

A MODEL FOR HANDLING CONFLICT AMONG SCHOOL
TEACHERS IN MOSES KOTANE EAST



060043422L

M. H. JAABOSIGO

North-West University
Mafikeng Campus Library

STUDENT NUMBER: 17138663



MINI-DISSERTATION SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
EDUCATION IN EDUCATIONAL MANAGEMENT AT MAFIKENG
CAMPUS OF NORTH WEST UNIVERSITY

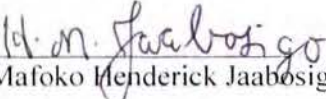
SUPERVISOR: PROF J. R. DEBEILA

SEPTEMBER 2012



DECLARATION

I, Mafoko Hendrick Jaabosigo, declare that this dissertation for the degree of Master of Education, at the North-West University, Mafikeng Campus, hereby submitted, is my original work and has not been submitted by me or any other person at this or any other university for any qualification. I also declare that all reference materials contained herein have been duly acknowledged.


Mafoko Hendrick Jaabosigo

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the following people:

- My supervisor, Professor Debeila, for the guidance, advice, criticism, suggestions, support, understanding and patience given during my study and the compilation of this document. I found him extremely valuable.
- Principals and teachers of the schools of Moses Kotane East district who were sampled for my study. I acknowledge those sampled teachers for making the study successful.
- My wife, Catherine Jaabosigo, for the patience, understanding, support and encouragement she gave me during my study.
- My principal, Mr N.T Mphela, for the support and encouragement he gave me.
- My colleagues, especially Mtamila, Mashasha and Moatshe, for encouragement, assistance, understanding and sense of humour when things did not go quite right.
- Karabo Rannyadi and M. Motene for helping me with typing when I was busy with other school activities.
- Kgakgamatso Jaabosigo who gave technical assistance of computer, typing and also provided me with basic computer skills. I also acknowledge my relatives who contributed to this study.
- My children Obakeng, Refilwe and Maduo, for having faith in me and for the support, however little they offered.

Above all, I wish to express my sincere gratitude to God Almighty for giving me strength, will power and perseverance to complete this study.



DEDICATION

I dedicate this study to my wife Catherine, my daughters Refilwe and Maduo and my son Obakeng.

ABSTRACT

This research was undertaken because there is a high level of conflict among school teachers. The seriousness of the conflict is that it has a negative effect when it is not handled constructively. If it is not prevented as early as possible, it can be escalated and become destructive. The researcher was further prompted by the fact that even though much research has been done among school teachers in schools, little has been done to prevent the unnecessary conflict. As a result of the high level of conflict incidents that are currently prevalent amongst school teachers in Moses Kotane East, the researcher felt that there is a need for a great deal of research on how to handle conflict among school teachers.

There are sixty-five (65) schools in Moses Kotane East, fourteen (14) high schools, eight combined schools (8) and forty-three (43) primary schools. There is one thousand, four hundred and fifty (1450) teachers including principals, deputies and head of departments. The researcher employed simple random sampling because every member of the population will have equal and independent chance of being included in the sample. Sixteen (16) schools were sampled, seven (7) primary schools, four (4) combined schools and five (5) secondary schools. From each selected secondary school eleven (11) respondents comprising educators, site managers, heads of departments or deputy and from each primary school ten (10) respondents were selected consisting of teachers, site managers, heads of departments or deputy and from each of the three (3) selected combined schools eight (8) respondents comprising site managers, heads of departments or deputy were sampled. From another combined school seven (7) respondents consisting of site manager, head of department and teachers were also sample. The total number of respondents was one hundred and fifty-six (156).

The study was guided by the following research questions: What is the effective and relevant model for handling conflict among school teachers? What are the types of conflict that occur among teachers of Moses Kotane East? What are the consequences of these conflicts? What are the strategies for resolving conflicts? What is the role of the site manager in conflict management? What are the guidelines for handling conflict among teachers in schools?

The purpose of this study was to determine how to handle conflict among teachers in schools. The aim of this study was also to assess and discuss the effective model for handling conflict among school teachers in Moses Kotane East. Based on research findings, the aim was to present guidelines or strategies for minimizing exaggerated focus of conflict among school teachers. The study was quantitative in nature and data was collected through literature review and questionnaire. Minitab Statistical Package, version fourteen (14) was used to capture and analyse the data. The following findings emerged from the data analysis:

- That unlimited resources are the major causes of conflict.
- When conflict is handled constructively, it promotes growth and problem solving.
- A Code of conduct for teachers and other additional rules should be drawn for the teachers.
- Good mediation by the school manager can keep the conflict at the minimal level.

Based on the findings it is recommended that teachers should know the different strategies for handling conflict. They should know how and when to use those strategies. The effective model for handling conflict among school teachers is therefore very important. A model suggested in this study is a dynamic multi-dimensional model for conflict resolution because the phenomenon dealt is by nature multi-faceted.

KEY WORDS

- Conflict
- Handling Conflict
- A model
- School teacher
- Moses Kotane East

TABLE OF CONTENTS	PAGE
DECLARATION	i
ACKNOWLEDGEMENT	ii
DEDICATION	iii
ABSTRACT	iv
KEY WORDS	v
LIST OF ABBREVIATIONS	xvii

CHAPTER 1 ORIENTATION

1.1 INTRODUCTION	1
1.2 BACKGROUND AND CONTEXT OF RESEARCH PROBLEM	2
1.3 STATEMENT OF THE PROBLEM	4
1.4 RESEARCH QUESTIONS	5
1.5 AIMS AND OBJECTIVES OF THE STUDY	5
1.6 HYPOTHESES OF THE STUDY	6
1.7 DELIMITATION	6
1.8 LIMITATIONS	7
1.9 DEFINITION OF CONCEPTS	7
1.9.1 Conflict	7
1.9.2 Handling Conflict	7
1.9.3 A model	8
1.9.4 School teacher	8
1.9.5 Moses Kotane East	8
1.10 OUTLINE OF CHAPTERS	8
1.11 CONCLUSION	9

CHAPTER 2
LITERATURE REVIEW

2.1. INTRODUCTION	10
2.2. THEORETICAL FRAME WORK	10
2.2.1 Conflict theory	11
2.2.2 Marks and conflict theory	11
2.3 THE CAUSES OF CONFLICT AMONG SCHOOL TEACHERS	12
2.3.1 Ineffective communication	12
2.3.2 Structural causes	13
2.3.3 Personal qualities and culture	14
2.3.4 External influence	15
2.4 TYPES OF CONFLICT IN SCHOOLS	16
2.4.1 Intrapersonal conflict	16
2.4.2 Interpersonal conflict	16
2.4.3 Individual institutional conflict	17
2.4.4 Intra-organisation conflict	17
2.4.5 Intergroup conflict	18
2.4.6 Intragroup conflict	18
2.5 CONSEQUENCES OF CONFLICT IN SCHOOLS	18
2.6. THE GUIDELINES FOR REDUCING OR PREVENTING CONFLICT AMONG SCHOOL TEACHERS	21

2.7. THE ROLE OF THE MANAGER IN CONFLICT MANAGEMENT	23
2.7.1 Mediation	23
2.7.2 Arbitration	25
2.7.3 Counselling	26
2.8 MODELS FOR HANDLING CONFLICT AMONG SCHOOL TEACHERS	27
2.8.1.1 Conflict handling style I (accommodating/self-sacrificing powerful/poor, Win-lose)	27
2.8.1.2 Conflict handling style ii (avoidance, withdrawal, poor-poor, lose-lose)	28
2.8.1.3 Conflict handling style iii (dominating / competitive powerful-poor, win-lose)	28
2.8.1.4 Conflict-handling style iv (compromising, moderate; moderate, lose-lose)	29
2.8.1.5 Conflict-handling style v (Integrative /collaborating, powerful-powerful, win-win)	29
2.8.2.1 Collaboration	30
2.8.2.2 Compromise	31
2.8.2.3 Accommodation	31
2.8.2.4 Controlling	32
2.8.2.5 Avoiding	32
2.9 CONCLUSION	33

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1	INTRODUCTION	35
3.2	RESEARCH DESIGN AND METHODS	35
3.2.1	Research design	35
3.2.2	Research paradigm (theoretical framework)	35
3.2.2.1	Quantitative approach	37
3.2.3	Population and sampling techniques	37
3.2.3.1	Population	37
3.2.3.2	Sampling and sampling techniques	38
3.2.4	Research methods	39
3.2.4.1	Questionnaire	39
3.2.4.3	Literature review	40
3.3	RESEARCHER'S ROLE AND ETHICAL CONSIDERATIONS	40
3.4	ISSUES OF TRUSTWORTHINESS	41
3.4.1	Reliability	41
3.4.2	Validity	41
3.5	PRE-TESTING OF QUESTIONNAIRE	41
3.6	ADMINISTRATIVE PROCEDURE	42
3.6.1	Distribution and return of questionnaire	43
3.6.2	Response rate	43
3.6.3	Statistical analysis	45
3.7	CONCLUSION	45

CHAPTER 4

ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF THE EMPIRICAL DATA

4.1 INTRODUCTION	46
4.2 REVIEW OF RESPONDENTS	46
4.3 ANALYSING WAYS OF HANDLING CONFLICT AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST	47
SECTION A: GRAPHICAL REPRESENTATION FOR BIOGRAPHIC DATA	
4.4 SECTION B ANALYSING RESPONDENT'S VIEWS ON THE HANDLING OF CONFLICT AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST	52
4.4.1 Analysing causes of conflict	52
4.4.2 Analysing types of conflict	54
4.4.3 Analysing consequences of conflict	56
4.4.4 Analysing strategies for resolving conflict	58
4.4.5 Analysing the role of the manager in conflict management	60
4.5 ANALYSING GENERAL VIEWS ON THE HANDLING OF CONFLICT AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST	63
4.6 SUMMARY OF RESPONDENTS' VIEWS ON THE HANDLING OF CONFLICT AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST	65
4.7 CONCLUSION	80

CHAPTER 5

A MODEL SUGGESTED BY THE RESEACHER FOR CONFLICT RESOLUTION IN MOSES KOTANE EAST

5.1 INTRODUCTION	81
5.2 A MODEL SUGGESTED BY THE RESEARCHER	82
5.3 CONCLUSION	83

CHAPTER 6

SYNTHESIS, FINDINGS, RECOMMENDATIONS AND REMARKS

6.1 INTRODUCTION	84
6.2 OVERVIEW OF THE RESEARCH	84
6.3 FINDINGS	85
6.3.1 Findings from literature study and findings from the empirical research	85
6.3.1.1 Causes of Conflict	85
6.3.1.2 Types of conflict	86
6.3.1.3 Consequences of conflict	86
6.3.1.4 Strategies for resolving conflict	86
6.3.1.5 The role of the manager	86
6.3.1.6 Code of conduct for teachers and other additional rules	86
6.3.1.7 Guidelines for reducing or preventing conflict	87
6.4 RECOMMENDATIONS	87
6.4.1 Recommendations based on literature review as well as the findings of	

the Present study	87
6.5 RECOMMENDATIONS FOR FUTURE RESEARCH	88
6.6 CONCLUSION	88
REFERENCES	90

LIST OF APPENDICES

APPENDIX I: ACCESS TO SCHOOLS FOR CONDUCTING RESEARCH	97
APPENDIX II: LETTER OF INTRODUCTION OF QUESTIONNAIRES TO RESPONDENTS	98
APPENDIX III: QUESTIONNAIRE DIRECTED TO TEACHERS IN MOSES KOTANE EAST	99
APPENDIX IV: TRANSCRIPTS	106

LIST OF FIGURES**PAGE**

Figure 2.1 Interchangeable combinations of self-assertion and Cooperation as depicted by Van der Westhuizen	27
Figure 2.2 Grib model of Thomas & Kilman	30
Figure 5.1 A dynamic model for resolving conflict in schools	82

LIST OF TABLES**PAGE**

Table 3.1 Distribution of questionnaire

43

Table 3.2 Return of questionnaires from teachers

44

LIST OF GRAPHS	PAGE
Graph 4.1 Age category	47
Graph 4.2 Gender	48
Graph 4.3 Position held	48
Graph 4.4 Experiences	49
Graph 4.5 Qualification	50
Graph 4.6 Type of school	50
Graph 4.7 Locations	51
Graph 4.8 Graph for solving conflict	63
Graph 4.9 Graph for major causes of conflict in your school	64
Graph 4.10 Graph for site manager in conflict resolution	64
Graph 4.11 Ineffective communication	65
Graph 4.12 Difference in people's value system	66
Graph 4.13 Favouritism by the principal to others	66
Graph 4.14 External influences by parents	67
Graph 4.15 Scarcity of resources	67
Graph 4.16 When two or more individuals disagree about issues	68
Graph 4.17 Specific needs that create climate for a possible conflict	68
Graph 4.18 Conflict views within the same group	69
Graph 4.19 Two parties want the same thing but only one party can have It	70
Graph 4.20 The autocratic principals can be the source of conflict	70
Graph 4.21 Conflict can energize and make the people to wake up	71
Graph 4.22 Too much conflict can have negative consequences	72
Graph 4.23 Conflict can provide an opportunity for creativity	72
Graph 4.24 Educators stop to speak to one another	73

Graph 4.25 Maintaining strong inter-group relationship	73
Graph 4.26 It is better to apply the strategy which is based on solution	74
Graph 4.27 Imposing a particular preferred solution on the other party	75
Graph 4.28 Postponing confrontation	75
Graph 4.29 Conflict can be reduced by instituting additional rules	76
Graph 4.30 Conflict is less likely to occur if activities are well defined	76
Graph 4.31 It is important that there should be third person in process of Negotiation in order to participate the joint decision making process	77
Graph 4.32 The school manager should not only listen to conflicting parties but should guide them	78
Graph 4.33 In mediation the school manager should meet each party separately first	78
Graph 4.34 In a conflict resolution in your school both parties agree to accept decision enforced by the school manager	79
Graph 4.35 In arbitration approach applied by school manager, the problem can arise when the decision has to be implemented because the parties have had no say in it	79

LIST OF ABBREVIATIONS

A:	Agree
ANOVA:	Analysis of Variances
D:	Disagree
HOD:	Head of Department
MED:	Master of Education
Max:	Maximum
Min:	Minimum
PGD:	Postgraduate Diploma
SA:	Strongly Agree
SD:	Strongly Disagree
SGB:	School Governing Body
CST:	Critical Social research
SADTU:	South African Democratic Teachers Union
NAPTOSA:	National Professional Teachers Organisation of South Africa

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Conflict is a fact of daily life and living (Heaney, 2001:199). The potential for conflict is prevalent all around us. It is a universal phenomenon wherever people, with their diverse, unique natures work for the same organization. It is present in a wide range of social relationships and occurs in a particular individual, between different individuals and between groups. A model for handling conflict among school teachers is therefore very important to equip teachers with the necessary strategies of handling conflict.

Anstey (2004:6) says conflicts exists in relationships when parties believe that their aspiration cannot be achieved simultaneously, or perceive divergence in their values, needs, or interests and purposefully employ their power in an effort to eliminate, defeat, neutralise, or change each other to protect or further their interests in the interaction. Understanding of another culture's difference from one's own is a necessary step towards accommodation of the differences, or adaptation (Carter, 2002:9). Conflict resolution as both a professional practice and academic field is highly sensitive to culture. In western cultural context, such as Canada and the United States, successful conflict resolution usually involves fostering communication among disputants, problem solving and drafting agreements that meet their underlying needs (Wikipedia, 2008:1).

Conflict resolution is the interdisciplinary study and learning resolution of conflict. Because conflict itself is unavoidable and contains within itself the potential for both positive and negative effects, conflict resolvers aim to find ways to make conflict as constructive and cheap as possible for everyone involved (Wikipedia, 2008:1). Looock, Campher, du Preez, Grobler and Shaba (2003:26) argue that any education leader who wishes to solve conflict effectively in his or her school must acquire certain skills and attitudes in this regard, irrespective of whether he or she activated the conflict or not. Zanolli (2008:3) states that conflict management and problem solving is a process and generally does not come naturally. Through education and training the process can be learned. The process is a structured direct

dialogue or mediation and consists of a problem solving approach. There is the need for greater knowledge and application of conflict resolution theories and practices, and we, as educators, have a crucial and exemplary role to play in attending to this need (Torpey, 2006:2525).

In order to prevent unnecessary conflict, there is the need to know types of conflicts, the causes and the problem solving processes.

In this chapter, the research problem is explained, the aims of the research stated and the methodology and the structure of the research are described. Thereafter, the field of study is demarcated and the basic concepts are defined.

1.2 BACKGROUND AND CONTEXT OF THE RESEARCH PROBLEM

In the contents of this study, conflict is defined as a phenomenon of human relationships that occurs when an individual's needs are not satisfied (Ragin, and Duguet, 2000:1). Loock, Grobler and Mestry (2009:43) state that conflict arises when two or more people have incompatible goals and one or both believe that the behaviour of the other prevents their own goals.

In short, the above explanations indicate that conflict is a disagreement resulting from differences in views or opinions.

Hayward (2009:14) states that conflict occurs in even the best schools. This means that conflict cannot be avoided. It is a daily process. The possibility, therefore, that conflict can arise in an organisation such as the school, is always present. Loock et al. (2003:23) argue that conflict should be identified and resolved as soon as possible before further antagonism develops, which will complicate affairs. Conflict may usually be traced to conflicting interests of individuals and groups in the organization or friction between subordinates and top management (Loock et al., 2009:45) Individuals or groups involved in conflict situations may approach the matter emotionally, thus reducing the impact of reason and logic. However, being able to control your feelings goes some considerable way to ensuring that reason prevails (Heaney, 2001:199). The benefits of functional conflict may be realized in schools

when and only when, all constituent and interest groups understand that collective goals demand collective effort and cooperation (Henkin, Cistone & Dee, 2000:142). If parties in a conflict situation have a cooperative rather than a competitive orientation toward one another, they will be more likely to engage in a constructive process of conflict resolution. A cooperative process is more productive in dealing with a problem that a group faces.

Since conflict has positive as well as negative consequences, it must be analysed and managed carefully. The conflict handling style of the manager also determines how conflict is managed. Conflict, often unsettling, is a neutral part of collective human experience. It can leave participants ill at ease, that is why it is often avoided or suppressed. Conflict is present within our schools whether we like it or not. Educators must find ways to legitimise critique and controversy within organisational life (Uline, Tschannen-Moran & Perez, 2003:783). Conflict in organisations has been conceived of as pathology to be diagnosed and treated. Managers therefore must not seek to avoid or suppress the advent of conflict in their work environments. Instead, managers must encourage the subordinates to vent up their frustrations. In this instance, they can identify the sources and types of conflicts in their organisation, and ultimately manage to formulate the effective strategies for the elimination of conflicts (Uline et al., 2003:785).

Conflict presently continues to be a factor in academic life. Schools frequently appear to be centres of tension; on occasion, they are perhaps a manifestation of problems in the community. Conflict involves situations in which differences are expressed by interdependent people in the process of achieving their needs and goals, and it arises when a difference between two or more people necessitates change in at least one person in order for their engagement to continue and develop.

Because of diverse and varied definitions of conflict, attitudes towards it and images of its role are also varied. Conflict in schools takes different forms; for example teachers seem reluctant to obey principals, they do not seem to follow rules or accept extra work, they do not easily get along with their principals. Principals too adopt an authoritative approach, for example, they pressurise for an uninterrupted working of the school activities. There are many recorded cases of principals using their position in the SGB to run the school without conferring with the school's staff (Prew, 2007:450). It, therefore, becomes common that

conflicts between teachers and school principals occur frequently at any time in the school (McNamara, 2010). In institutions, conflict occurs between various individuals because of their frequent interaction with each other. Johnson and Johnson (2006:459), argue that conflict is an expression of hostility, antagonism and misunderstanding between the staff members. Stevahn, Munger and Kealey (2005:3) insist that disruptive behaviour jeopardises personal safety and interferes with the creation of a school environment conducive to high quality learning.

Conflict occurs because someone is dissatisfied about a certain issue; hence conflict is a disagreement between individuals or groups. For a conflict to be managed constructively an effective model for handling conflict is important.

1.3 STATEMENT OF THE PROBLEM

Handling conflict among school teachers is a a problem, especially in schools of Moses Kotane East District in Bojanala West Region in North West Province because there is no relevant model and strategies for handling conflict. This study investigated relevant model and strategies that can be used to resolve conflicts among school teachers in Moses Kotane East. Unresolved conflicts in schools, especially conflict at the highest level, can have direct consequences such as low productivity, employee anger and hostility, increased costs and absenteeism, and high staff turnover (Heystek, Nieman, Van Rooyen, Mosoge & Bipath, 2008:87). However, if well managed conflict can lead to new ideas, improved team work and commitment, and can help the leader to better understand the people with whom he or she works. When leaders, especially at the highest levels, understand the root causes of conflict, they can be effective in using the conflict as a springboard to greater production and higher achievement (Heystek et al., 2008:87). A leader has to know about effective strategies for managing conflict. A good leader has to use effective conflict management model in schools.

It is possible to equip teachers with requisite knowledge and skills for becoming more mindful in dealing with others and to provide them with institutional support for guiding and encouraging cooperative work (Torpey, 2006:2547). The more conversant the teachers and the organizations are with the practices involved in the field of conflict management, the more likely we are to realize more positive outcomes whenever conflict arises. Dubois and

Trabelsi (2007:58) argue that education can strengthen the skills and ability necessary to accept the interdependence with other people, to manage conflict and to work and plan with others towards common objectives and common future. Snodgrass and Blunt (2009:54) state that South African educators have stressed the need to empower principals and teachers with value, attitudes, knowledge and skills to manage conflict in a constructive manner.

In the light of the above explanation, teachers should be equipped with knowledge and skills to be able to resolve conflict. Teachers and principals should be equipped with the strategies of resolving conflict and know how to use them, hence a relevant and effective model for handling conflict is very important. The research questions, listed in 1.4 below become necessary and form the basis for determining the aims of the study.

1.4 RESEARCH QUESTIONS

This research study is guided by the following questions:

The main question in this study is which model is relevant for handling conflict among school teachers in Moses Kotane East?

The following questions support the main question:

What are the causes of conflict among school teachers?

What are the types of conflict that occur among teachers of Moses Kotane East?

What are the consequences of conflict among school teachers?

What are the strategies for resolving conflict among school teachers?

What is the role of the manager in conflict management?

What are the guidelines for handling conflict?

1.5 AIMS AND OBJECTIVES OF THE STUDY

The main aim of this study was to find out which model is relevant for handling conflict among teachers in schools. The following were the sub-goals:

Sub-goal 1: To determine from the literature the nature and scope of handling conflict in schools.

Sub-goal 2: To investigate empirically the model for handling conflict in schools.

The following were the objectives:

To identify and discuss the causes of conflict among the teachers in schools of Moses Kotane East.

