Conflict Management Strategies of Identity-based conflicts among teachers in selected Secondary Schools in Mumuni Zone in Lusaka, District, Zambia

By

BERNARD PHIRI

A dissertation submitted to the University of Zambia in collaboration with Zimbabwe Open University in partial fulfilment of the requirements for the award of the degree of Master of Science in Peace Leadership and Conflict Resolution

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AUTHOR'S DECLARATION

I, **Bernard Phiri**, do hereby solemnly declare that this dissertation represents my own work, except where otherwise acknowledged, and that it has never been previously submitted for a degree at the University of Zambia or any other university.

Signed: _____

Date: _____

APPROVAL

This dissertation of **Bernard Phiri** is hereby approved as fulfilling the requirements for the award of degree of Masters of Science in Peace, Leadership and Conflict Resolution by the University of Zambia in collaboration with Zimbabwe Open University.

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ABSTRACT

The school community, which stands for education, growth and progress, has its fair share of a variety of conflicts, some of which end in violence. However, despite studies carried out in Zambia pointing to the growing awareness that conflict exits in schools, little seems to have been done to analyse the impact of identity based conflicts in the teaching and learning environment. This study therefore, sought to assess the strategies used by teachers and head teachers in managing identity based conflicts in secondary schools in Mumuni zone in Lusaka Province.

The concurrent embedded design of the mixed methods approach was employed with the qualitative approach dominating the study while the quantitative was used to add detail. Data from secondary school teachers were collected using questionnaires while interview guides were used for head teachers. Raw data collected from interviews and questionnaires were analysed using themes and descriptive statistics.

The findings of the study clearly suggested that there were many factors that had caused identity conflict amongst teachers and head teachers in schools. Among the causes of identity conflict revealed were; favouritism, differences in perception and prejudice amongst others. In addition, teachers and head teachers expressed a preference for using dialogue, collaboration, compromise and accommodating as conflict management strategies to manage conflict in schools. Furthermore, it was also revealed that measures that can be used to manage identity based conflict include; dialogue, appointment of teachers to higher positions based on fairness not biasness and tribalism, adopting policies that promote gender equality and effective organisational communication within the school.

From this study, it was concluded that teachers and head teachers had experienced identity based conflict caused by prejudice, favouritism, tribalism and different levels of educational amongst others. A large number of teachers and head teachers used dialogue, accommodating, compromise and collaboration as conflict management strategies to manage identity based conflict in schools. Therefore, it was recommended that dialogue processes should be strengthened as a strategy to manage identity based conflict. In addition, teachers must appreciate and understand the identity, cultural and background differences in their colleagues in order to reduce on the formation of in-groups and out-groups. Furthermore, there must be effective communication within the school so as to avoid conflict.

DEDICATION

This dissertation is dedicated to the loving memory of my late father Shem Phiri. Always the charismatic diplomat. Your love of knowledge set me on a path of pursuing my passion in conflict studies. Your inspiring achievements bring to mind a chewa proverb '*Zingalume, phula nditenga'* (Even if it hurts, persevere, in the face of difficulties). To my mother Martha Bbenkele Phiri and siblings I am grateful for your unwavering support.

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ACRONYMS AND ABBREVIATIONS

DEBS - District Education Board Secretary

HoD - Head of Department

MoGE - Ministry of General Education

PhD - Doctor of Philosophy

PTA - Parent Teacher Association

SDA – School Development Association

SPSS – Stastical Package for Social Scientists

TSC - Teaching Service Commission -

UNESCO - United Nations Education, Scientific and Cultural Organization

UNZA - The University of Zambia

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CHAPTER ONE

INTRODUCTION

Overview

Chapter one, contains an introduction to the study, background to the study, statement of the problem, aim, objectives, research questions, theoretical framework, conceptual framework, significance of the study, delimitations of the study and operational definition of terms.

1.1 Background of the Study

In Zambia, like elsewhere in the world, academic institutions have experienced repeated incidences of conflicts and disputes in their day-to-day functioning (Armstrong, 2009; Dowling et al., 2008; Mosha, 2010; Msila, 2012). It is almost undeniable that such a variety of conflicts tend to be ignited by the nature of conflicts itself in relation to the nature of schools. This is due to the fact that whenever there is human interaction, there is a potential for conflict to develop amongst individuals (Ghaffar, 2008). As a result, conflicts are almost unavoidable in schools as their daily functioning significantly depends on the presence of and interactions among and between teachers, non-teaching personnel, pupils, head teachers, parents and other education stakeholders. Notwithstanding the nature and types of conflicts that occur in school settings tend to vary from one school to another, but in most cases they entail student misunderstandings between or among each other, teachers opposing or resenting allocation of duties and resources and parents disagreeing on how a school should be set up (Cahir et al., 2001).

Previous studies on conflicts in schools have revealed that most have been fuelled by limited resources, inter-dependent work activities, differentiation of activities, communication problems, differences in perceptions and the environment in which the schools are set up or in which they carry out the various functions and roles (Gray & Starke, 2012). Not only that but also conflicts can also arise from a number of other sources and circumstances, such as opposing positions on a matter, competitive tensions, power struggles, ego clashes, pride, jealousy, performance discrepancies, compensation issues, or even due to just someone having a bad day or a series of unhappy occurrences (Griffin, 2012). Having a closer look at a list of causes of conflicts in schools, it seems that many factors can generate conflicts in schools.

Some scholars hold that conflicts can be positive in working organizations (Flippo, 1980; Anderson, 2009; Griffin, 2012; Moore, 2012). Flippo (1980), for example, opined that having an organization with a total absence of conflicts would be unbelievable, boring, and a strong indication that conflict is being suppressed. On his part, Griffin (2012) put forward that conflicts motivate team and organizational performance, and considered this as 'functional conflict'. In the opposite direction, conflicts in working organizations can be negative and disruptive. Parker (1974) argued that if conflicts arise and are not managed properly, they will lead to delays of work, disinterest and lack of action and, in extreme cases, they could lead to a complete breakdown of a group. Newstorm and Davis (2002) stated that unresolved conflicts cause decline in cooperation and team work, with individuals feeling a sense of defeat; and it can also result into the self-image of others declining to levels of personal stress.

Societies consist of individuals with different identities, and when people fail to understand that identities different from their own, conflict can occur. Gurevitch (1989) stated that people who attempt to establish conversation with people with different identities tend to ignore the "otherness" and dissimilarities between them, focusing instead on mutual understanding, sameness, and commonality. This tendency can complicate the process of creating mutual understanding and accepting differences. The process of conflict resolution can create an environment where dissimilarities between different identities are observed, discussed, and acknowledged. A distinctive approach to discourse across conflicting identities is known as intergroup dialogue (Gurin et al., 1999). Conflict management creates new opportunities for understanding one's inner self as well as the identities of others.

People with diverse cultural and language backgrounds interact with one another on a day-to-day basis in the education system. In such a social setting, there are frequent opportunities for stereotyping, judgment, prejudice, misunderstanding, and miscommunication, which can ultimately become a socio psychological problem for an individual, group, or community (Zuniga et al., 2007). It would appear identity conflict can lead to a school environment where stereotypes develop such as prejudice, discrimination and segregation amongst others (Ganzglass, 2003). Therefore there is an urgent need for effective measures that identify the causes and effects of identity based conflict and implement strategies to better manage conflict. Without this knowledge, the relevant stakeholders in the education sector will continue to struggle with unresolved safety and productivity issues within the school community because of identity conflict. Consequently, the need to manage conflict becomes

a necessity, rather than an option. Implementing appropriate management strategies can prevent identity conflict from escalating into greater problems which could reverse the many gains of a given institution (Parker, 1974).

Identity leads to the formation of social groups (intergroup, intragroup, in-group etc.). The formation of social groupings can lead to conflict. Forester (1999) explained that values held by an individual are deeper than simply personal or group interests and are strongly connected with identity. Therefore, struggles of an individual in choosing between values and group interests can create both intra- and interpersonal conflict. Further, a person's uncertainty in determining his or her identity might create differences during interactions with others resulting in conflict. These conflicts can be the result of their inability to cope with identity-based prejudices, or due to the inability of an individual failing to understand their own identities (Allport, 1954). For example, teachers who are unable to resolve either intrapersonal or interpersonal identity conflict will not be able to teach effectively (Sampson, 2003). The teaching and learning environment will be interrupted. Over and above, schools are places that should foster a culture of peace. And if left unresolved, identity conflict can lead to a teaching and learning environment that enforces negativity.

Conflict management strategies among and between teachers on the topic of identity conflict is the main focus of this study. In this study, we questioned and analysed different aspects of identity and its role in shaping one's inner self in relation with others. And the various conflict management strategies that are used to resolve identity based as well as interpersonal conflict. Various researchers (Zuniga et al., 2007) suggest that intergroup dialogue is a form of conflict management strategy that prepares teachers to face broader issues of diversity in their professional and social lives. Intergroup dialogue has been widely used to address identity-based issues that occur in teachers' interactions in the education settings.

In this study, the researcher explored the perceptions of teachers when dealing with their internal conflicts and interpersonal conflicts inside and outside of the school setting. In addition, the researcher endeavoured to analyse whether stereotypes, judgments, and prejudices are outcomes of identity-based conflict and how stereotyping, prejudices, and judgments inform identity-based conflict. Some studies have addressed the problem of conflicts at different levels in Zambia. Among these include studies carried out by (Sompa, 2015; Kaonga; 2016; Namwila, 2016) which focused on the management of interpersonal conflicts in secondary schools education in Zambia.

Lusaka has a high concentration of schools of different categories of teachers and pupils who are coming from diverse ethnic, gender and socio-economic backgrounds. In an organization comprised of people from diverse backgrounds there is a likelihood of identity leading to the formation of in-groups and out-groups (O'Neill, 2015). It is the formation of these groups that brings about identity conflict. In addition, schools in Lusaka province have experienced conflict in the recent past. Among such cases of conflict occurred when the Ministry of General Education transferred 76 teachers from Kabulonga Boys Secondary School in Lusaka to other schools, in what was termed as a bid to restore sanity in the teaching fraternity (Mvula and Musika, 2018). Lusaka province has experienced conflicts in secondary schools which have been reported to the District Education Board Secretary's (DEBS) office and Teaching Service Commission (TSC) respectively (Sompa, 2015). Conflict has been reported to have occurred between and amongst teachers. The nature and type of conflict ranged from intrapersonal, interpersonal, inter group and intra group. If conflict is left unmanaged without implementing strategies it has effects such as poor academic performance by pupils, teachers are demotivated, there is poor teacher performance and it brings about stress and frustration (Kaonga, 2016). In general, conflict may result in poor work relations which may have adverse effects on the teaching and learning environment.

1.2 Statement of the Problem

The school community, which stands for education, growth and progress, has its fair share of a variety of conflicts, some of which end in violence (UNESCO, 2005). Indeed, incidents of violence, many of which come about as a result of unresolved conflicts, and which usually affect the youth, are said to be on the increase (Van Tongeren, 2000). However, despite studies carried out by researchers such as Dady (2015) pointing to the growing awareness that conflict exits in schools, little seems to have been done to analyse the impact of identity based conflict on the teaching and learning environment. Despite the existence of disciplinary committees in secondary schools in Lusaka, incidents of conflict amongst teachers continue to occur. Kaonga (2016) explained that the existing strategies, such as the school disciplinary committees are no longer efficient in managing conflicts, therefore, there is need to find ways of managing conflicts among administrators and teachers.

