms technique

The researcher needs to use the instruments on two groups of people and correlate the two sets of measures to obtain an estimate of reliability.

- Split-half method

This method entails randomly splitting the measurement in half. The split-half method estimates reliability by treating the split parts as separate scale (De Vos, 1998). After the instruments are used in different parts, the sets are correlated and this is taken as an estimate of reliability.

3.6.2 Validity

If something is valid, that particular thing must measure what it is supposed to measure and it must not be affected by extraneous factors that systematically “push” or “pull” the results in one particular direction (Alreck and Settle, 1985). The three basic kinds of validity can be distinguishable viz: content validity, empirical as well as construct validity.

- Content Validity

The questionnaire has been developed in a manner that helps the researcher to obtain the respondents’ background in a clearer way. The questions have also been structured in a way that is understood by the respondents. Content validity is established by determining the extent to which a measure reflects a specific domain of content (Terre Blanche, Durheim & Painter, 2004). It is particularly important for tests of knowledge.

- Construct Validity

The instrument is said to have high construct validity when there are close links between the subjects and the results. With construct validity, the measuring instrument is tied to the concept and theoretical assumptions they are employing (Nachmias and Nachmias, 2003). This form of validity involves both theoretical and empirical work: determining the extent to which a measure of a construct is empirically related to other measures with which it is theoretically associated (Terre Blanche et al, 2004).

- Empirical Validity

This form of validity is mainly concerned with the relationship between a measuring instrument and the measured outcomes. It is the belief of the scientist that there must be a strong relationship existing among the variables measured. The instrument that has been used for the purpose of this research relates strongly with the result of the research. Empirical validity tests pragmatic or criterion validity. If an instrument has, for an instance produce results indicating that students involved in students union activities do better in their exams, and if this is supported by available data, the instrument in question has pragmatic validity (Sarantakos, 2005).

3.7 QUESTIONNAIRE AS RESEARCH INSTRUMENT

In this study the questionnaire is used to collect data because of the following advantages:

- Large coverage of the population can be realized with little time;
- Anonymity is assured and this will help the respondents to be honest in their answers;
- Bias due to personal characteristics of interviews is avoided as no interviews are used;
- The questionnaire does not discriminate against;
- Questionnaires are easy to administer;
- Respondents who are introverted and cannot publicly express their opinions find questionnaires as the form of expressing their views; and

- They are not costly to administer (Alreck and Settle, 1985).

The researcher offered assistance so that the responses to the questionnaires become reliable. A provision has been made at the end of the questionnaire where the respondents can express themselves on any other thing about the questionnaire and the subject under research.

3.8 PRE-TESTING

In the design of a questionnaire, there is always a possibility of error. It is therefore important that the questionnaire be tested and checked for the mistakes or ambiguous question that people cannot answer. All research designs need to be piloted or pre-tested, so the comments made here about the survey could apply equally well to experiments, observation studies, interview schedules and so on (Gorard, 2004).

According to Bickman and Rog (1994) it is important for the researcher to know beforehand whether the study he or she is contemplating will, in all probability, be able to deliver the information the researcher is seeking, and will be able to do so within a certain budget and timeline.

In this study the questionnaires were pre-tested with few educators for them to respond. The researcher then checked their responses in comparison with what the questions needed. There was nothing that needed to be changed on the questionnaire after it was pre-tested.

3.9 CONCLUSION

The chapter has outlined the research design and development of the instrument. A mention was made on how sampling was done, how data was collected and captured. Crucial facts about reliability and validity were also explained and lastly both the advantages and disadvantages of questionnaires were outlined.

The next chapter clearly explains the analysis of data in full detail. Findings and discussions were also reflected in the ensuing chapter. .

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter provides the report and outlines the results of the empirical investigation conducted to determine the causes and impact of conflict in the workplace. The chapter is aimed at analyzing and giving meaning to the data by a way of discussing the findings on the data obtained from the completed questionnaires.

The qualitative and quantitative data collected through the inquiry are summarized, analyzed and discussed lengthily to give clear meaning. The respondents included educators of primary schools. About 150 questionnaires were sent to schools around Bojanala West Region and not all the questionnaires were returned, only 125 did return the questionnaires. A response rate is 83.3% and 16.7% did not return the questionnaires. A five-point Likert scale was used. This five-point Likert is a response which consists of a series of responses ranging from strongly agrees to strongly disagree (McAllister et al. 1988).

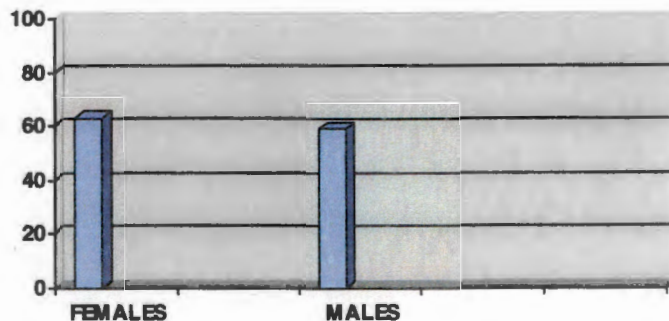
4.2 BIOGRAPHICAL DATA OF THE RESPONDENTS

This section presents the biographical details of the respondents. The main purpose is to indicate the demographics of the respondents in terms of gender, age distribution, number of years working, position, level, job function, department and home language. Univariate analysis has been used to present the data of the sample and to interpret the findings accordingly.

4.2.1 Gender of respondents

Figure 4.1 dealt with gender composition respondents.

Figure 4.1: Gender composition of the respondents



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Figure 4.1 indicates that 51.3% of the respondents were females whilst only the response of male counter parts stood at 48.7%. The information suggests that the number between the males and females in the school system do not vary that much. This implies that both males and females are well represented in the study and they can identify the causes of conflict in their organizations.

4.2.4 Age of the respondents

Figure 4.2 gives ages of the respondents in six categories.

Figure 4.2 Age of the respondents

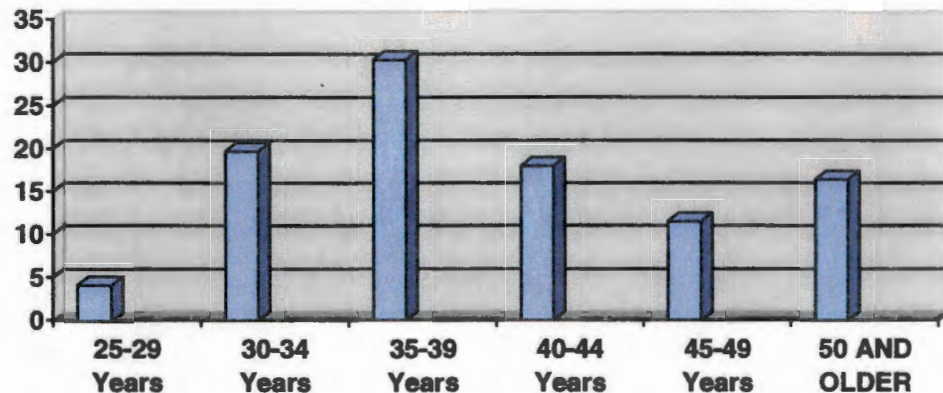


Figure 4.2 shows that the age of the respondents ranged from 25 years to 50 years and above. However, the respondents who were 30-34 years have registered the highest percentage. Respondents who are 25-29 years have shown a percentage of 4.1% whereas those who are 30-34 years old stand at 19.7%. The age distribution of respondents who are 40-44 years is 18%. The respondents who are between 45-49 years are represented by 11.4% whilst those between 35-39 stands at 30.3%. The 16.4% is the figure obtained for the respondents who are 50 years and older. The implication derived from the figures is that the school system comprises of a larger percentage of employees who are between 35 to 39, however, conflict occurs in all age categories.

4.2.3 Number of years working

Figure 4.3 Number of years working

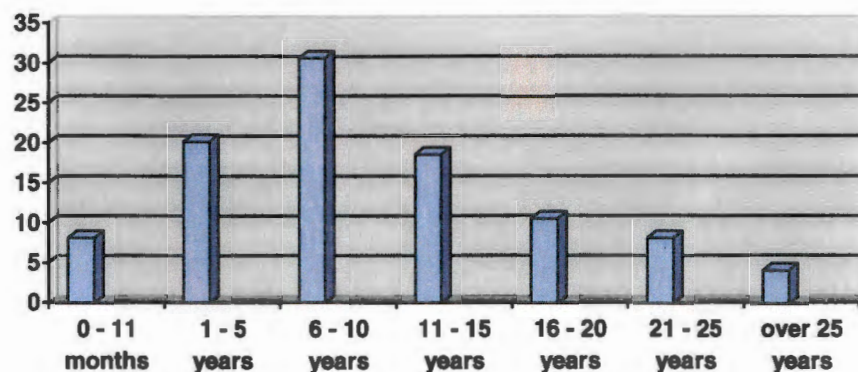


Figure 4.3 shows that the number of years the respondents spent in the employment starts from the lowest percentage 8.1% for those who served the department for less than 11 months. Respondents who are in majority are those whose service ranges from 6 to 10 years (30.7%). The graph starts to decline from 11 years of service. Those ranging between 11 to 15 years stand at 18.5% followed by 10.5% of respondents who have served the department for 16-20 years. The decline is also shown by 8.1% of the respondents whose service ranges from 21 to 25 years. The sample has shown that on average, many respondents fall in the category of those whose service ranges from 4 to 12 years. This implies that the majority of the respondents have been with the Education Department for more than 15 years. This turns to suggest that if conflict is not resolved as a matter of urgency, the problem will last and eventually affect the working relations and production in the workplaces. Furthermore, teaching profession is the type of profession where people create comfort zones and will never change their work. So if conflict is eminent but is not attended to, chances are that the people who find themselves in the conflicting situation will stay with the problem for as long as they are with the department. Also, about 30.7% of the respondents have been serving in the Department of Education for an average of 10 years which impresses that they can be better empowered on how to deal with conflict.

4.2.4 Position

Figure 4.4 is about positions occupied by the respondents.