To identify and discuss the types of conflict among school teachers.

To discuss the strategies for resolving conflict among school teachers.

To discuss the role of the manager in conflict resolution.

To present guidelines and suggest a model regarding the handling of conflict among teachers in the schools of Moses Kotane East.

1.6 HYPOTHESES OF THE STUDY

Example of hypotheses to be tested in this study are as follow:

- Ineffective communication is a source of conflict.
- When two or more individuals disagree about issues is a type of conflict.
- Too much conflict can have negative consequences.
- Postponing confrontation is a strategy for resolving conflict.
- In a conflict resolution both parties agree to accept the decision enforced by the manager.

1.7 DELIMITATION

Out of the nine Provinces of South Africa the research has been conducted only in one province, which is the North West Province. The province is divided into five regions, one of

which is Bojanala West. Bojanala West is divided into nine districts including Moses Kotane district where this research was conducted. Data has been collected from the sampled primary and secondary schools in the district.

1.8 LIMITATIONS

While the researcher to reveal the research problem as it manifests itself, there are possibilities that the methodology used in the investigation may not have helped the researcher to dig deeper to the root of the nature of the problem. Some of the interviewees may not have told the truth about the degree to which conflict is prevailing in their schools.

1.9 DEFINITION OF CONCEPTS

1.9.1 Conflict

According to Ting-Toomey, Oetzel and Yee-Jung (2001:87) conflict is the interaction of interdependent people who perceive opposition of goals, aims, and values, and who see the other party as potentially interfering with the realization of these goals. Steyn and Van Niekerk (2002:71) say that there is general agreement that two things are essential elements of conflict, that is (or apparently divergent) views and incompatibility of those views. Conflict also seemed to occur because two or more people have incompatible goals and they believe that the behaviour of the other party prevents them from achieving their own goals. This often results in negative emotional states as behaviours to overwhelm the opposition. For the purpose of this study, “conflict” refers to a disagreement resulting from incompatible demands between or among two or more parties.

1.9.2 Handling Conflict

Henkin et al. (2000:142) define handling conflict as the skills and strategies of organizational executive and principal to achieve constructive results. Looock et al. (2009:43) define handling conflict as intervention and provision of mediation by the principal to reduce interpersonal conflicts. According to Kgomo (2006:15) “handling conflict” is a process that aims at the regulation of conflict and its avoidance. For the purpose of this research “handling conflict”

refers to the process of using skills and strategies which can best apply in a given situation to resolve conflict in a way that constructive results are achieved.

1.9.3 A model

Collins English Dictionary (2009) defines a model as a pattern or mode of structure or formation; a simplified representation of a system; to use or include as an element in a larger construct. For the purpose of this research “a model” refers to a simplified representation of a system.

1.9.4 School teacher

Waid and Mcnerney (2010:3) define school teacher as a person who teaches pupils or students; one trained to be and employed as instructor of students. For the purpose of this research “school teacher” refers to a person who teaches pupils or students.

1.9.5 Moses Kotane East

North West Province is divided into five regions, one of which is Bojanala West. Moses Kotane East is one of the nine districts of Bojanala West region and is where this research is conducted.

1.10 OUTLINE OF CHAPTERS

The study is intended to cover information on conflict management among educators in schools of Moses Kotane East. This study is arranged in separate chapters for the sake of logical exposition and presentation of data. However information in one chapter may be linked and supplemented by related information in other chapters.

In Chapter 1, the study is briefly introduced. The research problem is also briefly explained. The purpose of the research is stated and the research design and methodology to be used are briefly described. The structure of the research is outlined and the field of study is demarcated. Definition of basic concepts relevant to the topic is also provided.

Chapter 2 provides an overview of the literature that is relevant to the research problem. A literature study on handling conflict among educators in schools has been conducted from secondary and primary sources to provide views and perceptions of other researchers on the problem. The literature review focuses on the causes of conflict, the different types of conflict, consequences of conflict, conflict resolution approaches, guidelines for reducing or preventing conflict and the role of the site manager in handling conflict among educators in schools, forms the theoretical framework of the study.

In Chapter 3, the research design and methodology are discussed. A quantitative research design is used to collect data. The data collecting technique is described as a structured questionnaire that has been formulated.

In Chapter 4, the data is characterised, ordered, and summarised to provide answers to the research-questions. The data is explained and presented in graphic form.

In chapter 5, A model suggested by the researcher in this study is presented.

In Chapter 6, the findings and recommendations of the research are provided and described. The meaning of the data is indicated and the findings from the data are stated and discussed. Significant statistical results and test significance are also indicated.

1.11 CONCLUSION

Conflict among educators in schools is a problem that should not be overlooked. Teachers should have a clear understanding of conflict so that they can use positive strategies to intervene when conflict takes place in schools and avoid its negative results or develop approaches that can reduce and prevent conflict in schools. It is therefore, important that a relevant and effective model for handling conflict should be developed.

In chapter1, the research problem is discussed. The aims of the research are stated and the methodology to investigate the problem is explained. The field of study is also demarcated and the structure is defined and discussed.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, the literature study is conducted in order to establish the theoretical perspective of this research. That is, a theoretical framework on strategies to handle conflict among the educators of Moses Kotane East schools. The purpose of this chapter is to determine and discuss from the literature survey strategies and guidelines of resolving conflict, types of conflict, causes of conflict, consequences of conflict and the role of the site manager in conflict resolution. The models of how to handle conflict are also discussed.

The situation where conflict is not brought into the open is counter-productive. It becomes a lingering grievance that causes further damage to job satisfaction, productivity and human relationships (Loock et al., 2009). Henkin et al. (2000:154) argue that solution-oriented approaches to handling conflict may work best where principals serve in meditative roles and emphasise solution-finding through a consensual, cooperative process which avoids antagonisms that may endanger future personal and/or professional relationships. They are able to issue clear directions which start the process of resolution. Conflict will not disappear, nor should it be ignored; indeed, it is on the daily menu of school principals (Dipaola & Hoy, 2001:238). Therefore, the researcher begins by detailing the causes of conflict, explaining different types of conflict, then discusses strategies of resolving conflict, thereafter the role of the manager in conflict management and presents models of conflict management

2.2 THEORETICAL FRAMEWORK

Every research study of this nature has to be based on a theory. Ozma (2000:43) argues that theories are relevant intellectual resources but are not all of the same size, weight, complexity or quality. Gunter (2001:66) further argues that theories and theorizing have a number of purposes, from being a lens through which to look at a practice, through to being a predictive model that can become prescriptive by determining what educational practitioners should do.

There are prevailing theoretical perspectives in practice. Comp (2008;1) asserts that there are three social perspectives concerning education; functionalism, conflict theory and interpretivist.

2.2.1 Conflict theory

Theories are defined as a set of ideas that are intended to explain something about life or the world, especially an idea that has not yet being proved to be true (Longman Dictionary of Contemporary English, 2009:1828). Neuman (2000:40) asserts that the classical social theories played an important role in generating innovative ideas. People study the classical theorists because they provide many creative and interrelated ideas at once.

Conflict theory states that society or an organisation function so that each individual participant and its groups struggle to make the most of their profit, which unavoidably contributes changes and revolutions (Macheng, 2010:35). The theory is mostly applied to explain conflict between social classes, proletariat versus bourgeoisie, and its ideologies, such as capitalism versus socialism. Conflict theory is a typical example of pyramid structure in which the group of people have a lot of power and influence because they have money, knowledge and special skills (Macheng, 2010:35).

In conflict theory, social structures laws and way of life which live in the society are meant to hold up those in power already and superior groups in the society. Conflict theorist is of the view that society are born from conflict. For example in school situation in South Africa there are teacher unions, South African Democratic Teachers Union (SADTU) and National Professional Teachers Organisation of South Africa (NAPTOSA) which are there to fight for teachers rights and to manage conflict among school teachers. Teachers unions came into existence because of conflict between the teachers and the government. So it is true that all groups are born from conflict.

2.2.2 Marks and conflict theory

Macheng (2010:35) states that Karl Marks believed that economic factors are the real cause of historical change, and that workers are everywhere exploited by capitalists. This means that when society becomes fully industrialised, the workers will inevitably rise up against

their exploiters and take control themselves, running the country in their interests. This means that will be the dictatorship of the workers.

Conflict management theory states that healthy conflict management systems should be in place in any organisation (Macheng, 2010:36). It is therefore important to study conflict theory because it deals with conflict management.

2.3 THE CAUSES OF CONFLICT AMONG SCHOOL TEACHERS

The seeds of conflict are planted when in a school disharmony is felt within any one of the participants (Billikopf, 2009:1). If one educator is dissatisfied with something, then there is conflict. Conflict begins when an individual or group feels negatively affected by another person or group (Dipaola & Hoy, 2001:238).

Van Kradenberg, Du Plessis and Greybe (2000: 183) also state that conflict can be divided into four categories which are causes that are related to ineffective communication, the structure of the organization, personal and external factors.

2.3.1. Ineffective communication

The bases of communication problems in an organization, related to semantic problems of information, the inadequate exchange of information and barriers in the communication channels. Semantic problems can be the results of language differences or because of different, or even divergent, interpretations of the same message. Anstey (2004:12) states that Lack of shared and legitimated information then gives rise to power struggles and contributes to rising levels of mistrust in relations. Spoelstra and Pienaar (2008:191) state that there could be differences in information and expertise, causing conflict about the accuracy of information. Fowler, Hall and Weber (2006:139) also state that low levels of conflict are associated with open and regular communication, while the absence of communication – or the selective giving of information – is associated with heightened conflict. Van der Bank (2003: 202) emphasizes that:

- The use of second or even third language may result in misunderstanding because all the people in the school may not always understand the meaning of the message;

inadequate dissemination of information by the principal and the staff may lead to communication problems which could result in conflict; and

- Noise or distortion of message in which the reform of the communication channels could be a source of conflict by giving different meaning to the message depending on which communication was used, for example, channels or grape vine.

Aspects of communication-expression, perception and interpretation-based on erroneous assumptions of shared cultural knowledge often result in intended meaning being missed or misconstrued because that meaning may lay outside the realm of shared knowledge (Torpey,2006:2546).

2.3.2. Structural causes

According to Van Kradenberg et al. (2000: 184), structural causes of conflict in schools are comprehensive and extremely important since, on the one hand, they involve nearly every facet of the organization and on the other hand, they are of importance because the principal can exert influence on most conflict situations which develop as a result of structural causes.

Steyn and Van Niekerk (2002: 74); Van der Bank (2003: 201) and van Kradenberg et al. (2000:184) agree that the following are the causes of conflict:

- The size of the organization influences the occurrence of conflict. It has been found that conflict is greater in larger organizations.
- Too much differentiation and specialization which may result in too many separate interest groups with possible clashes of interest;
- Unequal relationships of power, in which parties with less control try to position themselves better, often to the detriment of other groups in school community;
- The participation of staff may be another source of conflict. Increased participation decision making does not ensure that every person's point of view will prevail, since the subordinates can be involved in decision making but lack authority to have his or her preference implemented;
- The rivalry for location of scarce or limited resources between individuals and groups.

- Situations where different parties are dependent upon each other for the successful completion of their tasks.

Bottaro, Monteith, Visser, Dilley, Versfeld and Cohen (2006:72) emphasise that when there are plenty of resources it is easy to be generous and to have peace. Conflict starts when there is not enough of a resource for everyone to have as much as they want. On the other hand, Fowler et al. (2006:139) emphasise that the amount of resources by the different parties in the issues at stake influences the level of the conflict. Spoelstra and Pienaar (2008:190) further state that if money, space, labour and materials are unlimited, each group could pursue its own goal. This results in a conflict. Gatlin, Wisocki and Kepner (2008:1) emphasise that whenever people compete for scarce resources, conflict can occur. Van Deventer, Kruger, Van der Merwe, Prinsloo and Steinman (2003:30) argue that most organizational resources are limited, and schools are no exception. Individuals and groups have to fight for their fair share. This results in conflict.

2.3.3. Personal qualities and culture

Van Kradenberg et al. (2000:185) say that organizational conflict generally develops because of personality clashes within the organization because some people find it difficult to get along with others because they are divergent in thought, conduct and conviction. Gatlin et al. (2008:2) also argue that conflict can be caused by differing personal values. Teachers need to learn to accept diversity in the workplace and to work as a team. Van der Bank (2003: 1980) further states that the differences in value of people within the school can lead to conflict. Values determine the ways in which people handle situation problems and make decisions. Divergent values usually lead to intergroup conflict. Steyn and van Niekerk (2002: 74) Emphasises that differences between staff members in terms of authority and values may be sources of conflict. Van Kradenberg et al. (2000:185) further emphasise that values form the quintessence of a person's personality and are developed over a long period. Therefore people are seldom prepared to accept compromises about that which they sincerely believe in, and it is also difficult to change people's values. Smallwood (2007:2) argues that people in the work place judge their own behaviour as well as those of others by what they believe should be done and by the values that they hold. The lack of trust runs most deeply when the

individuals involved perceive that the others involved come from an opposing system of values.

When people from different cultural, ethnic and racial backgrounds come together, what is most likely to occur is misunderstanding, tension and possibly conflict. There will be misjudgements based on the learned expectations of the "other." They both carry their own unique history about the "other." They both will have been socialized around certain patterns of communication, etiquette and problem solving. Both will have stereotypes regarding working with someone who is different. If the helping professional can incorporate an understanding of the dynamics of difference into practice, the chances of successful outcomes will be greatly enhanced (Cunningham, 2003:90). Spoelstra and Pienaar (2008:191) believe that cultural differences, which result in lack of understanding of language, habits, attitudes and education, could lead to misunderstanding that could cause dysfunctional conflict. Van Deventer et al. (2003:30) emphasise that because people differ in respect of their socio-economic backgrounds, values, attitudes, expectations, personalities and perceptions, and because there is usually little respect among people regarding their differences, the potential for conflict increases.

2.3.4 External influence

Van der Bank (2003:202) states that the school as an "open" organization system is more vulnerable to external pressures than a more "closed" system. Therefore, there is more potential for conflict in the school. The heterogeneity of the staff could also lead to conflict because of the differences in background and training. Van Kradenberg et al. (2000: 185) emphasise that the external surroundings can exert a great influence on schools and even create organizational conflict, as schools strive to resist adapting to external pressure. Examples of these are, more demands by parents or community – based groups, changes in the curriculum, rationalization of staff, reduced financial aid, a political instability and gangsterism.

2.4 TYPES OF CONFLICT IN SCHOOLS

Loock et al. (2003:21) state the following types of conflict:

2.4.1. Intrapersonal conflict

Intrapersonal conflict involves personality and internal motives and feelings. According to Johnson and Scollay (2000:50), intrapersonal conflict may occur when experiences contradict role expectations. Steyn and Van Niekerk (2002:76) emphasize that conflict exists within an individual when a choice has to be made between two opposing goals. Educators often have to choose between two or more alternatives that have positive outcomes (e.g. choosing between two jobs, teaching or being subject adviser, that appear to be equally attractive). Educators may also choose something that has positive and negative outcomes, such as accepting a promotion but having to move. Johnson and Scollay (2000:50) argue that it also occurs within individuals as they struggle to choose between alternative values and beliefs which are opposing and compelling. Earle, Keats, Morrison, Maclagan, Roberts and Thraves (2006:78) emphasise that intrapersonal conflict is a conflict within oneself, a conflict in which you are struggling with personal issues. Loock et al. (2003:21) explain that individuals sometimes experience their working environment in such a way that two basic needs conflict within themselves. This type of conflict is common and experienced by the teachers in schools.

2.4.2. Interpersonal conflict

Loock et al. (2003:22) are of the opinion that it is the type of conflict between two individuals. Dipaola and Hoy (2001:238) emphasise that conflict may occur in interpersonal encounters between two colleagues, in decision-making teams, or between work groups. Van der Bank (2003:195) further argues that usually, this type of conflict involves two people, although in the school situation it is possible to have several persons in conflict. Steyn and Van Niekerk (2002:76) say that this is the most widely spread and visible kind of conflict in schools and other organizations, and results when two or more individuals disagree about issues, actions or goals. Johnson and Scollay (2000:50) also argue that in organizations, interpersonal conflicts can occur within a group or between groups and can involve

horizontal or vertical culture. Earle et al. (2006:78) further state that interpersonal conflict is between people, a conflict in which two people feel hostile towards each other for some reason.

This is the common visible type of conflict in schools. The schools experience this type of conflict.

2.4.3. Individual-institutional conflict

Loock et al. (2003:22) state that this type of conflict is mostly the result of irreconcilable differences between the ideals, expectations and goals of the individual and the organization for which he or she works.

The educators are not alike as individuals. They also each have their specific needs and personal preferences to bring into school. Because of their differences, this type of conflict is created in schools among teachers.

2.4.4. Intra-organisational conflict

Earle et al. (2006:78) state that intra-organisational conflict is a conflict within an organization (between educators and management for example). This conflict can also originate within certain groups in a school and when more than one person is involved, coalitions are created within the various interest groups (Loock et al., 2003:22). Van Deventer et al. (2003:30) also state that intra-organisational conflict may be said to fall into four categories:

- Vertical conflict, which relates to problems within the hierarchical structure of authority in schools
- Horizontal conflict, which occurs across the ranks of educators.
- Line-staff conflict, which occurs between the principal and central office personnel and
- Role conflict, which occurs if there is inadequate or inconsistent information about the requirements of a position in the school due to lack of clarification. Koustelios, Theodorakis and Goulimaris (2004:87) argue that role conflict occurs when different persons with whom an individual must interact hold conflicting expectations about that individual's behaviour. Although many role-conflict situations are temporary,

certain roles are continuously subjected to conflicting role demands and expectations (Nir, 2003:547).

Horizontal, vertical and role conflicts are visible among the teachers of schools.

2.4.5. Intergroup conflict (within group)

Steyn and Van Niekerk (2002:77) state that this type of conflict involves conflict between groups of people, irrespective of the size of the group. For example, if the geography teacher wants to take some learners on an excursion, other teachers may not wish to give the learners involved permission to miss their classes. Van der Bank (2003:195) emphasises that intergroup conflict occurs between different groups in the school, e.g. different departments or sport groups, especially if they are competing for scarce resources. Once intergroup competition develops into a 'win-lose' situation, it is even more difficult to handle than competition between individuals (Loock et al., 2009:45).

The other group of educators may want to take the same learners for a certain activities while one group of educators need the same learners to do some different activities. This will create a conflicting climate between the different groups of educators.

2.4.6 Intra-group conflict

Loock et al. (2003:22) say this is largely interpersonal conflict between persons in groups because individuals differ in values, beliefs, attitudes and behaviour. Van der Bank (2003:195) emphasises that this type of conflict takes place when there are conflicting views or values within the same group. Earle et al. (2006:78) further emphasise that intragroup conflict is where there is conflict within the members of a group or team. This type is also experienced by teachers in schools.

2.5 CONSEQUENCES OF CONFLICT IN SCHOOLS

Loock et al. (2009:47) state that conflict resolution often leads to:

- Needed change in the school;
- Renewal of programmes;

- Stronger feelings of unity among school staff;
- Greater individual or group maturity and
- Development of creative ideas

Van Kradenburg et al. (2000:188) emphasize that if the conflict leads to more creativity, better decision-making and generally contributes to the attainment of the aims of the school, it can be regarded as constructive. Smallwood (2007:1) states that when conflict is handled constructively, it promotes growth and problem solving. Although conflict is often viewed negatively, it can lead to enlightenment if solutions are reached (Gatlin et al., 2008:1).

Negative results: Hayward (2009:8) states that poorly handled conflict has hugely unpleasant results. Schoolyards become battlefields. Staffrooms become snake pits of verbal venom. Looock et al. (2009:47) further argue that conflict leaves an aftermath that costs both the people involved and the school as an organization. Feelings of satisfaction, motivation, trust and unity are likely to be affected. Regardless of the outcome of the conflict, its presence can cost the school time, energy, productivity and even money.

Van Deventer et al. (2003:27) state that the outcome of the negative conflict includes the following:

- Some people feel defeated and demeaned which leads to withdrawal and less effective functioning, which in turn leads to decreasing productivity.
- The distance between people increases owing to the development of a climate of trust and suspicion.
- Individuals and groups concentrate on their own narrow interests, and existing differences worsen.
- Feeling of bitterness and hostility increase, and resistance rather than teamwork develops.
- Stress builds up among individuals, and an increase in teacher turnover is experienced.

Van Kradenburg et al. (2000:188) agree that when conflict leads to an unproductive behaviour, the prevention of co-ordination and co-operation, or prevents the aims of the school to be achieved, then it can be viewed as destructive. Dipaola and Hoy (2001:239)

emphasise that conflict handled in a cooperative, problem-solving manner is more likely to have positive outcomes because they generate solutions, promote insight, and help individuals grow and get strengthened emotionally. Steyn and Van Niekerk (2002) also agree that the traditional perspective on conflict is negative, which suggests that something is wrong and that conflict should therefore be eliminated. The contemporary perspective views conflict as neither good nor bad but as inevitable. Too much conflict can have negative consequences, while too little can also be negative since it leads to apathy and lethargy and provides little or no impetus for change.

Steyn and Van Niekerk (2002:89) state that conflict becomes dangerous and disruptive when it is about a party's personal glory. As the conflict develops, that personal glory becomes more and more of an issue, and hence it becomes more difficult to solve the conflict. The two parties approach the conflict from a win-lose point of view when it drags for too long. It becomes a lose-lose situation because at this stage the parties tend to do things that are not in their best interest. According to Looock et al. (2009:45) conflict may be covert, where the parties do not actually talk to each other about the real issues but canvass support from those whom they believe to be influential.

Van der Westhuizen (2004:308) states that when one or both of the involved parties adopt an attitude "of playing the man and not the ball" a variety of counterproductive elements emerge which can eventually paralyse the whole organization. Decision making becomes problematical because neither of the parties is prepared to make any concessions out of fear that it will be regarded as a victory by the one party. Furthermore, the suspicion exists that any concession might be used by the opponents as a spearhead for further power and political consideration.

Conflict should be tackled as early as possible to prevent it from escalating or to be destructive but to a constructive one.