To explore conflict management in Lusaka, Sompa (2015) carried out a study that investigated the conflict management strategies used by head teachers in managing interpersonal conflict in secondary schools. The study identified conflict strategies such as compromise, avoiding and competition as methods of managing interpersonal conflict.

However, it did not examine whether the above mentioned strategies maybe applied in managing identity based conflict. Thus, the overall problem addressed in this study is that despite a number of studies that have researched conflict management in Zambia by (Sompa, 2015; Namwila, 2016; Kaonga, 2016), little has been done to investigate identity based conflict amongst teachers in Lusaka. There is need to investigate whether teachers and head teachers are aware of how they can manage specifically identity based conflict among teachers. Furthermore, the situation in secondary schools in Lusaka could be that head teachers and teachers are unaware of the causes of identity based conflict, how to manage and transform such conflict in order to maximise the learning and teaching environment. The study therefore sought to examine the conflict management strategies adopted in managing identity based conflict in secondary schools in Lusaka.

1.3 Aim

The aim of this study was to assess the strategies used by teachers and head teachers in managing identity based conflicts in secondary schools Mumuni zone in Lusaka Province.

1.4 Objectives

The objectives of this study were to:

i) identify major factors that caused identity based conflict among teachers and head teachers in selected secondary schools in Mumuni zone in Lusaka district.
ii) examine the type of strategies employed by teachers and head teachers in managing identity based conflicts in schools in Mumuni zone in Lusaka.
iii) suggest measures that could be taken to manage future identity based conflicts in schools.

1.5 Research Questions

This study sought to have the following questions answered;

i) What were the major factors that may have caused identity based conflict between teachers and head teachers in selected secondary schools of Mumuni zone in Lusaka district?
ii) What strategies were employed in managing conflicts in selected secondary schools in Mumuni zone in Lusaka district?
iii) What measures should be taken to manage identity based conflict in Mumuni zone in Lusaka district?

1.6 Theoretical Framework

This study was guided by the dual concern theory developed by Blake and Mouton (1964), which emphasised that the way in which parties handle conflict is determined by two concerns: concern for self (own interests) and concern for others (relational interests). The two concerns identify five conflict resolution behaviours; forcing, avoiding, accommodating, compromising, and problem solving or integrating. Furthermore, Blake and Mouton advanced three approaches in the application of the conflict resolution behaviours. That is a normative approach, wherein integrating (also known as problem solving) is seen as the preferred behaviour for conflict resolution; a contingency approach, exploring conditions under which each of the behaviours is most appropriate; and a conglomerate approach, focusing on a combination of the behaviours (Elgiobar et al., 2017). Blake and Mouton (1964) theoretical lens allowed the researcher to have insight into the types of conflict management strategies used by teachers and head teachers. It is against this background that this theory was of relevance to the study in helping investigate conflict management approaches in secondary schools in Mumuni zone in Lusaka district.

1.7 Conceptual Framework

Kombo and Tromp (2006) defined a conceptual framework as a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. This study was guided by the Hoy and Miskel, (1991) model. The Hoy and Miskel model was adopted and modified to suit the current study.

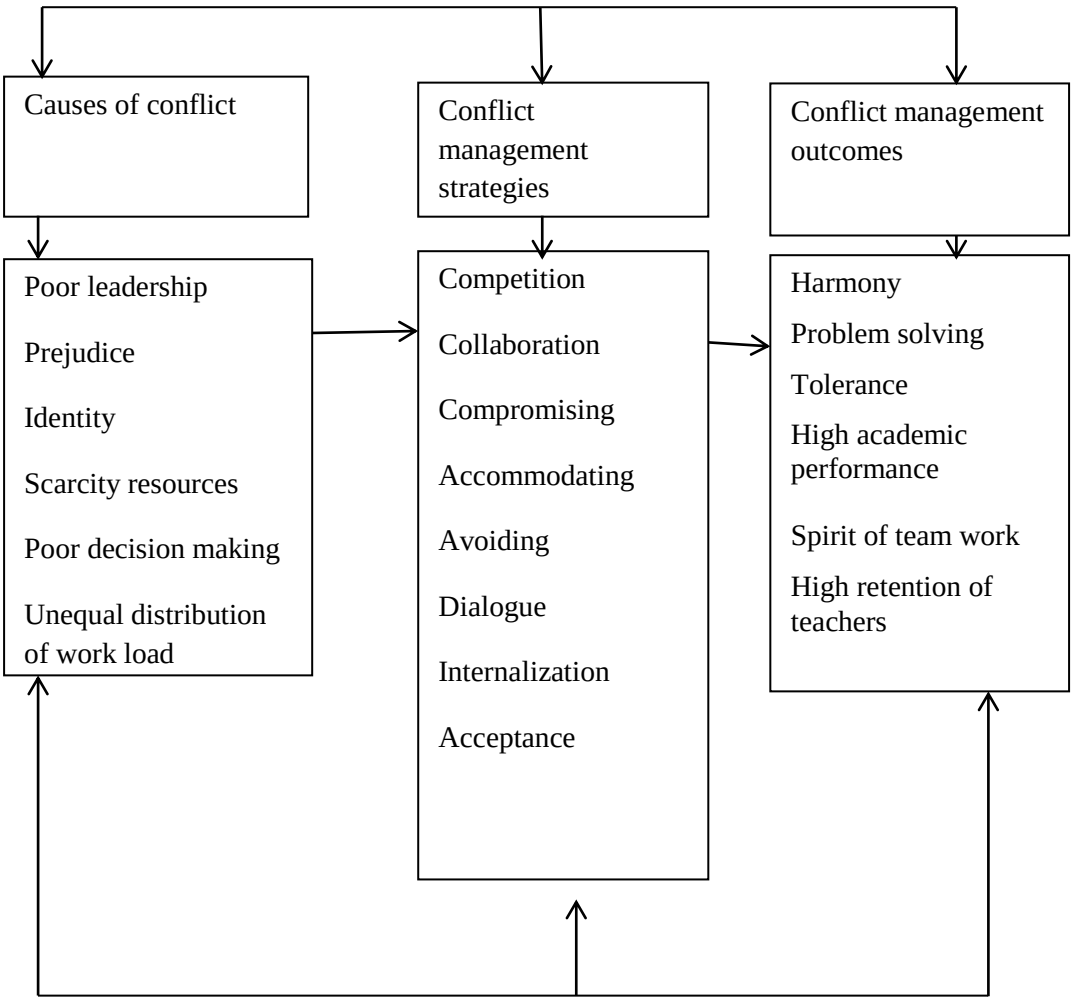


Figure1.1: Conceptual Framework for Conflict Management Techniques

Source: Adopted and modified from (Hoy and Miskel, 1991:120)

In an attempt to formulate a conceptual framework for analysing and explaining the conflict management techniques and their effectiveness in managing conflicts in secondary schools, the following attributes were considered. The attributes are conflict management techniques, causes of conflict and conflict management outcomes.

In the conflict management techniques variable, the main components are competition, collaboration, compromising, accommodating and avoiding (Johnston, 1981). For example, communication plays an important role in schools it can create transparency and the spirit of team work. As a result the use of appropriate conflict management strategies can minimize the occurrence of conflicts in secondary schools, and where conflict does arise management strategies can transform conflict to produce a positive outcome. Regarding the causes of conflict variable, the following attributes were identified. These are poor leadership,

prejudice, identity, scarcity of resources, poor decision making, and unequal distribution of workload and lack of openness (Ignace, 2014).

The last column is the area of conflict management outcomes. It comprises of the following components; harmony, problem solving, tolerance, high academic performance, spirit of team work and high retention of teachers in schools. Mroso (1990) argued that more cooperative conflict management techniques, particularly problem solving styles like integrating are likely to produce positive conflict management outcomes.

The conceptual framework indicates conflict management techniques that teachers use in managing conflicts in secondary school, these are; competition, accommodation, compromise, collaboration and avoidance and if teachers lack these techniques conflicts will not be managed effectively which is likely to result into rise of identity based conflicts. The conflict management techniques are competition, accommodation, compromise, collaboration and avoidance. The techniques give all parties in a school environment the appropriate strategies to manage conflict effectively.

1.8 Significance of the Study

The results of this study may be applied as a method of managing identity based conflicts among and between teachers and head teachers which arise in the school environment. The findings of the research may be useful to conflict resolution researchers, educational planners and other scholars of educational administration as it may increase their awareness of identity based conflict as well as conflict management strategies which are constructive and beneficial to the school.

The findings may help head teachers, teachers and other education stakeholders to adopt measures that will minimize conflict in schools. In addition, it will also add to the literature on management strategies of identity based intrapersonal and interpersonal conflict among and between teachers and head teachers in schools. The researcher intends to contribute to the body of knowledge on existing literature related to identity based conflicts in school contexts, considering that the researcher did not find sufficient literature in relation to identity based conflict research in Lusaka. The study is likely to lay foundations for further studies in the field of conflict management strategies, not just in education management but in other organisational professional settings.

1.9 Delimitations of the Study

This study focused on the conflict management strategies used to resolve identity based conflict in selected schools in Mumuni Zone in Lusaka district. Only participants from schools in Mumuni Zone in Lusaka district participated in the study.

1.10 Operational Definition of Terms

For the purpose of clarity and better understanding, the researcher will explain some of the terms that were applied.

*Conflict***:** conflict refers to the tension between two or more social entities (individual, groups, or organizations) that arise from incapability of actual or desired responses.

Management: refers to the process of coordinating all resources through the process of planning, organizing, leading and controlling in order to attain stand objectives. Since the study deals with conflict management, thus management is part and parcel of the study.

Conflict management: refers to the process of becoming aware of actual or potential conflict, diagnosing its nature and scope and employing appropriate methodology to diffuse the emotion energy, involved and enable disputing parties to understand and resolve their differences in the schools setting.

Conflict resolution: refers to the process of attempting to resolve conflict.

Conflict resolution strategy: implies a method desired to develop peaceful means finally ending a state of conflict, in that sense the study used the term strategies as means or methods to be applied in conflict resolution process.

Identity: is the qualities, beliefs, personality, looks and/or expressions that make a person (self-identity) or group (particular social category or social group). The process of identity can be creative or destructive.

Intrapersonal Conflict: intrapersonal conflict occurs within an individual. The experience takes place in the person's mind. Hence, is a type of conflict that is psychological involving the individual's thoughts, values, principles and emotions.

Interpersonal Conflict: interpersonal conflict occurs when a person or a group of people frustrate or interferes with another person's effort at achieving a goal.

Summary

The researcher introduced the study on management strategies of identity based conflict among teachers and head teachers in selected secondary schools of Lusaka Province. The researcher also presented the background to the problem, the statement of the problem, research objectives and questions, significance of the study and the theoretical perspectives. In the next chapter, review of literature related to the study will be presented.

CHAPTER TWO

LITERATURE REVIEW

Overview

The researcher reviewed literature from studies related to identity based conflict and conflict management in schools and presented literature on identity and conflict, types of conflict, the source of conflict, the management strategies used to manage conflict as well as the effects of conflict in schools., thereafter, a summary of literature review will be presented.