Figure 4.4 Position of the respondents

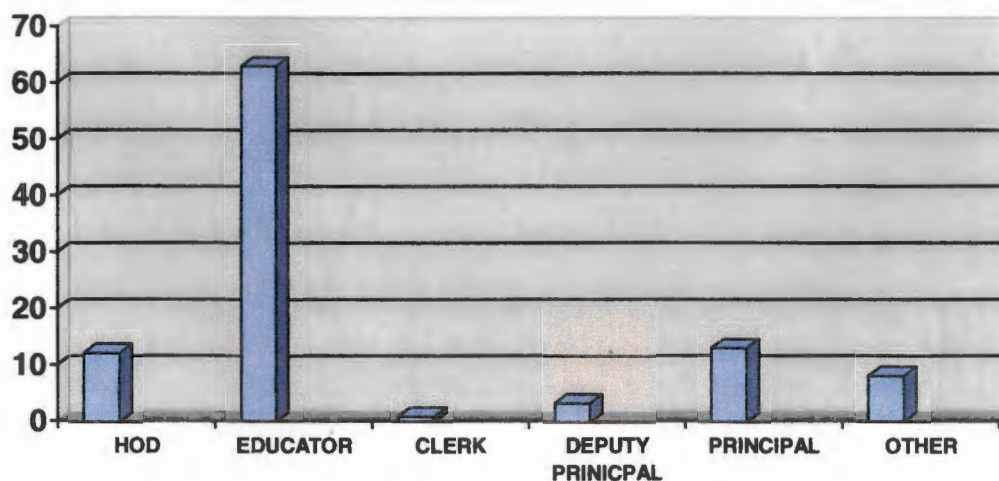
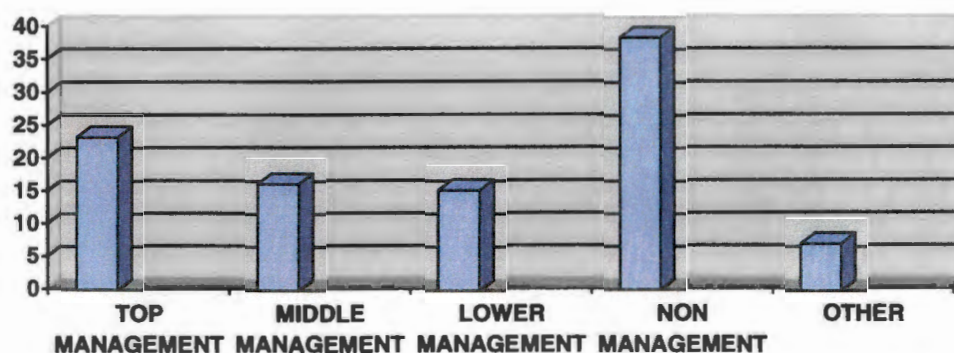


Figure 4.4 shows that the second column, that of educators, is the only one with the highest percentage of about 62.9%. The respondents consist of 12.1% Heads of departments, 62.9% educators, 0.8%, clerical staff, 3.2% Deputy Principals, and 12.9% Principals, as well as 8.1% comprising of administrative assistants as well as those respondents who happen to be drawn from the learnerships. This suggests that the highest respondents were drawn from educators as these are in majority in the school system.

Conflict in the workplaces occurs where there are many people having to compete for things like resources and to disagree on how certain things are done. The educators will better be able to give a picture of how conflict is handled in their different schools due to the fact that they are in great numbers.

4.2.5 Managerial level

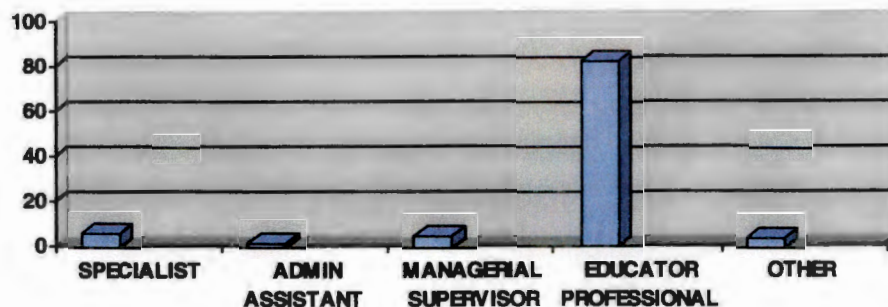
Figure 4.5 Managerial level of the respondents



In figure 4.5 top management in this case denotes all those respondents who are at the top of their organizations, that is, heads of schools, whilst non management refer to ordinary employees. Respondents in the top management average to 23.2%. Those falling in the category of middle management stand at 16.2%. Thirty eight point four percent is for those respondents who are not in management positions, whilst an average of 15.2% is for those who are at lowest level of the management ladder. As the responses from learnerships units were also invited, it is very apparent that they fall under the category of other. The respondents in both the top and lower management level have shown keen interest in the management of conflict which therefore suggests that they will be able to effectively deal with conflict in their workplaces

4.2.6 Job Function

Figure 4.6 Job Function of the respondents



According to figure 4.6 the percentage for respondents falling under the category of specialist is 6.0% with that of administrative assistants standing at 1.7%. This is the lowest of them all. 5.3% respondents the respondents on managerial or supervisory level. The educators (professionals) rating is at 82.7% category for this has shown the average of 4.3%. People who appear to be involved in conflict are educators because they happen to be many in an institution. They therefore need to be assisted with skills that will enable them to control and manage conflict effectively.

4.2.7 Department in which the respondents work

Figure 4.7 Department in which the respondents work

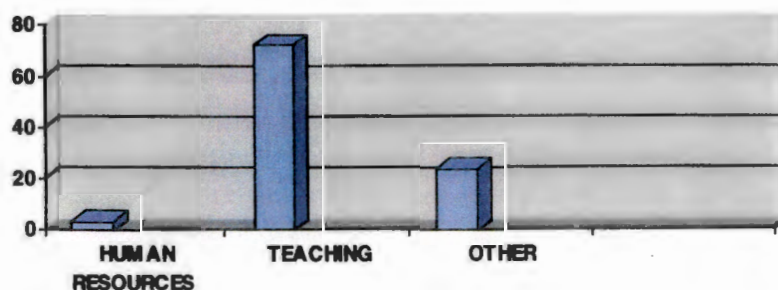
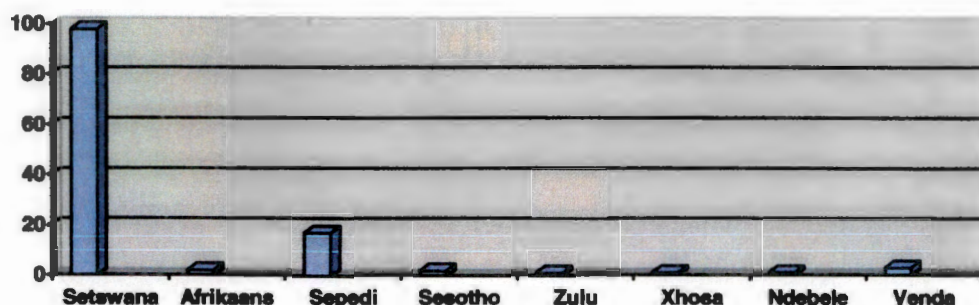


Figure 4.7 shows that many departments have been provided for the relevant choice to be made. The responses that educators have shown are that only two departments are relevant to them and that is, Human Resources and Teaching. Otherwise the other

responses came from the column for others. Respondents in the category of human resources are 3.3 %, those in the department of teaching have shown the percentage of 72.7% whilst the last category known as “other” has shown the percentage of about 24.0%. Other denotes the respondents drawn from the learner ships. The main focus was the place where there are many individuals and in our case the focus was mainly in schools. There will always be disagreements in as far as interpretation of solving of problems and conflicts by educators is concerned. Working in under resourced schools will also give rise to conflict that is why the study was geared towards those in the teaching department.

4.2.8 Home Language

Figure 4.8 The language of the respondents



From figure 4.8, it became apparent from the responses that not all the languages are represented in this research. Language such as English has not been selected as the home language by any of the respondents. The same goes for Swati as well as Tsonga. The majority of the respondents are composed of Setswana speaking people who stand at 78.4% followed by Sepedi speaking people with the percentage of 13.6%, then Venda 2.4%. The Afrikaans and Sesotho speaking people have an equal percentage of 1.6% whilst the Zulu and Xhosa as well as Ndebele only stand at 0.8% each. To some extent language can be a serious barrier and also a cause of disagreements. Conflicts will be precipitated by the mere fact that the respondents have various languages for as long as they are not of the same language, the chances are that they will form cliques and disregard people of other languages. This may lead to conflict.

4.3 RESPONDENTS' VIEWS ON CONFLICT IN SCHOOLS

As it has been mentioned earlier in chapter 3, there are two sections on which data was collected. One of them has already been dealt with in the first section whereas the second one concentrates on the understanding of conflict and how respondents reacted to the questionnaire. As Likert scale was used, questions that are selected have been grouped together and some are discussed as collective even though each of them have its own analysis provided for clarity purposes.

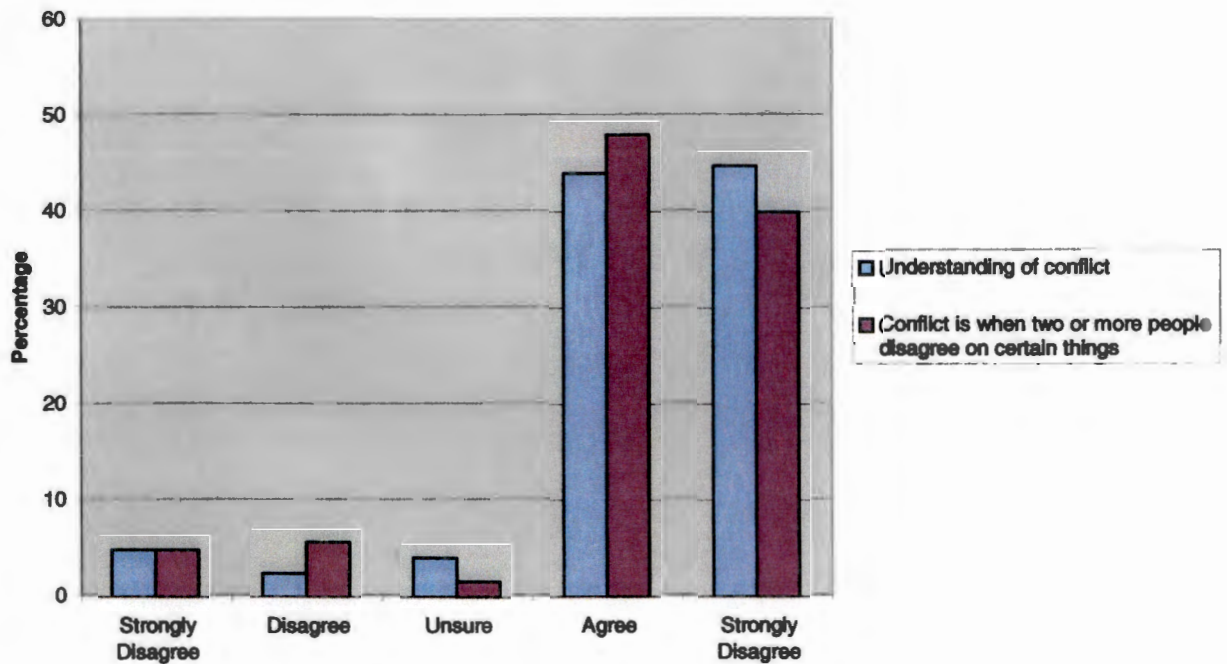
4.2.9 Understanding of what conflict means?

Table 4.1 Understanding of conflict

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
4.2.9.1. I fully understand what conflict means	6	4.8	3	2.9	5	4.1	56	44	56	44.8
4.2.9.2. Conflict occurs when an individual, two or more people are disagreeing on certain things.	6	4.8	7	5.6	2	1.6	60	48	50	40

Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Figure 4.9 Understanding of conflict



Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Item 4.2.9.1 Understanding of conflict

From table 4.1 and figure 4.9 it is very apparent on the graphical representation that a larger percentage of the respondents know what conflict is all about. The figures for those who do not know stand at 7.7% whilst about 4.1% of the respondents do not know whether they understand the meaning of conflict or not. The majority of the respondents about 88.8% have consented that they agree and strongly agree that they understand what conflict is all about. The understanding of conflict helps individuals to better deal with it. Individuals in better positions should avoid conflict and also develop some ways and tactics of dealing with conflict in order that the relationships in the workplaces do not get affected by unnecessary tension.

Item 4.2.9.2 Conflict occurs when an individual, two or more people are disagreeing on certain things.