2.6 THE GUIDELINES FOR REDUCING OR PREVENTING CONFLICT AMONG SCHOOL TEACHERS

According to Steyn and Van Niekerk (2002:90), there is a great deal that educational leaders can do to prevent or reduce conflict in the organization. These including the following:

- Emphasize organizational objectives and effectiveness. When organization objectives are emphasized, staff members can cooperate to attain those objectives;
- Issue well-structured tasks. Conflict is less likely to occur if activities are well defined and are understood and accepted;
- Facilitate intergroup communication. Encouraging dialogue between staff members therefore helps prevent conflict;
- Avoid win-lose situation. If there are scarce resources the site manager can investigate forms of resource sharing;
- Be aware of your own personality and behaviour. The way people make decisions, exercise their authority, treat people can give rise to conflict;
- Physical separation: physical separation is the quickest and easier way of solving a conflict, especially when the conflicting parties do not need to work together;
- Rules and regulations. Conflict can be reduced by instituting additional rules, regulations and procedures;
- Confrontation and negotiation. The approach here is to bring the parties in dispute face to face in order to discuss their basic areas of disagreement; and
- Identifying interdependent tasks and superordinate objectives. When a school's survival is at stake, goals should be set that require groups to work together

Loock et al. (2009:52) suggest the following guidelines that principals may use when called upon to solve the conflict:

- Managers need the ability to confront, to be able to say 'No' when a difference of opinion emerges. They should show by their attitude that they are open to reason, logical discussion and problem solving.
- They must be able to present their ideas and feelings clearly, concisely, calmly and honestly.

- They need to develop listening skills, which include the ability to show someone that they understand what has been said by 'playing it back'. They need to develop the habit of asking questions rather than making statements.
- The managers need skill in evaluating all aspects of the problem, understanding the pressure on the other party.
- The manager should be able to articulate the common goals, which should help both parties to rise above their differences about methods and look to future achievements rather than past friction.
- Hayward (2009:8) also emphasises that quiet place should be found to sort the problem out; Define what the conflict is about; Find a win-win solution where everyone gets something; Get a promise from opponents to the solution and arrange a follow-up meeting to ensure the conflict resolution was honoured. Heaney (2001:200) emphasises that when conflict is managed think positively and consider a positive outcome for all; be open, listen carefully and be empathetic; explain the situation and ask how can the situation be improved?; separate the personal from the professional; avoid anger and, if need be, re-channel your anger appropriately and "let sleeping dogs lie" which means that leave the past behind and move on.

Loock et al. (2009:55) further state that an educational leader should apply the harmony model in such a way as to minimize the destructive power of conflict:

- Resist the temptation to speak about anyone behind his or her back.
- Do not attempt to gain the support of a group or an individual by any means.
- Stay in continuous contact with any individual or group whose viewpoint radically differs from your own. Never postpone a crucial face-to-face talk in the hope that the problem will disappear.
- If you detect any sign of inter-group conflict, initiate inter-group projects with neutral agendas as soon as possible. This will force groups to work together.
- Do everything in your power to discourage people from adopting a win-lose attitude. Always try to see and understand all sides of the argument.
- Attempt to avoid unnecessary conflict situations by keeping tension-producing structures out of personnel management.
- Do not allow staff politics to develop.

The guidelines for reducing or preventing conflict will be used depending on circumstances of a given situation. The educational leader who wishes to effectively reduce, prevent or solve conflict in the school will have to acquire certain skills and attitude.

2.7 THE ROLE OF THE MANAGER IN CONFLICT MANAGEMENT

While it's not possible to avoid all teacher conflicts, there are ways to better manage most situations. When a major conflict erupts between co-workers, it's usually necessary to involve the site manager to help resolve it (Friedman, 2004:1). Therefore this section will show the role of the school manager in handling conflict.

2.7.1 Mediation

Although the formal dispute-resolution process known as conflict mediation has become a common means of managing social friction to avoid violence, its process and outcomes could improve, especially in schools with increasingly diverse populations (Carter, 2002:49). Billikopf (2009:5) states that mediation helps stakeholders discuss issues, repair past injuries, and develop the tools needed to face disagreements effectively.

According to Van der Bank (2003:214) mediation is a conflict management mechanism which involves third party intervention. This third- party intervention can be described as someone who is external (or outside) the conflict and comes in between the conflicting parties in order to help them in the process of conflict analysis, as well as conflict resolution. This third party therefore acts as a facilitator. Earle et al. (2006:97) believe that some conflicts cannot be resolved by the parties themselves and an outsider might need to be called in to help sort out the conflict. The role and function of this facilitator is to produce a constructive conflict resolution process by creating the conditions which characterize the effective co-operative problem solving process. Bottaro et al. (2006:53) explain that a conflict may be resolved by looking at the problem from all points of view; understanding the root cause getting the two sides to communicate or talk to each other; bring in someone neutral to listen and help find a solution and approaching the issue in a democratic and respectful way. Hayward (2009:4) states that the mediator should set the ground rules of the

mediation process. Both sides will be given an opportunity to speak. There will be no interruptions while each side speaks. Shouting and abusive language should not be used.

Billikopf (2009:4) argues that sometimes differences in organizational level, personality or self-esteem among the participants in a disagreement, require the participation of a third party. The mediator makes no decision for the parties, has no authority to direct or control the actions of the parties, and can only work effectively when both parties are willing to use the process. Bottaro et al. (2006:75) also emphasise that sometimes groups of people cannot come to an agreement without help from someone from outside. A 'mediator' is invited to help. A mediator has no decision making powers but helps disputing groups to reach their own acceptable conclusion.

Legotlo, Teu and Matshidiso (2002:40) agree that the school manager who is acting as a mediator should listen actively, observe, and help people to understand and define the problem. As a mediator, the school manager needs to work towards making both sides feel that they have won and become problem solving partners. Hayward (2009:8) states that if necessary, the mediator might ask questions to ensure clear understanding. The mediator should encourage people or groups to come up with alternative solutions. The manager as a leader should give strong and steady support to cultivate and maintain among members because trust is an important element in the collective action (Karakus and Toremeh, 2008:233). By so doing the school manager will encourage both parties to be committed the process of conflict resolution.

Steyn and Van Niekerk (2002:84) explain that in mediation a third party uses various techniques to try to bring about agreement between the disputing parties in the conflict. Mediators have no formal power and cannot impose an agreement on the two sides. They therefore seek to clarify the issues involved and to enhance communication between the parties. Billikopf (2009:11) further states that mediators should not be in too much of a hurry to move participants from their position statement and explanation of their fears and needs, to problem resolution. It is vital to first truly understand the nature of the challenges that seem to divide individuals.

Van der Westhuizen (2004:321) also emphasizes that in his role as a mediator in the conflict situation he should strive to get groups or individuals to the point where they admit the validity or basis of one another's view point so that they can discuss the problems frankly and objectively. If the principal handles the matter sensibly and tactfully, it should be possible to work out a compromise by means of which the conflicts are resolved- if there is enough co-operation, openness, willingness and readiness to oblige on the part of all the opposing parties, as the urge to find a solution cannot come only from the leader. When the disputants sign an agreement for the conflict resolution the mediation ends (Carter, 2002:49).

2.7.2 Arbitration

Steyn and Van Niekerk (2002:85) explain that arbitration means that the conflict is submitted to a third party and both parties agree to accept the arbitrator's judgment. This means that the third party is more powerful during arbitration and has the power to impose the terms of agreement. When both sides of the dispute agree to submit the issue to an arbitrator, they commit themselves to accepting and implementing the arbitrator's resolution of the conflict. In the arbitration approach, participants are treated as objects, where as in mediation they are treated as subjects. However, problems can arise when the decision has to be implemented because the parties have had no say in it. The solution may be temporary as there are clear losers.

Van der Westhuizen (2004:321) emphasizes that a drastic autocratic approach will often not be necessary when the parties involved realize that they do not have any guarantee that they are completely in the "right". Everyone should be prepared to give and take so that the problem should be resolved effectively, equitably and permanently before irretrievable damage is done. Van der Westhuizen (2003:201) continues to say where a solution is forced on the other party by exerting power, resulting in its defeat, it is likely that the problem will drag on : a loser will try to strengthen its position in the interim, so that it will stand the chance of eventually achieving its objectives.

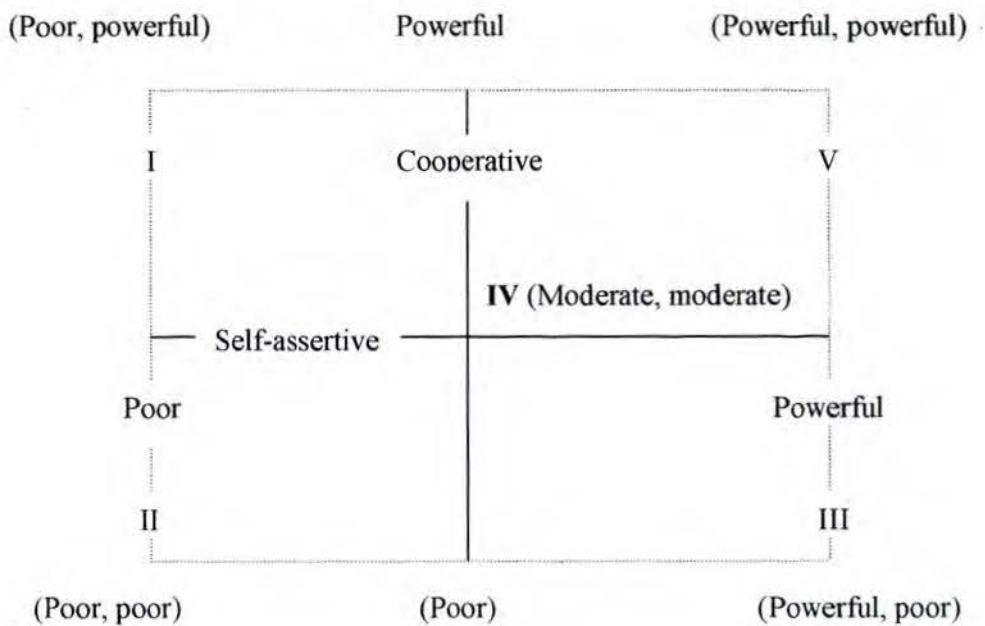
2.7.3 Counselling

Counselling is one effective way for managers to deal with frustrated subordinates and co-workers. This approach has helped many people to cope with problems that were interfering with their effectiveness on the job (Wikipedia, 2008:2). JackLam (2000:87) states that counselling looks at problems in terms of needs of the individual with reference to the organizational health. Therefore the role is most likely one of moving the group to work together and to use individual strengths to creatively problem solve in an attempt to find solutions which reflect the needs of each segment of the whole. When personal conflict leads to frustration and loss of efficiency, counselling may prove to be a helpful antidote. On the staff given some training, managers may perform this function (Wikipedia, 2008:2).

The parties in the mediation process are satisfied because every party has a say than accepting the arbitrator's resolution in arbitration. Counselling helps the educator to cope with the problems. The Interchangeable combination of self-assertion and cooperation model as depicted by Thomas & Kilman (Adapted from Loock et al. 2009:56) is reflected on page 27 (Figure 2.1).

2.8 MODELS FOR HANDLING CONFLICT AMONG SCHOOL TEACHERS

Figure 2.1 Interchangeable combinations of self-assertion and cooperation as depicted by Van der Westhuizen (Adapted from Van der Westhuizen, 2004:643)



The above model of Van der Westhuizen (2004:643), demonstrates five styles of resolving conflict in schools. The five styles are fully discussed below.

2.8.1.1 Conflict handling style I (Accommodating/Self-sacrificing; Powerful/Poor, Win-lose)

In style 1, self-assertion is poor while co-operation is powerful. Van der Westhuizen (2004:643) describes that this style is typified by the fact that the one involved is highly compliant and prepare to adjust while the maintenance of good relations is of the utmost importance and personal opinions are sacrificed. Ragin and Duguet (2000:14) argue that the users of this management style to resolve conflicts are not given sufficient attention. They are often perceived as quiet and unassuming or accommodation. According to Loock et al. (2009:57), maintenance of good relations is of the utmost importance, and differences are

ignored for the sake of harmony. This style is appropriate to allow for a better proposition to be heard, to learn and show reasonableness; when issues are more important to others than to yourself; to build social credits for later issues; to minimize loss, when you are outmatched and losing and when the maintenance of harmony and stability is most important. When you sacrifice you give away what you want because you want peace. The person involved sacrificed for the sake of peace and harmony. Van der Westhuizen (2004:643) when he says that differences are ignored for the sake of harmony.

2.8.1.2 Conflict handling style II (Avoidance/Withdrawal, Poor-poor, Lose-lose)

According to Van der Westhuizen (2004:643) Practitioners of this conflict style are not capable of or prepared to enter into an argument, since managers of this kind would rather make use of impersonal rules to force conflicting person to comply, or by creating precedents by referring to earlier decisions. Ragin & Duguet (2000:13) argue that decisions that are made unilaterally, if one party withdraws, may not receive adequate support from others. When an individual demonstrates low concern for the goals of self and other, the individual stays out of a situation that provokes controversy or remains neutral (Morris-Rothschild and Brassard, 2006:108). Such approach can be appropriate when: an issue is trivial; you perceive no chance of satisfying your concerns; potential disruptions outweigh the benefits of resolution; gathering information supersedes immediate decisions; others can resolve the conflict more effectively and when choosing sides is to be avoided (Loock et al., 2009:57).

2.8.1.3 Conflict-handling style III (Dominating/Competitive, Powerful-poor, Win-lose)

This style values self-assertion above co-operation. The underlying strategy in the conflict situation is one of win or loses and is supported by the outlook 'winner takes all' (Van der Westhuizen, 2004:644). This situation is potentially destructive and should be identified in time and defused. This style is appropriate in emergencies that call for quick decisive action; on issues vital to the welfare of the school, when you know you are right and against people who take advantage of non-competitive behaviour (Loock et al., 2009:57). According to Morris-Rothschild and Brassard (2006:108) people who have a one-sided concern for their own goals feel that the conflict can be controlled by over powering it and suppressing their opponent.

2.8.1.4 Conflict-handling style IV (Compromising, Moderate; Moderate, Lose-lose)

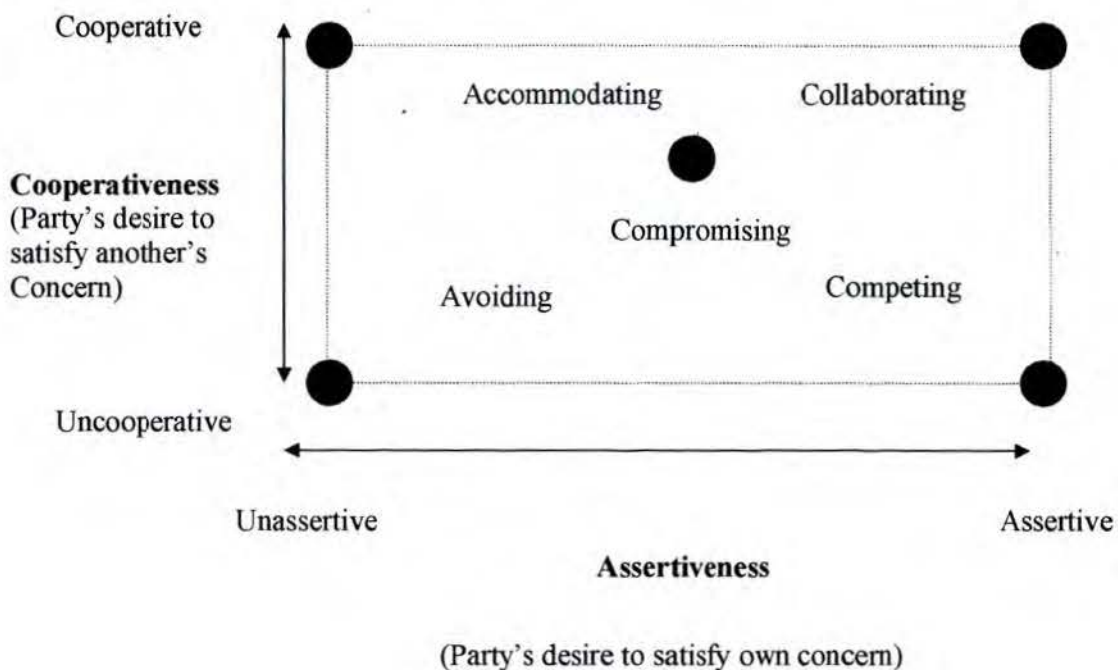
Loock et al. (2009:57) describe that in this conflict-handling style, self-assertion and cooperation are moderate and compromise is sought which will satisfy both parties. This style should be adopted when goals are important, but not worth the effect or potential disruption of more assertive styles; when opponents of equal power are both committed to mutually exclusive goals; to achieve temporary settlements of complex issues; to arrive at expedient solutions under pressure of the time and as a back-up when collaboration is useful. Morris-Rothschild and Brassard (2006:108) argues that intermediate concerns for self and other settle the conflict by means of a compromise because when two people compromise, the goal is clear and so is the manner of obtaining that goal. Van der Westhuizen (2004:644) further states that school principals who make use of this style are of the opinion that it is necessary sometimes to sacrifice personal views in the interest of the majority and that people should be encouraged to state their views but that they may not block progress.

2.8.1.5 Conflict-handling style V (Integrative/Collaborating, Powerful-powerful, Win-win)

This style of handling conflict is characterised by mutual differences and conflict is regarded as natural and healthy (Van der Westhuizen, 2004:645) It may be labelled as one of cooperation and win-win because the conflict is not coloured by personal opinion, and a sincere and true attempt is being made to find a correct and real solution (Loock et al., 2009:58). This style is appropriate when you need people to be supportive of each other; when you need to create a climate of collaboration and when you want the solution to the problem to become the status quo. A win-win attitude helps the process move along amicably (Ragin & Duguet, 2000:57). Morris-Rothschild and Brassard (2006:108) states that individuals who have a high concern for both their own and other's goals use creative problem-solving to satisfy all the individuals involved.

The principal should know these five styles of handling conflict and the situations in which they are appropriate in order to handle it effectively. If the principal knows these five styles and the situations in which they can be used, conflict can be minimised in schools.

Figure 2.2 Grib model of Thomas & Kilman (Adapted from Loock et al. 2009:56)



The above grid model of Thomas and Kilman, demonstrates five strategies of resolving conflict. These are accommodating, collaborating, avoiding, compromising and competing. Conflict should be handled constructively. Poor conflict engagement skills in an organization's leaders often mean poorly handled conflict throughout the system (Bacal, 2006:1). Therefore, School principals can strive to get optimal levels of conflict through conflict strategies (Dipaola & Hoy, 2001:242). Loock et al. (2009:47) discuss basic approaches or strategies, available to address the conflict situation. Such approaches are briefly discussed below.

2.8.2.1 Collaboration

In this approach both parties try to satisfy all parties' interests, producing a 'win-win' situation in which both parties get most of what they want. Earle et al. (2006:97) also emphasise that you win I win is a problem-solving approach in which both parties try to communicate and cooperate to find a solution to the conflict even if it is difficult and it takes a long time. This is the only successful method of solving conflicts. Dipaola and Hoy

(2001:242) argue that employing problem-solving techniques to integrate interests of all parties can result in achieving mutually satisfying outcomes: a win-win situation. Fowler et al. (2006:139) also explain that conflicts remain low when problem-solving tactics are employed, but when these are replaced by intimidating behaviour, threats, or violence, then conflicts tend to grow. Earle et al. (2006:97) again emphasise that the best way is to reach a situation in which all parties feel they have won. Heystek et al. (2008:89) suggest that collaboration can be used to find an integrative solution when both sets of concerns are too important to be compromised: when your objective is to learn; to merge insights from people with different perspectives; to gain commitment by incorporating concerns into a consensus and to work through feelings that have interfered with a relationship

2.8.2.2 Compromise

Steyn and Van Niekerk (2002:97) state that those who compromise seek expedient, quick solutions that satisfy both parties. Looock et al. (2009:47) further state that in this approach both parties have to give up something they value, a 'lose-lose' situation. The focus is often less on the quality of solutions or on finding a creative solution than on finding middle ground. Earle et al. (2006:97) further state that both parties compromise and give up at least one of their basic needs instead of working together to reach solution. Use compromise when goals are important but not worth the effort of potential disruption of more assertive approaches: when opponents of equal power are committed to mutually exclusive goal; to achieve temporary settlements to complex issues; to arrive at expedient solutions under time pressure and as a back-up when collaboration or competition is unsuccessful (Heystek et al., 2008:90).

2.8.2.3 Accommodation

Van der Bank (2003:208) says that an accommodating style could be a good strategy when the principal is wrong but emphasises willingness to come to an agreement with the other party. If the principal allows an educator to win in a disagreement, the educator can implement his/her idea and learn from the experience. On the other hand, Earle et al. (2006:97) state that in "you win – I lose" solution one party avoids the conflict, allowing the

other to win, nothing is resolved and the conflict normally gets worse. Loock et al. (2009:47) also agree that in accommodation a party tries to satisfy the interests of the other party at their own expense, producing a 'win-lose' solution, in which one party gets what they want, and the other gets nothing except the resolution of the conflict. Although it may result in loss of respect, this kind of behaviour is appropriate when the other party is wrong. The kind of behaviour is also appropriate when the issue is very important to the second person and the first person wishes to earn credit for him or herself.

Heystek et al. (2008:89) further state that accommodation can be used when you're wrong and need to allow a better position to be heard: to learn, and show your reasonableness; when issues are more important to others than yourself, and to satisfy others and maintain cooperation; to build social credits for later issues; to minimise loss when you are out-matched and losing; when harmony and stability are especially important and to allow subordinates to develop by learning from mistakes.

2.8.2.4 Controlling

Earle et al. (2006:97) are of the opinion that in "I win you lose" one party enters the conflict to dominate the other, interaction is aggressive, angry and bitter; conflict is normally suppressed rather than resolved. This approach results in sacrificing the interpersonal or inter-group relationship to achieve a desired outcome, regardless of the consequences to the other party or parties. Steyn and Van Niekerk (2002:79) emphasise that forcing authority or power to resolve conflict leads to a forced or imposed solution. Use competition when quick, decisive action is vital: on important issues, where unpopular actions need implementing, on issues vital to the school's welfare when you know you're right and against people who take advantage of non-competitive behaviour (Heystek et al., 2008:89).

2.8.2.5 Avoiding

Steyn and Van Niekerk (2002:81) emphasize, that this is an unassertive, uncooperative style in which the person withdraws from the conflict by side-stepping or postponing confrontation. Loock et al. (2009:47) also agree that this is an uncooperative, assertive style in which one attempts to withdraw from the conflict. Heystek et al. (2008:89) suggest that

avoidance can be used when an issue is trivial, or more important issues are pressing: when you perceive no chance of satisfying your concerns; when potential disruption outweighs the benefits of resolution; to let people cool down and regain perspective, when gathering information supersedes immediate decision; when others can resolve the conflict more effectively and when issues seem tangentially symptomatic of other issues.

There is not one type that is superior to the other, but it all depends upon the people, environment and the context. However there is probably one style that is usually utilised in many situations (Ho, 2006:1).

Some approaches or strategies to conflict are more suitable than others in particular circumstances and it is one of the skills of successfully handling the conflict to know which strategy is best to apply in a given situation. Therefore each of these approaches to conflict resolution is appropriate in one or other situation, depending on the conflict situation and the factors that influence the conflict.