2.1. General Overview of Identity and Conflict

In this section literature is reviewed exploring the theme of idenity and conflict. This is done in oder to shed light on the role of identity in conflict. Shrestha (2014) postulated that identity plays a role when considering intrapersonal, interpersonal, or intergroup conflict. Adams and Marshall (1996) have gone further to point out that the struggle between personal and social identity can be a cause of conflict by creating intrapersonal or interpersonal conflict. An individual's personal value systems have given rise to the concept of the "self" as reported by various theorists such as Allport (1955) among them. The concept of the self, in turn, affects an individual's social interactions which are informed by social norms and social affiliations to groups. There is a connection between personal and social identity this is because interactions between the "self" and social identity have the potential to create conflict (Shrestha, 2014).

In a social context, humans tend to mirror themselves through the lenses of others. In that regard, actions of an individual, such as desire for physical, material and psychological needs, are meant to satisfy the "self" (Epstein, 1973). Therefore, it can be argued that the concept of mirroring self-image through others or through different social norms can be damaging for teachers in a school environment. Furthermore, seeking social affirmation may lead to teachers struggling to choose the identity to which they most closely align and by which they would like to be identified. The thrust of identity based conflict is that not only does it affect the individual at a personal level; it also affects how individuals interact with others leading to interpersonal conflict (Sen, 2009). This is in line with the main theme of identity based conflict among teachers, in that identity conflict does not only affect teachers at a personal level but also how they interact with others in the teaching and learning environment in the school.

2.2 Conflict Management Strategies

In order to have a better grasp of the conflict strategies involved in conflict management we scrutinise literature of the prevailing trends concerning types of conflict management strategies. Among the types of conflict management strategies that will be reviewed in this section include but not limited to; personal conflict management, negotiation, mediation, conciliation, compromising and avoiding.

When conflict emerges and is not addressed properly, it can have adverse effects to both humans and surroundings (Dodo et al., 2014). Therefore, it is important that one considers a conflict management strategy that is suitable and does not escalate tension or worsen identity conflict but transforms conflict to produce constructive outcomes. According to (Dodo et al., 2014) addressing conflict requires that an analysis be done to identify the cause and possible remedies before an appropriate conflict management strategy is administered. Dodo et al (2014) advanced various conflict management strategies, these include; personal conflict management, negotiation, mediation, conciliation, compromising, and avoiding. Personal conflict management, as strategy involves the use of personal attitudes, knowledge and skills reflections to deal with conflicts, normally it is ideal for intrapersonal conflict. Negotiation is another strategy used in conflict management, it is a dialogue intended to resolve disputes to produce an agreement upon courses of action (Dodo, 2014). In addition, mediation is described as a form of alternative dispute resolution which seeks to determine the conditions of any settlement reached instead of taking things imposed by another party (Bar-Simon-Tov, 2004).

Conciliation, as a conflict management strategy is referred to as a process that requires a go-between to resolve disputes. (Elgiobar et al., 2017) described accommodating, as an approach that emphasises on the need for peace, in that regard, conflict parties consider other people's concerns and never opt for disagreements. Compromising, this is derived from the give and take approach where everyone gains something and loses something (Dodo, 2014). However, it is worth noting that this approach may only lead to short term solutions as parties feel they have lost something important. Avoiding, this strategy is used when one denies that there is conflict, it is characterised by methods such as avoiding confrontation, denying, ignoring, withdrawing, delaying and shunning dialogue. It can be argued that avoidance is adopted by those who are not interested in dialoguing. There is also the dominance approach, which involves putting personal needs and feelings first and not consider those of others. It is characterised by aggression, as a way of protecting personal interests and usually demand

apologies. The review of the types of conflict management strategies is of paramount importance to this study because it intends to fill the gap of whether conflict management strategies can be effectively used to manage identity based conflict among teachers in secondary schools in Lusaka.

2.3 Research Related to this Study

2.3.1 Global Context

Various studies related to management strategies of identity based conflict have been conducted. Shrestha (2014) in Portland, United States of America (USA) conducted a study on dialogue in identity based conflict and revealed how an individual's struggle within themselves, consisting of personal identity and social identity can create both, intrapersonal within the individual, as well as interpersonal conflict when interacting with others. In the study, she employed intergroup dialogue as a conflict management strategy. The study showed that identities such as gender play significant roles in creating conflict within self-perception and with others. National origin, race, and ethnicity also affected personal identity; these identities had great influence on participants' relationships with others. Nevertheless, participating in intergroup dialogue changed the participant's perceptions towards identity and identity conflict. According Shrestha (2014) participants said that they no longer felt they would always be seen through the lenses of value judgment and assumption about their identities. Furthermore, the researcher revealed that a female participant became more aware of how she saw herself and how she related with others.

Over and above the use of dialogue led to positive conflict management outcomes because some participants reported having changed how they perceive themselves and others. This is of relevance to this study because the above study investigated the different factors that may lead to identity based conflict, which this study will also focus when exploring the different factors that cause identity based conflict among teachers in secondary schools. The above reviewed study was conducted among university students, however, this study focused on secondary school teachers in the Zambian context. In addition, Shrestha (2014) was limited to inter-group dialogue as the only conflict management strategy, whereas this study sought to explore more than one conflict management strategy in identity based conflict such as; avoiding, dialogue and compromise amongst others.

Balay (2006) conducted a study to assess the conflict management strategies of administrators and teachers. Data was collected from a sample of 250 randomly selected

school administrators and teachers working in seventeen primary schools in the Van province of East Anatolia, Turkey. The results of the study indicated that administrators are more likely to use strategies such as avoiding and compromising than teachers in schools. Moreover, both administrators and teachers at primary school level tended to use compromising, avoiding and competing behaviours as conflict management strategies. This is relevant to this study because Balay (2006) offers compromising, avoiding and competing as conflict management strategies; this is in line with earlier reviewed section on the types of conflict management strategies. This was the main aim of this study to examine the conflict management strategies of identity based conflict in the Zambian context. Nevertheless, in his study, Balay (2006) did not mention identity as a factor of conflict among teachers, a gap that this study endeavoured to address.

In the USA, using a mixed-methods design, a study by Boucher (2013) examined conflict management styles of elementary school principals in South Carolina and the relationship of conflict management styles and school climate. Seven principals were interviewed to obtain additional information on conflict management style preferences, which included; collaborating style, accommodating style, competing style, avoiding style and compromising style. This is of relevance to this study because the prevailing conflict management strategies reviewed in this literature review are consistent with the conflict management styles identified by Boucher (2013) in the study. In his findings the researcher stated that principals in the study strongly preferred the Integrating conflict management style in managing conflict in elementary school. However, this focused on identity based conflict in secondary schools in the Zambian context. With the focus on conflict management behaviours of principals similar to that of Boucher (2013), a quantitative study by Vestal, (2011) was conducted to investigate the preferred conflict management behaviours of small-school principals in Texas, USA, Education Service Center regions. The problem facing the small-school principal in conflict management was knowing how and when to behave towards campus teachers in order to further the goals of the school system and satisfy the needs of its teachers by managing conflict. The study focused on the principal-teacher relationship and the five possible preferred conflict management behaviours – competing, collaborating, compromise, avoiding, and accommodating. The abilities of gender and experience were analysed as possible predictors of the preferred conflict-management behaviours of small-school principals. Yet again these reviewed studies did not research on the identity based conflict

aspect of conflict of conflict management, nor where they conducted in secondary schools, which is a gap that this study intended to fill.

A study by Cornille et al., (1999) examined the conflict management styles that elementary school teachers use with their peers and with their students' parents. Elementary school teachers provided responses anonymously to Rahim Organizational Conflict Inventory II and demographic questions. In the findings, teachers' conflict management styles were different in all five styles of conflict management from those in a normative group of the business managers. The emphasis of Cornille et al., (1999) on the core conflict management strategies that is; competing, collaborating, compromise, avoiding, and accommodating is consistent with the earlier reviewed section on the types of conflict management. It also draws parallels with the earlier reviewed studies by Boucher (2013) and Vestal (2011). In the findings, Cornille et al., (1999) explained that teachers in urban schools reported being more likely to use dominating styles with their students' parents than with their peers. Based on the findings, the researcher suggested continuing education for teachers to learn intentional ways of dealing with conflicts, both with peers and with students' parents.

In Pakistan, Ghaffar et al., (2012) examined the most preferred styles of the public and private secondary schools' principals in District Charsadda (KPK). The findings suggest that the conflict styles though vary in nature but interestingly both types of the principals almost follow the same conflict management styles. For analysis of data, Kendall's Tau B and Tau C were utilized. The paper concludes that all the principals should adopt the best style according to the demand of the situation. This study is of relevance because it examined conflict management in secondary schools. However, Ghaffar et al., (2012) focus solely on the conflict management strategies of the principals and not the teachers, a gap that this study sought to fill in the Zambian context.

In Pakistan, Chaudhry et al., (2011) investigated the difference in the selection of employees' conflict management strategies at their workplace across different age groups and departments. For this purpose, a questionnaire was distributed to and filled by 100 employees of Pakistan Telecommunication Company Limited working at managerial level by applying convenient sampling technique. Some of the features of the methodology utilised in the study by Chaudhry et al., (2011) are of relevance to this study because researchers used questionnaires for data collection they also used purposive sampling for respondents in managerial positions. These are some of the features that are reflected in this study. Conflict

management strategies were measured through a tool comprising of 20 items asked on five point Likert type scale. Chaudhry, et al., (2011) stated that employees choose compromising approach significantly higher than older employees. The findings can be utilised by managers to shape the policies and culture of the organization in order to better fit it with the ever changing environment. Yet again, the gap identified in this study is that it did not explore conflict management strategies of identity based conflict amongst teachers in secondary schools.

2.3.2 Regional Context

A study was conducted by Ignace (2014) in order to carry out an assessment of heads of schools' strategies in managing conflicts in secondary schools in Tanzania. The researcher revealed that heads of schools had little knowledge and skills on how to manage the conflicts. It was also discovered that head teachers employed different conflict management strategies in managing conflicts. In fact, questionnaire findings of the study showed that teachers' responses revealed that 24 out of the 40 teachers (60%) said that competitive was the major conflict management technique that was used by their head teachers in managing teachers' conflict in their schools. Whereas, 23 teachers (57.5%) mentioned avoiding conflict management technique, 15 teachers (37.5%) said their heads of school used smoothing conflict management technique, 11 teachers (27.5%) cited collaborating conflict management technique while 9 teachers (22.5%) mentioned comprising as a conflict management technique used by their heads of school in managing teachers' conflict in their school settings. And only 8 teachers (20%) said their heads of schools used accommodating conflict management technique. This points to evidence of the application of various conflict conflict management strategies in schools.

Regarding the effectiveness of the strategies in resolving conflict in the public secondary school, all heads of school indicated that they had made significant efforts to manage conflicts by using different strategies. It can be concluded that the use of only one conflict resolution strategy in schools is insufficient, therefore, it would be prudent to use different strategies depending on the type and severity of the conflict. Though the study by Ignace (2014) gave some affirmation as to the use of conflict management strategies being an effective method of quelling conflict from escalating in schools, a fact that is relevant to this study. The study adopted a narrow view of conflict management as the exclusive preserve of the head teachers only, as well as focusing on conflict as only occuring between head teachers and teachers. A gap this study sought to fill by examining idenity based conflict

among teachers, as well as exploring the conflict management sttrategies adopted by both head teachers and teachers.