Table 4.1 and figure 4.9 indicate that the majority of the respondents 88.8% agree and strongly agree with the above statement respectively), assert that there will always be disagreements when individuals have to compete for a particular thing. The figure for those not sure whether conflict occurs when individuals disagree on certain things or not is 1.6%. The minority of the respondents disagree that conflict is not anticipated when individuals have disagreements. The following are the figures that have displayed for those strongly disagreeing and disagreeing respectively 4.8% and 5.6%.

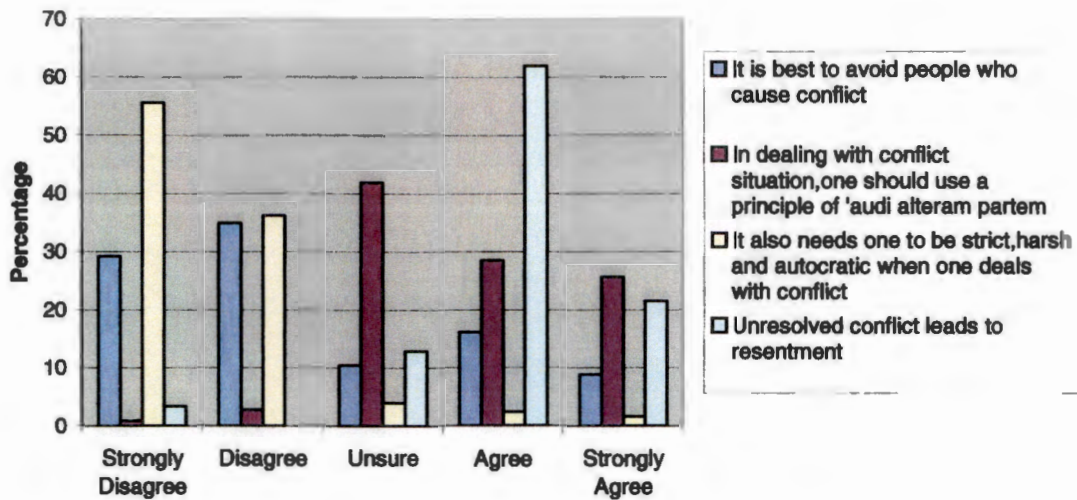
The implication is that a large percentage of the people in the workplace have an understanding of how conflict comes about. This will assist in that they will know when there is conflict and also find ways of avoiding it, or even dealing with it in a way that will benefit the organization.

4.2.10 Dealing with conflict

Table 4.2 Dealing with conflict

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
4.2.10.1 It is best to avoid people who cause conflict	36	29.3	43	35	13	10.5	20	16.2	11	8.9
4.2.10.2 One should use "principle of audi alteram partem rule" when dealing with conflict	1	0.95	3	2.8	44	41.9	30	28.6	27	25.7
4.2.10.3 One needs to be strict, harsh and autocratic when dealing with conflict	69	55.6	45	36.3	5	4	3	2.4	2	1.6
4.2.10.4 It is best to keep quite in conflict situation	7	5.7	26	20.9	11	8.8	45	36.2	35	28.2

Figure 4.10 Dealing with conflict



Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Item 4.2.10.1 It is best to avoid people who cause conflict

Table 4.2 and figure 4.10 show that in dealing with conflict, the majority of the respondents feel that it is not advisable to ignore fellow colleagues who seem to be the cause of conflict at all the time. About 64.1% of the respondents disagree and strongly disagree with the above statement. According to them, people causing conflict have to be confronted. Those respondents who are not sure whether to avoid people causing conflict or not are displaying a percentage of 10.5%. The percentage of respondents who agree and strongly agree that avoiding people who cause conflicts is the best option stand at 16.2% and 8.9% respectively. The implication is that conflict must be addressed and if not, it will affect the organization and cause unnecessary tensions.

Item 4.2.10.2 One should use principle of “audi alteram partem” rule when dealing with conflict

Table 4.2 and figure 4.10 show that a great number of the respondents regarding “Audi Alteram Partem” as a best way to deal with conflict in schools, 54.2% of the respondents agree and strongly agree that in a conflict situation, the manager or observer dealing with conflict has to listen to both sides of the conflict that is to listen to the conflicting parties before he/she makes a comment to arbitrate. A big number, 41.9% of the respondents are unsure. Those who disagree amount to 3.7% .If the principle of “audi alteram partem” is not used, the party intending to resolve the conflict will be biased and the working relations will therefore be affected.

Item 4.2.10.3 One needs to be strict, harsh and when dealing with conflict

From table 4.2 and figure 4.10 it has been revealed by the responses that strictness, harshness and autocracy do not work in a conflict situation. About 91.8% of the respondents maintain respectively that they disagree and strongly disagree with the notion that managers have to be strict, harsh and autocratic. About 4% are for those figures for those who are unsure whether managers have to be strict, harsh and autocratic for them to deal effectively with conflict. 2.4% and 1.6% are the figures obtained for the respondents who agree and strongly agree with the statement respectively. Conflict has to be addressed in its early stages. If it is addressed but the manager remains strict, harsh and autocratic it does not assist the organization in that further conflict will emerge and affect the whole organization. So it is very imperative that managers have to develop a way of treating their subordinates in a manner that does not give rise to conflict.

Item 4.2.10.4 It is best to keep quite in a conflict situation than to encourage and worsen unnecessary misunderstanding

In table 4.2 and figure 4.10, this statement refers to managers who decide to ignore and pretend as if there is no conflict. The respondents totaling 64.4% of the respondents agree and strongly agree that managers must keep quite about conflict so as not to encourage it from worsening. Those unsure about this average 8.8%. About 20.9% of the respondents have a feeling that keeping quite as if there is no conflict will not do any good to the organization. Remaining silent does not assist an organization when there is conflict. Managers have to be bold enough to work on the conflict because if it is left unattended, it will worsen and will indubitably affect the working relations in such an organization.

4.2.11 Managing conflict

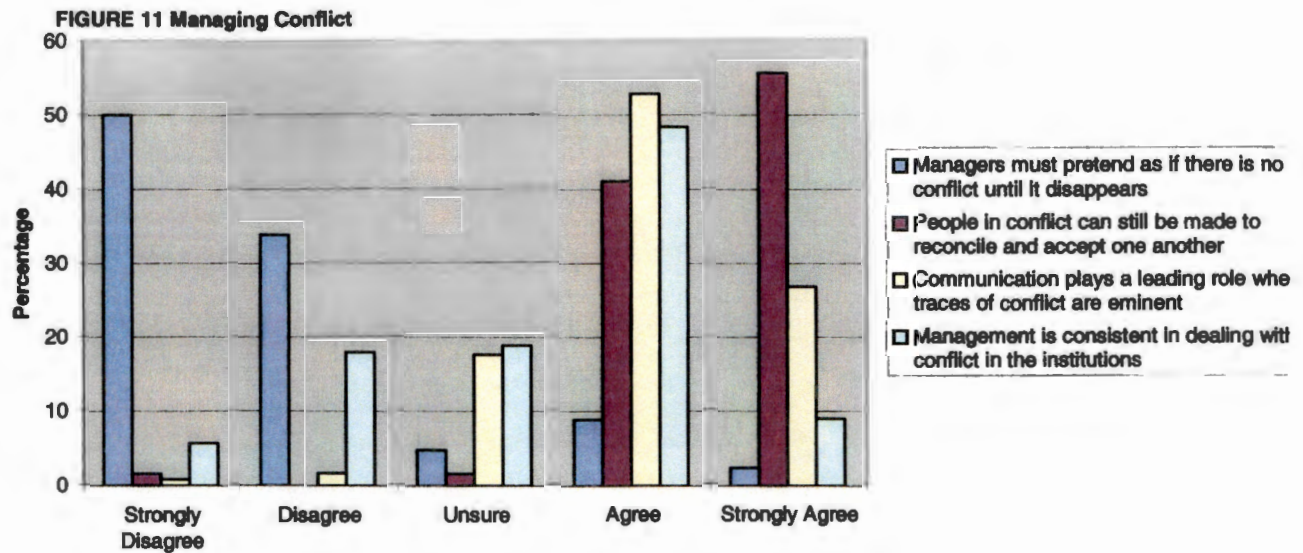
Table 4.3 and figure 4.11 give respondents' views on how conflict should be managed in schools.

Table 4.3 Managing conflict

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
4.2.11.1. Managers must pretend as if there is no conflict until it disappears on its own	62	50	42	33.8	6	4.8	22	8.8	2	2.4
4.2.11.2. People in conflict can still be made to reconcile and accept one another	2	1.6	-	-	2	1.6	57	41.1	10	25.7
4.2.11.3. Communication plays a leading role where traces of conflict are eminent	1	0.8	2	1.6	21	17.6	63	52.9	22	26.8
4.2.11.4. Management is consistent in dealing with conflict in our institution	7	5.7	22	18	23	18.8	59	48.3	11	9

Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Figure 4.11 Managing conflict



Item 4.2.11.1 Managers must pretend as if there is no conflict until it disappears on its own

The views of the respondents on table 4. 3 and figure 4.11 are that managers have to act promptly to the conflict, deal with it once and for all. About 83.8% of the respondents disagree and strongly disagree that managers must deal with conflict head on and not postpone dealing with this problem. Those who are unsure amount to 4.8%. The rest of the respondents have shown by the following figures 8.8% and 2.4% for agreeing and strongly agreeing with the above statement respectively. Avoiding conflict is very dangerous to the institution because the relationships and production will be affected. If managers seek a work environment where people in majority are happy, such managers will be sure about maximum production. People tend to do their best if they are gratified.

Item 4.2.11.2 People in conflict can still be made to reconcile and accept one another

It is very evident from the table 4.3 and figure 4.11 that appeared earlier on that whenever there is conflict, it does not necessarily mean that all is lost. People can still reconcile and proceed with their work as if there were never disagreements. The percentage of respondents agreeing and strongly agreeing to the above statement stands at 66.8%. The indication here is that whether conflict or not, there is such a need for people to come together and work together for the sake of production. So it is incumbent upon heads of sections to arbitrate in conflicts so that all the differences that are there can be chiseled away. It does not mean that where there is conflict, relationships are ruined for good.

Item 4.2.11.3 Communications plays a leading role where traces of conflict are eminent

Table 4.3 and figure 4.11 show that the majority of the respondents 78.7% of those agreeing and strongly agreeing felt that communication play a pivotal role in managing conflict. It is only a handful, 0.8% which thinks that communication does not play any role in conflict management. Conflict will never be resolved if people are going to keep quite and fail to voice their dissatisfaction. It is only after they have raised their concerns that managers will intervene. In some instances managers will detect that there is conflict in their organizations and must readily attend to it through means of communication. If everybody can remain quite in a conflict situation and not take steps to remedy the situation, there is a strong likelihood that the relationship as well as production will be affected.