The principal should know these five strategies of handling conflict and the situations in which they are appropriate in order to handle it effectively. It is a multi-dimensional model since it included accommodating, collaborating, avoiding, competing and compromising approaches. Because it is an ideal and dynamic model, the school principal can play a dynamic management role in creating the correct climate for cooperation, and training teachers in communication skills and group dynamics.

2.9 CONCLUSION

We have seen that conflict is a disagreement resulting from incompatible views between two or more groups. Steyn and Van Niekerk (2002:71) state that there is general agreement that two things are essential elements of conflict: divergent views and incompatibility of those views. It also occurs because two or more people have incompatible goals and they believe that the behaviour of the other party prevents them from achieving their own goals.

It is also discussed that there are distinct causes of conflict. Anstey (2004:12), Van Kradenberg et al. (2000:183) and Van der Bank (2003:198) agree that personal behaviour,

structural factors and communication are the sources or causes of the conflict. Van Deventer et al. (2003: 31) state that proper communication is the best remedy in a situation where conflict prevails, and should a problem with a colleague arise, it is best by far to talk it over immediately, before antagonism set in.

Different types of conflict are also given and discussed by different authors. For example, Looock et al. (2003:20) and Steyn and Van Niekerk (2002) mention intrapersonal, interpersonal, individual- institutional conflict, intra-organizational, intra-group and intergroup conflicts.

Van Kradenburg et al. (2000:188) show the negative conflict when they say that when conflict leads to unproductive behaviour, the prevention of co-ordination and co-operation or prevents the aims of the school to be achieved, then it is viewed as destructive.

Different authors discussed and mentioned strategies or approaches of resolving conflict. For example, Looock et al. (2009:47) and Bacal (2006:1) mention collaboration, compromise, accommodation avoiding, controlling, forcing and competition as the basic approaches of resolving the conflict. There is not one type of strategy which is superior to the other. Every type of strategy depends on the situation and context. However one style can be utilized in many situations.

However, the principal has also a role to play to resolve the conflict. The school principal should be a mediator. Legotlo et al. (2002:40) clarify that the school manager who is acting as a mediator should listen actively, observe, and help people to understand and define the problem. The principal can also be arbitrator. He can take a decision which the members in a conflict have to comply with.

The guidelines which can be used by the principal or teachers to reduce or prevent the conflict are discussed in length. For the principal and teachers to manage conflict well the interchangeable combinations of self-assertion and cooperation model as depicted by Thomas & Kilman can be used.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The researcher has undertaken this study to determine how to manage conflict among teachers in schools with specific reference to Moses Kotane East of Bojanala west in North-West province.

The research design therefore outlines the context of this study, the research methodology, population and sampling, data gathering tools and data analysis.

3.2. RESEARCH DESIGN AND METHODS

3.2.1 Research design

Research design is the framework for action that acts as a link between research questions and the execution or operation of the research (Durrheim, 2006:34). It outlines all the issues involved in planning and executing a research project (Punch, 2004:62). It specifies the data collection methods and data analysis methods by specifying the research strategy, research conceptual framework, research objects and research tools and techniques relevant for the research (Punch, 2004:62).

3.2.2 Research paradigm

A research is an all-inclusive system of interconnected practice and philosophy that defines the nature of the investigation for researchers along three elements of ontology, epistemology and methodology (Terre Blanche, Durrheim & Kelly, 2006:6). The main conceptual frameworks in research are positivism, critical social research (CST) and interpretivism (Henning, Van Rensburg & Smith, 2006:17). Hitchcock and Hughes (in Cohen, Manion & Morrison, 2001:3) also suggest that it is useful to think in terms of the ontological assumptions, epistemological assumptions and methodological considerations to examine the

practice of research. Before choosing a conceptual framework, the discussion into these philosophical stances will be delved into.

Positivism (Quantitative)

The positivism research adopts the philosophical stance of natural science, using objective analysis, composedly creating detached analyses about the gathered data in a selfless manner and emphasizes structured methodology and scientific observations that utilise statistical analysis (Saunders, Lewis & Thornhill, 2003:83).

Interpretivism (Qualitative)

Terre blanche & Durrheim (2006:) maintain that “The interpretive paradigm involves taking people’s subjective experiences seriously as the essence of what is real for them(ontology), making sense of people’s experiences by interacting with them and listening carefully to what they use (epistemology), and making use of qualitative research techniques to collect and analyse information”. Interpretivism aims to capture the realities of participants so as to comprehend and deduce the meaning and they maintain that observation is imperfect and is erroneous and that all theory is amendable (Henning *et al.*, 2004:19). Interpretivism is founded in qualitative research (Henning *et al.*, 2004:19).

Critical social research

Critical social research is essentially the process of deconstruction of the world (Henning *et al.*, 2004:23). It is a type of research which aims to promote critical awareness and destroying the institutional compositions and arrangements that replicate oppressive and social inequities that are created, maintained and recreated by these social structures and philosophies (Henning *et al.*, 2004:23).

Post-positivism

The suitable approach to this research is post-positivistic because it seeks to measure both behaviour and attitudes. Positivist paradigm can be used in organizational climate studies but it only measures behaviour and not attitudes, therefore it is not relevant for this research (Henning et al., 2004:17). Post-positivism uses positivism as its starting point but notes that adherence to the strict methodological prescription of the natural science results in data gathering, analyses, and findings that cannot always capture the complexity and richness of the human experience (Morris, 2006:3). To develop knowledge a researcher relies on a post-positivist approach to knowledge, which implies the existence of one objective reality (Teddlie & Tashakkori, 2003). The quantitative researcher tests the theories about reality, looks for cause and effect, and uses quantitative measures to gather data to test the hypotheses, hence post-positivism is relevant to this study.

3.2.2.1 Quantitative approach

Charles and Mertler (2002) state that, in quantitative research, an investigator relies on numerical data to test the relationships between the variables. A typical type of research study that employs quantitative research would be an experiment or a survey study. The quantitative researcher tests the theories about reality, looks for cause and effect and uses quantitative measures to gather data to test the hypothesis (or questions) (Maree, 2010:257) Quantitative studies are either descriptive or experimental. For the purpose of this research descriptive quantitative approach was used.

3.2.3 Population and sampling techniques

3.2.3.1 Population

The population is the entire group in which we are interested and which we wish to describe or draw conclusions about (Briggs & Coleman, 2007:130).

The population consisted of sixty-five(65) schools in Moses Kotane East; fourteen(14) high schools, eight (8) combined schools and forty-three (43) primary schools. There was one

thousand, four hundred and fifty (1450) teachers including principals, deputy principals and heads of departments.

3.2.3.2 Sampling and sampling techniques

Van der Westhuizen et al. (2002:73) state that sampling refers to the procedure by which a given number of subjects from a population is selected to represent that population.

The researcher employed simple random sampling for selection of teachers because every member of the population will have equal and independent chance of being included in the sample. In primary schools, Grade 1 up to Grade 6 teachers, including heads of departments, principals and deputy principals were randomly sampled. In secondary schools, Grade 8 up to Grade 12 teachers, including heads of departments, principals and deputy principals were randomly sampled. In combined schools, Grade 1 up to Grade 12 teachers, including heads of departments, principals and deputy principals were randomly sampled.

Sixteen (16) schools were sampled; seven (7) primary schools, four (4) combined schools and five (5) secondary schools. From each selected secondary school eleven (11) respondents comprising educators, site managers, heads of departments or deputy and from each primary school ten (10) respondents were randomly selected consisting of teachers, site managers, heads of departments or deputy and from each of the three (3) selected combined schools eight (8) respondents comprising site managers, heads of departments or deputy were randomly sampled. From another combined school seven (7) respondents consisting of site manager, head of department and teachers were also randomly sampled. The total number of respondents was one hundred and fifty-six (156).

The researcher decided to sample principals, deputy principals and the heads of departments because they are some times the source of conflict through their lack of management skills. Principals, deputy principals and the heads of departments are also responsible for managing conflict among the teachers. Teachers are also sampled because they are the source of conflict among themselves and to their supervisors.

3.2.4 Research methods

The research method consisted of a literature review and empirical investigation was conducted through the use of a questionnaire. The aim of using the questionnaire was to collect data from principals and teachers in Moses Kotane East in Bojanala West in North-West Province.

3.2.4.1 Questionnaire

Questionnaire was developed. According to Cohen, Manion and Morrison (2002:245) the questionnaire is a widely used and useful instrument for collecting survey information, providing structured often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse. The purpose of using a questionnaire was to gather information from the school teachers to establish their perception and style of handling conflict among school teachers. The questionnaire used in this research was divided into three sections. Section A consisted of seven items, which aimed at collecting biographical and demographic data from the respondents. This data was vital to understand the background information of respondents. This section consisted only of closed-ended questions.

Section B consisted of twelve items which were only close-ended statements. These statements aimed at determining respondents' views on the handling of conflict among school teachers in Moses Kotane East. The Likert scale was used in this section. For each item the respondents were asked to reflect on a four-point scale their opinion about issues of handling conflict. The number on the scale are explained below:

- 4 = Strongly Agree (SA);
- 3 = Agree (A);
- 2 = Disagree (D) and
- 1 = Strongly Disagree (SD)

Section C consisted of three open-ended questions aimed at determining respondents' general views on the handling of conflict among school teachers in Moses Kotane East. These

questions allow the respondents to be creative and provide details. Enough space was provided for respondents to comment on and support their responses.

3.2.4.2 Literature review

A thorough study of the existing primary and secondary sources was made with a view to gathering information on the problem under study. A literature study provides an overview of literature associated with the problem. Briggs and Coleman (2007:89) argue that as a researcher, the ability to search the literature effectively and efficiently is a core transferable skill and there will always be advances in how information is disseminated and stored, but equally, there will always be over-arching guideline steps, no matter how easily bibliographical sources can be accessed. Theories and concepts were reviewed that shed light on and gave this study direction.

3.3 RESEARCHER'S ROLE AND ETHICAL CONSIDERATIONS

Maree (2010:41) states that the researcher should empower herself/himself to enter into a collaborative partnership with the respondents in order to collect and analyse data, with the aim of creating understanding and to be a sensitive observer who records phenomena as faithfully as possible while at the same time raising additional questions following hunches and moving deeper into the analysis of the phenomena. Joubert (in Maree, 2010:41) refers to the following functions of the researcher's role:

- Assisting with compiling the questionnaire
- Administering the questionnaire
- Administering the psychometric instrument
- Analysing data

It is important to highlight the ethical considerations in record connection with the research. An essential ethical aspect is the issue of the confidentiality of the results and findings of the study and the protection of the respondents' identities and this could include obtaining letters for consent and obtaining permission to complete questionnaires (Maree, 2010:42). Each questionnaire was accompanied by an introductory covering letter, which discussed the importance of the research, assured confidentiality and encouraged participation.

3.4 ISSUES OF TRUSTWORTHINESS

3.4.1 Reliability

Reliability of an instrument means that if the same instrument is used at different times or administered to different subjects from the same population, the findings should be the same and it is the extent to which a measuring instrument is repeatable and consistent (Maree, 2010:215). Briggs and Coleman (2007:92) emphasise that it provides a degree of confidence that replicating the process would ensure consistency. The researcher did a pilot study in four schools in Moses Kotane East to test reliability and validity of the instruments. Test re-tests reliability method of two weeks interval was used. The first set of scores is then compared with the second set by calculating a correlation coefficient. The first set of scores and the second set of score gave the same results.

3.4.2 Validity

According to Van der Westhuizen et al. (2002:82) validity is defined as the extent to which an instrument measures what it intends to measure; it is the judgment of the appropriateness of a measure for specific inferences or decisions that result from the score generated. Briggs and Coleman (2007:97) state that the concept of validity is used to judge whether the research accurately describes the phenomenon that it intends to describe. Maree (2010:147) emphasises that validity is when a measure or instrument is said to be valid if it measures what it is supposed to measure. All the items in the attribution questionnaires are relevant to the content of the study.

3.5 PRE-TESTING OF QUESTIONNAIRE

Pre-testing was done in this study. Careful and appropriate pre-testing of research instruments was done to weed out inappropriate, poorly worded or irrelevant items, highlight design problems and provide feedback on how easy or difficult the questionnaire was to complete (Briggs & Coleman, 2007:130). Cohen et al. (2002:260) emphasise that a pilot has several functions, principally to increase the reliability, validity and practicability of the questionnaire.



Questionnaires were distributed to 10(n=10) respondents, that is, two principals, one deputy, three Departmental heads and four educators. They were from primary and secondary schools.

Pre- test results were thoroughly checked and suggestions made by the respondents were taken into consideration to improve the questionnaire. The population of the pretest was not used in the final study.

3.6 ADMINISTRATIVE PROCEDURE

Always prior permission was obtained from the school principals of the respective schools and appointments were fixed to come and administer the questionnaires. The co-operation of school managements was overwhelming.

3.6.1 Distributions and return of questionnaires

The following table (Table 3.1) reflects the distribution of the questionnaires to the respondents.

**Table 3.1 Distribution of Questionnaire
Secondary schools**

SCHOOL	NO.SELECTED FOR THE STUDY
A	11
B	11
C	11
D	11
E	11

Primary schools

SCHOOL	NO.SELECTED FOR THE STUDY
A	10
B	10
C	10
D	10
E	10
F	10
G	10

Combined schools

SCHOOL	NO.SELECTED FOR THE STUDY
A	8
B	8
C	8
D	7

3.6.2 Response rate

A total number of 156 questionnaires were distributed to the teachers and all the 156 questionnaires were returned .This indicates that all questionnaires that were issued were returned. The response rate was excellent

Table 3.2 Return of Questionnaire from teachers

Secondary schools

SCHOOL	NO.OF ISSUED QUESTIONNAIRES	NO.OF RETURNED QUESTIONNAIRES
A	11	11
B	11	11
C	11	11
D	11	11
E	11	11

Primary schools

SCHOOLS	NO.OF ISSUED QUESTIONNAIRES	NO.OF RETURNED QUESTIONNAIRES
A	10	10
B	10	10
C	10	10
D	10	10
E	10	10
F	10	10
G	10	10

Combined schools

SCHOOLS	NO.OF ISSUED QUESTIONNAIRES	NO.OF RETURNED QUESTIONNAIRES
A	8	8
B	8	8
C	8	8
D	7	7

3.6.3 Statistical analysis

Minitab Statistical Package, version fourteen (14) was used to capture and analyse the data. ANOVA and t-test were used. There was also the use of descriptive statistics. Leedy and Ormrod (2001:251) define descriptive statistics as describing a body of data. With the assistance of the University of North West statistical consultant, both descriptive and quantitative analysis were employed. Variables were created and this helped to create descriptive statistics such as frequency tables, and graphs. To determine the statistical significance, a test of statistical significance was done to determine whether a null hypothesis could be rejected or not.

3.7 CONCLUSION

This chapter has described the research design used for this study and has also discussed the methods of data collection. Sampling and sampling techniques were discussed. The Researcher's role and ethical considerations were outlined. Finally, issues of trustworthiness and pre-testing of questionnaires were also discussed.

The next chapter deals with analysis and interpretation of data as well recording of findings.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

This chapter presents results which have been collected and recorded as raw data in chapter three. The chapter will also summarise data, so as to present what is relevant or important in relation to the main question asked in chapter one which is what is the relevant and model for handling conflict among school teachers. The report will be presented in the form of statistical graphs and interpretation thereof.

4.2 REVIEW OF RESPONDENTS

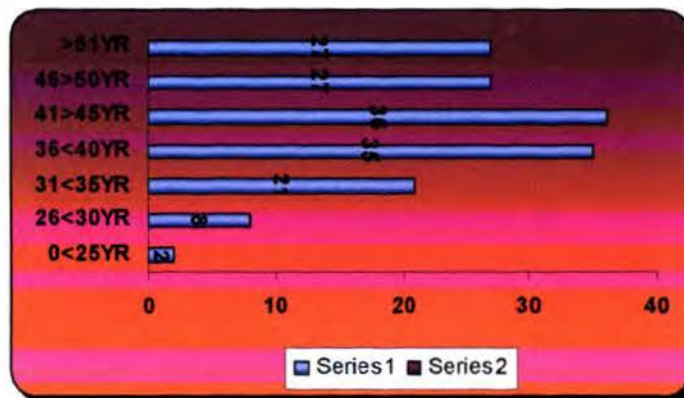
One hundred and fifty-six (156) questionnaires were distributed and all of them were returned. Therefore the statistical analysis of questionnaires was based on 100% respondents.

4.3 ANALYSING WAYS FOR HANDLING CONFLICT AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST

SECTION A

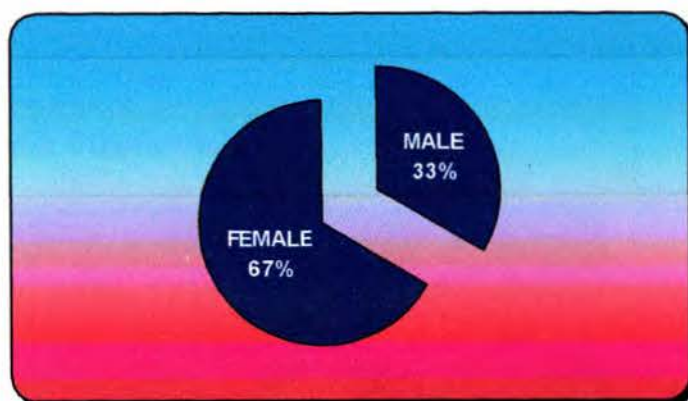
GRAPHIC REPRESENTATION OF BIOGRAPHIC AND DEMOGRAPHIC DATA

Graph 4.1: Age category



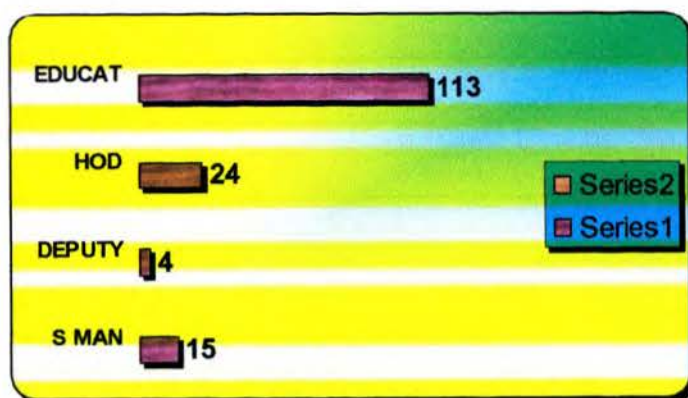
The above graph shows that out of 156 respondents, 2 were 25 years old and below, 8 were between 26 and 30 years old, 21 were between 31 and 35 years old, 35 were between 36 old and 40 years old, 36 were between 41 and 45 years old, 27 were between 46 and 50 years old and 27 were 51 old years and above. As most teachers are still young there is still a chance for them to be trained on how to handle conflict among themselves, hence a model for managing conflict is very important.

Graph 4.2: Gender



The graph above shows that 67% of the respondents were female while 33% were male. This indicates that more females are employed as educators than males. It is certain that conflict occurred in schools with more female teachers than male.

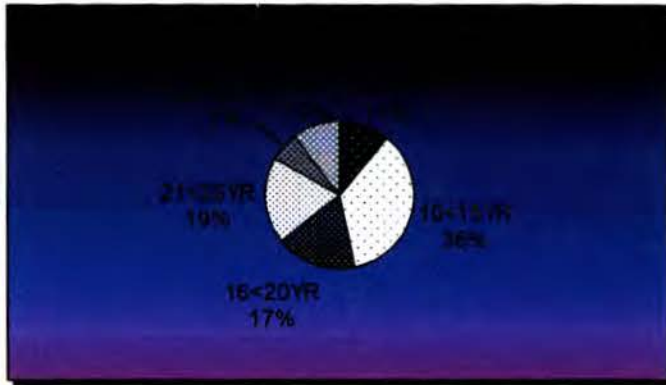
Graph 4.3: Position held



The above graph indicates that 113 respondents were educators, 24 were the HOD's, 4 were deputy principals while 15 were the principals. The fact that the deputy principals were few is because most schools do not have deputy principal. This indicates that all the positions of educators at school level were taken into consideration. The purpose will be that the

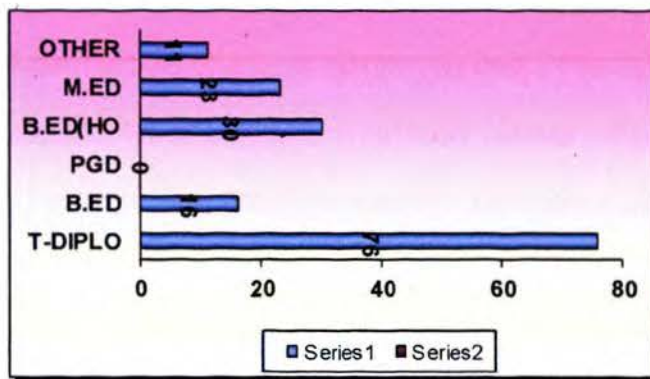
educators at the higher positions are more manageable than those at the lower positions, although the contributions of all teachers irrespective of their positions are acknowledged.

Graph 4.4: Experiences



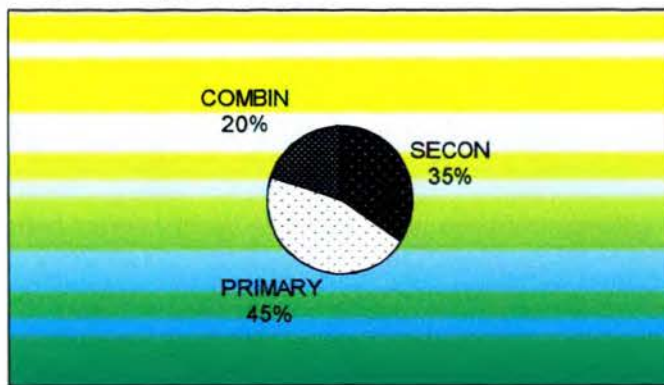
The graph above indicates that 11% of the respondents had 9 years and below experience in teaching , 37% had between 10 and 15 experience , 17% had between 16 and 20 years' experience , 19% had between 21 and 25 years' experience , 6% had between 26 and 30 years' experience and 10% had 31 and above experience. This indicates that more educators in the field of teaching had experience between 10 and 15 years. The purpose of experience is that the more experienced teachers can handle conflict better than the less experienced teachers.