Conflict in primary schools was the subject of a study by Dady (2015). The study was carried out to investigate how conflicts are managed by headteachers and teachers of primary schools in Tanzania. The relevance to this study is that Dady (2015) investigated the causes and the styles of conflict management adopted by both the head teachers and teachers. This is in line with the themes of this study to establish the causes and of identity based conflict. In the study, Dady (2015) showed that conflicts exist in most of the studied primary schools, when asked about the existence of conflict in their schools, all 11 headteachers that were purposefully sampled agreed that conflicts existed in their schools. Conflict was perceived as both constructive and destructive by most head teachers. Whilst most of the teachers viewed conflict as unhealthy for the wellbeing of schools. In addition, Dady (2015) indicated that poor performance of both headteachers and teachers, differences in opinions among headteachers and teachers, the management style of headteachers, differences in perceptions and favouritism were the main sources of conflicts between headteachers and teachers in primary schools. The researcher concluded that in managing existing conflicts in primary schools, most headteachers employed integrating strategy while teachers used avoiding strategy. The gap identified is that the study by Dady (2015) was conducted in primary schools in Tanzania, whereas, this study looked at conflict management from the angle of secondary schools in the Zambian context.

In Uganda, a study by Tumwesigye and Basheka (2008) is similar to the previously reviewed study of Ignace (2015) in that it also emphasised that head teachers who are the chief executives in schools need to manage conflicts using strategies that yield functional synergies and create a constructive school culture that results in teachers' and students' satisfaction with the school climate. Against the background of students' strikes in Ugandan secondary schools Tumwesigye and Basheka (2008) undertook a study to find out whether teacher and student satisfaction with the school climate is influenced by the conflict management strategy employed by the head teacher. Results of the study revealed that in schools where the head teacher used control-oriented conflict management strategies, teachers and students tended to be dissatisfied with the school climate. Students who reported high levels of dissatisfaction with the school climate were more likely to organize a strike against the school administration. On the other hand, teachers and students reported higher levels of satisfaction with the school climate when the head teacher used collaborative approach, open

communication, dialogue and a problem solving stance when dealing with conflict situations. Although the study by Tumwesigye and Basheka (2008) scrutinised teacher and student satitisafaction with conflict management styles of head teachers, it did not look at identity based conflict nor the role played by teachers in the conflict management styles. Moreover, it depicts teachers as playing a passenger role when it comes to conflict management in schools. Both dimensions that this study undertook from the Zambian perspective.

A study by Krukru and Gabriel (2016) revealed that various levels of conflict exist in secondary schools in Nigeria. The types of conflict identified in the study included; intra-personal, inter-personal, community related and inter-organizational conflicts. The most prevalent level of conflict mentioned by respondents were intra-personal, inter-personal and intra-unit/departmental (Kukru and Gabriel, 2016). The study also revealed that the conflict management strategies that are regularly used by principals are dialogue, communication and disciplinary committee. Although the study veers close to identity based conflict by mentioning intrapersonal conflict as a type of conflict, it stops short of relating how intrapersonal conflict maybe caused by identity and how this in turn leads to inter-group conflict. As examined in this study, from the Zambian context.

In Ghana, Afful-Broni (2012) pointed out that conflict in the school originated from threats to students' autonomy, disregard for teachers and students' needs, and struggle over power and scarce resources. (59.5%) of the 173 respondents indicated that, choice of administration, threat to autonomy, economic circumstances, power struggle and student versus student leaders were the most common causes of conflicts in their school. It was also revealed that (87.8%) of students and student leaders were of the view that infringement on their freedom, threats from school authorities, competition for scarce resources such as accommodation, teaching and learning facilities as well as food provision were major causes of conflict among them (Afful-Broni, 2012). In addition, religious and ethnic differences were also common causes of conflict. It was also noted that eighty-percent of the teachers indicated that tribalism, political affiliation, or religious differences caused them to feel unjustly treated. According to Afful-Broni (2012) conflict led to effects in the school, seventy eight percent (78%) indicated that conflicts in their school had broken the healthy relationship among staff, students and the community and this had a negative effect on attendance at, for eaxample, Parent Teacher Association (PTA) meetings and their contributions which had traditionally been critical to the survival and progress of the school. The researcher explained that the effects of conflict in the school were reported to have contributed to the slow pace or

retardation in various developmental projects, suspicion and mistrust as well as avoidable tensions among staff and the community. In addition, Afful-Broni (2012) emphasised the view that there is a difference in whether a conflict has a productive or destructive outcome depends on methods used to manage the conflict.

In managing conflict, the study revealed that the two assistant heads indicated that reaching consensus through collaboration had been one of the techniques they had been adopting (Afful-Broni, 2012). Collaboration, negotiations, tolerance and dialogue were also viewed as key to effective conflict management in the school. This study draws paralells with the reviewed study of Shretha (2014) in the previous section because it identifies dialogue as a key to effective conflict management. However, once again the study by Afful-Broni (2012) does not consider identity as a factor of conflict in schools. This is the gap that this study sought to fill in identity based conflict among teachers in secondary schools in Lusaka, Zambia.

A study was conducted by Maunjiri and Uzhenyu (2017) against a background of lots of reports made to Zimbabwe's Ministry of primary and secondary education, pertaining to conflicts in its schools. An examination of conflict management strategies in six selected secondary schools in Highfield-Glen Norah District of Harare Metropolitan Province in Zimbabwe. The study used the mixed methods approach. The triangulation approach was used for collecting data through interviews and questionnaires. The target population comprised District education officers, School heads and their deputies, School Development Association (SDA), parents, students (pupils), community leaders such as local councilors. The quota sampling technique was used in order to accommodate all the respective key stakeholders. The major findings were; that conflict between parents and teachers, between pupils and teachers, between school administrators and teachers, teacher and pupil and pupil to pupil existed. This is of relevance to this study because Maunjiri and Uzhenyu (2017) sustains the theme of earlier reviewed studies that conflict does exist in schools.

In addition Maunjiri and Uzhenyu (2017), following on from earlier reviewed studies of Dady (2015) and Afful-Broni (2012), ascertained that the causes of conflicts in schools included but were not limited to; scarce resources, differences in goals, different values, perceptions and preferences. The above mentioned causes were echoed by Saiden and Makawa (2017) who conducted a study on the perceptions of teachers and pupils of the causes of conflict in primary schools in Zimbabwe. The study focused on the causes of

conflict in primary schools in a bid that appropriate interventions could be established. The sample of the study consisted of 134 teachers, 120 children and one ditrict inspector. The sample was purposively chosen. A qualitative research method was employed. The major findings of the study were; shortage of resources, dictatorship, competition, gossip, unfair treatment amongst others. However, both studies did not account for the causes of identity based conflict in secondary schools, a gap that this study aimed to fill.

Kipyego (2013) conducted a study that investigated conflict management methods used by secondary school head teachers in Nandi Central District. The study sought to identify the causes of conflicts, establish the type of conflicts, find out how conflicts are managed, identify conflict management methods and determine techniques for conflict resolution in schools. The study adopted a descriptive survey design. The target population was 36 public secondary schools in the district with a population of 456 teachers. Stratified sampling techniques were used to select a study sample of 14 schools. The sampled schools provided the 14 head teachers and purposive sampling was used to select 90 teachers from the sampled schools. The findings indicated that the major causes of conflicts in secondary schools in Nandi central district includes; unimpressive conditions of service, administrative incompetencies of the head teacher, misappropriation embezzlement of funds, indiscipline in the parts of students, teachers or administrators, poor academic performance and inadequate resources. Although Kipyego (2013) investigated the causes, types and conflict management methods, which are similar with the main theme in question. He examined conflict purely from the interpersonal perspective and did not research identity based conflict, as explored by this study in the Zambian context.

2.3.3 Local Context

Sompa (2015) carried out a study in Lusaka, Zambia to establish management strategies of interpersonal conflict between teachers and head teachers. She showed that teachers and head teachers managed conflict through different management strategies such as; confrontation, avoidance, dialogue, maintaining government policy by giving teachers copies of working conditions, charging the teacher, mediation, communication and scolding the teacher. According to Sompa (2015) the causes of conflict in schools was due to; absenteeism, teachers having higher qualifications than the head teacher, late coming, incompetence on the part of the head teacher, unsatisfactory class allocation, teachers having a negative work culture, favoritism and not submitting teaching files on schedule. The research questions concerning causes of conflict and the types of strategies of conflict management strategies by

Sompa (2015) were in line with this study. The researcher goes on further to assert that conflict in schools had a negative impact such as teacher transfers as well as both parties in conflict being frustrated (Sompa, 2015). The researcher made recommendations that the curriculum planning experts in the Ministry of General Education should include a course on management of conflicts in the secondary school teacher preparation programmes. It was also the recommendation of the researcher that head teachers should also be encouraged to adopt a compromising style of conflict management when dealing with conflict. However, the study by Sompa (2015) did not research on the aspect of identity based conflict in question.

In a study conducted by Kaonga (2016), sustained dialogue was identified as a strategy of conflict management in secondary schools in Ndola, Zambia. She explained that dialogue is a strategy used to transform antagonistic relationships into more constructive ones. Through the use of dialogue there is a transformation of perceptions, attitudes and relationships that enables participants to constructively deal with factors that cause conflict (Kaonga, 2016). The researcher indicated that school administrators managed conflicts through trial and error as they were no specific guidelines to how conflicts could be managed. This is in line with the recommendation by Sompa (2015) that teachers require basic training in conflict management in order to better prepare them on how to handle conflicts in schools.

Kaonga (2016) also explained that some school administrator used reflections, retreats, talks, outings and meetings to manage conflicts in their respective schools. Kaonga (2016) elaborated that conflicts were also managed through transferring of teachers from one school to the other and even surrendering of teachers to the DEBS (District Education Board Secretary) by their head teachers. Furthermore her study revealed that the causes of conflicts in secondary schools varied. These included; lack of proper communication, failure to meet deadlines, dictatorial tendencies on the part of school administrators, differences in perceptions on management of certain issues in the school and laxity in implementation of school policies; favouritism among teachers by administrators and lack of respect and belittling of others. According to Kaonga (2016) effective communication was therefore, essential in analysing conflicts in secondary schools as well as in identifying their root causes. The use of effective communication in conflict management is similar to Shretha's (2014) eralier reviewed study. However, Kaonga (2016) did relate dialogue to interpersonal conflict only and does not fill the gap of diaologue as part of a conflict resolution strategy amongst teachers in secondary schools, a gap this study sought to fill in the Lusaka context.

Namwila (2016) assessed the causes, styles of conflict management and the effects of the styles on teachers in Mongu, Zambia. Among the causes of conflict outlined in the study by Namwila (2016) were incompetence of the head teachers, favouritism, educational level, scarce resources. unsatisfactory, class allocation, poor work culture, late coming, lack of descent accommodation, not submitting teaching files on schedule, lack of leaching resources and the introduction of the new curriculum. The researcher argued that head teachers were able to manage conflict using conflict management styles such as compromising, dialogue and avoidance while the heads of department and teachers used competition and confrontation as conflict management styles.