Item 4.2.11.4 Management is consistent in dealing with conflict in our institution

Respondents from table 3 and figure 11 had the following to say pertaining to the consistency of management in dealing with conflict in workplaces. There is a variety of

views here where some respondents (18%) believe that management is not consistent in dealing with conflicts in their different institutions. About 57.3% agree and strongly agree that management has shown some consistency in handling conflict in the workplaces

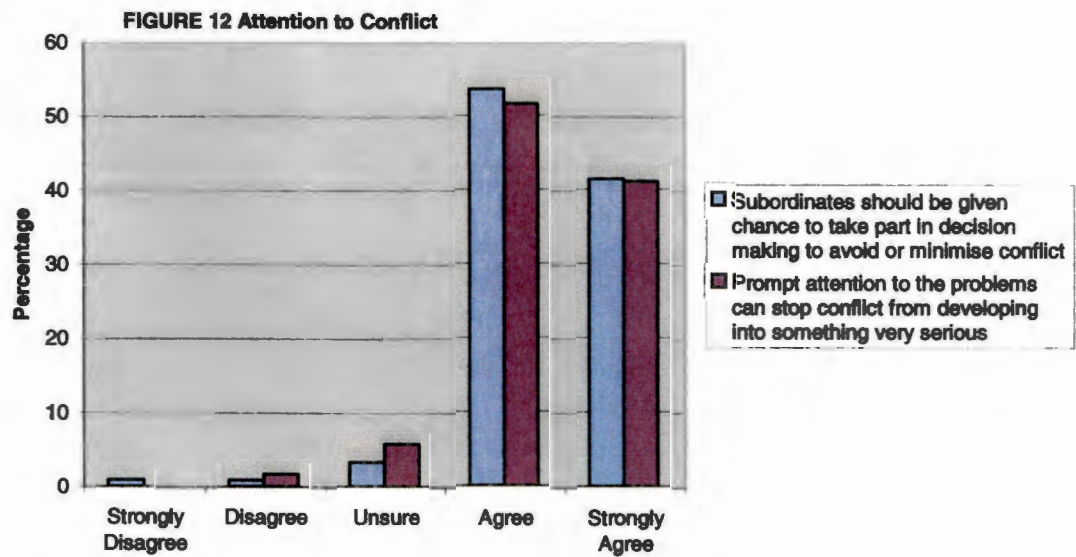
4.2.12 Attention to conflict

Table 4.4 Attention to conflict

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
4.2.12.1 Prompt attention to the problems can stop conflict from developing into something very serious.	-	-	2	0.8	7	5.6	64	51.6	51	41.1
4.2.12.2 Subordinates should be given chance to take part in decision making to avoid or minimize conflict.	1	0.8	1	0.8	4	3.2	66	51.6	51	41.4

Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Figure 4.12 Attention to conflict



Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Item 4.2.12.1 Prompt attention to the problems can stop conflict from developing into something very serious.

The statistics from table 4.4 and figure 4.12 have it that 0.8% disagree and strongly disagree respectively that prompt attention to the problems can stop conflict from developing into something very serious that can subsequently affect relationships and production in an organization. It is very pivotal that attention should be given to the problems in their early stages. About 92.7% of the respondents agree and strongly agree that problems have been tackled promptly. It is only a small figure, (0.81%) of the respondents who perceive conflict as something that is not precipitated by the delay in the attention of such problems.

In the same breath, 41.4% of the respondents also feel that if conflict is left unattended, the worse situations will be experienced. The implication is that as people continue with their daily activities and interact with one another, there are high chances that they will disagree and differ on certain issues. These disagreements and differences have to be resolved so that they can continue with their normal routine and if their problems or concerns are not solved or met, they will show some form of negativity and this greatly affects the whole organization. It is therefore best that problems and disagreements must not be left to pile.

Item 4.2.12.2 Subordinates should be given a chance to take part in decision making to avoid or minimize conflict

Decision-making plays such an indispensable role in minimizing conflict. It is fair enough that subordinates be afforded with the opportunity of taking an active part when decisions are taken so that they can have ownership of such decisions. By involving them, a “me-them” attitude will be discouraged. As it is shown in table 4 and figure 12 that the larger number of respondents, 93%, agree and strongly agree with the motion that subordinates have to be taken on board when important decisions are made. Only 0.8 disagree. Very good decisions can be taken by the management but if the people on the ground were not given a chance to actively be involved in making such decisions, implementation will be a problem. The involvement of low ranking employees in decision making will to some extent help management to make decisions that will assist the organization in the long run.

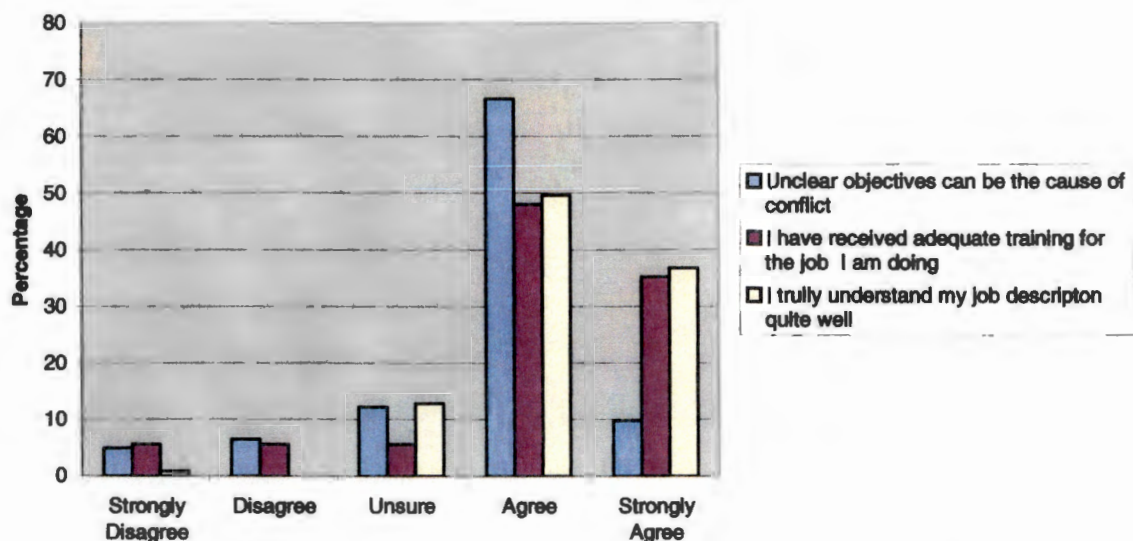
4.2.13 Causes of conflict

Table 4.5 Causes of conflict

Statement	SD		D		U		SA		A	
	F	%	F	%	F	%	F	%	F	%
4.2.13.1. Unclear objectives	6	9.8	8	0.5	15	1.8	12	86.8	82	1.6
4.2.13.2. Understanding of the job description	1	0.8	-	-	16	0.8	46	12	62	69.6
4.2.13.3. Training for the job	7	5.6	7	5.6	7	5.6	44	32.5	60	48

Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Figure 4.13 Causes of Conflict



Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Item 4.2.13.1 Unclear objectives can be the cause of conflict

From table 4.5 and figure 4.13, respondents agreeing and strongly agreeing with the above statement are in majority that is 86.8% while 9.8% strongly disagrees. This implies that according to them, objectives have to be clear so that a room for a conflict

cannot be opened. If people do not know what is expected of them and what roles they are expected to fulfill, they will just wonder around and end up infringing in other people's roles. This will cause conflict. This therefore indicates that the management has to state and define clear roles for their subordinates in a bid to minimize conflict.

Item 4.2.13.2 Understanding of the job description

Roles that people have to play have to be clearly understood. Table 4.5 and figure 4.13 show that a larger percentage of the respondents 88.4% agree and even strongly agree that they understand what their job description is while 0.8% strongly disagrees. In an instance where employees do not have an understanding of their job description, conflict will be the order of the day. Relationships in their organizations will be affected as certain people would be encroaching in their colleague's domain, this leading to conflicts.

Item 4.2.13.3 Training for the job

For people who have been trained for their jobs it will be easy for them to execute diligently all what they are expected to do. It has been revealed on table 4.5 and figure 4.13 that 80.5% of the respondents agree and strongly agree to have received training for the job they are doing, but 5.6% disagree. This therefore suggests that conflicts will be kept minimal. Relationships in the organizations are spoilt by lack of training on the part of the employees. Trained people do not do things haphazardly but they will only do their part and leave the rest to their colleagues.

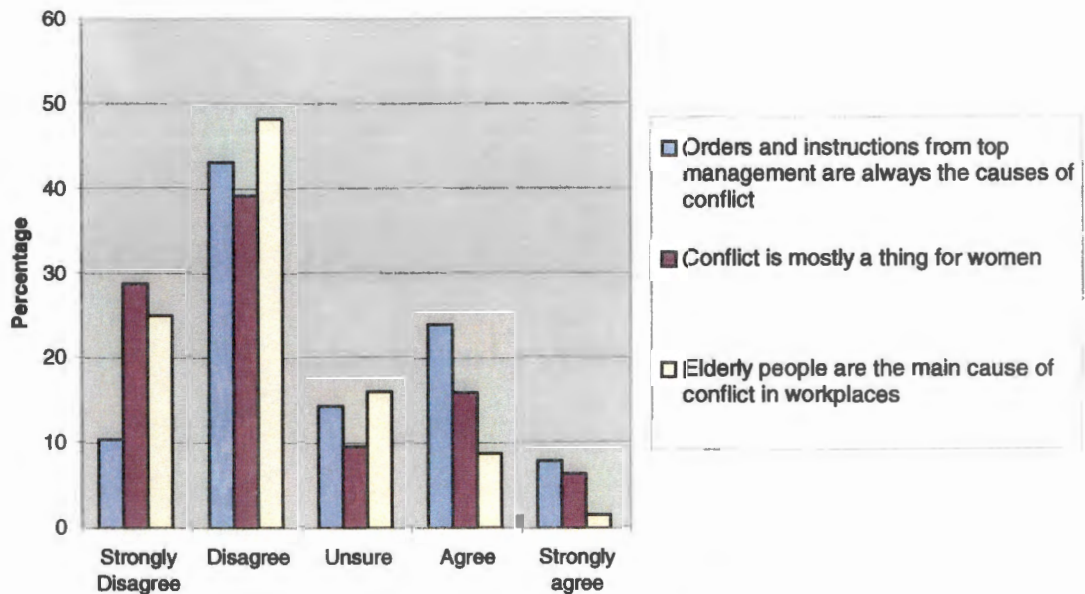
4.2.14 People causing conflict in workplaces

Table 4.6 People causing conflict in workplaces

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
4.2.14.1. Orders and instructions from top management are always the main causes of conflict	13	10.4	54	43.2	18	14.4	30	24	10	8
4.2.14.2. Conflict is mostly a thing for women	36	28.8	49	39.2	12	9.6	20	16	8	6.4
4.2.14.3. Elderly people are the main cause of conflict in workplaces	31	25	60	48.3	20	16.1	11	8.8	2	1.6

Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Figure 4.14 People causing conflict in workplace



Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Item 4.2.14.1 Orders and instructions from top management are always the main causes of conflict.

Table 4.6 and figure 4.14 indicate there are mixed feelings for this statement. About 53.6% of the respondents disagree and strongly disagree that orders and instructions from top management are always the main causes of conflict. The figures for the respondents who have a descending views stand at 32% both for those disagreeing and strongly agreeing that orders and instructions from the top management have a causative effect on conflict. Only 14.4% constitutes the respondents on the borderline, those who are unsure.

For conflict to be kept minimal in the workplaces, it is very crucial that orders and instructions from top management have to be communicated clearly to the employees. If these are not communicated clearly to the subordinates, chances are that people at the

bottom of the organization will feel harassed and the organization will undoubtedly experience the never-ending conflict. Instructions have to be clear so that the employees know exactly what is expected of them in a particular organization.