Graph 4.5: Qualification



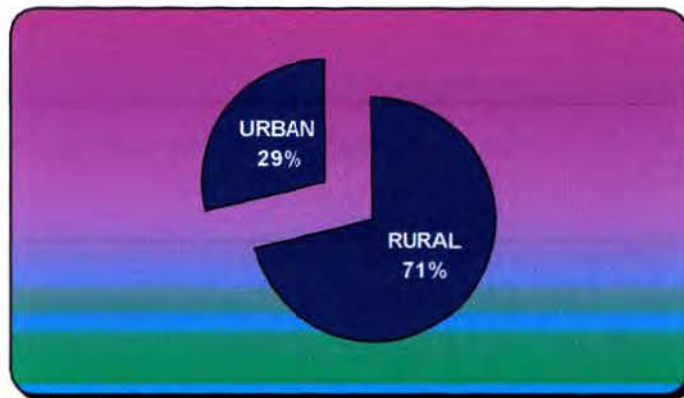
The above graph shows that 76 respondents have teacher's diploma, 16 have B.Ed., 30 have B.ED(Honours), 23 have M.ED and 11 have others. This indicates that most respondents have teacher's Diploma. The purpose of the qualification was to have teachers with different qualifications and to find out how they handle conflict among themselves in their schools. Teachers handle conflict using their own approaches, the manager with Teacher's Diploma would handle better than the manager with B. ED (Honours), and hence a model for handling conflict is very important.

Graph 4.6: Type of school



The above graph indicates that 20% of the respondents were from combined schools, 45% were from primary schools and 35% were from secondary schools. The purpose of the above graph is to indicate the type of schools used in this study. There are different cultural groups in combined schools. When people from different cultural, ethnic and racial backgrounds come together, what is most likely to occur is misunderstanding, tension and possibly conflict.

Graph 4.7: Locations



The above graph shows that 29% of the educators were from the urban areas while 71 were from the rural area. It means that the study covered more rural areas than urban areas. Urban schools are most manageable when compared to rural schools because they are accessible to circuit Offices, resources and transport which would reduce conflict among school teachers and management. It suggests that in rural schools where schools are far away from circuit offices, Office-based Support Specialists find it difficult to gain access to some of the schools and due to limited support given to the schools, misunderstanding, tension and conflicts are likely to occur.

4.4 ANALYSING RESPONDENTS' VIEWS ON THE HANDLING OF CONFLICT AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST

SECTION B

RESPONDENTS' VIEWS ON CONFLICT MANAGEMENT AMONG SCHOOL TEACHER

4.4.1 Analysing causes of conflict

Descriptive Statistics

Variable	N	Mean	Median	Tr Mean	StDev	SE Mean
S-AGREE	5	48.4	53.0	48.4	23.6	10.6
AGREE	5	63.60	65.00	63.60	3.97	1.78
DISAGREE	5	26.80	26.00	26.80	12.28	5.49
S-DISAGR	5	17.20	13.00	17.20	9.15	4.09

Variable	Min	Max	Q1	Q3
S-AGREE	19.0	76.0	24.5	70.0
AGREE	58.00	67.00	59.50	67.00
DISAGREE	12.00	41.00	15.00	39.00
S-DISAGR	10.00	31.00	10.00	26.50

The testing of hypothesis for the study on page 6 (bullet one)

$H_0 \mu = 0$ (Ineffective communication causes conflict).

There is no significant relationship between ineffective communication and conflict.

$H_1 \mu \neq 0$ (Effective communication does not cause conflict).

There is no significant relationship between effective communication and conflict.

Decision rule

Accept null hypothesis if T-value statistics \leq Probability value statistics.

Reject null hypothesis if T-Value statistics $>$ Probability value statistics.

T-Test of the mean

Test of $\mu = 0.1$ vs $\mu \text{ not } = 0.1$

Variable	N	Mean	StDev	SE Mean	T	P
S-AGREE	5	48.4	23.6	10.6	4.58	0.010
AGREE	5	63.6	4.0	1.8	35.75	0.0000
DISAGREE	5	26.8	12.3	5.5	4.87	0.0082
S-DISAGR	5	17.2	9.1	4.1	4.19	0.014

Correlations (Pearson)

	S-AGREE	AGREE	DISAGREE
AGREE	-0.755		
DISAGREE	-0.996	0.807	
S-DISAGR	-0.916	0.429	0.877

Reject null hypothesis because of negative correlation.

4.4.2 Analysing types of conflict

Descriptive Statistics

Variable	N	Mean	Median	TR Mean	StDev	SE Mean
S-AGREE	5	55.0	48.0	55.0	28.5	12.7
AGREE	5	67.40	73.00	67.40	19.18	8.58
DISAGREE	5	23.40	23.00	23.40	9.07	4.06
S-DISAGR	5	14.60	12.00	14.60	8.23	3.68

Variable	Min	Max	Q1	Q3
S-AGREE	30.0	104.0	36.5	77.0
AGREE	34.00	80.00	52.00	80.00
DISAGREE	10.00	34.00	15.50	31.50
S-DISAGR	8.00	29.00	10.00	20.50

The testing of hypothesis for the study on page 6 (bullet two)

$H_0 \mu = 0$ (More individuals disagree
About issues is type of conflict).

There is no significant relationship between more individuals disagreeing about issues and conflict.

$H_1 \mu \neq 0$ (More individuals agree about
Issues is not type of conflict).

There is no significant relationship between more individuals agreeing about issues and conflict.

Decision rule

Accept null hypothesis if T- value statistics \leq Probability value statistics.

Reject null hypothesis if T- value statistics $>$ Probability value statistics.

T-Test of the Mean

Test of $\mu = 0.1$ vs $\mu \text{ not } = 0.1$

Variable	N	Mean	StDev	SE Mean	T	P
S-AGREE	5	55.0	28.5	12.7	4.31	0.013

AGREE	5	67.4	19.2	8.6	7.85	0.0014
DISAGREE	5	23.4	9.1	4.1	5.76	0.0045
S-DISAGR	5	14.6	8.2	3.7	3.95	0.017

Correlations (Pearson)

	S-AGREE	AGREE	DISAGREE
AGREE	-0.986		
DISAGREE	-0.888	0.809	
S-DISAGR	-0.300	0.281	0.498

Reject null hypothesis because of negative correlation.

4.4.3 Analysing consequences of conflict

Descriptive Statistics

Variable	N	Mean	Median	TR Mean	StDev	SE Mean
S-AGREE	4	60.0	51.5	60.0	25.1	12.5
AGREE	4	65.00	72.00	65.00	14.70	7.35
DISAGREE	4	16.25	16.50	16.25	6.13	3.07
S-DISAGR	4	14.75	17.00	14.75	6.65	3.33

Variable	Min	Max	Q1	Q3
S-AGREE	41.0	96.0	42.0	86.5
AGREE	43.00	73.00	50.00	73.00

DISAGREE	10.00	22.00	10.50	21.75
S-DISAGR	5.00	20.00	8.00	19.25

The testing of hypothesis for the study on page 6 (bullet three)

$H_0 \mu = 0$ (Too much conflict can have negative consequences).

There is no significant relationship between too much conflict can have negative consequences and conflict.

$H_1 \mu \neq 0$ (Too much conflict cannot have negative consequences).

There is no significant relationship between too much conflict cannot have negative consequences and conflict.

Decision rule

Accept null hypothesis if T- value statistics \leq Probability value statistics.

Reject null hypothesis if T- value statistics $>$ Probability value statistics.

T-Test of the Mean

Test of $\mu = 0.1$ vs. $\mu \text{ not } = 0.1$

Variable	N	Mean	StDev	SE Mean	T	P
S-AGREE	4	60.0	25.1	12.5	4.78	0.017

DISAGREE	4	16.2	6.1	3.1	5.29	0.013
S-DISAGR	4	14.8	6.7	3.3	4.42	0.022
AGREE	4	65.0	14.7	7.3	8.84	0.0031

Correlations (Pearson)

	S-AGREE	AGREE	DISAGREE
AGREE	-0.973		
DISAGREE	-0.696	0.518	
S-DISAGR	-0.977	0.982	0.558

Reject null hypothesis because of the negative correlation.

4.4.4 Analysing strategies for resolving conflict

Descriptive Statistics

Variable	N	Mean	Median	Tr Mean	StDev	SE Mean
S-AGREE	7	50.9	39.0	50.9	30.9	11.7
AGREE	7	62.43	53.00	62.43	15.83	5.98
DISAGREE	7	27.00	25.00	27.00	20.83	7.87
S-DISAGR	7	15.71	7.00	15.71	16.70	6.31

Variable	Min	Max	Q1	Q3
S-AGREE	20.0	92.0	21.0	86.0
AGREE	44.00	81.00	50.00	79.00
DISAGREE	5.00	56.00	6.00	44.00

S-DISAGR 1.00 47.00 5.00 30.00

The testing of hypothesis for the study on page 6 (bullet four)

$H_0 \mu = 0$ (Postponing confrontation is a strategy for resolving conflict).

There is no significant relationship between postponing confrontation is a strategy for resolving and conflict.

$H_1 \mu \neq 0$ (Postponing confrontation is not a strategy for resolving conflict).

There is no significant relationship between postponing confrontation is not a strategy for resolving conflict and conflict.

Decision rule

Accept null hypothesis if T- value statistics \leq Probability value statistics.

Reject null hypothesis if T- value statistics $>$ Probability value statistics.

T-Test of the Mean

Test of mu = 0.1 vs mu not = 0.1

Variable	N	Mean	StDev	SE Mean	T	P
S-AGREE	7	50.9	30.9	11.7	4.35	0.0048

AGREE	7	62.4	15.8	6.0	10.43	0.0000
DISAGREE	7	27.0	20.8	7.9	3.42	0.014
S-DISAGR	7	15.7	16.7	6.3	2.48	0.048

Correlations (Pearson)

	S-AGREE	AGREE	DISAGREE
AGREE	0.012		
DISAGREE	-0.930	-0.265	
S-DISAGR	-0.700	-0.641	0.723

Reject null hypothesis because of negative correlation.

4.4.5 Analysing the role of the manager in conflict management

Descriptive Statistics

Variable	N	Mean	Median	Tr Mean	StDev	SE Mean
S-AGREE	4	64.5	68.0	64.5	30.1	15.0
AGREE	4	60.75	62.50	60.75	6.95	3.47
DISAGREE	4	21.0	13.0	21.0	23.2	11.6
S-DISAGR	4	9.75	10.50	9.75	3.59	1.80
Variable	Min	Max	Q1	Q3		
S-AGREE	25.0	97.0	34.2	91.2		
AGREE	51.00	67.00	53.50	66.25		

DISAGREE	3.0	55.0	5.3	44.7
S-DISAGR	5.00	13.00	6.00	12.75

Reject null hypothesis because of negative correlation.

The testing hypothesis for the study on page 6 (bullet five)

$H_0 \mu = 0$ (In a conflict resolution both parties agree to accept the decisions enforced by the manager).

There is no significant relationship between that in a conflict resolution both parties agree to accept the decisions enforced by the manager and the conflict.

$H_1 \mu \neq 0$ (In a conflict resolution both parties do not agree to accept the decision enforced by the manager).

There is no significant relationship between that in a conflict resolution both parties do not agree to accept the decision enforced by the manager and conflict.

Decision rule

Accept null hypothesis if T- value statistics \leq Probability value statistics.

Reject null hypothesis if T- value statistics $>$ Probability value statistics.

T-Test of the Mean

Test of $\mu = 0.1$ vs $\mu \text{ not } = 0.1$

Variable	N	Mean	StDev	SE Mean	T	P
S-AGREE	4	64.5	30.1	15.0	4.29	0.023
AGREE	4	60.8	6.9	3.5	17.48	0.0004
DISAGREE	4	21.0	23.2	11.6	1.81	0.17
S-DISAGR	4	9.8	3.6	1.8	5.40	0.012

Correlations (Pearson)

	S-AGREE	AGREE	DISAGREE
AGREE	-0.732		
DISAGREE	-0.955	0.497	
S-DISAGR	-0.797	0.985	0.585

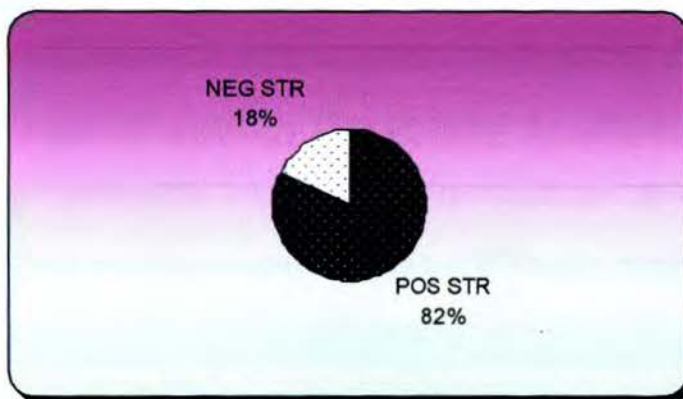
Reject null hypothesis because of negative correlation.

4.5 ANALYSING GENERAL VIEWS ON THE HANDLING OF CONFLICT AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST

SECTION C

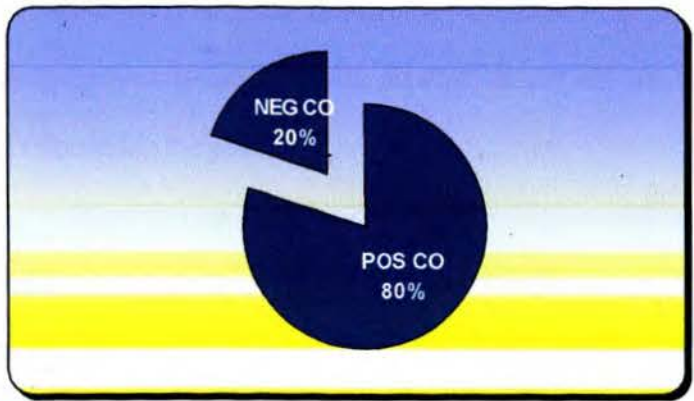
GENERAL VIEWS ON THE HANDLING OF CONFLICT AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST

Graph 4.8: Graph for solving conflict



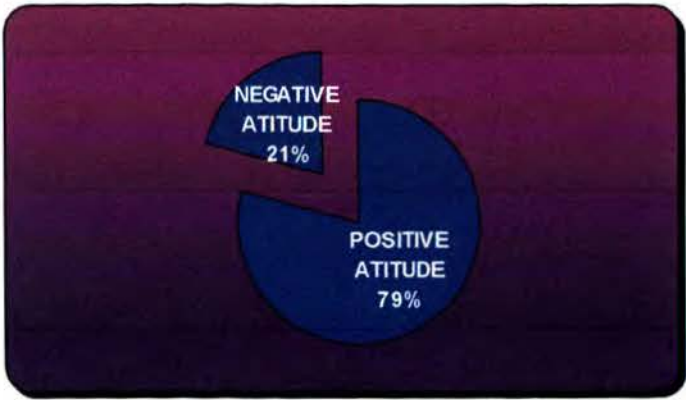
The above graph shows that 18% of the respondents gave negative strategies for solving the conflict. Some of them did not attempt the question at all. Others gave irrelevant information or strategies; hence a model for handling conflict is important. The graph also shows that 82% of the respondents gave relevant strategies. Some respondents gave compromise, avoidance, competing accommodation and collaboration as the best strategies for resolving conflict. Mediation, arbitration and counselling were stated as the ways which can be used by the managers to solve conflict.

Graph 4.9: Graph for major causes of conflict in your school



The above graph indicates that 20% of the respondents responded negatively. Some of them gave irrelevant answers while some did not even try the question. Eighty percent (80%) of the respondents responded positively. They attempted the question very well and gave the relevant major causes of the conflict. Some respondents gave the causes of conflict such as limited resources, ineffective communication and differences in peoples' value.

Graph 4.10: Graph for site manager in conflict resolution



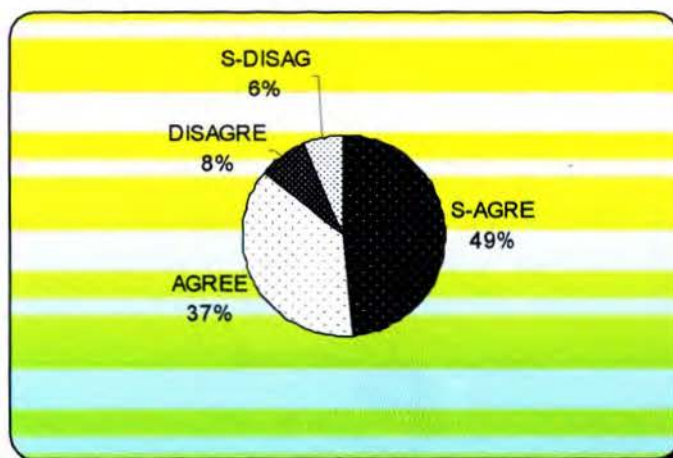
The above graph indicates that 21% of the respondents responded negatively. Some gave irrelevant roles of the manager while others did not attempt the question at all. Seventy-nine percent (79%) of the respondents responded positively. They gave relevant roles of the

manager in conflict resolution. They stated that the manager should be the mediator during the conflict resolution. The manager can also be arbitrator. In arbitration approach, problem is temporarily solved because parties involved have had no say in decision taken. The decision is imposed to the parties.

4.6 SUMMARY FOR ANALYSING RESPONDENTS' VIEWS ON THE HANDLING OF CONFLICT AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST

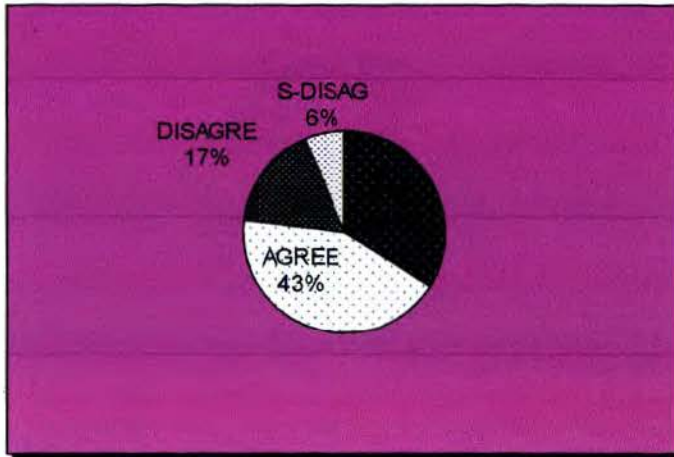
4.6.1 Causes of conflict

Graph 4.11: Ineffective communication



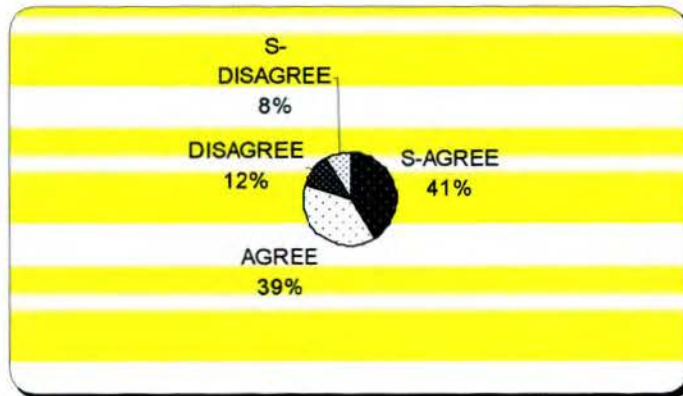
The above graph shows that 49% of the respondents strongly agree, 37% agree, 8% disagree and 6% strongly disagree that ineffective communication is the cause of conflict. If communication is not effective the result can be a conflict.

Graph 4.12: Difference in people's value system



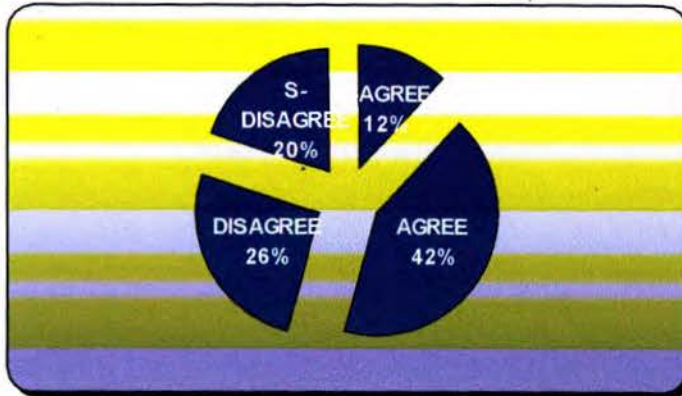
The above graph shows that 34% of the respondents strongly agree, 43% agree, 17% disagree and 6% strongly disagree that differences in people's value constitute the cause of conflict. Divergent values usually lead to intergroup conflict. Peoples' values should be respected and at the same time people should be prepared to compromise their values.

Graph 4.13: Favouritism by the principal to others



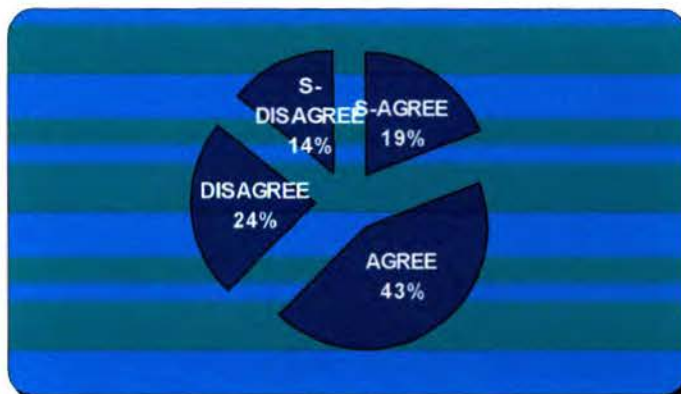
The above graph shows that 41% of the respondents strongly agree, 39% agree, 12% disagree and 8% strongly disagree that favouritism by the principal to others is the cause of conflict. To avoid conflict, principal should treat all teachers equally.

Graph 4.14: External influences by parents



The above graph shows that 12% of the respondents strongly agree, 42% agree, 26% disagree and 20% strongly disagree that external influences by the parents are the causes of conflict. External demands by parents, rationalisation of staff and reduced financial aid can cause conflict.

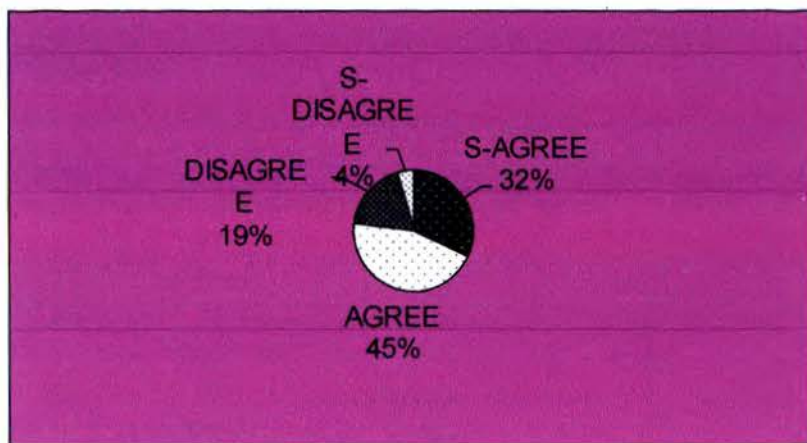
Graph 4.15: Scarcity of resources



The above graph shows that 19% of the respondents strongly agree, 43% agree, 24% disagree and 14% strongly disagree that scarcity of resources is the cause of the conflict. There should be policies, rules and regulations in place of how and when the resources are to be used. This will minimise conflict.