Furthermore, Namwila (2016) also pointed that the use of different conflict management syles led to varied effects in schools. Among the effects were; withdraw, frustrations and poor attitude towards work. In the study some respondents highghted that; the education status of teachers influenced conflict, 76% (76) out of the 100 respondents were for the view that the different educational levels of teachers caused conflict. Tribalism and favouritism was another common factor which caused conflict among teachers. According to (Namwila, 2016: 37) one of the respondents lamented that "there was an element of favouritism among teachers and head teachers and mostly favoured were teachers from the same religion with the administrators and same cultural background". Furthermore, 83% (83) out of the 100 respondents strongly agreed that tribalism and favouritism greatly contributed to conflict among teachers. Nonetheless, the gap identified here is that the study by Namwila (2016) did not study identity based conflict among teachers in secondary schools in Lusaka but made a general observation in the findings that head teacher's favouritism was based on a colleague's ethnic group.

A study by Hanhumo (2016) explored the effectiveness of conflict resolution techniques in workplaces, a case study of Ndola City Council where conflict resolution techniques have been discussed by dissecting the term conflict and considering mapping the conflict, strategising in managing the conflict and eventually settling for mediation as the conflict resolution technique to be used. In his findings the researcher indicates that conflicts do occur at Ndola City Council and some of the techniques employed to resolve these conflicts were applied. The study did not clearly explain how the different conflict resolution techniques were applied in the workplace and how the conflicts are resolved. In addition, mediation is espoused as the preferred conflict resolution technique without clarifying the reasons.

2.4 Research Gap

Although numerous studies had focused on conflict management, few had covered the role of identity in conflict, its effects and appropriate conflict management strategies used to resolve it. Studies on conflict management that were conducted in Zambia were entirely based on interpersonal conflict. Studies carried out outside Zambia only gave a general view of conflict management strategies. Not much is known about whether such strategies can be used to resolve identity based conflict in general. In order to analyse these outcomes of conflict management in identity based conflict more research needs to be done. The study by Shrestha (2014) on dialogue in identity based conflict paid only limited attention to the experiences of university students. Literature also showed that school administrators and teachers were not trained in conflict management strategies. As a result identity continues to cause conflict in most secondary schools by leading to the formation of social in-groups and out-groups that affect the teaching and learning environment. The aforementioned scenario is what prompted this study. The study aimed at adding to the existing body of knowledge on identity based conflict.

Summary

In this chapter, the researcher highlighted the existing literature that is related to the topic under study. The researcher has reviewed literature on identity and conflict, the management strategies used to manage conflict, as well as global, regional and international research related to the study. In the next chapter, the methodology that was employed in this study will be presented.

CHAPTER THREE
METHODOLOGY

Overview

In this chapter the researcher presents the research methodology that was used in the study. Research methodology entails steps or sequences that are followed in a research study (Cooper and Schindler, 2014). The researcher presents research approaches which include the research paradigm, research design, study site, target population, sample size, sampling technique and research instruments. Further research approaches addressed include; validity and reliability, data collection procedure, data analysis, ethical considerations, and finally the summary of the chapter.

3.1. Research Paradigm

This study utilised the mixed methods approach specifically the concurrent embedded design, in which the qualitative approach was dominant. A mixed method research design is a procedure for collecting, analysing, and 'mixing' both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell, 2002). The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself.

In general, a mixed methods approach is used when the researcher seeks to collect quantitative and qualitative data and both types of data, provide a better understanding of the research problem than either type by itself. The strength of mixed methods design is that it combines the advantages of both quantitative and qualitative data. Quantitative data are more effective at recording outcomes of an event than identifying through qualitative data how individuals are experiencing the process. According to Kothari and Garg (2014), qualitative approach is concerned with subjective assessment of attitudes, opinions and behaviour. Whereas, quantitative data, is concerned with scores on instruments, yielding specific numbers that can be statistically analysed, it can produce results to assess the frequency and magnitude of trends, and can provide useful information if the researcher needs to describe trends about a large number of people (Kothari and Garg, 2014). The mixed methods researcher collects both the quantitative and qualitative data simultaneously or sequentially. Both forms of data are collected during the study at roughly the same time or in sequence.

Mixed methods approach is used when one type of data (qualitative or quantitative) is not enough to address the research problem or answer the research questions. The mixed methods researchers use either a convergent, explanatory, exploratory, or embedded design in multiple phases in a study (Creswell, 2002).

Best (1998) maintained that qualitative approach helps the researcher to understand particular social situation, event, role and group of interactions. The qualitative approach was selected due to the nature of the study which seeks to enquire in depth information concerning the problem under investigation. A qualitative approach will enable the researcher to interact with respondents to get first-hand knowledge of the problem under investigation and carry out an in depth study of the issue. Quantitative approach will be used to supplement qualitative approach where appropriate.

According to Strauss and Corbin (1990) the underlying principle of using quantitative approach is that, it generates quantitative data that can be processed statistically. Quantitative approach enabled the researcher to summarise the descriptive information. Likewise, quantitative approach was used to analyse data using statistical analysis in order to reach a conclusion.

3.2. Research Design

According to Westenholz-Bless and Achola (1988), a research design may be understood as a programme which guides the researcher in collecting, analysing and interpreting observed facts. This study employed a mixed methods design. As earlier alluded to, the mixed methods researcher uses an explanatory sequential design, the embedded design, the convergent parallel design, the transformative design, the exploratory sequential design and the multiphase design (Creswell, 2012). This study used the embedded research design because it can provide the means to explore the phenomena under study. In this study the researcher simultaneously collected both qualitative and quantitative data in order to provide answers to the research questions. In a mixed methods study, researchers include specific forms of both quantitative and qualitative data, mixed methods researchers use different methods to collect different forms of data (Creswell, 2002). Within the mixed methods approach, qualitative and quantitative methods complement each other and allow for deeper analysis of the research situation (Greene et al., 1989; Tashakkori & Teddli, 1998 in Maree, 2007). Therefore, by employing the embedded design the researcher sought to collect and analyse data concerning

conflict strategies of identity based conflict among teachers in selected secondary schools in Mumuni zone in Lusaka.

The reason of using the embedded design was to collect qualitative and quantitative data simultaneously or sequentially, but to have one form of the data play a supportive role to the other form of data (Creswell, 2009). Thus in this study, the researcher gave priority to qualitative data collection and secondary status to quantitative data collection. Quantitative data played a supportive role in the embedded design. In addition, the secondary form is used in mixed methods study to support and provide additional information to the primary form (Creswell, 2009).

3.3. Study Site

The study was carried out in Lusaka, Zambia. Purposive sampling was used to select Lusaka district as the study site since it has the largest number of big secondary schools in Zambia. According to the Ministry of General Education (MoGE), Lusaka district has seven (07) zones. This study was carried out in Mumuni zone in Lusaka district. The study involved selected secondary schools in Mumuni zone in Lusaka district. Purposive sampling was used to select Mumuni zone as the study location because it has a large number of big secondary schools in close proximity of each other. This meant that a large number of teachers could be accessed for the study. In addition, Mumuni zone is centrally located within a district that has experienced a high number of reported conflict cases involving teachers. This being the case, the researcher was under the assumption that most teachers within Mumuni zone should be in a position to be well informed with identity based conflict. This in turn, would provide the researcher with a sample that could have valuable information concerning identity based conflict in schools.

3.4. Target Population

According to Kombo and Tromp (2006) a population is an entire group of persons who have characteristics common to the entire group. Cooper and Schindler (2014) insisted that all members or individuals or groups that are expected to be represented in the study form a target population. The target population compromised of all the teachers and school administrators in all the secondary schools of Mumuni zone in Lusaka district.

3.5. Sampling Technique

Sampling is the procedure a researcher uses to gather people, places or things to study (Kombo and Tromp, 2006). The study used purposive and simple random sampling procedures to obtain the respondents.

3.5.1. Schools

There are six (06) secondary schools in Mumuni zone. However, two of the schools are grade one schools while the other four are grade two schools. Grade one schools are big in terms of the school population while grade two schools have a lower population as compared to grade one schools (Mulenga, 2011). Thus, the six schools were stratified into two (02) strata of grade one and grade two schools. Then using simple random sampling, two (02) schools were sampled from each stratum giving a total of four (04) schools that were part of the study. Stratified and simple random samplings were used to ensure that each of the schools had an equal and independent chance of being sampled.

3.5.2. Head Teachers

The head teachers were purposively sampled. All Head teachers of the four schools that were sampled were included in the sample because they were directly responsible for the administration and management of personnel in the schools. All the four (04) head teachers participated in the study thereby giving the study four (04) head teachers. In addition, the researcher purposively sampled the head teachers in the schools by virtue of their position and they were considered to have the required information for the study. According to Kombo and Tromp (2006) in purposive sampling method, the researcher purposively targets a group of people believed to be reliable to the study. Furthermore, the power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central theme being studied (Kombo and Tromp, 2006). The researcher therefore purposively sampled the head teachers because they were assumed to be the source of valuable information since they occupied the highest management position in each school most of them were believed to be more experienced and it was assumed that they had used some form of conflict management strategies on more occasions than teachers. Thus, the head teachers were viewed by the researcher as having a wealth of knowledge concerning conflict management strategies of identity based conflict that may have occurred among teachers in the schools.

3.5.3. Teachers

Teachers that were part of the study were selected through the use of stratified sampling to ensure adequate gender representation. In each school, the researcher requested for a staff list of all the teachers who were working in the school. After obtaining the list of teachers, the researcher stratified the list of teachers into two stratum of male and female so as to have a representation of both genders. Kombo and Tromp (2006) stated that stratified sampling involves dividing a population into homogeneous subgroups and then using a simple random sample in each sub group. Stratified sampling is used to address the problem of non-homogeneous populations in the sense that it attempts to represent the population much more precisely than can be done with simple random sampling (Creswell et al 2016). In an effort to give each teacher an equal chance of participating in the study, simple random sampling was employed, three (03) teachers were picked from each stratum. Thus, six (06) teachers were sampled from each school giving a sum total of twenty-four (24) teachers that were included in the sample. In addition, in simple random sampling, there are no complexities involved, a relatively small and clearly defined method is ideal for such a method (Kombo and Tromp, 2006). Simple random sampling allows individuals to be chosen in such a way that each has an equal and independent chance of being selected (Best and Khan, 2006). The researcher therefore employed simple random sampling under probability sampling methods to select teachers who took part in this study. Simple random sampling clearly defined the population being targeted and each teacher was accorded an equal chance to participate in the study.

3.6. Sample Size

Best (1998) defined a sample as a small proportion of a population selected from a study population. In this study, head teachers and teachers were involved because they were directly involved with conflicts in secondary schools. The study obtained data from the sample size of thirty (30) respondents that consisted of four (04) head teachers that is one (01) from each school. The twenty four (24) teachers consisted of six (06) from each school.

3.7 Data Collection Instruments

Interview schedules and questionnaires were the research instruments that were used in this study. The two instruments were used to collect both qualitative and quantitative data to answer questions that were raised by this study. Questionnaires and interview guides were used to collect data that provided answers to each of the study questions. They were also used to collect background information about the respondents.

3.7.1. Interview Guide for Head Teachers

The interviews with head teachers were based on the u se of an interview schedule. This is a written list of questions or topics that need to be covered during the interview (Kombo and Tromp, 2006). The use of interviews enabled the researcher to collect qualitative data from head teachers. The interviews with head teachers were used to collect information about factors causing identity based conflict, types of conflict management strategies employed and suggestions of the most effective measures to be taken. This study particularly relied on semi-structured interviews when interviewing head teachers in order to collect qualitative data. In addition, semi-structured interview provides greater scope for discussion and learning about the problem, opinions and views of the respondents (Kombo and Tromp, 2006). Semi-structured interviews were preferred because they enabled the researcher to gather in-depth information of the issue under study. Furthermore, semi-structured interviews were viewed by the researcher as a suitable method of collecting qualitative data that was necessary for answering the research questions of the study.