Item 4.2.14.2: Conflict is mostly a thing for women

The majority of the respondents in table 4.6 and figure 4.14 maintain that conflict is not a thing for women. It is only the minority, which asserts that conflict is a thing for women. The respondents disagreeing and strongly disagreeing with the above statement have shown a percentage of about 10.4% and 43.2% respectively. The respondents that were unsure have displayed the percentage of about 14.4%. In workplaces there are both males and females. Women cannot be blamed to be at the forefront of conflicts as opposed to their male counterparts. As it has been shown by the findings, it is apparent that males also have an active role to play in as far as conflicts in the workplaces are concerned.

Item 4.2.14.3: Elderly people are the main causes of conflict in the workplaces

Many respondents do not agree with this statement. The above table 4.6 and figure 4.14 confirm that 73.3% of the respondents strongly disagree and disagree respectively that elderly people are the main cause of conflict in organizations. It is only a small fraction of the respondents 8.8% who feel that conflicts in the workplaces can be associated with elderly people.

The instrument used to collect data has shown that the Department of Education is manned with different ages and in some instances there are only young people at a particular school but the conflicts at that same school are so many. This therefore signals that not all conflict situations can be apportioned to old people.

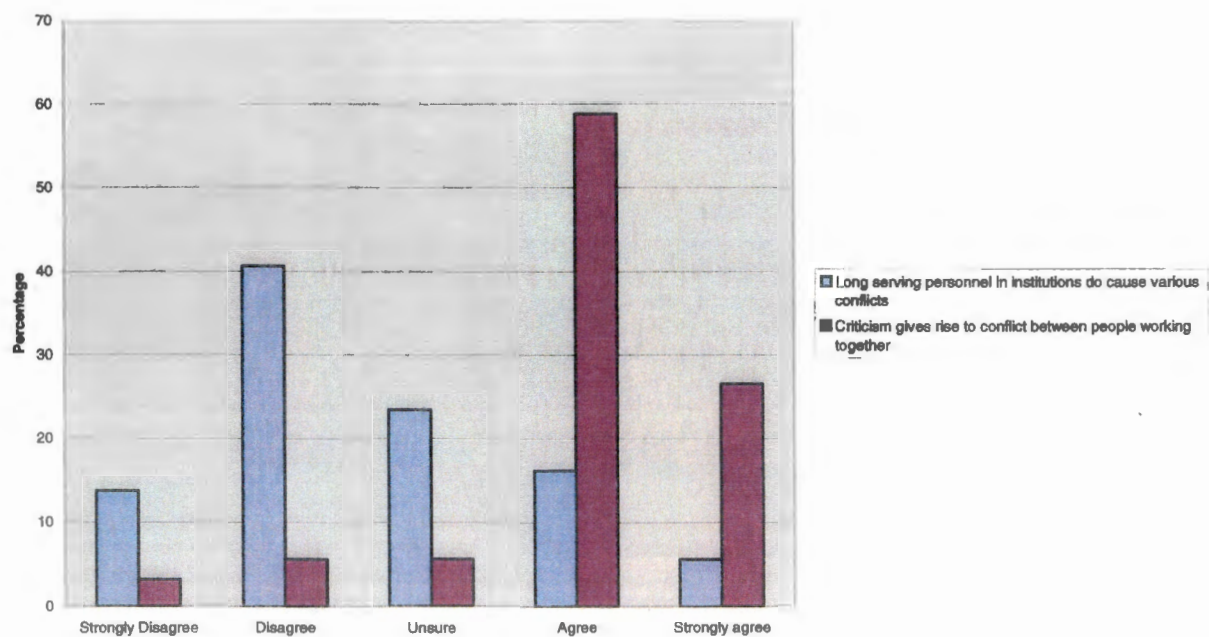
4.2.15 Working Conditions

Table 4.7 Working Conditions

	SD		D		U		A		SA	
Statement	F	%	F	%	F	%	F	%	F	%
4.2.15.1. Long serving personnel in institutions do cause various conflicts	17	13.8	50	40.6	29	23.5	20	16.2	7	5.6
4.2.15.2. Criticism gives rise to conflict between people working together	4	3.2	7	5.6	7	5.6	73	58.8	33	26.6

Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Figure 4.15 Working Conditions



Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Item 4.2.15.1 Long serving personnel in institutions do cause various conflicts

Table 4.7 and figure 4.15 reveal that 54.4% of the respondents disagree and strongly disagree with the statement. Only 21.8% for both agreeing and strongly agreeing maintain that people who have been with the same institutions for a longer period of time do cause conflict. These figures are not so big which therefore suggests that long serving people cannot be blamed and be seen as the cause of conflict in the workplaces. Conflict is everywhere for as long as people interact with another and compete for resources.

Item 4.2.15.2 Criticism gives rise to conflict between people working together

Table 4.7 and figure 4.15 have shown that 85.4% of the respondents agree that criticisms in the workplaces give rise to unnecessary conflicts. It is only 5.6% which was unsure whether criticism could be blamed as the main cause of conflict or not. The minority that is 8.8% strongly disagree and disagree respectively believe that even if criticism if rife in organization conflict will never emerge. It therefore goes without any saying that if managers' keep on criticizing the subordinates and subordinates also criticize the management conflict will indubitably be the order of the day.



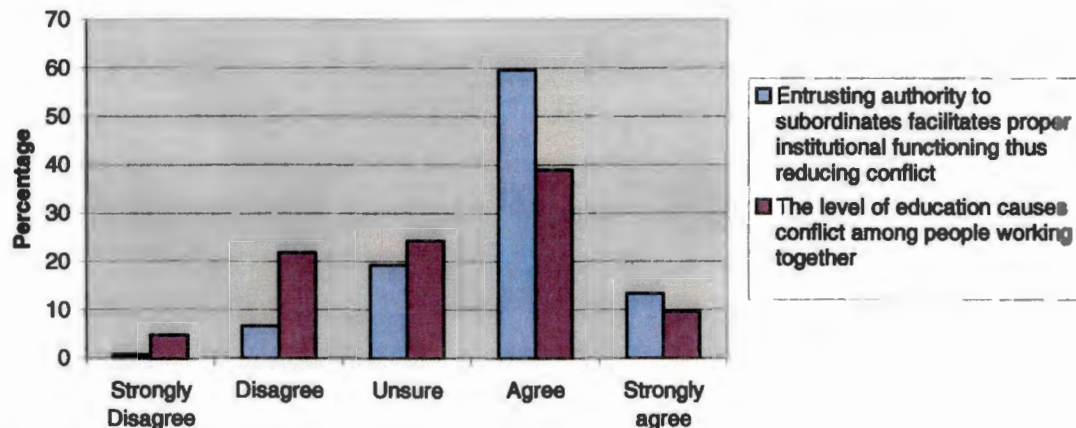
4.2.16 Reducing conflict

Table 4.8 Reducing conflict

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
4.2.16.1. Entrusting authority to subordinates facilitates proper institutional functioning thus reducing conflict.	1	0.84	8	6.7	23	19.3	71	59.6	16	13.4
4.2.16.2. The level of education causes conflict among people working together.	6	4.8	27	21.9	30	24.3	48	39	12	9.7

Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Figure 4.16 Reducing conflict



Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Item 4.2.16.1: Entrusting authority to subordinates facilitates proper institutional functioning thus reducing conflict.

Table 4.8 and figure 4.16 show that 73% the respondents agree and strongly agree that when authority is entrusted to subordinates, conflict would be reduced. While 0.84% disagree. The implication is that conflict is reduced when subordinates are given a certain authority to hold in institutions. Employees feel belittled when certain things are imposed on them and also when they feel they do not wield any authority. Subordinates are likely to do their utmost best if given opportunity to exercise a certain amount of authority. This has been shown by the figures from the table above. It is only a few respondents who still maintain that entrusted authority has nothing to do with conflicts in the workplaces.

Item 4.2.16.2 The level of education causes conflict among people working together.

From table 4.8 and figure 4.16, it becomes very evident that 48.7% of respondents agree and strongly agree that the level of education causes conflict, whilst 27% disagree. People whose level of education is low will not be equipped with the necessary skills to deal with conflict effectively. People therefore have to be educated to some extent so that they can handle conflict situations.

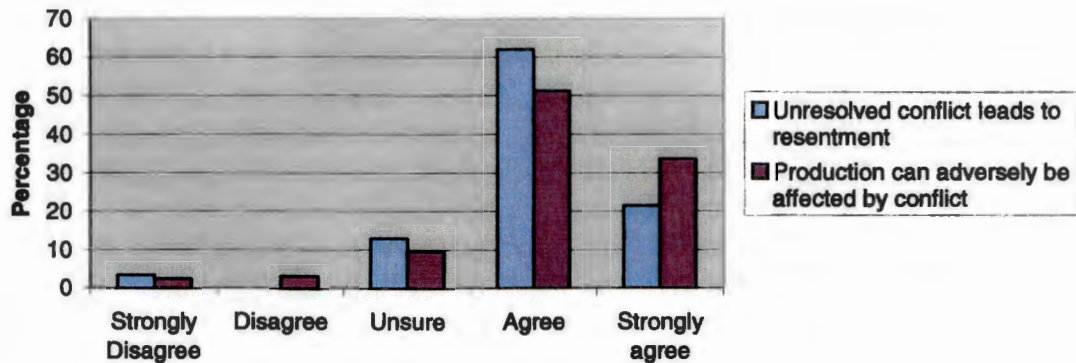
4.2.17 What does conflict lead to?

Table 4.9 What does conflict lead to?

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
4.2.17.1. Unresolved conflict lead to resentment	4	3.4	-	-	15	12.9	72	62	25	21.5
4.2.17.2. Production can adversely be affected by conflict	3	2.4	4	3.2	12	9.6	64	51.2	42	33.6

Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Figure 4.17 What does conflict lead to?



Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Item 4.2.17.1 Unresolved conflict leads to resentment

According to table 4.9 and figure 4.17 the majority of the respondents, 63.5% unreservedly state that if conflict remains unresolved, resentment takes precedence. Backing these is 21.5% of the respondents who also strongly agree that unresolved conflict give rise to resentment. Since the majority believe that resentment is encouraged by unresolved conflict, it is necessary that managers in various institutions should make it a point that they address conflict and get it resolved before it affects production and ruins the relationships in the workplaces.

Item 4.2.17.2 Production can adversely be affected by conflict

What is testified by the table 4.9 and figure 4.17 is that the majority of the respondents, have a strong feeling that they agree and even strongly agree that conflict has a tremendous effect in production while 3.4% disagree strongly. It goes without any saying that if people's efforts are directed to conflict, they will loose focus and divert their energies towards conflict. This will have a serious effect in production. For production as well as delivery of services to be realized, conflicts should be minimized.