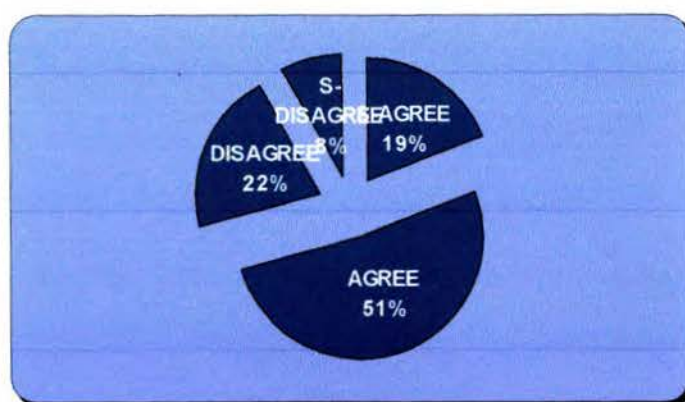
4.6.2 Types of conflict

Graph 4.16: When two or more individuals disagree about issues



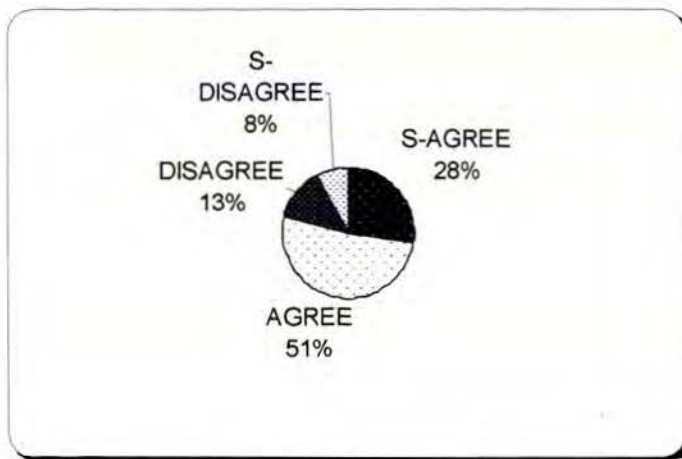
The above graph shows that 32% of the respondents strongly agree, 45% agree, 19% disagree and 4% strongly disagree that when two or more individuals disagree about issues, this can lead to a type of conflict. This is interpersonal conflict. It should be solved satisfactorily and timeously to prevent it to be a destructive conflict.

Graph 4.17: Specific needs that create climate for a possible conflict



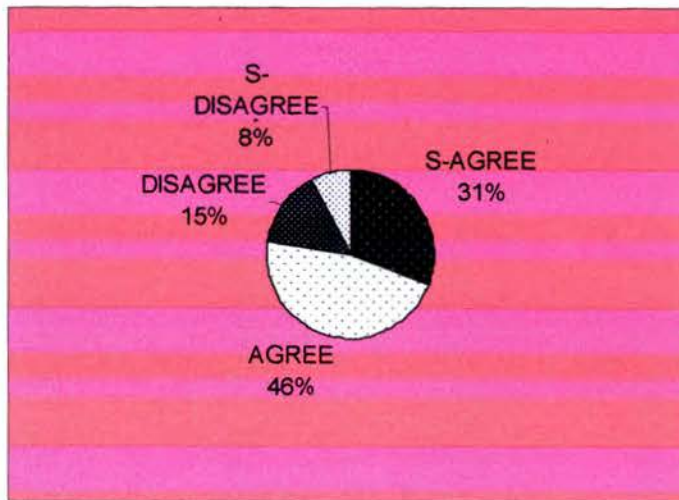
The above graph shows that 19% of the respondents strongly agree, 51% agree, 22% disagree and 8% strongly disagree that specific needs create the climate for a possible conflict is a type of conflict. If individuals have specific needs or insist that their beliefs and values dominate in their groups, there will be a conflict. Teachers should sacrifice their beliefs and their values to minimise conflict.

Graph 4.18: Conflict views within the same group



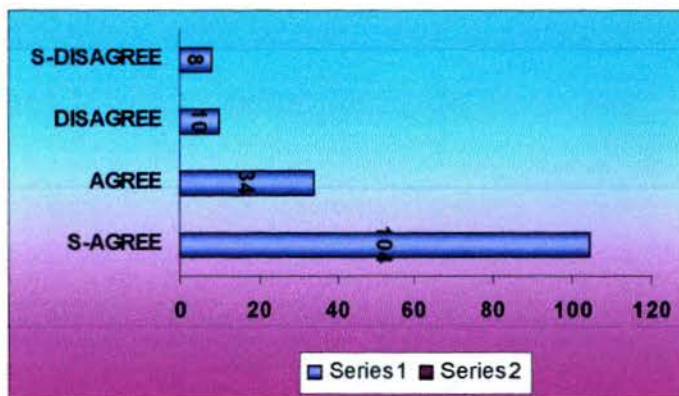
The above graph shows that 28% of the respondents strongly agree, 51% agree, 13% disagree and 8% strongly disagree that conflicting views within the same group is a type of conflict. Conflicting views within the same group result into intra-group conflict. It should be managed constructively to become constructive conflict.

Graph 4.19: Two parties want the same thing but only one party can have it



The above graph indicates that 31% of the respondents strongly agree, 46% agree, 15% disagree and 8% strongly disagree that when two parties want the same thing but only one party can have it. There should be policies, rule and regulations of how and the resources should be used. This will minimise the conflict.

Graph 4.20: The autocratic principals can be the source of conflict



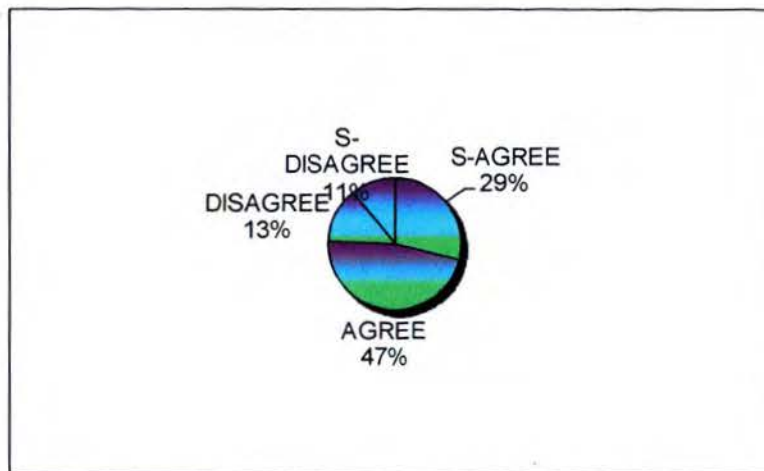
The above graph indicates that 104 of the respondents strongly agree, 34 agree, 10 disagree and strongly disagree that the autocratic principals can be the source of conflict. Autocratic

principal is a source of conflict because he or she is oppressive and uses arbitration approach.

Educators have no say in decision making.

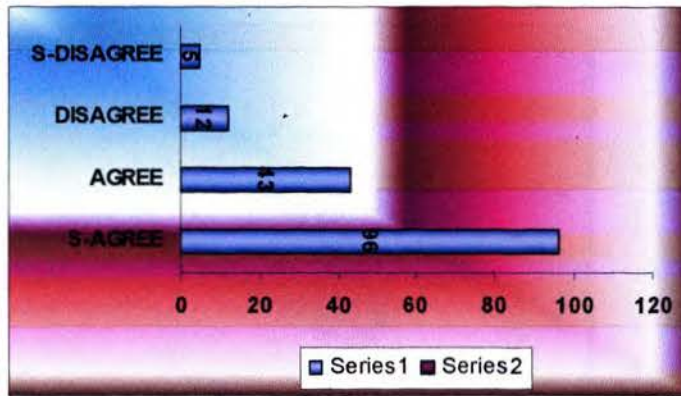
4.6.3 Consequences of conflict

Graph 4.21: Conflict can energize and make the people to wake up



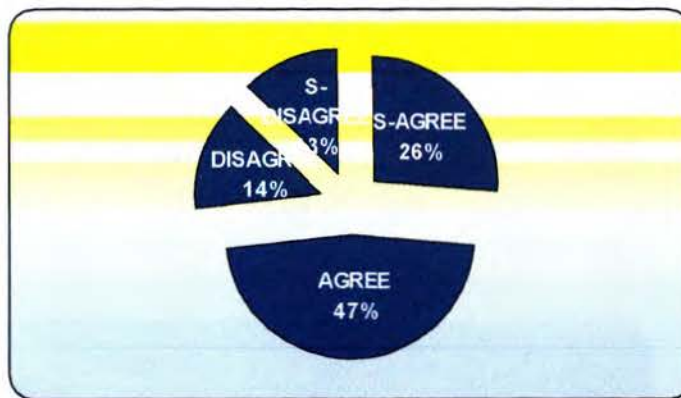
The above graph shows that 29% of the respondents strongly agree 47% agree, 13% disagree and 11% disagree, that conflict can energize and make the people to wake up. If conflict is solved constructively it can open peoples' eyes and make people to wake up.

Graph 4.22: Too much conflict can have negative consequences



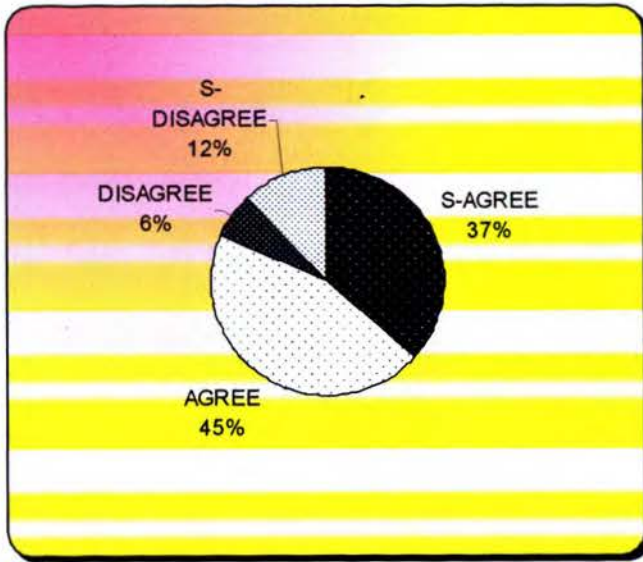
The above graph shows that 96 of the respondents strongly agree, 43 agree, 12 disagree and 5 strongly disagree that too much conflict can have negative consequences. Conflict should not be too high nor too low since it can have negative consequences. Minimal conflict has positive consequences.

Graph 4.23: Conflict can provide an opportunity for creativity



The above graph shows that 26% of the of the respondents strongly agree, 47% agree, 14% disagree and 13% strongly disagree that conflict can provide an opportunity for creativity. Conflict should not be too high or too low because it can be destructive. Minimal conflict can provide an opportunity for creativity.

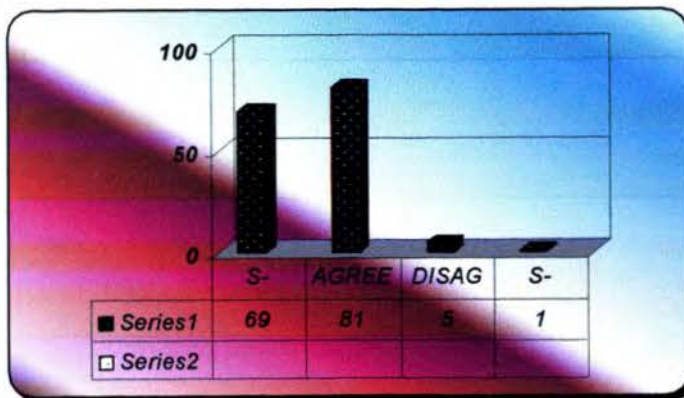
Graph 4.24: Educators stop to speak to one another



The above graph shows that 37% of the respondents strongly agree, 45% agree, 6% disagree and 12% strongly disagree that educators stop to speak to one another. If educator stop to speak to one another it shows avoidance which is unassertive, uncooperative style in which one attempts to withdraw from the conflict.

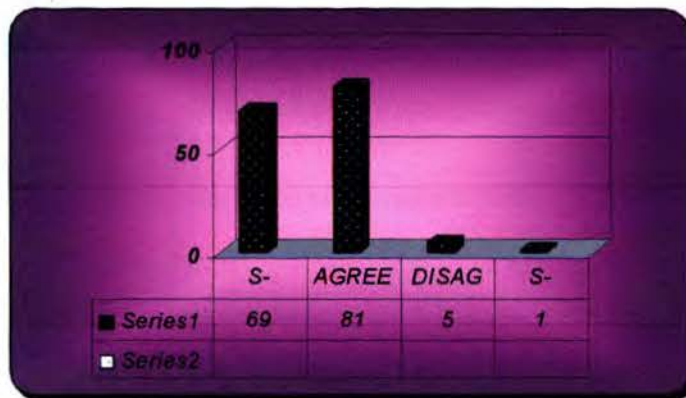
4.6.4 Strategies for resolving conflict

Graph 4.25: Maintaining strong inter-group relationship



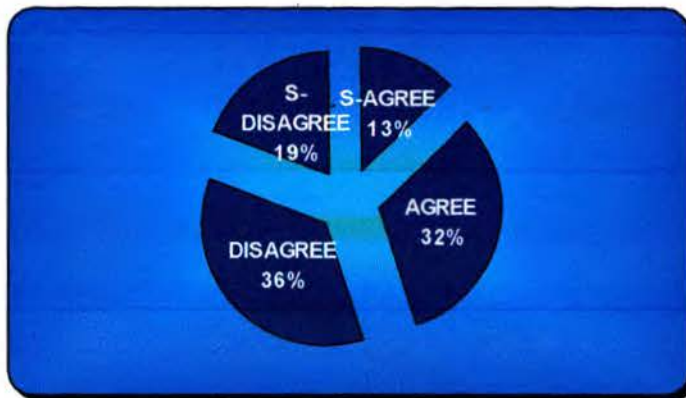
The above graph shows that 69 of the respondents strongly agree, 81 agree, 5 disagree and 1 strongly disagree that maintaining strong inter-group relationship is a strategy of resolving conflict. This indicates the win-win situation in which both parties try to communicate and cooperate to find a solution to the conflict even if it is difficult and it takes a long time.

Graph 4.26: It is better to apply the strategy which is based on solution



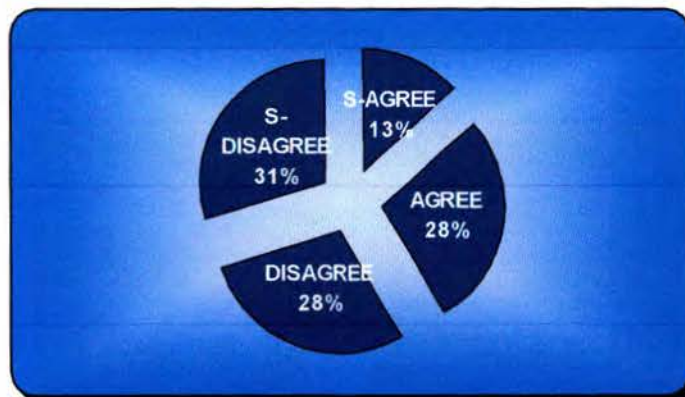
The above graph shows that 69 of the respondents strongly agree, 81 agree, 5 disagree and 1 strongly disagree that it is better to apply the strategy which is based on solution that partially satisfies the interests of the parties involved. Collaboration strategy satisfies the interests of all parties involved because they have had a say in decision making.

Graph 4.27: Imposing a particular preferred solution on the other party



The above graph shows that 13% of the respondents strongly agree, 32% agree and 36% disagree and 19% strongly disagree that imposing a particular preferred solution on the other party is a strategy of resolving conflict. The solution can not last long since the other party had no say in decision making.

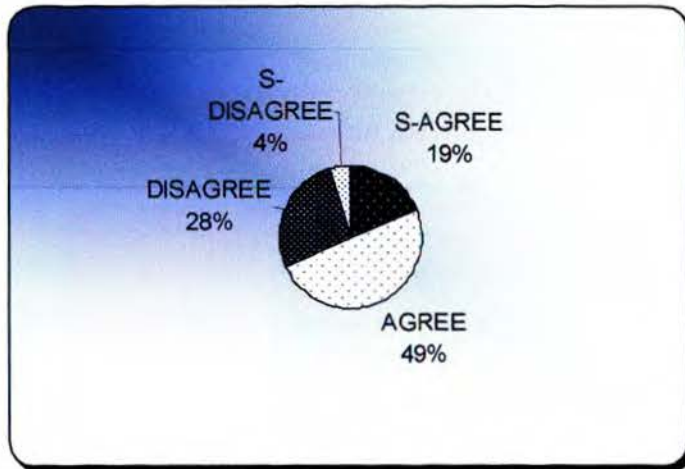
Graph 4.28: Postponing confrontation



The above graph shows that 13% of the respondents strongly agree, 28% agree, 28% disagree and 31% strongly disagree that postponing confrontation is a strategy of resolving conflict.

This strategy is unassertive, uncooperative style in which the person withdraws from the conflict by side-stepping or postponing confrontation.

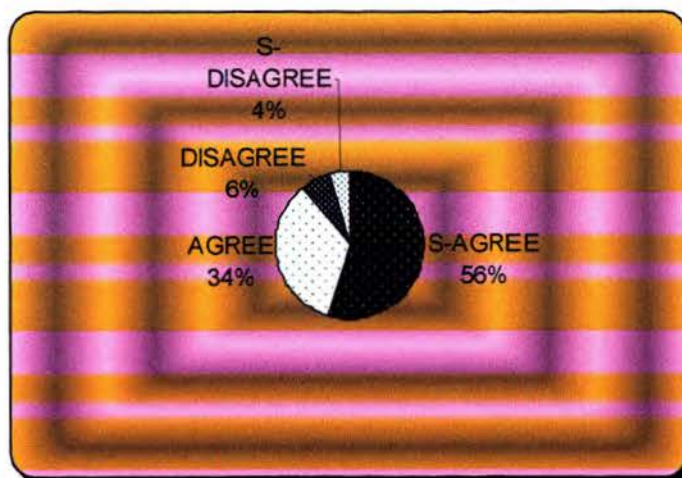
Graph 4.29: Conflict can be reduced by instituting additional rules



The above graph shows that 19% of the respondents strongly agree, 49% agree, 28% disagree and 4% strongly disagree that conflict can be reduced by instituting additional rules. Code of conduct for educators, policies, rules and regulations can help to reduce conflict in schools.

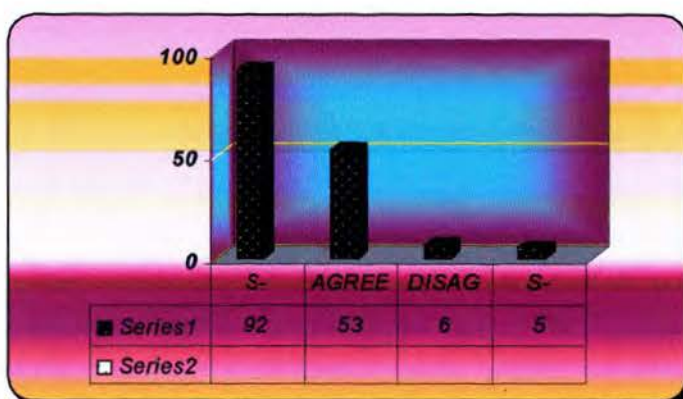
NWU
LIBRARY

Graph 4.30: Conflict is less likely to occur if activities are well defined



The above graph shows that 56% of the respondents strongly agree, 34% agree, 6% disagree and 4% strongly disagree that conflict is less likely to occur if activities are well defined. If policies, rules and regulations are clearly defined to each and every teacher, conflict is less likely to occur.

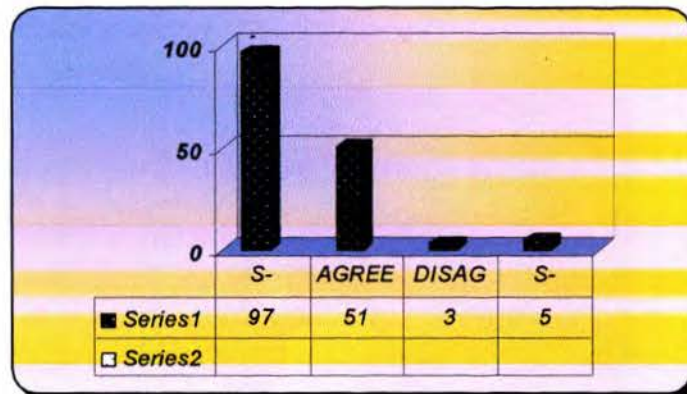
Graph 4.31: It is important that there should be third person in process of negotiation in order to participate in the joint decision making process



The above graph shows that 92 of the respondents strongly agree, 53 agree, 6 disagree and 5 strongly disagree that it is important that there should be a third person in the process of negotiation in order to participate in the joint decision making process. The third person is a mediator. A mediator has no decision making powers but helps the disputing parties to reach their own acceptable conclusion.

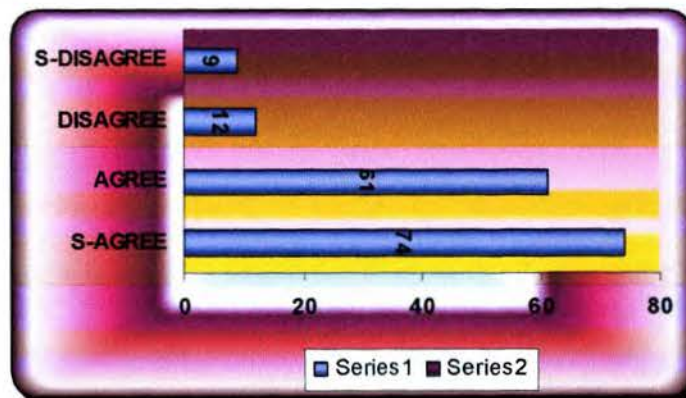
4.6.5 The role of the manager in conflict management

Graph 4.32: The school manager should not only listen to conflict parties but should guide them



The above graph shows that 97 of the respondents strongly agree, 51 agree, 3 disagree and 5 strongly disagree that the school manager should not only listen to conflicting parties but should guide them. During mediation the school manager should listen, guide and activate conflicting parties.