3.7.2. Questionnaire for Teachers

This is a research instrument used by the researcher to gather data over a large sample, in questionnaires, respondents fill in answers in written form and the researcher collects the forms with the completed information (Kombo and Tromp, 2006). The researcher employed questionnaires to collect quantitative data from teachers through structured (closed-ended) questions in the questionnaire. In addition, unstructured (open-ended) questions in the questionnaire were used to collect qualitative data. The questionnaires were used to gather information about factors causing identity based conflict, types of conflict management strategies employed and suggestions of measures to be taken. Questionnaires were used because the research instrument enabled the researcher to gather quantitative data relevant to the study over a large sample of teachers.

3.8. Reliability and Validity for Quantitative Data

Validity of instruments is the extent to which they measure what they are supposed to measure (Jeannes et al, 2000).

3.8.1. Validity

Validating findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation (Creswell, 2002). In order to ensure validity of the instruments that were used to collect data, experts in the field of research at the University of Zambia reviewed them. In addition, questionnaires were pilot

tested to a number of respondents in a different secondary school other than where the study will be conducted in order to obtain valid data. This helped the researcher to ensure that any anomalies and ambiguous questions were corrected before the questionnaires were administered to the sampled population.

3.8.2 Reliability

According to Cooper and Schindler (2014) the term reliability refers to the ability of an instrument to produce consistent results. Bryman (2008) explained that one way of testing for the stability of a measure is the test-retest method which involves administering a test or measure on one occasion and then re-administering it to the same sample on another occasion. In order to ensure consistency with which the instruments measured whatever they intended to measure, questionnaires were pilot tested to respondents in another government secondary school other than where the study was carried out but in the same district. Through piloting of questionnaires, the researcher was able to identify possible areas where participants could have encountered difficulties, in addition the researcher was able to gain useful suggestions for improving the questionnaires. This made the instruments to be as accurate as possible.

3.8.3 Trustworthiness for Qualitative Data

To test the extent to which the study measured what is meant to be measured consistently, categories of the frequently occurring data will be identified and checked (Creswell, 2012). Since the main issue of trustworthiness is dependability (Kothari, 2006). The interviews were unbiased and care was taken not to ask leading questions. In addition, attempts were made to transcribe the interview scripts as accurately as possible.

3.8.3.1 Credibility

According to Polit et al., (2001), credibility refers to the confidence of the data. Therefore, credibility exists when the research findings reflect the perceptions of the people under study. In this study, data collected was subjected to triangulation. Methodological triangulation involves the use of multiple qualitative and/or quantitative methods to study the program (Cresswell, 2012). Thus, qualitative data from interviews and quantitative data from questionnaires was reviewed and compared. This affirmed the quality of the data collected. The benefits of triangulation include: increasing confidence in research data, creating innovative ways of understanding a phenomenon, revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem (Best, 1998). Furthermore, in this study, the researcher augmented the qualitative information from

interviews with quantitative information from questionnaires in order to provide a more complete understanding of conflict strategies of identity based conflict among teachers.

Collected data was also subjected to member checking. This enabled the researcher to check that important data was present and not missed out. For the study to accurately represent the social phenomena under investigation, the researcher took the findings back to the participants under study for verification. This is called respondent validation or member checking. Thus, the findings of this study were taken back to the respondents of the participating schools, for them to verify if their responses were captured accurately. Blaikie (2010) refers to member checking as a situation where the researcher verifies his/her understanding of what has been discussed with those interviewed. The findings were also validated by reviewing many literature sources on the subject and listening to the recordings of qualitative data over and over again.

3.8.3.2 Dependability

Dependability refers to stability of data over time (Polit et al., 2001). A technique that a researcher could use to establish dependability is an 'external audit'. An inquiry audit involves having a researcher outside of data collection, data analysis, and the results of the research study. The supervisor assigned to the researcher, who is an expert in research at the University of Zambia, audited the study. This was done to confirm the accuracy of the findings and to ensure that the findings were supported by the data itself. Inquiry audits are beneficial because they allow an outside researcher to examine, explore, and challenge how data analysis and interpretation will be conducted in the study (Creswell, 2002).

In order to establish dependability of data, with consent from the interviewee, all interviews were captured on a tape recorder and transcribed in writing. During the transcription exercise, parts of the respondent's story that were not relevant to the research topic and had no significance in relation to the research questions were eliminated.

3.9. Data Collection Procedures

The researcher obtained an introduction letter from the University of Zambia, Institute of Distance Education in order to conduct the study. With the introduction letter from The University of Zambia, permission was requested and obtained from the District Education Board Secretary (DEBS) Lusaka office to visit the secondary schools for data collection. Before meeting the secondary school teachers, the researcher requested for and obtained permission from the head teachers of the respective secondary schools. The researcher

distributed questionnaires to teachers and made arrangements with them on the convenient time when the completed questionnaires were to be collected. When conducting interviews, consultations were first made with the respective head teachers, and then appropriate dates and time were set when the interviews were to be carried out by the researcher. During the interviews, the researcher sought permission to have the interview recorded on a tape recorder so that all the valuable information was captured and this was backed by writing down the responses necessary to the study.

3.10. Data Analysis

According to Creswell (2002), data analysis refers to the editing, coding, classification and tabulation of collected data. In the embedded design analysis, the analyses of the quantitative and qualitative data are kept separate because the two data sets often reflect different questions. Thus, outcome analysis is conducted for the quantitative data and the process qualitative data is analysed for themes. In an embedded design, the analyses also proceed independently of each other (Harrison, 2007). The two databases can be interpreted together how one reinforces the other or complements the other. In this study data collected was sorted and analysed in themes for qualitative and descriptive statistics for quantitative data sets. The data was collected through interviews and questionnaires.

3.10.1 Qualitative Data Analysis

Qualitative data collected from interviews was subjected to content analysis. It was grouped, summarized, organized and categorized to establish emerging themes in the objectives. In this study, initial data management consisted of organising the data, transcribing interviews and reading transcribed and written notes. This was done in order to have a thorough understanding of the data. Information from the interview schedules was therefore analysed qualitatively. This involved sorting out the data into various themes according to the objectives raised by the study and discussing the information objectively (Ary et al, 2006 in Mwanza, 2017). All interview responses were transcribed and categorized according to topics. The data transcription process commenced as soon as data collection begun in order for the researcher to become familiar with the data that was collected. As a result, the researcher was in a position to notice any gaps which may have needed further clarification. Each transcript was read through a number of times so as to relate different themes which were later used to structure the presentation and discussion of results with the support of relevant verbatim quotes from interviews.

3.10.2 Quantitative Data Analysis

In quantitative data analysis, the researcher will analyse the data using mathematical procedures, called statistics (Creswell, 2002). These analyses consisted of breaking down the data into parts to answer the research questions. The researcher then interpreted the results of the analysis in light of initial predictions or prior studies. This interpretation is an explanation as to why the results turned out the way they did, and often you will explain how the results either support or refute the expected predictions in the study (Creswell, 2002).

There are several interrelated steps used in the process of analysing quantitative data. The first step is to prepare the data for analysis. This involves determining how to assign numeric scores to the data, assessing the types of scores to use, selecting a statistical program, and inputting the data into a program, and then cleaning up the database for analysis (Creswell, 2002). The second step begins the data analysis. The researcher conducts a descriptive analysis of the data by reporting measures such as central tendency and variation. Then the researcher may conduct more sophisticated inferential analysis to test hypotheses and examine confidence intervals and effect sizes (Creswell, 2002). The next step is to report the results that are found using tables, figures, and a discussion of the key results. Finally, the researcher interprets the results from the data analysis. This consists of summarizing the results, comparing the results with past literature and theories, advancing the limitations of the study, and ending with suggestions for future research (Creswell, 2002). Therefore, in this study the researcher was able to abide by the steps of quantitative analysis firstly by organising collected data for analysis. The researcher then prepared and organised quantitative data in this study by scoring the data and creating a codebook, determining the types of scores to use, selecting a computer program, inputting the data into the program for analysis, and cleaning the data.

In this study the researcher employed descriptive statistics to analyse quantitative data, this enabled the researcher to address the research questions of the study. Quantitative data analysis was carried out using SPSS (Statistical Package for Social Scientists) in the form of frequency distribution. Graphical illustration in the form of graphs and pie charts were also formulated. However, generalisations were limited to the secondary school teachers in Mumuni zone in Lusaka district due to the nature of the sample. Frequency tables were also be used. A frequency table provides the number of people and the percentage belonging to each of the categories for the variable in question (Bryman, 2008 in Mwanza, 2017). The

researcher opted for frequencies and percentages because it made for a visual presentation that was coherent.

3.11. Ethical Considerations

The researcher ensured that participation in the study was voluntary during data collection processes. Mugenda and Mugenda (1998) asserted that respondents should be protected by keeping the information given as confidential, especially if confidentiality has been promised. Quantitative issues relate to obtaining permissions, protecting the anonymity of respondents, not disrupting sites, and communicating the purposes for the study (Creswell, 2002). In qualitative research, these issues relate to conveying the purpose of the study, avoiding deceptive practices, respecting vulnerable populations, being aware of potential power issues in data collection, respecting indigenous cultures, not disclosing sensitive information, and masking the identities of participants (Creswell, 2002).

3.11.1 Researcher and participant relationship

During the process of collecting data from head teachers and teachers, the researcher took necessary steps to avoid having close relationships with participants. This could be the case when conducting interviews where there are chances of developing a close relationship with the respondents due to the face-to-face nature of the interviews. Thus, a professional boundary between the participants and the researcher was maintained at all times in order to avoid unethical closeness.

3.11.2 Time and Validity of Research Design

Data collection can be time consuming and participants can easily be made to feel under pressure, inadequate, invaded and so on (Lankshear and Knobel, 2004 in Mulenga, 2015). This study obtained consent in order to conduct interviews with head teachers and administer questionnaires to teachers. The researcher endeavoured to explain the reasons for the study. The participants were informed of exactly who the researcher was, where the researcher was coming from and the purpose of the research. In addition ethical considerations were taken in order to inform the respondents of the time that the study would demand from them. In order to ensure validity of the research design for this study, the researcher read widely and made consultations with experts in post graduate research methods. Particularly scholars well versed with mixed methods research designs and a background in research in an educational setting.

3.11.3 Assurance of Confidentiality

The respondents and participants were assured that the information they provided would be anonymous, as a result their names were not to be used, in order to protect their identity. In addition, the names of the schools were cited using codes and not their actual names.

3.11.4 Reciprocity

The goodwill and generosity of research participants can be reciprocated with favours and commitments on the part of the researcher (Mulenga, 2015). The participants were informed that there were no incentives provided in order to take part in the study. Nevertheless, the participants were commended and honoured for taking part in the study.

Summary

The researcher has presented the methodology that will be used in the study. The chapter included research paradigms, research design, study site, target population, sample size, sampling technique, data collection instruments, validity and reliability. It also included the data collection procedure, data analysis and ethical considerations.

CHAPTER FOUR
PRESENTATION OF FINDINGS

Overview
This chapter is devoted to the presentation of the results. These results are based on the data that was collected through questionnaires and semi-structured interviews which were administered to secondary school teachers and head teachers. The chapter begins with a description of the sample from which the data was collected by giving for instance demographic details relating to respondents before presenting the findings for each research question. The data from questionnaires and interviews provided several themes, but the analysis was narrowed only to those which related to and answered the research questions.