4.2.18 Relationship between conflict and performance

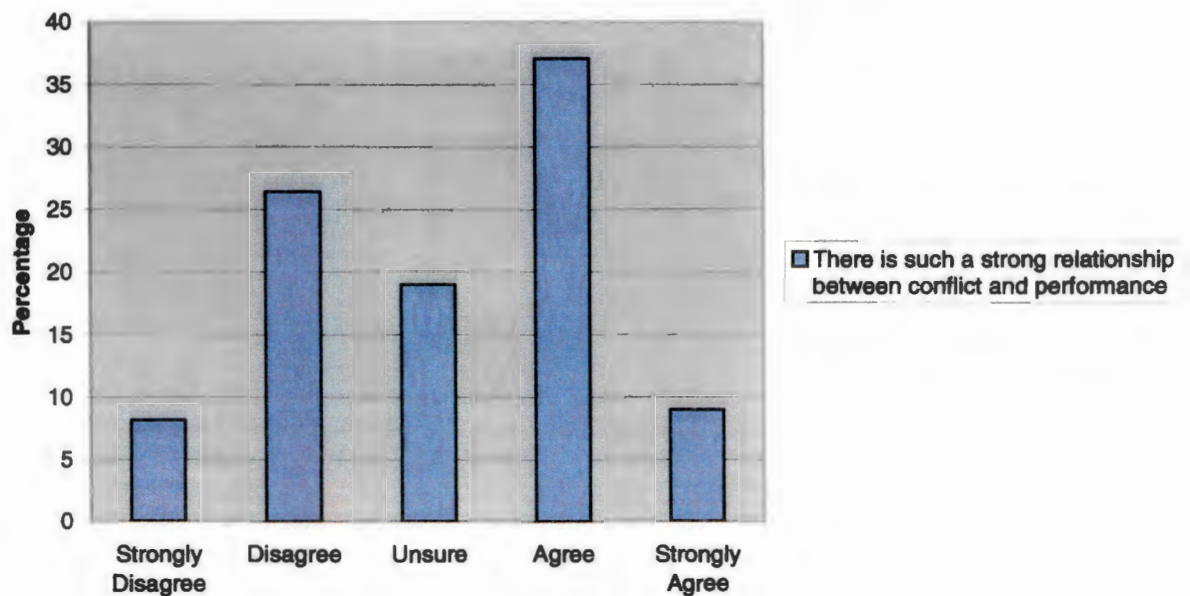
There is a belief that a strong relationship exists between conflict and performance. The respondents were therefore requested to choose whichever option that showed whether such a relationship does exist or not.

Table 4. 10 Strong relationship between conflict and performance

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
4.2.18.1 There is such a strong relationship between conflict and performance	10	8.2	32	26.4	23	19	45	37.1	11	9

Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A- Agree; SA- Strongly Agree

Figure 4.18 There is such a strong relationship between conflict and performance



Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A- Agree; SA- Strongly Agree

Item 4.2.18.1 There is such a strong relationship between conflict and performance

Table 4.10 and figure 4.18 show that a total of 46.1% of the respondents have on one hand indicated that there is such a strong relationship between conflict and performance. On the other hand, respondents who disagree strongly and disagree that conflict and performance are related are depicted by the following figures respectively, 23.4% and 8.2%. The implication here is that if people are involved in a conflict of some kind their performance will undoubtedly decrease. Therefore, the conflicts have to be kept minimal for performance to be heightened. As conflict is part of the organizations, the challenge rests with management to resolve every conflict irrespective of its size.

4.2.19 Is conflict healthy?

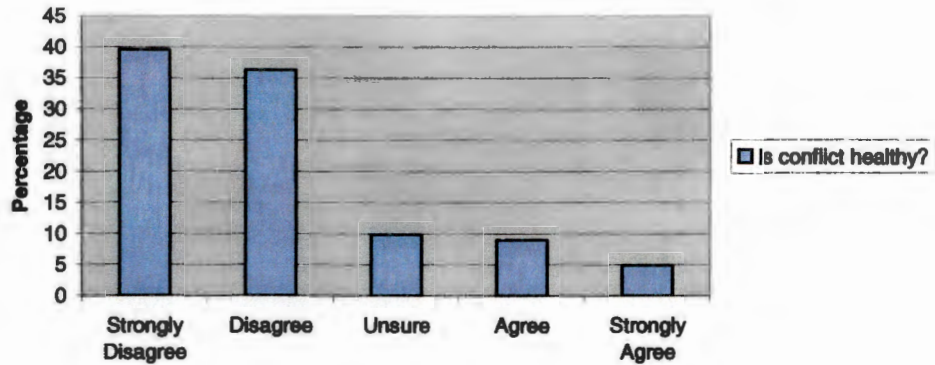
Some people maintain that conflict is healthy whilst others have a different view. The onus remained with the respondents to air their views in this regard.

Table 4.11 Is conflict healthy?

	SD		D		U		A		SA	
Statement	F	%	F	%	F	%	F	%	F	%
4.2.19.1. Is conflict healthy?	48	39.6	44	36.3	12	9.9	11	9	6	4.9

Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Figure 4.19 Is Conflict healthy



Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Item 4.2.19.1 Is conflict healthy?

The responses have shown a different view about conflict. Table 4.11 and figure 4.19 indicate a great deal majority of them 75.9% disagree and strongly disagree that conflict is not healthy while 4.9% agreed strongly. To them conflict is such a negative thing that should be done away with. The truth however is that conflict is healthy as it promotes competition among employees. The problem here is that people involved in conflict will feel disillusioned as to them it is something that needs to be avoided. Working relationships will be greatly affected by conflict due to the fact that the employees will feel down.

4.2.20 Conflict at workplace

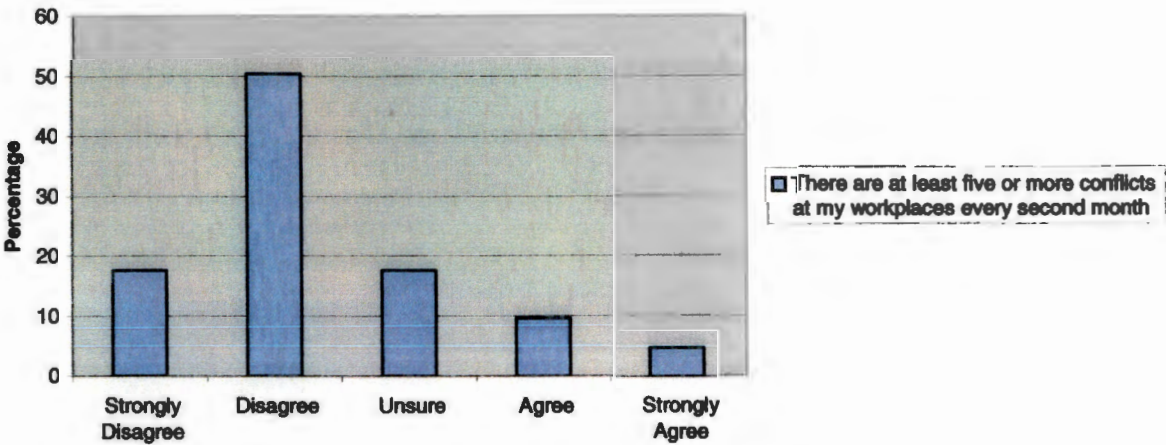
The interaction of different people in the workplace may at times lead to some form of disagreements and conflict. Options were given to the respondents to choose what they thought was appropriate as well as to indicate whether their work environment were laden with conflict.

Table 4. 12 Conflicts at workplace

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
4.1.1.20.1. There are at least five or more conflicts at my workplace every second month	22	17.6	63	50.4	22	17.6	12	9.6	6	4.8

Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Figure 4.20 Conflicts at workplace



Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Item 4.2.20.1 There are at least five or more conflicts at my workplace every second month

Conflicts are not the order of the day in many institutions. This is testified by the findings on table 4.12 and figure 4.20 of the research where only 24.4% of the respondents also strongly agree that they experience five or more conflicts in their places of work but majority 68% disagree and strongly disagree. This therefore indicates that relationships are ruined and strained as a result of conflict. It is only a fraction who at this point in time experiences various conflicts.

4.2.19 Responsibility of the top management

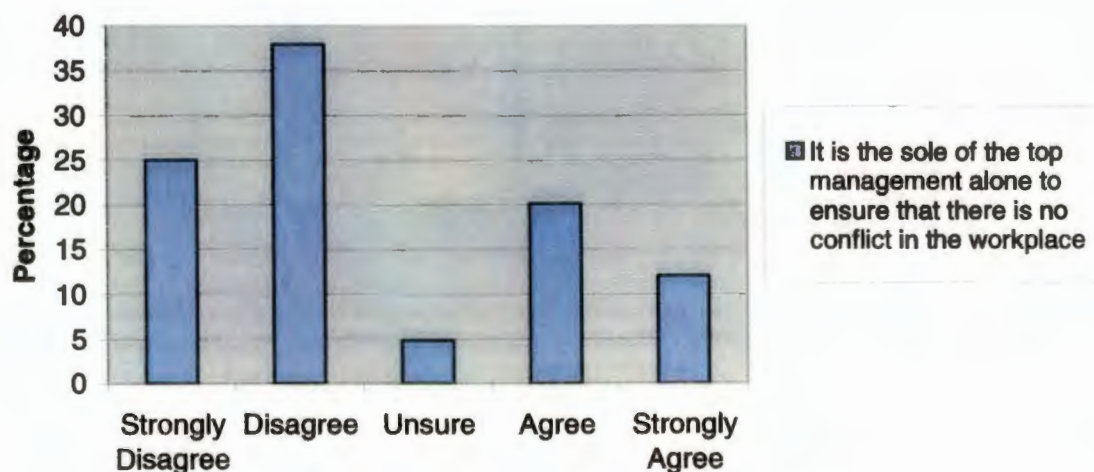
Management in institutions are bestowed with the responsibility to ensure that there are less or no conflict in the institutions they are heading.

Table 4.13 Responsibility of the top management

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
4.2.21.1. It is the sole responsibility of the top management alone to ensure that there is no conflict in their workplaces	31	25	47	37	6	4.8	25	20.1	15	12.1

Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Figure 4.21 Responsibility of the top management



Key: SD- Strongly Disagree; D- Disagree; U- Unsure; A-Agree; SA- Strongly Agree

Item 4.2.21.1 Responsibility of the top management

Table 4.13 and figure 4.21 show that the minority 20.1% of those respondents assert that top management alone is responsible to ensure that there are no conflicts in the workplaces. However, 62% strongly disagree, and disagree that it is incumbent upon management to see to it that conflict are kept minimal. The picture that one gets here is that everybody else has the stake. For the production to be enhanced, both employers and employees have to ensure that they work harmoniously together to curb conflicts

Item 22 Comments about how best can conflict be dealt with at the workplace

The last question of the questionnaire gave the respondents the opportunity to comment on how best conflict can be dealt with in the workplaces. The summary of such comment is indicated around the same level and some could not be duplicated. Some of the respondents chose not to write anything on the dotted lines.

Question 21: Comment on how best can conflict be dealt with in the workplaces

Their responses are as follows:

- One of the ways of resolving conflict is by listening to both parties and using what is called “Audi alteram partem rule” so that a corrective consensus can be reached;
- It is important for proper consultation and openness to be practiced in order to minimize conflict. People feel that they are not wanted or important if the level of consultation is low;
- People have to be trained on how to deal with conflict effectively and efficiently;
- In a case where conflict erupts, the assistance of the third party should be sought to deal with it;

- Management is school should work together and cooperate with educators and other stakeholders to avoid conflict;
- Communication plays a very big role in curbing conflicts in the workplaces. People need to be kept informed about developments in their workplaces so that they do not question certain things; and
- The problem has to be attended at its early state in order to find the cause and its remedy. Once left unattended it will become compounded.

4.4 DISCUSSION AND INTERPRETATION OF RESULTS

The research results are summarized in this section. A mention is made on how such results are related to the literature review.

4.4.1 Univariation of the responses

This will however not be very possible if management does not get the assistance of the subordinates. When conflict erupts, people (management included) should be prepared to determine the causes in a bid to resolve it.

A total of 64.2% of the respondents do feel that people appearing to be the cause to the conflict must not be avoided. It does not help the institution if the root cause of the problem is established and yet nothing is done to correct it.