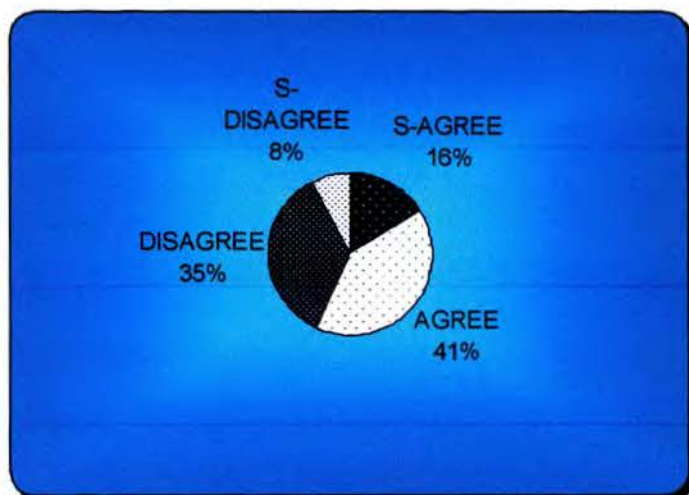
Graph 4.33: In mediation, the school manager should meet each party separately first



The above graph shows that 74 of the respondents strongly agree, 61 agree, 12 disagree and 9 strongly disagree that in the mediation, the school manager should meet each party

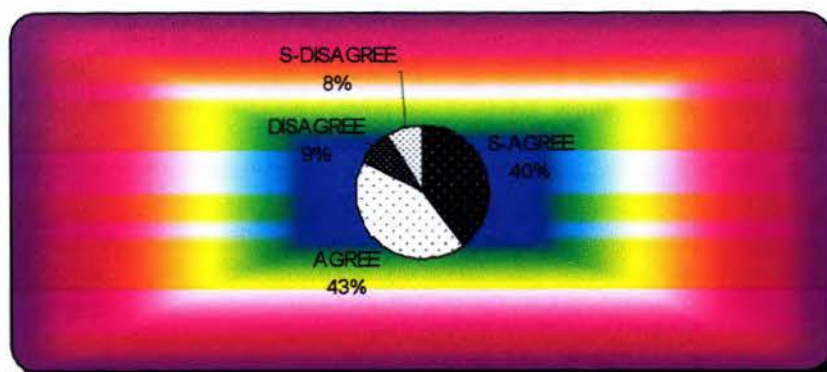
separately. In mediation the school manager should meet each party separately first to prepare each party for the following discussion.

Graph 4.34: In a conflict resolution in your school both parties agree to accept decision enforced by the school manager



The above graph shows that 16% of the respondents strongly agree, 41% agree, 35% disagree and 8% strongly disagree that both parties agree to accept decision enforce by the school manager. This is arbitration approach because the decision is enforced by the school manager. It is only a temporary solution because parties involved have had no say in it.

Graph 4.35: In arbitration approach applied by school manager, the problem can arise when the decision has to be implemented because the parties have had no say in it.



The above graph shows that 40% of the respondents strongly agree, 43% agree, 9% disagree and 8% strongly disagree that in the arbitration approach applied by the school manager, problem can arise when the decision has to be implemented because the parties have had no say in it. In arbitration approach school manager applies his or her authority to solve the problem. The solution to a problem cannot last long because parties involved have had no say in it.

4.7 CONCLUSION

What the researcher has observed from the analysis of data is that the teachers have different views about the handling of conflict. Some of them do not use suitable approaches to handle conflict. Some of them do have different views about the handling of conflict. Looock et al. (2009:48) state that each of the approaches to conflict resolution is appropriate in one or other situation, depending on the conflict situation and the factors that influence the conflict . They tend to personalise issues and frustrate each other.

It was very interesting to find out that some teachers believed that some conflicts in the organisation could be beneficial. Constructive conflict, by implication, can thus improve an organisation's effectiveness by stimulating change and by improving the decision-making process (Looock et al., 2009:48). In some schools teachers believe that for the school to be creative, conflict should be there. Ragin and Duquette (2000:22) state that conflict is a normal part of life and as a result, cannot always be avoided. Some of them are defensive and do not want to reveal the truth about the existence of conflict. Some of the selected teachers and principals have measures to handle conflict within the schools and have to implement the relevant measures.

CHAPTER 5

A MODEL SUGGESTED BY THE RESEARCHER FOR CONFLICT RESOLUTION AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST

5.1 INTRODUCTION

The researcher has undertaken this study to present a suggested model regarding the handling of conflict among teachers in the schools of Moses Kotane East of Bojanala West in North – West province. In this chapter the researcher will present a new model which referred to as a dynamic and multi-faceted model which is an amalgamation of two models for conflict resolution which were fully discussed in Figure 2.1 (page 27) and Figure 2.2 (page 30) in chapter 2. The proposed model is reflected on page 80 (Figure 5.1).

5.2 A MODEL SUGGESTED BY THE RESEARCHER IN THIS STUDY

Figure 5.1 : A dynamic model for resolving conflict in schools (Adapted from Van der Westhuizen, 2004: 643 & Looek et.al. 2009:56)

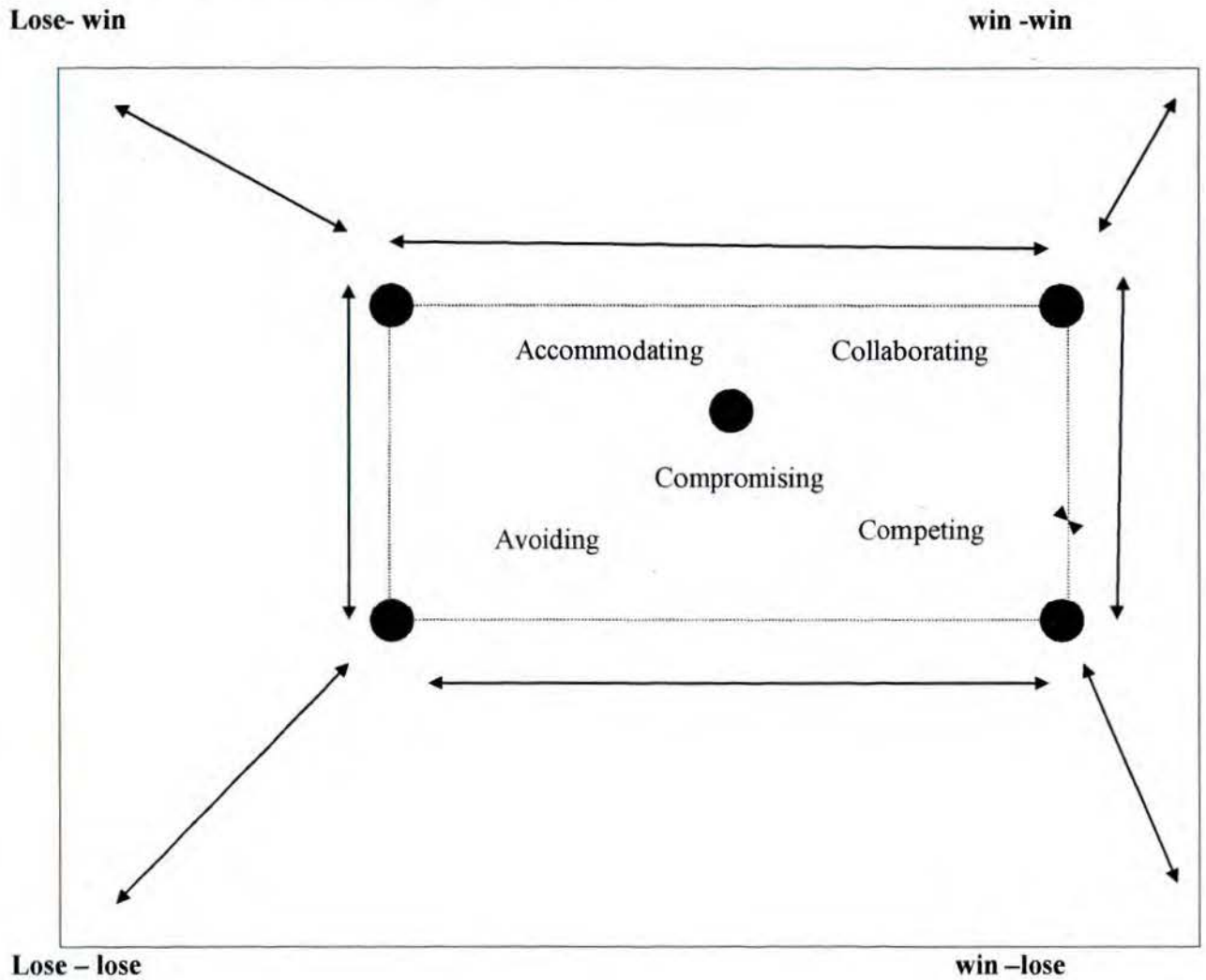


Figure 5.1 is a combination of figures 2.1 and 2.2 on pages 27 and 30. Figure 2.1 is an Interchangeable combination of self-assertion and cooperation model (adapted from Van der Westhuizen, 2004:643) which demonstrates five styles of resolving conflict in schools. Figure 2.2 is a Grib model of Thomas and Kilman (adapted from Looek et al., 2009:56) which demonstrates five strategies of resolving conflict in schools. The outer section of figure

5.1 reflects the elements in figure 2.1 while the inner section reflects the elements in figure 2.2.

Our final analysis of figure 5.1 reveals that the suggested model is therefore multi-dimensional in scope and content and it can be used to resolve conflict in multi-faceted situations where group dynamics exist. The uniqueness of this model lies in the fact that it has the following advantages and features:

- It contains all facts and advantages in figure 2.1 on page 27.
- Since it is multi-dimensional, it can be utilised in many situations where conflict exists.
- It also contains all the elements of figure 2.2 on pages 30. It is therefore, multi-faceted in nature.
- It has the potential use by teachers in both primary and secondary schools depending on the dynamics of the situations.

5.3 CONCLUSION

In this chapter a new dynamic model for handling conflict among school teachers in Moses Kotane East was designed and presented as shown in figure 5.1. The features and advantages of the model were also discussed.

School principals, deputies, head of departments and teachers may use this model to resolve conflicts in their schools.

The next chapter deals with synthesis, discussion and critic of findings, recommendations and concluding remarks.

CHAPTER 6

SYNTHESIS, FINDINGS, RECOMMENDATIONS AND CONCLUDING REMARKS

6.1 INTRODUCTION

This research aimed to assess and discuss the effectiveness of a model for handling conflict among school teachers. In chapter 4 the data was analysed, interpreted and summarized to provide answers to research question. The data was explained and presented in graphic form.

In the final chapter, the findings of the research and recommendations are outlined. Firstly, the overview of the research is given and then, the findings are made followed by the recommendations.

6.2 OVERVIEW OF THE RESEARCH

The general aim of this research was to assess and discuss the effectiveness of a model for handling conflict among school teachers in Moses Kotane East.

The study aimed to

- To determine from the literature the nature and scope of handling conflict in educational organizations.
- To investigate empirically the handling conflict of among teachers in Moses Kotane East.
- To identify and to discuss the types and causes of conflict among school teachers in Moses Kotane East.
- To discuss the strategies and the role of managers in conflict resolution.

The literature study in chapter 2 provides an exposition on handling of conflict amongst school teachers.

The literature review comprises a knowledge base which enables the researcher to become familiar with the work that has already been done on the research topic and to better understand the nature and extent of the topic.

In chapter three, the research methodology was described. Questionnaire was distributed to all sampled schools in the Moses Kotane East district of the North West province. The questionnaire was developed to assess teachers and the school manager's perceptions of strategies of handling conflict amongst school teachers.

Chapter 4 is devoted to the analysis and interpretation of the empirical data. T.test was used to examine the difference in the vector means of the two independent groups on the past level, gender, age, and the area in which the school was situated and incidence of handling conflict amongst school teachers.

The overview of the research is followed by a discussion of the findings emanating there from.

6.3 FINDINGS

6.3.1 Findings from literature study and findings from the empirical research.

The literature study on various aspects of handling conflict and data obtained through the teachers responses to the questionnaire and interview questions in this research revealed that conflict behaviour is caused by various causes. The various strategies can also be used to handle conflict.

6.3.1.1 Causes of Conflict

Literature review has revealed that unlimited resources are causes of conflict. Smallwood (2007:1) states that when the resources are limited, conflict is a by-product. Ineffective management systems are also the most cause of the conflict. From the view of Bacal (2006:1) poor conflict management skills in an organizations leader often means poorly managed conflict throughout the system.

6.3.1.2 Types of Conflict

Although the other conflicts occur, the one which occurs frequently is the interpersonal conflict which occurs between two individuals. Steyn and Van Niekerk (2002:76) state that interpersonal conflict is the most widespread and visible kind of conflict in schools and other organizations, and results when two or more individuals disagree about issues, actions or goal.

6.3.1.3 Consequences of Conflict

The literature review revealed that conflict is the natural part of any institution. Smallwood (2007:1) thinks that conflict can be healthy or unhealthy for the relationship, depending on how it is handled. When conflict is handled constructively, creativity is promoted. When conflict is handled constructively, it promotes growth and problem solving.

6.3.1.4 Strategies for resolving conflict

The strategy for handling conflict depends on the situation, the type of conflict and the people. This means that all strategies can be used depending on the situations in which they are used. Ho (2006:1) confirms when he says that there is no type which is superior to the other, but it all depends on the people, environment and the context. However, there is probably one style that is usually utilised in many situations.

6.3.1.5 The role of the manager

Good mediation by the school manager can help to handle or resolve conflict in schools. The Majority of respondents agree with this finding.

6.3.1.6 Code of conduct for teachers and other additional rules.

If there is a code of conduct for teachers in schools, every teacher will know how to behave. This will help to reduce unnecessary conflict. Additional rules and policies of the school can help to reduce conflict. Majority of respondents also agree with this finding.

6.3.1.7 Guidelines for reducing or preventing unnecessary conflict can help educators to reduce the conflict.

6.4 RECOMMENDATIONS

6.4.1 Recommendations based on the literature review as well as the findings of the present study.

In view of the literature review as well as the findings of the present study, the researcher hereby wishes to advance the following recommendations.

6.4.1.1 The principal should see to it that the limited resources are distributed equally among teachers to avoid conflict.

6.4.1.2 Conflict awareness should be raised in all schools which experience it. Teacher should be made aware of types of conflict and how they can handle them.

6.4.1.3 Teachers should be made aware that conflict is natural. Too much and little conflict have negative results on an organization. Therefore conflict should be minimum and be handled constructively. When handled constructively conflict can have positive results.

6.4.1.4 Teachers should be empowered about strategies to handle conflict. This can be done by exposing them to workshop on how to handle conflict in schools. The strategies will be listed and sent to schools for teachers to empower themselves.

6.4.1.5 The site manager should know the part he should play in handling conflict. He should have good skills to mediate between teachers. The managers should be work-shopped on how to handle conflict by way of mediation. They can even counsel teachers in staff-meetings

6.4.1.6 Copy of code of conduct for teachers should be given to every teacher to read for himself/herself. The manager should always remind them of their code of conduct. Copies of additional rules and policies should be discussed in staff meetings. This can help to reduce conflict.

6.4.1.7 Copies for guidelines for reducing or preventing unnecessary conflict should be given to every teacher to read for himself or herself.

6.4.1.8 The researcher recommends “interchangeable combinations of self-assertion and cooperation model as depicted by Thomas & Kilman because it is multi-faceted since it included avoiding, compromising, collaborating, competing and accommodating approaches. It is an ideal and dynamic model because the respondents also comply with it.

6.5 RECOMMENDATIONS FOR FUTURE RESEARCH

Although research has been done on handling conflict among teachers in various countries, little has been done in South Africa and much should be done at a high level because there are many incidents of conflicts that are currently prevalent in South African schools. This can be done by implementing a multi-dimensional model for resolving conflict because the phenomenon of conflict itself is multi-faceted.

6.6 CONCLUSION

The researcher has discussed the findings regarding the handling of conflict based on the literature review and data collected. Recommendations based on the literature review and future research are also stated.

It is evident that conflict among school teachers should be minimal. This means there should not be too much or too little conflict in schools because they are not constructive. The teachers should accept that conflict is natural and is part of life. Therefore teachers should know strategies for handling conflict.

The research revealed the role of the manager in handling conflict. The role of the manager in mediation, arbitration and counselling has also been discussed. Although the roles are all useful in mediation it seems to be the best because the teachers in conflict have a say in decision making.

Finally, it is evident that unnecessary and disruptive conflict should be eliminated and only constructive conflict should be allowed, hence a model for handling conflict is necessary, which is a dynamic model for resolving conflict in schools. It is a good model because is multi-dimensional. It is therefore a relevant model for handling conflict among school teachers.

REFERENCES

- Anstey, M. 2004. *Negotiating conflict*. Cape Town: Juta
- Bacal, R. 2006. *The Root causes of workplace conflict*. Canada: Bacal & Associates.
- Billikopf, G. 2009. *Conflict management skills*. California: University of California.
- Bottaro, J., Monteith, M., Visser, P., Dilley, L., Versfeld, R. & Cohen, S. 2006. *Oxford successful social sciences*. Cape Town: Oxford university press.
- Briggs, A. R. J. & Coleman, M. 2007. *Research method in educational leadership and management*. London: SAGE.
- Carter, C.C. 2002. Conflict Resolution at School. *Building Compassionate Communities*. 21 (1): 49 – 55.
- Charles, C. M. & Mertler, C. A. 2002. *Introduction to educational research*, 4th ed. Boston, MA: Allyn & Bacon.
- Cohen, L., Manion, L. and Morrison, K. 2002. *Research method in education*. New York: Tailor & Frank's Group.
- Cohen, L., Manion, L. & Morrison, K. 2001. *Research methods in education*, 2nd ed. London: RoutledgeFarmer.
- Collins English Dictionary. 2009. World English Dictionary. <http://dictionary.reference.com/browse/model>.
- Cunningham, J. 2003. A "COOL POSE": Cultural Perspectives on Conflict Management. *Reclaiming Children and Youth*. 12 (2): 88 – 92.

Dipaola, M. F. & Hoy, W. K. 2001. Formalisation, conflict and change: Constructive and destructive consequences in schools. *The International Journal of Educational Management*. 15 (5): 238-244.

Dubois, J. and Trabelsi, M. 2007. Education in pre- and post- conflict context: Relating capability and life-skills approaches. *International Journal of social Economics*. 34 (1/2): 53-65

Durrheim, K. 2006. Research Design. In Terre Blanche, M., Durrheim, K. & Painter, D. Eds. *Research in practice: Applied methods for the social sciences*. 2nd ed. Cape Town: UCT Press. Pp 33-59.

Earle, J., Keats, G., Morrison, K., Maclagan, B., Roberts, B. & Thraves, P. 2006. *Social sciences today*. Cape Town: Maskew Miller.

Fowler, C., Hall, W. & Weber, L. 2006. *My clever social sciences through issues*. Pretoria: Clever Books Ltd.

Friedman, D. 2004. *Resolving workplace conflict*. St. Louis: Peter Dehaan publishing Inc.

Gatlin, J., Wysocki, A. & Kepner, K. 2008. *Understanding conflict in a work place. Food and Resource Economics*. Florida:University of Florida.

Gunter, H. M. 2001. *Leaders and Leadership in Edducation*. London: Paul Chapman Publishing.

Hayward, R. 2009. The Teacher. Your guide to Education. *Controlling and stopping fights in schools*. 14 (6): 1-15.

Hayward, R. 2009. The Teacher. Your guide to Education. *Schools need not be a battlefield*. 14 (5): 1-20.

Heaney, L. F. 2001. A question of management: conflict, pressure and time. *International of Educational management*. 15 (4): 197-203.

Henkin, A. B. Cistone, P.J. & Dee, J.R. 2000. Conflict management strategies of principals in Site –based managed schools. *Journal of Educational Administration*. 38 (2): 142 – 158.

Henning, E., Van Rensburg, W. & Smit, B. 2004. *Finding your way in qualitative research*. Pretoria: Van Schaik publishers.

Heystek, J., Nieman, R., Van Rooyen, J., Mosoge, J. & Bipath, K. 2008. *People Leadership in Education*. Sandton: Heinemann.

Ho, L. 2006. Five Types of Conflict Management – Stepcase Lifhack. <http://www.lifhack.org/articles/lifhack/five-types-of-conflict-management.html>, dated: 5-22-2010.

Jack Lam, Y.L. 2000. Reconceptualising problem – solving and conflict resolution in schools. A multi – disciplinary perspective. *The International Journal of Educational Management*. 14 (2): 84 – 89.

Johnson, P. E. & Scollay, S. J. 2000. School-based, decision-making councils: Conflict, leader power and social influence in the vertical team. *Journal of Educational Administration*. 39 (1): 47-66.

Johnson, D. W. & Johnson, R. T. 2006. *Review of Educational Research: American Educational Association*. 66 (4): 459-506.

Karakus, M. & Torenmen, F. 2008. How our schools can be more synergic: Determining the obstacles of teamwork. *Team Performance Management*. 14(5/6): 233-247.

Kgomo, S. M. 2006. *Conflict Management of Women Principals in Primary Schools in Hammanskraal, Gauteng*. A dissertation submitted with the requirements for the degree of

Education in the subject Educational management at the University of South Africa, UNISA, P. 15.

Koustelios, A., Theodorakis, N. & Goulimaris, D. 2004. Role ambiguity, role conflict and job satisfaction among physical education teachers in Greece. *International Journal of Education Management*. 18 (2): 87 – 92.

Leedy, P.D. & Ormrod, J. 2001. *Practical research: Planning and design*. New Jersey: Merrill Prentice Hall.

Legotlo, M.W., Teu, M.C. & Matshidiso, E. J. 2002. *Educational Management*. Mmabatho: UNW.

Longman Dictionary of Contemporary English 2009. England: Pearson Education Limited.

Loock, C., Campher, T., du Preez, P., Globler, B. & Shaba, S. M. 2003. *Effective Education Management series. Module 3 Education Leadership*. Sandown: Heinemann.

Loock, C., Grobler, B. & Mestry, R. 2009. *Human Resource Management in Education: Rebalancing the Scales*. Pretoria: Van Schaik.

Maree, K. 2010. *First steps in research*. Pretoria: Van Schaik.

Macheng, M. 2010. Conflict Management among Teachers in Adaptive Secondary Schools in Francistown – Botswana. A dissertation submitted in fulfilment for the degrees of Master of Education. Mmabatho: UNW.

McNamara, C. 2010. Basics of Conflict Management, Adapted from the Field Guide to Leadership and Supervision. Retrieved from <http://management.org/intrpsnl/basics.htm>, dated: 15-3-2010

Morris, T. 2006. *Social work research methods: four alternative paradigms*. New York : Sage publication Inc.