4.1 Demographics of the Respondents
In this section, the demographics of respondents who took part in this study have been presented. All the groups that took part in the study were requested to provide background data before they completed the questionnaires, and took part in the interviews. Three categories, namely gender, level of education and years of experience were identified as the most important for the analysis. As seen in Table 4.1 question 2 from the questionnaire for secondary school teachers sought information on the gender of the respondent. A total of 24 teachers from four different schools filled in questionnaires as indicated by table 4.1 where a summary has been presented. An equal proportion (50%) were female respondents and (50%) were male respondents.

Table 4.1: Frequency and Percentage distributions of teachers according to gender

	Frequency	Percent
Male	12	50
Female	12	50
Total	24	100

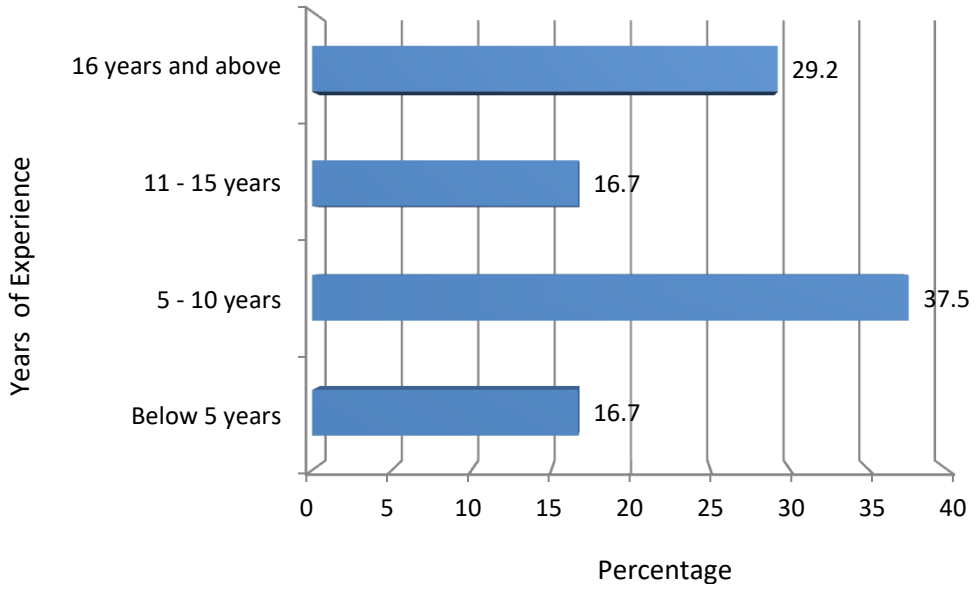
In order to understand the type of respondents the researcher was dealing with in this study, their background information was necessary especially in relation to their level of education and the number of years or experience in teaching. Question 4 and 5 from the questionnaire for secondary school teachers sought information on the experience and qualification that teachers had. Table 4.2 and figure 4.1 provides a summary of characteristics of respondents.

Table 4.2: Frequency and Percentage distribution of teachers according to their level of education

	Frequency	Percent
PhD	1	4.2
Masters	1	4.2
Bachelor's Degree	19	79.2
Diploma	3	12.5
Total	24	100

Table 4.2 depicts that the majority of respondents (79.2%) had a bachelor's degree while (12.5%) had a diploma. (4.2%) and (4.2%) had master's degree and PhD respectively.

Figure 4.1: Percentage distribution of teachers' years of experience



Generally, (37.5%) of respondents have taught for 5 -10 years and (29.2%) of respondents having over 16 years of teaching experience and (16.7%) having taught for 11 -15 years and below 5 years respectively.

Additionally, the samples also included the following respondents who took part mainly in interviews. Four (04) head teachers, that is, one each from four (04) schools under study.

4.2 Findings of Research Questions

As mentioned in chapter three, the research followed a mixed methods design specifically the concurrent embedded design where qualitative approach dominated while the quantitative approach was used to add detail to the data. It is also cardinal to note that the research instruments that were used had similar questions in both the questionnaires and interview schedules in line with the study objectives. The researcher identified themes in relation to the research objectives as well as recurrent patterns in the opinions of the study participants and univariate analysis using SPSS was done for the quantitative data where graphical illustration in form of graphs and pie charts were made.

The findings from the teachers obtained through administering questionnaires were presented alongside those from the head teachers interviewed. Actual words said by respondents were used as much as possible in the descriptions, while other words have been paraphrased. It is important to note that some ideas presented were interrelated and could fall into more than one thematic section. Both qualitative and quantitative data sets were presented concurrently.

4.3 Research Question One

Research question number one sought information from secondary school teachers and head teachers on the factors that lead to identity based conflict among teachers. The research question was as follows;

What were the major factors that may have caused identity based conflict among teachers in selected schools of Mumuni zone?

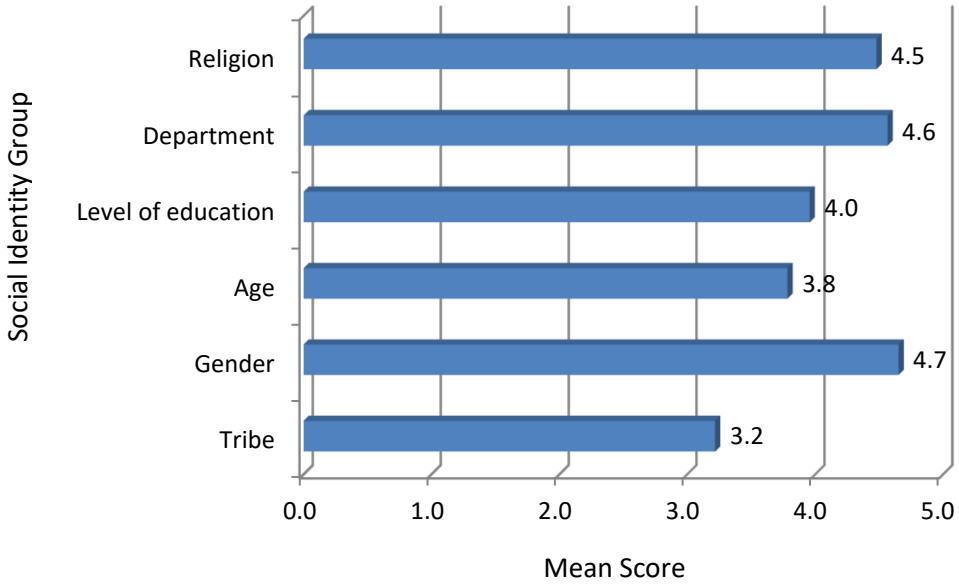
In order to answer this question, the researcher saw it fit to first have an understanding of which social identity group the teacher's identified themselves with. To address this, information was sought from the secondary school teachers' questionnaire item number five under Part B.

4.3.1 Association to social identity group

Participants were asked to identify the frequency with which they identified with social identity groups under item number five in the questionnaire for teachers. The categories were tribe, gender, age, level of education, department and religion. These items were measured on a continuous 7-point likert scale, on the scale the following scores were represented 1 = Never, 2 = Rarely, 3 = Once in a While, 4 = Sometimes, 5 = Often, 6 = Almost Always, and 7 = Always. Figure 4.2 below shows participants' association to different social identity groups. The figure is based on participant's response to the question "How often do you

identify yourself as a member of the following social identity groups?" (See Appendix 1). Participants mostly associated with at least one social identity group. Most of the participants identified with gender (4.7) and their department (4.6) and religion (4.5) according to the average score of the 7 point likert scale. Some participants reported that they sometimes identified with colleagues level of education (4.0), age (3.8) and tribe (3.2).

Figure 4.2: Distribution of mean scores for each Social Identity Group



4.3.2 Identity as a source of conflict

Participants were asked to indicate the extent to which they had experienced identity-based conflict at work. This was done using item 6a on the questionnaire for teachers.

Table 4.3: Frequency and Percentage distribution of teachers' experience of conflict related with identity

	Frequency	Percent
To a large extent	1	4.2
To some extent	10	41.7
Not at all	13	54.2
Total	24	100

The information in the above table 4.3 indicated that (54.2%) of the teachers had not experienced conflict related to their identity. Whereas, (41.7%) had experienced conflict to some extent, and (4.2%) had experienced it to a large extent.

Furthermore, an open-ended question (See Appendix 1) required respondents to explain how they had experienced identity based conflict, the responses to this question were summarised in table 4.4.

Table 4.4: Distribution of responses from teachers' by their perceptions of identity based conflict in school

School	**Teachers' Responses**
School A	○ Favoritism by management towards some teachers ○ Differences in the way we relate because of different opinions on a given issue ○ Teachers of some departments regard themselves as superior
School B	○ Tension between young teachers and older experienced teachers. ○ Others express discomfort in terms of colleague's religious beliefs
School C	○ When it comes to appointments for some positions, often times males are preferred ○ It is always the female teachers that are chosen to attend workshops
School D	○ Certain activities are done for females only and age groups ○ Have experienced conflict due to tribalism

The information in table 4.4 indicates that participants expressed their concern and views as follows; teachers from some departments regarded themselves as superior to other teachers and there was tension between young and older more experienced teachers. Teachers from different schools indicated that favouritism, tribalism and biased decision making by management in assigning responsibilities were contributing to identity based conflict.

In support of the views as indicated in table 4.4, during an interview with a head teacher (see Appendix 2) in response to whether the respondents had experienced different treatment

because of identity, all the respondents said they had experienced different treatment because of their identity. One head teacher said,

> *Definitely I have experienced identity based conflict because of religious affiliation, me as a Jehovah's witness people think that we are strict and we strictly adhere to what the Bible says. And to some people that may be looked at as being backward. I have also experienced different treatment because of tribalism, some people by just looking at your name they will attribute behaviour to the part of the country you are coming from.*

With regards to being treated differently because of tribe, a head teacher added;

> *There are certain tribes that are regarded as less important or as minority. So in regard of that you would find that our tribe not being well known or common, Leya, so there would be that kind of treatment where people even place you that you do not have a tribe. And where do you belong.*

In line with the recognition that people may be treated differently depending on their religious affiliation at work, another participant added,

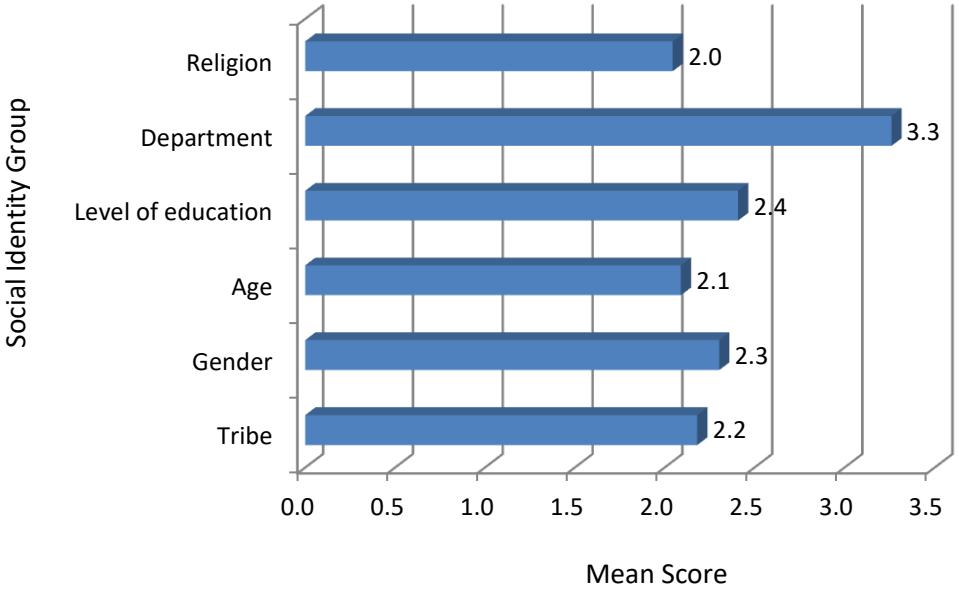
> *It is just obvious that people from the same religious background may identify amongst themselves only and exclude all other people. Other people identify themselves with academic achievements and exclude others from that social group, so it is obvious that happens. And even the position also, sometimes positions demand that you mix with people of a similar position, for example, I can have a teacher as a friend but not from the same school because he might share my personal information which that teacher might divulge with other people.*

When asked if there were certain groups either in the school/office/community which he tried to avoid because of differences in identity, a head teacher responded that,

> *Yes. Reason being is that we have differences in how we perceive things. So we have less or nothing in common*.