In some instance, managers just turn a blind eye on conflict by pretending as if all is well and that there is no conflict. This is not a solution to the problem. The overwhelming majority of the respondents, 83.9% strongly disagree that managers must pretend as if there is no conflict. Conflict will never subside on its own once erupted; it must be addressed because the situation will undoubtedly worsen. What managers should know is that conflict will never disappear on its own.

Communication is very central in resolving and curbing unnecessary conflict. This is one of the points mentioned by a larger number of respondents when their comments were sought. Respondents' agreeing that communication plays an indispensable role stand at 52.9%.

4.5 COMPUTATION OF SOME VARIABLES

Chi-square has been used to check whether the frequency distributions differ from one another. The following variables have been selected for cross tabulation purposes.

- i. Table of gender with that of conflict is a thing for women (B18)
- ii. Table of age with that of elderly people are the main cause of conflict in work situations (B19)
- iii. Table of level with that one of adequate training received (B13).

4.5.1 Statistics for Table of Gender

Statistic	DF	Value	Prob
Chi-square	4	3.2957	0.5096
Likelihood Ratio Chi-Square	4	3.3912	0.4946
Mantel-Haenszel Chi-Square	1	2.2114	0.1370
Phi Coefficient		0.1664	
Contingency Coefficient		0.1642	
Cramer's V		0.1664	

Effective sample Size = 119

Frequency Missing = 6

Prob value (p-value) it should be less than critical value (critical level) to be significant on 0.05 levels.

The degrees of freedom of chi-squares are 4 and its calculated value is 3.2957, the Chi-square distribution (χ^2) table value is 9.488. Since $P(3.2957 < 9.488)$, then this violates the theories of probabilities of Chi-squares i.e. $P(\chi^2 > \chi^2_{(n)(\alpha)})$. Therefore there is significant, even P-value justifies that there is no significant, since Prob value is greater than 0.05.

The null hypothesis that conflict is caused by women, it is being proven wrong by statistics. Therefore, the alternative is accepted that women don't cause most conflicts.

4.5.2 Statistics for Table of Age

Statistic	DF	Value	Prob
Chi-square	20	30.8238	0.0576
Likelihood Ratio Chi-Square	20	30.5444	0.0628
Mantel-Haenszel Chi-Square	1	3.2575	0.0711
Phi Coefficient		0.5047	
Contingency Coefficient		0.4506	
Cramer's V		0.2524	

Effective sample Size = 121

Frequency Missing = 4

The degree of freedom of chi-squares is 20 and its calculated value is 30.8238, the Chi-square distribution (χ^2) table value is 31.410. Since $P(30.8238 < 31.410)$, then this violates the theories of probabilities of Chi-squares i.e. $P(\chi^2 > \chi^2_{(n)(\alpha)})$. Therefore there is significant, even P-value justifies that there is no significant, since Prob value is greater than 0.05.

The null hypothesis that conflict is caused by elderly people, it is being proven wrong by statistics. Therefore, the alternative is accepted that elderly people do not cause most conflicts.

4.5.3 Statistics for Table of adequate training for the job

Statistic	DF	Value	Prob
Chi-square	16	11.5553	0.77406
Likelihood Ratio Chi-Square	16	13.3592	0.6463
Mantel-Haenszel Chi-Square	1	1.7004	0.1922
Phi Coefficient		0.3416	
Contingency Coefficient		0.3233	
Cramer's V		0.1708	

Effective sample Size = 99

Frequency Missing = 26

The degrees of freedom of chi-squares are 16 and its calculated value is 11.5553, the Chi-square distribution (χ^2) table value is 26.296. Since $P(11.5553 < 26.296)$, then this violates the theories of probabilities of Chi-squares i.e. $P(\chi^2 > \chi^2_{(n)(\alpha)})$. Therefore there is significant, even P-value justifies that there is no significant, since Prob value is greater than 0.05. The null hypothesis that I have received adequate training for the job I am doing, it is being proven wrong by statistics. Therefore, the alternative is accepted I have not received adequate training for the job I am doing.

4.6 CONCLUSION

The chapter outlined findings of the empirical investigation conducted to determine the perception of educators on conflict in schools. From what has been gathered through the study is that conflict is evinced where people interact with another and that it affects the working relations in organizations such as schools. The overwhelming majority of the respondents maintained that conflict remains part of people's lives. Furthermore it became very apparent that it is not true that conflicts are associated with women and elderly people, anybody in an organization can be involved in a conflict of some sort.

The next chapter presents summary, findings, recommendations and conclusion. It is in this chapter where a brief summary of chapters; findings as well as recommendations are also provided.

CHAPTER 5

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The main purpose of this chapter is to present the main findings of the research, to summarize the findings of the research and to draw the final conclusion as well as to provide recommendations for the Department of Education in the North West province. A lot has already been said in the previous chapters about the causes and impact of conflict in the workplaces. It is very pivotal that people, especially management should wield the skills that will enable them to resolve conflicts in schools.

5.2 BRIEF SUMMARY OF THE CHAPTERS

Chapter one concentrated on the statement of the problem. The objectives of the study have been outlined which shows all the objectives that the researcher wanted to realize and achieve. A succinct description about the method of collecting data that have been employed was outlined, as well as the acronyms and some words have been defined under the heading of definition of concepts.

Chapter two presented the literature review. Conflict is explained in more detail. It further defined the conflict (cf. 2.2), sources of conflict were outlined (cf. 2.3.1), myths and types of conflict (cf. 2.3.2), how can conflict is managed (cf. 2.3.3) and theories of conflict (cf. 2.4).

Chapter three concentrated on the research design and methodology. The following aspects were dealt with: research design, population and sampling (cf. 3.3), data collection (cf. 3.4), data analysis (cf. 3.5), reliability and validity (cf. 3.6).

The main purpose of chapter four is to provide a report and outline of the results of the empirical investigation. Data has been collected and analyzed and interpreted. Meaning is given to the data obtained through the use of questionnaires.

Chapter 5 is the last chapter for this study. This chapter presented the findings from the proceeding chapters. There are recommendations made in this chapter to assist in management of conflict in the institutions.

5.3 MAIN FINDINGS OF THE STUDY

As the main purpose of this research was to analyse the causes of conflict in the workplaces, and how people perceive this conflict and its effects, the following could be entrenched in those perceptions:

5.3.1 Findings on objective 1

In terms of objective 1, which is to determine from literature the nature and scope of conflict (cf.1.4), the following were found as the potential useful effects of conflict (cf.2.2):

- ❖ Conflict energizes people. Even if not all of the resulting activity is constructive, it at least wakes people up and gets them moving;
- ❖ Conflict is a form of communication, the resolution of conflict may open new and lasting channels;
- ❖ Conflict often provides an outlet for built tensions, resulting in catharsis and
- ❖ Conflict may actually be an educational experience.

5.3.2 Findings on objective 2

Regarding objective 2, which is to determine from literature the causes of conflict in organizations (cf1.4), the following were found:

- Sources of conflict include hostile negotiations, role ambiguities, resource scarcity, task independencies, competing objectives as well as unresolved prior conflicts (cf.2.3.1).
- Employees often compete for scarce organizational resources and this leads to conflict.

- Employers have to make it a point that they do not make empty promises,
- Individuals or groups sometimes have different objectives with incompatible roles and this may lead to other cause of conflict.
- In other organizations, people have to agree with one another to minimise conflict
 - Conflict is healthy as it encourages competition among employees in a work situation;
 - Communication plays such a pivotal role in minimizing and curbing of conflict;
 - “Audi alteram partem” rule is very key in resolving conflicts; and
 - It is not the sole responsibility of the top management. To ensure that there is no conflict in the workplaces.

5.3.3 Findings on objective 3

In terms of objective 3, which is to determine from the types of conflict the school managers experience in their schools (cf.1.4), the following were found as types of conflict existing in schools (cf. 2.3.2.2):

- **Intra-personal conflict** is the type of conflict that involves the individual alone. This type of conflict often involves actual or perceived pressures from incompatible goals or expectations.



- **Inter-personal conflict**

Interpersonal conflict is shown clearly in an organization that has many people. The conflict consists of differences with regard to the priorities, activities and policy matters of the organization.

- **Inter-group conflict**

It manifests itself among members of different teams or groups. This type of conflict is common in organization with large number of people. Management has to be skilled in managing this conflict to avoid many bad things from happening.

Findings on objective 4 are combined with those of finding 6.

5.3.5 Findings on objective 5

Regarding this objective 5, which is to investigate the theories of conflict in schools (cf.1.4), the following were found as the theories of conflict management that can assist school managers in managing conflict in their schools cf.2.5):

- **Maslow's Human need theory**, which is all about needs that human beings have to satisfy. These human needs determine people's behaviour and motivation. He further maintains that the physical needs that people should satisfy include those needs for shelter and needs for food. Apart from those physical needs, there are needs for security, recognition, love, esteem and fulfillment.
- **McClelland theory of needs has the following:**
 - . **Needs for achievement (nAch)**, which emphasizes that people strive to excel in order to achieve in relation to a set of standard to strive to succeed.
 - . **Needs for power (nPow)**. This is the need to control other people, influence people's behaviour and to be responsible for other people. It is the need to make others behave in a way that they would not behave otherwise.
 - . **Need for affiliation (nAff)**. According to this theory, there is a need to establish and maintain friendly and warm relations with other people. This theory emphasizes the desire for friendly and close interpersonal relationships.

- **Alderfer ERG theory**, which stands for three groups of core needs viz existence group, relatedness and growth needs. ERG theory helps people to identify their needs.
 - . **Existence needs**, concerned with the provision of people's basic material existence requirements. The most important thing about existence theory of needs is that people are able to identify their basic material existence requirements. They therefore find reasons why they are in existence and make meaningful inputs to their lives.
 - . **Relatedness needs**, emphasize that people have the desire to maintain interpersonal relationship. Basically this group of needs is mainly concerned with how people interact with one another in a way that enhances cooperation. For people to satisfy these needs, they have to interact with others. It is very important that people should interact with one another in order that relatedness needs can be met
 - . **Growth needs** is the desire for personal development. When people are interested in their development, they tend to use these growth needs. It is necessary for people to ensure that they develop growth needs that will assist them in their developments.

- **Interaction-frustration theory**

According to Cronk (1997) the emphasis in this theory is that people have to interact with one another. Misunderstandings between people give rise to conflict. These misunderstandings that are precipitated by opposing values, perceptions, attitudes and behavioral dispositions of parties are responsible causes of conflict between people.

- **Structural theory of conflict** emphasizes that conflict is precipitated by interaction of people. Such interaction of people shows cooperation, tension and competition. If it happens that people in a group do not cooperate with one

another, the chances of conflict to erupt are maximal. The theory therefore stresses that organizations expect their people to pursue similar organizational goals. The vision and mission of the organization should be upheld in order that all their behavior should be geared towards organizational goals.

- **Social identity theory** indicates that group members always try to achieve positive distinctiveness for themselves in order to protect and maintain their self-esteem. The individuals want to be associated with groups, hence social identity theory.
- **Theory X and theory Y**, by McGregor. Theory X is basically characterized by a person who is always negative, lazy and dislikes work and needs to be coerced and the other one, Theory Y is positive. Employees falling under this theory like work are creative, seek responsibility and can exercise self-direction. Under theory X, the four assumptions held by managers are:
 - Employees inherently dislike work and will always try to avoid it;
 - Since they dislike work, they must be coerced, controlled or threatened with punishment to achieve goals;
 - Employees will avoid responsibilities and seek formal direction whenever possible; and
 - Most workers place security above all other factors associated with work and will display little ambition (McGregor, 2000).