Morris-Rothschild, B. K. & Brassard, M. R. 2006. Teachers' Conflict Management Styles. *Journal of School Psychology*. 44 (1): 105-121.

Neuman, W. L. 2000. *Social Research Methods: Qualitative and Quantitative Approaches* (4th edition). Needham heights: A Pearson Education Company.

Nir, A.E. 2003. School – based management and the role conflict of the schoolsuperintendent. *Journal of Educational Administration*. 41 (5): 547 – 564.

Oxford advanced learner 's dictionary. 2005.

Ozga, J. 2000. *Policy Research in Educational Settings*. Buckingham: Open University Press.

Pottas, C. & Nieuwmeijer, L. 2003. Onderhandelng - 'n fyn kuns. In Van der Westhuizen, P. C. *Schools as organizations* Pretoria: Van Schaik.

Prew, M. 2007. Successful principals: Why some principals succeed and others struggle when faced with innovation and transformation. *South African Journal of Education*. 27 (3): 447-462.

Punch, K. F. 2004. *Introduction to social research: Quantitative and qualitative approaches*. 2nd ed. New York: Sage publications.

Ragin, N.W. & Duguet, S.M. 2000. *Strategies for Resolving Conflicts*. South Carolina: ERIC.

Saunders, M., Lewis, P. & Thornhill, A. 2003. Selecting samples. In Saunders, M., Lewis, P., & Thornhill, A. Eds. *Research Methods for Business Students*. 3rd ed. Essex, Harlow: Pearson Education Limited Pp 82-112.

Sava, F. A. 2002. Science Direct-Teaching and teacher Education: Causes and effects of teacher conflict-inducing attitudes towards pupils. 18 (8) 1-20.

Smallwood, B. 2007. *Handling conflict in the workplace constructively*. Ontario: Blue Boulder Internet Publishing site.

Snodgrass, L. & Blunt, R. 2009. The value of play for conflict management: A case study. *South African Journal of Education*. 29: 53-67.

South African Oxford Secondary School Dictionary. 2006. S.V. 'Sample' page 547. Cape Town: Oxford University Press.

Spoelstra, M. & Pienaar, W. 2008. *Negotiation, Theories, Strategies and Skills*. Lansdowne: Juda and CO, LTD.

Stevahn, L., Munger, L. & Kealey, K. 2005. Conflict resolution in a French Immersion Elementary School. *The Journal of Educational Research*. 99 (1): 3 – 6.

Steyn, G.M. & Van Niekerk, E.J. 2002. *Human Resource management in Education*. Pretoria: Unisa.

Teddlie, C. & Tashakkori, A. 2003. *Major issues and controversies in the use of mixed methods in the social and behavioural science*. In Tashakkori, A. & Teddlie, C (Eds). *The handbook of mixed methods in the social and behavioural research*. London: Sage

Terre Blanche, M., Durrheim, K. & Kelly, K. 2006. Why qualitative research? In Terre Blanche, M., Durrheim, K. & Painter, D. eds. *Research in practice: Applied methods for the social sciences*. 2nd ed. Cape Town: UCT Press. Pp271-284.

Terre Blanche, M. & Durrheim, K. 2006. Histories of the present: Social science research in context. In Terre Blanche, M., Durrheim, K. & Painter, D., Eds. *Research in practice: Applied methods for the social sciences*. 2nd Ed. Cape Town: UCT Press. Pp1-17.

Ting-Toomey, S. Oetzel, J. G. & Yee – Jung, K. 2001. *Communication reports*. 14 (2): 87-103

Torpey, M.J. 2006. A Case Study of Conflict in an Educational Workplace: *Managing Personal and Cultural Differences*. 108 (12): 2523 – 2549.

Uline, C. L., Tschannen-Moran, M. & Perez, L. 2003. Constructive conflict. How controversy can contribute to school improvement. *Teachers College Record*. 105 (5): 782-816

Van der Bank, A. 2003. *Learning Guide: ACE education management*. Pretoria: University of Pretoria.

Van der Westhuizen, P. C., Monteith, J. L. de K. & Nieuwoudt, H. D. 2002. *Educational research study guide for NAVR 611*. Potchefstroom: Potchefstroom university.

Van der Westhuizen, P. C. 2003. *Schools as organizations*. Pretoria: Van Schaik.

Van der Westhuizen, P. C. 2004. *Effective educational management*. Cape Town: Kagiso.

Van Deventer, I., Kruger, A. G., Van der Merwe, H. M., Prinsloo, I. J. and Steinman, C. F. 2003. *An educator's guide to school management skills*. Pretoria: SACTE.

Van Kradenberg, L. P., Du Plessis, W. J. & Greybe, L. .2000. *Study Guide: Educational management 634*. Stellenbosh: UUB.

Waid, K. B. & Mcnergney, R. F. 2010. The role of the government in reforming education . Category related to teacher. <http://www.answers.com/topic/teacher> 04-12-2010.

Wikipedia, 2008. Conflict Resolution. Wikipedia, the free encyclopedia. USA: Wikipedia Foundation Inc.

Zanolli, N. 2008. *Reconfigure – Conflict, conflict resolution, consulting, training, mediation, International development*. Switzerland: Bern

APPENDIX I

P.O.BOX 294

SWARTKLIP

0370

11 JANUARY 2008

APO MANAGER

MOGWASE

0314

Sir

ACCESS TO SCHOOLS FOR CONDUCTING RESEARCH

I humbly request access to schools in your jurisdiction to distribute questionnaires for the research I am conducting on a model for handling conflict among school teachers in Moses Kotane East. The research is conducted in partial fulfilment of requirements for the master of education degree in education management at North West University- Mafikeng campus.

I thank you in advance for your support.

Yours faithfully

M. H. Jaabosigo

APPENDIX II

LETTER OF INTRODUCTION OF QUESTIONNAIRES TO RESPONDENTS

P.O.BOX 294

SWARTKLIP

0370

14 JANUARY 2008

Dear Respondent

You are humbly requested to spare some few minutes and respond to the questions in this questionnaire. The questionnaire is a tool to collect data on a model for handling conflict among school teachers in Moses Kotane East. Please respond to the questions as genuinely as you possibly can since the aim here is to provide authentic and reliable data on management and leadership development in schools. There are no wrong or right answers and therefore you need not fear any form of recrimination. Your response would be treated as confidentially as possible and no one would be penalised or victimised for his or her responses.

I thank you in advance for your sincerity and time.

Yours faithfully

M.H.Jaabosigo

APPENDIX III

QUESTIONNAIRE DIRRECTED TO TEACHERS IN MOSES KOTANE EAST

QUESTIONNAIRE ON A MODEL FOR HANDLING CONFLICT AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST

SECTION A

BIOGRAPHIC AND DEMOGRAPHIC DATA

Mark an [X] next to the appropriate number.

1. AGE CATEGORY

1.1 25 years and below	
1.2 26-30 years	
1.3 31-35 years	
1.4 36-40 years	
1.5 41- 45 years	
1.6 46 – 50 years	
1.7 51 years and above	

2. GENDER

2.1 Male	
2.2 Female	

3. POSITION HELD

3.1 Site Manager	
3.2 Deputy	
3.3 Head of Department	
3.4 Educator	

4. EXPERIENCE

4.1 9 years and below	
4.2 10- 15 years	
4.3 16-20 years	
4.4 21- 25 years	
4.5 26-30 years	
4.6 31 years and above	

5. QUALIFICATIONS

5.1 Teachers Diploma	
5.2 B.ED	
5.3 Post graduate Diploma	
5.4 B.ED(HONS)	
5.5 M.ED	
5.6 Others	

6. TYPE OF SCHOOL

6.1 Secondary	
6.2 Primary	
6.3 Combined	
6.4 Private	

7. LOCATION

7.1 Rural	
7.2 Urban	

SECTION B: RESPONDENTS' VIEWS ON THE HANDLING OF CONFLICT AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST

To respond to questions in this section a scale is provided. Mark with an [X] in the applicable space provided below in each item.

- 4. Strongly Agree [SA]
- 3. Agree [A]
- 2. Disagree [D]
- 1. Strongly Disagree [SD]

1. CAUSES OF CONFLICT

	SA	A	D	SD
8.1 Ineffective communication	4	3	2	1
8.2 Differences in peoples value system	4	3	2	1
8.3 Favouritism by the principal to others	4	3	2	1
8.4 External influences by parents	4	3	2	1
8.5 Scarcity of resources	4	3	2	1

2. TYPES OF CONFLICT

	SA	A	D	SD
9.1 When two or more individuals disagree about issues, actions or goal.	4	3	2	1
9.2 Specific needs that create climate for a possible conflict.	4	3	2	1
9.3 Conflicting views with the same group	4	3	2	1
9.4 Two parties wanting the same thing but only one party can have it.	4	3	2	1
9.5 The Autocratic principal can be the source of conflict.	4	3	2	1



3 CONSEQUENCES OF CONFLICT

	SA	A	D	SD
10.1 Conflict can energize and make the people to wake up.	4	3	2	1
10.2 Too much conflict can have negative consequences	4	3	2	1
10.3 Conflict can provide an opportunity for creativity	4	3	2	1
10.4 Educators stop to speak to one another if there is conflict between them.	4	3	2	1

4 STRATEGIES FOR RESOLVING CONFLICT

	SA	A	D	SD
11.1 Maintaining strong inter-group relationship while ensuring that all parties achieve their interests to solve problems	4	3	2	1
11. 2 It is better to apply the strategy which is based on solution that partially satisfies the interests of the parties involved	4	3	2	1
11.3 Imposing a particular preferred solution on the other party or parties.	4	3	2	1
11.4 Postponing confrontation	4	3	2	1

11.5 Conflict can be reduced by instituting additional rules.	4	3	2	1
11.6 Conflict is less likely to occur if activities are well defined and accepted by all educators.	4	3	2	1
11.7 It is important that there should be a third person in the process of negotiation in order to participate in the joint decision making process.	4	3	2	1

1.2 THE ROLE OF THE MANAGER IN CONFLICT MANAGEMENT

	SA	A	D	SD
12.1 The school manager should not only listen to conflicting parties but should also guide them.	4	3	2	1
12.2 In mediation, the school manager should meet each party separately at first, if there is too much hostility between them in order to persuade them to be positive and rational.	4	3	2	1
12.3 In a conflict resolution in your school both parties agree to accept the decision enforced by the school manager	4	3	2	1
12.4 In arbitration approach applied by the school manager, problems can arise when the decision has to be implemented because the parties have had no say in it.	4	3	2	1

SECTION C: GENERAL VIEWS ON THE HANDLING OF CONFLICT AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST.

1. List strategies that your school uses to resolve conflict and state why you think these are powerful strategies.

2. List five major causes of conflict in your school.

3. What is the role of the site manager in conflict resolution?

4. Which models do you use for conflict resolution?

APPENDIX IV

TRANSCRIPTS

SECTION A

BIOGRAPHIC AND DEMOGRAPHIC DATA

Mark an [X] next to the appropriate number.

1. AGE CATEGORY

1.1 25 years and below	2
1.2 26-30 years	8
1.3 31-35 years	21
1.4 36-40 years	35
1.5 41- 45 years	36
1.6 46 – 50 years	27
1.7 51 years and above	27

2. GENDER

2.1 Male	33%
2.2 Female	67%

3. POSITION HELD

3.1 Site Manager	15
3.2 Deputy	4
3.3 Head of Department	24
3.4 Educator	113

4. EXPERIENCE

4.1 9 years and below	11%
4.2 10- 15 years	37%

4.3 16-20 years	17%
4.4 21- 25 years	19%
4.5 26-30 years	6%
4.6 31 years and above	10%

5. QUALIFICATIONS

5.1 Teachers Diploma	76
5.2 B.ED	16
5.3 Post graduate Diploma	0
5.4 B.ED(HONS)	30
5.5 M.ED	23
5.6 Others	11

6. TYPE OF SCHOOL

6.1 Secondary	35%
6.2 Primary	45%
6.3 Combined	20%
6.4 Private	0%

7. LOCATION

7.1 Rural	71%
7.2 Urban	29%

SECTION B: RESPONDENTS' VIEWS ON THE HANDLING OF CONFLICT AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST

To respond to questions in this section a scale is provided. Mark with an [X] in the applicable space provided below in each item.

- 4. Strongly Agree [SA]
- 3. Agree [A]
- 2. Disagree [D]
- 1. Strongly Disagree [SD]

3. CAUSES OF CONFLICT

	SA	A	D	SD
8.1 Ineffective communication	4 49%	3 37%	2 8%	1 6%
8.2 Differences in peoples value system	4 34%	3 43%	2 17%	1 6%
8.3 Favouritism by the principal to others	4 41%	3 39%	2 12%	1 8%
8.4 External influences by parents	4 12%	3 42%	2 26%	1 20%
8.5 Scarcity of resources	4 19%	3 43%	2 24%	1 14%

4. TYPES OF CONFLICT

	SA	A	D	SD
9.1 When two or more individuals disagree about issues, actions or goal.	4	3	2	1
	32%	45%	19%	4%
9.2 Specific needs that create climate for a possible conflict.	4	3	2	1
	19%	51%	22%	8%
9.3 Conflicting views with the same group	4	3	2	1
	28%	51%	13%	8%
9.4 Two parties wanting the same thing but only one party can have it.	4	3	2	1
	31%	45%	15%	8%
9.5 The Autocratic principal can be the source of conflict.	4	3	2	1
	105	34	10	8

5. CONSEQUENCES OF CONFLICT

	SA	A	D	SD
10.1 Conflict can energize and make the people to wake up.	4	3	2	1
	29%	47%	13%	11%
10.2 Too much conflict can have negative consequences	4	3	2	1
	96	43	12	5
10.3 Conflict can provide an opportunity for creativity	4	3	2	1
	26%	47%	14%	13%
10.4 Educators stop to speak to one another if there is conflict between them.	4	3	2	1
	37%	45%	6%	12%

6. STRATEGIES FOR RESOLVING CONFLICT

	SA	A	D	SD
11.1 Maintaining strong inter-group relationship while ensuring that all parties achieve their interests to solve problems	4 69	3 81	2 5	1 1
11.2 It is better to apply the strategy which is based on solution that partially satisfies the interests of the parties involved	4 69	3 81	2 5	1 1
11.3 Imposing a particular preferred solution on the other party or parties.	4 13%	3 32%	2 36%	1 19%
11.4 Postponing confrontation	4 13%	3 28%	2 28%	1 31%
11.5 Conflict can be reduced by instituting additional rules.	4 19%	3 41%	2 28%	1 4%
11.6 Conflict is less likely to occur if activities are well defined and accepted by all educators.	4 56%	3 34%	2 6%	1 4%

11.7 It is important that there should be a third person in the process of negotiation in order to participate in the joint decision making process.	4	3	2	1
	92	53	6	5

1.2 THE ROLE OF THE MANAGER IN CONFLICT MANAGEMENT

	SA	A	D	SD
12.1 The school manager should not only listen to conflicting parties but should also guide them.	4	3	2	1
	97	51	3	5
12.2 In mediation, the school manager should meet each party separately at first, if there is too much hostility between them in order to persuade them to be positive and rational.	4	3	2	1
	74	61	12	9
12.3 In a conflict resolution in your school both parties agree to accept the decision enforced by the school manager	4	3	2	1
	16%	41%	35%	8%
12.4 In arbitration approach applied by the school manager, problems can arise when the decision has to be implemented because the parties have had no say in it.	4	3	2	1
	40%	43%	9%	8%

SECTION C: GENERAL VIEWS ON THE HANDLING OF CONFLICT AMONG SCHOOL TEACHERS IN MOSES KOTANE EAST.

1. List strategies that your school uses to resolve conflict and state why you think these are powerful strategies.

Problem solving is the best strategy because both parties try to communicate and operate to find solution to the conflict even if it is difficult. Compromise is also the best strategy because both parties have to give up something they value for the sake of peace.

Accommodation can be a good strategy when the other party is wrong but indicates willingness to come to an agreement with the other party.

2. List five major causes of conflict in your school.

Limited resources, poor conflict management skills in an organisation, principal's favouritism to other educators, educators' gossips, ineffective communication, autocratic leadership, different opinions, educators not abide to school regulations, activities not well defined, differences in values, cultural differences, lack of respect to others and unreasonable work load are the major causes of conflict in schools.

3. What is the role of the site manager in conflict resolution?

Good mediation by the principal can help to handle conflict. The manager should advise the parties in conflict while mediating. Make sure that all parties are satisfied with the decision taken. The manager should be a good listener in a conflict resolution process. The manager should be a good arbitrator and should also apply counselling.

4. Which models do you use for conflict resolution?

"In our school we prefer a combination of various models for conflict resolution." Although the respondents knew that they used different models for resolving conflict they could not mention specific names of models but they used key words such as collaboration, compromising, competing, accommodating and avoiding strategies. Win-win, win-lose and lose-lose situations were also used.

P.O.BOX 294

SWARTKLIP

0370

11 JANUARY 2008

APO MANAGER

MOGWASE

0314

Sir

ACCESS TO SCHOOLS FOR CONDUCTING RESEARCH

I humbly request access to schools in your jurisdiction to distribute questionnaires for the research I am conducting on a model for handling conflict among school teachers in Moses Kotane East. The research is conducted in partial fulfilment of requirements for the master of education degree in education management at North West University- Mafikeng campus.

I thank you in advance for your support.

Yours faithfully

M. H. Jaabosigo

*Permission granted on conditions
that teaching and learning is
not interrupted*

M. H. Jaabosigo

DEPARTMENT OF EDUCATION NORTH WEST PROVINCE MOSES KOTANE EAST AREA OFFICE
2008 -01- 11
TEL: 014 555 8170 FAX: 014 555 8179 PRIVATE BAG X1003 MOGWASE 0314

P.O.Box 294

Swartklip

0370

14 January 2008

The Principal

Mokgalwana Primary School

P.O.BOX 615

MOKGALWANA

0370

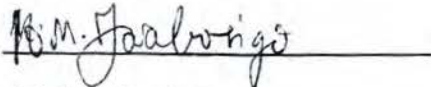
Sir

This communiqué serves as a request to conduct a research to conduct a research.

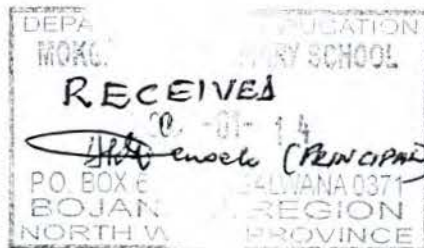
I request a permission to distribute questionnaires on the 16/01/2008 at 15H00, on a **model for handling conflict among school teachers**. The clarity will be made where necessary to other questions.

Hope you will find this in order.

Yours Faithfully



M.H.Jaabosigo



Mokgalwana Primary School

P.O.BOX 615

Mokgalwana

0371

14 January 2008

P.O.BOX 294

SWARTKLIP

0370

Sir/Madam

Acceptance letter

I hereby permit you to come and distribute questionnaires at my school.

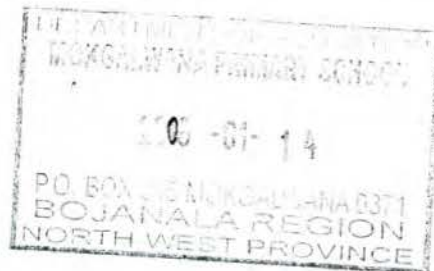
Date: 16/01/2008

Time: 15H00

Yours Faithfully



Senoelo D.K.(Principal)



P.O.Box 294

Swartklip

0370

15 January 2008

The Principal

Segale Middle School

P.O. BOX 42

NORTHAM

0360

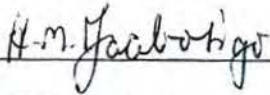
Sir

This communiqué serves as a request to conduct a research to conduct a research.

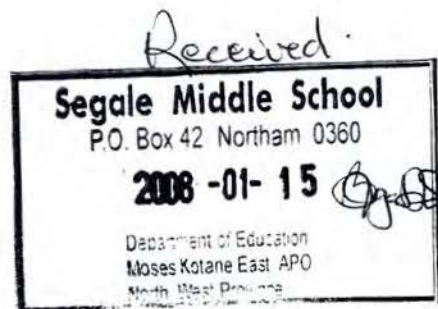
I request a permission to distribute questionnaires on the 18/01/2008 at 15H00, on a **model for handling conflict among school teachers**. The clarity will be made, where necessary to other questions.

Hope you will find this in order.

Yours Faithfully



M.H.Jaabosigo



Segale Middle School

P.O.BOX 42

Northam

0360

15 January 2008

P.O.BOX 294

SWARTKLIP

0370

Sir/Madam


Acceptance letter

I hereby permit you to come and distribute questionnaires at my school.

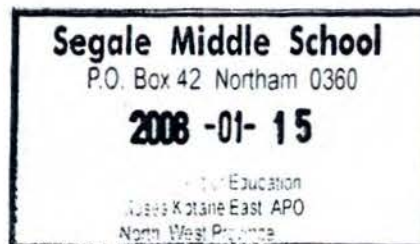
Date: 18/01/2008

Time: 15H00

Yours Faithfully



Kgatshe B.M. (Principal)



Gaopotlake High School

Private Bag X365

Swartklip

0370

21 January 2008

P.O.BOX 294

SWARTKLIP

0370

Sir/Madam

Acceptance letter

I hereby permit you to come and distribute questionnaires at my school.

Date: 24/01/2008

Time: 15H00

Yours Faithfully



Makgotloe P.D.(Principal)

P.O.Box 294

Swartklip

0370

21 January 2008

The Principal

Gaopotlake High School

Private Bag X365

SWARTKLIP

0370

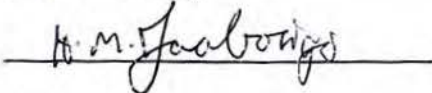
Sir

This communiqué serves as a request to conduct a research to conduct a research.

I request a permission to distribute questionnaires on the 24/01/2008 at 15H00, on a **model for handling conflict among school teachers**. The clarity will be made, where necessary to other questions.

Hope you will find this in order.

Yours Faithfully

A handwritten signature in cursive script, appearing to read 'M.H. Jaabosigo', is written over a horizontal line.

M.H.Jaabosigo

Received
M.H. Jaabosigo

18 Boipelo Street
Unit 3
MMABATHO
2735

11 February 2011

CERTIFICATE OF LANGUAGE EDITING

TITLE OF DISSERTATION

A model for handling conflict among school teachers in Moses Kotane East

SUBMITTED BY

Jaabosigo Mafoko Hendrick

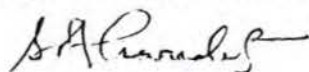
FOR THE DEGREE OF

Masters of Education

IN THE

School of Post-Graduate Studies
Faculty of Education
North West University
Mafikeng Campus

Has been edited for language by:



Prof. SA Awudetsey

Prof. SA Awudetsey
0722371390