In contrast to all above negative things about some employees, there are positive assumptions that McGregor called Theory Y:

- Employees can view work as being natural as rest or play;
- People exercise self-direction and self-control if they are committed to the objectives;
- The average person can learn to accept, even seek responsibility; and

- The ability to make innovative decisions is widely dispersed throughout the population and is not necessarily the sole province of those in management positions (Jones & Jones, 1991).

5.3.6 Findings on objective 4 and 6

Regarding this objective 4 and 6, which is to determine empirically the causes and the impact of conflict in schools. The following were found:

When dealing with conflict one has to:

- use “principle of audi alteram partem rule”;
- keep quite in conflict situation;
- be strict, harsh and autocratic.

Causes of conflict are:

- Training for the job;
- Orders and instructions from top management are always the main causes of conflict;
- Elderly people in workplaces;
- Long serving personnel in institutions do cause various conflicts;
- Criticism between people working together.

When managing conflict:

- Managers should not pretend as if there is no conflict until it disappears on its own;
- Communication plays a leading role where traces of conflict are eminent;
- Management must be consistent in dealing with conflict in institutions.

To recommend ways in which conflict can be beneficial to the organization

The aspect of recommendations will be done in a few paragraphs to follow. A lot will be said on how conflict can be minimized.

5.4 RECOMMENDATIONS

From the research conducted, it becomes very apparent that a lot still needs to be done in as far as conflict is concerned to improve performance and production. This study therefore recommended that:

Recommendation 1

The school managers have to be taken through intensive conflict management training.

Motivation

This training will undoubtedly assist them in knowing the nature and scope of conflict and how to deal with it in their workplaces; and as soon as the conflict shows itself up, they will be more than ready to get on to it with the intention of resolving it.

Recommendation 2

When resolving conflicts, it is essential that the school manager know the type of conflict one is undergoing.

Motivation

It is advisable for the managers to know the type of conflict one is undergoing since it will be easier for them to find relevant way of managing that problem. This would enable the manager to fairly judge who is wrong and who is not and ultimately reconcile the conflicting parties can ultimately be reconciled.

Recommendation 3

School managers have to understand the impact conflict might have within the school.

Motivation

Managers would know that conflicts can serve as opportunities for mutual growth if we develop and utilize positive, constructive conflict resolution skills. They would know that conflict leads to personal development. It is for this reason that it becomes critical for people to take conflict as positive so that they can be able to handle and manage it effectively.

Recommendation 4

School managers need to be knowledgeable of the theories of resolving conflict.

Motivation

The knowledge of theories such as Maslow's and McClelland need theories will be of great help since the manager will know how to help their subordinates in satisfying their needs.

5.5 CONCLUSION

This piece of work was explanatory in that it intended to show the causes of conflict in organizations. Recommendations have also been made to deal with conflict situations in schools. It has been shown in this research that, for the organization such as a school to prosper and produce good and expected results, working relations have to be cordial and sound and that conflicts have to be kept minimal.

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GRADUATE SCHOOL OF BUSINESS & GOVERNMENT LEADERSHIP

MBA/MPA
POST GRADUATE PROGRAMMES

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Rev. L. Gradwell
Chief Director: Department of Education
Bojanala West Region
Rustenburg
(099)

23 April 2003

Dear Sir

RE: REQUEST FOR COOPERATION BY THE DEPARTMENT OF EDUCATION FOR RESEARCH PURPOSES

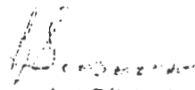
Mr. R.L. Moloele is a registered MBA student at the University of the North West in the Graduate School for Business and Government Leadership. The cooperation of the Department of Education in your region is hereby requested to assist Mr. Moloele in the completion of a research project in partial fulfillment of the requirements of his degree.

The research project which Mr. Moloele is preparing to embark on focuses on conflict as a labour relations problem in production, and his supervisor is Ms. Malika from the Department of Education.

Your approval of Mr. Moloele's request for the cooperation of your department, which may include gaining access to some of your institutions for data-gathering purposes, will contribute to the successful completion of this student's research.

Your cooperation is highly appreciated.

Kind Regards,


DAN S. SEFESI
PROGRAMME DIRECTOR



Republiek van Suid-Afrika
 Lesetseha-Indaba
 Department van Onderwys



Education Office Korfburg 2	Private Bag 20416 Korfburg 0300	Tel: 014-5675600 Fax: 014-5675300 E-mail: info@ednet.gov.za
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OFFICE OF THE REGIONAL CHIEF DIRECTOR
 BOJANALA WEST REGION

TO : Mr R L Molobela

FROM : Mr E.R. Gredwell
 Regional Chief Director

DATE : Tuesday, May 20, 2003

SUBJECT : REQUEST FOR PERMISSION TO CONDUCT A RESEARCH AT
 BOJANALA WEST REGION

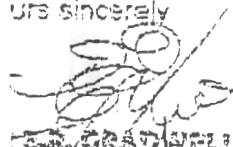
Dear Mr Molobela

Reference is made to your letter dated 13 May 2003.

Permission is hereby granted as requested, provided that confidentiality commitment and undertaking is adhered to.

With kind regards

Yours sincerely


 MR E.R. GREDWELL
 REGIONAL CHIEF DIRECTOR
 BOJANALA WEST REGION

DEPARTMENT OF EDUCATION
 NORTH WEST PROVINCE
 BOJANALA WEST REGION
 2003-05-19
 RECEIVED: 2003-05-20 10:00 AM
 DEPARTMENT OF EDUCATION



138 Amberboom Single
Geelhoutpark Ext.4
RUSTENBURG
0299

23 April 2003

Dear Participant

RESEARCH PROJECT

I am a registered MBA student at the University of North West and I am presently conducting a research on the topic " Conflict as labour relations problem that has an impact on production" to satisfy the requirements for the said degree.

I would like to develop a model that will provide solutions to the problems that are caused by conflict.

I hereby assure that the information gathered through this questionnaire will be treated with absolute confidentiality and anonymity will be used in any report relating to this piece of work. The research is purely academic and is aimed at fulfilling requirements for the degree and no one participating in this research will be victimized in whatever way. You are at liberty to remain anonymous in your response to the questionnaire.

Kindly complete this questionnaire and seal it in an envelope provided for confidentiality purposes. Hand the sealed envelope to your Manager as this should be collected within 7 days.



Let me thank you in advance for your cooperation and understanding in completing this questionnaire.

Yours truly

J:- vv

R.L. MOLOELE (Mr)
CELL: 073 311 1482

QUESTIONNAIRE

GUIDELINES FOR COMPLETING THE QUESTIONNAIRE

- Note that the purpose of this questionnaire is to evaluate the extent to which conflict has on the production in working conditions
- The questionnaire consist of two sections viz. Section A and B.
- As your name has been selected at random to assist in this research to establish the impact that conflict has on production, you are humbly requested to cooperate.
- Tick the appropriate box and substantiate your response where you are asked to do so

SECTION A

RESPONDENT IDENTIFICATION AND POPULATION DEMOGRAPHICS

Gender

☐ Female
☐ Male

Age

☐ 25-29 years and older
☐ 30-34 years and older
☐ 35-39 years and older
☐ 40-44 years and older
☐ 45-49 years and older
☐ 50 years and older

Have worked for this institution for:

☐ 0-11 month
☐ 1-5 years
☐ 6-10 years
☐ 11-15 years

- ☐ 16-20 years
- ☐ 20-25 years
- ☐ Over 25 years

4. My positions :

- ☐ Departmental Head
- ☐ Educator
- ☐ Clerk
- ☐ Deputy Principal
- ☐ Principal
- ☐ Other

If "other" please specify-----

Managerial level

- ☐ Top Management
- ☐ Middle Management
- ☐ Lower Management
- ☐ Non-Management
- ☐ Other

Other", please specify-----

My job function is

- ☐ Specialist/ Consultant
- ☐ Admin Assistant
- ☐ Managerial/ Supervisory
- ☐ Teacher/ Professional
- ☐ Other

If "Other", please specify-----

7. The Department in which I am working is:

- ☐ Finance
- ☐ Marketing
- ☐ Production
- ☐ Logistics
- ☐ Human Resource
- ☐ Business process support
- ☐ Teaching
- ☐ Other

If "Other", please specify-----

Home Language

- ☐ Setswana
- ☐ Afrikaans
- ☐ English
- ☐ Sepedi

☐	Sesotho
☐	Zulu
☐	Xhosa
☐	Swati
☐	Ndebele
☐	Venda
☐	Tsonga
☐	Other

If “other”, please specify _____

SECTION B

There are five possible options provided. Tick the one that you feel is the most appropriate and suits the statement best.

9. UNDERSTANDING OF WHAT CONFLICT MEANS

9.1. I fully understand what conflict means

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
☐	☐	☐	☐	☐

9.2. Conflict occurs when an individual, two or more people are disagreeing on certain things

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
☐	☐	☐	☐	☐

10 DEALING WITH CONFLICT

10.1. It is best to avoid people who cause conflict

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

10.2. One should use principle of "audi alteram partem rule" when dealing with conflict.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

10.3. One needs to be strict, harsh and autocratic when dealing with conflict.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

10.4. It is best to keep quite in conflict situation to encourage and worsen unnecessary misunderstanding

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

11. MANAGEMENT OF CONFLICT

11.1. Managers must pretend as if there is no conflict until it disappears

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

11.2. People in conflict can still be made to reconcile and accept one another

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

11.3. Communication plays a leading role where traces of conflict are eminent.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

11.4. Management is consistent in dealing with conflict in our institution

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

12. ATTENTION TO CONFLICT

12.1. Prompt attention to the problems can stop conflict from developing into something very serious.

Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

12.2. Subordinates should be given chance to take part in division making to avoid or minimize conflict.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

13. CAUSES OF CONFLICT

13.1. Unclear objectives can be the cause of conflict

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

13.2. Understanding of the job description plays a role in curbing conflict.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

14. PEOPLE CAUSING CONFLICT IN THE WORKPLACES

14.1. Orders and instructions from top management are the main causes of conflict

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

14.2. Conflict is mostly a thing for women

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

14.3. Elderly people are the main causes of conflict in workplaces

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

15. WORKING CONDITIONS

15.1. Long serving personnel in institutions do cause serious conflicts

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

15.2. Criticism gives rise to conflict between people working together.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

16. REDUCING CONFLICT

16.1. Entrusting authority to subordinates facilitates proper institutional functioning thus reducing conflict.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

16.2. One level of education causes conflict among people working together.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

17. WHAT DOES CONFLICT LEAD TO?

17.1. Unresolved conflict leads to resentment

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

17.2. Production can adversely be affected by conflict.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

18. RELATIONSHIP BETWEEN CONFLICT AND PERFORMANCE

18.1. There is such a strong relationship between conflict and performance.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

19. IS CONFLICT HEALTHY?

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

20. CONFLICT AT WORKPLACE

20.1. There are at least five or more conflicts at my workplace every second month

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

21. RESPONSIBILITY OF TOP MANAGEMENT

21.1. It is the sole responsibility of the top management alone to ensure that there is no conflict in their workplaces.

Strongly Disagree Disagree Unsure Agree Strongly Agree

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22. You are now humbly requested to make a comment about how best can conflict be dealt with in workplaces:

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- A big thank you for your time, patience and cooperation in completing the questionnaire.

* * * * *