Participants were also asked to indicate how often they experienced identity-based conflict, on the same 1- to 7-point scale used in a previous question and in the context of the same six identity categories (tribe, gender, age, level of education, department and religion). Their responses revealed different types of identity-based conflict, which they reported as being more frequent in their day-to-day life at work. (See Figure 4.3). The figure is based on participant's response to question no.7 "What kind of identity based conflict was more frequent in their life at school?" (See Appendix 1)

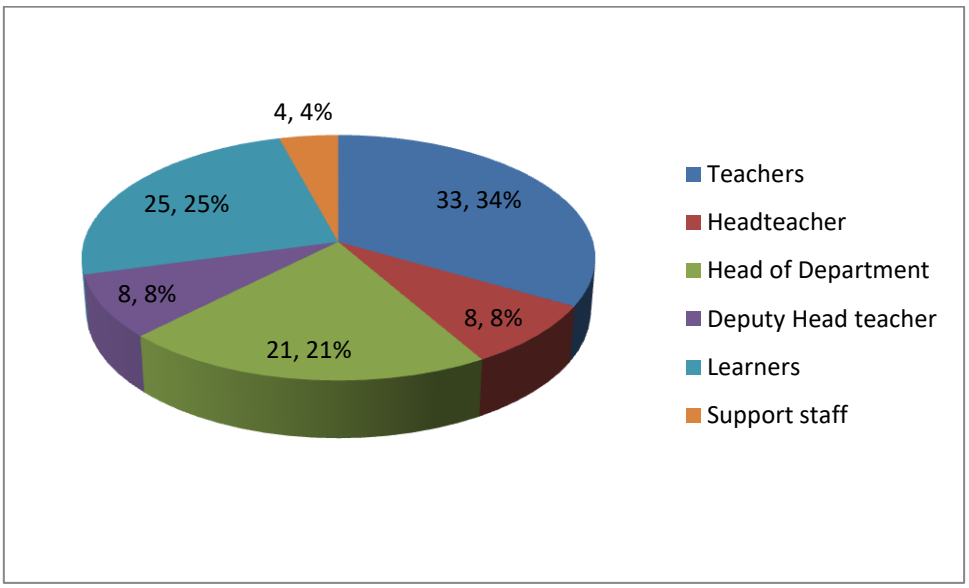
Figure 4.3: Distribution of mean scores on type of identity conflict in place of work



Most of the participants experienced identity based conflict from the perspective of their department, with a mean score of (3.3), level of education (2.4), gender (2.3), tribe (2.2), age (2.1) and religion (2.0).

In addition, participants were asked whom they were often in conflict with at school in the questionnaire for teachers (item number 7 see appendix 1). They were asked to pick from a list of (teachers, head teacher, head of department, deputy head teacher, learners and support staff). The results were depicted in the following table.

Figure 4.4: Percentage distribution of whom teachers were in conflict with at school



The results indicated that (33.3%) of respondents experienced conflict with teachers, (25.0%) with learners, (20%) with the head of department, (8.3%) with head teachers and deputy teachers respectively and (4.2%) with support staff.

4.3.3 Perceptions on Causes of Conflict

This section provides information regarding teachers' views of the causes of identity based conflict. Similar information was sought from secondary school head teachers through item number 6 from the interview schedule for head teachers. Secondary school teachers were asked to indicate on a five point likert scale ranging from (strongly agree to strongly disagree) as a way of establishing their perceptions on the causes of conflict in school. This was done using secondary school teachers' questionnaire (See Appendix 2). The five point likert scale was represented as follows 1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree, 5 = Strongly Disagree. The responses from the secondary school teachers are summarised in table 4.5.

Table 4.5: Frequency and Percentage distribution of respondents' rating of Causes of conflict

		Frequency	Percent
Conflicts are as a result of different educational qualifications among teachers	Strongly Agree	6	25
	Agree	12	50
	Undecided	1	4.2
	Disagree	3	12.5
	Strongly Disagree	2	8.3
	Total	24	100
Conflicts are caused by scarce resources such as teaching materials	Strongly Agree	3	12.5
	Agree	6	25
	Undecided	1	4.2
	Disagree	13	54.2
	Strongly Disagree	1	4.2
	Total	24	100
Conflicts are as a result of a lack of trust between administration and teachers	Strongly Agree	8	33.3
	Agree	12	50
	Undecided	2	8.3
	Disagree	2	8.3
	Total	24	100
Conflicts are caused by tribalism and favouritism	Strongly Agree	8	33.3
	Agree	9	37.5
	Undecided	4	16.7
	Disagree	3	12.5
	Total	24	100

In response, (50%) of the teachers strongly agreed and (25%) agreed that conflicts are as a result of different educational qualifications among teachers. With regards to conflicts being caused by scarce resources such as teaching materials, half of the teachers (54.2%) disagreed. Furthermore, 50%) of the teachers agreed and (33.3%) strongly agreed that conflict was as a result of a lack of trust between administration and teachers. The table above also indicates that (37.5%) of the teachers agreed and (33.3%) strongly agreed concerning tribalism and favouritism as a source of conflict.

In response to a similar question, head teachers were asked to explain the most common causes of conflict amongst teachers, one head teacher emphasized that,

> *In general conflicts are caused by a teacher's refusal to take tasks assigned to the individual, these tasks vary. And lack of commitment to duty, where one does not want to be reminded of their duty when they are not doing it*

Another head teacher added different personalities have caused conflict;

> *Some teachers it is just selfishness, others it is lack of respect for colleagues. Others are self-centred*

A head teacher also explained that;

> *Clash of interests is basically the main cause of conflict amongst teachers. I had one teacher who wanted to go on leave at the same time another teacher wanted to go on leave but in the same department. The one who came first is a new teacher and the other teacher has served for almost ten years. So when I told him that, he complained of having served for ten years and never gone on leave. So there was a conflict there. I had to meet both of them and try to strike a balance.*

The above statement is in line with an earlier theme that had stated identity conflict between new teachers and older more experienced teachers in school. It is clear from the head teachers responses that teachers experienced conflicts due to a clash of interests. Other head teachers also cited the refusal to take up tasks assigned to them by management as source of conflict between teachers and management. In addition the responses also revealed that a lack of respect towards colleagues also caused conflicts amongst teachers.

4.4 Research Question Two

In this section, results to answer research question number two which sought information from teachers and head teachers on the conflict management strategies used to manage conflict in the school is presented. The question was as follows;

What strategies were employed in managing conflicts in selected schools in Mumuni zone in Lusaka district?

4.4.1 Conflict Management Strategies

This section provides information on the conflict management strategies employed in schools. Using the previously referred to five point likert scale teachers were asked to indicate their perceptions on the conflict management strategies used in schools (See Appendix 1). The responses from the secondary school teachers are summarised in table 4.6, on the next page.

Table 4.6: Frequency and Percentage distribution of respondents' rating of conflict management strategies

		Frequency	Percent
Conflict can be managed through Dialogue, conversation between conflicting parties	Strongly Agree	18	75
	Agree	4	16.7
	Undecided	1	4.2
	Disagree	1	4.2
	Total	24	100
Accomodating, pleasing the needs of those am in conflict with	Strongly Agree	6	25
	Agree	9	37.5
	Undecided	3	12.5
	Disagree	6	25
	Total	24	100
Avoiding, that is refusal to deal with the conflict by ignoring it as much as possible	Strongly Agree	3	12.5
	Agree	2	8.3
	Undecided	2	8.3
	Disagree	9	37.5
	Strongly Disagree	8	33.3
	Total	24	100
Compromising, agreement reached by making concessions with the person am in conflict with	Strongly Agree	7	29.2
	Agree	10	41.7
	Undecided	3	12.5
	Disagree	3	12.5
	Strongly Disagree	1	4.2
	Total	24	100
Collaborating with the person am in conflict with, finding solutions which meet each person's concern	Strongly Agree	11	45.8
	Agree	10	41.7
	Disagree	1	4.2
	Strongly Disagree	2	8.3
	Total	24	100
Competing with the person am in conflict with using dominance	Strongly Agree	1	4.2
	Agree	2	8.3
	Undecided	1	4.2
	Disagree	9	37.5
	Strongly Disagree	11	45.8
	Total	24	100

The study established that conflict management strategies were employed by teachers to manage conflict. Generally, the responses showed that respondents preferred one or more

conflict management strategy. For instance (75%) strongly agreed that Conflict can be managed through dialogue that facilitates conversation between conflicting parties. (37.5%) and (25%) of the respondents agreed and strongly agreed that conflict can be managed through accommodating the needs of the other concerned parties in a conflict situation. Among the respondents (70.8%) either disagreed or strongly disagreed that conflict can be managed through the strategy of avoiding, that is refusal to deal with the conflict by ignoring it as much as possible.

In addition, (60.9%) strongly agreed or agreed that compromising, that is agreement reached by making concessions can be used as a strategy to manage conflict. A large number (87.5%) of respondents either agreed or strongly agreed that conflict can be managed through collaborating with the person one is in conflict with and thereby finding solutions which meet each person's concerns. The study also established that (83.3%) of respondents disagreed or strongly disagreed with the statement that conflict can be resolved using dominance competition.

Conflict management strategies play an important role in managing conflict in schools. In this regard, research item number 8 from the secondary school head teachers' interview schedule (see appendix 2) was designed to seek information from secondary school head teachers on their views of what methods they use to manage conflict in the school. For example, one head teacher stated that;

> *Mainly it is discussions, try to understand first of all the source of the conflict and try to address it, you can only do that by interacting with people. Encourage interaction, even outside professional boundaries. The more people know each other the less conflict there is.*

Furthermore, a head teacher from another school explained that

> *It is basically discussing. I call the teachers and we discuss. I hear the views from both of them then we try to resolve the issue fairly and everyone agrees to the settlement.*

In line with the above statement another head teacher stated that;

> *Where there are conflicts amongst teachers in the school I have brought the teachers to the table and resolved the differences amicably. We have sat together with the teachers and resolved those differences.*

In what appears to be a preference for dominance conflict management strategy. A head teacher explained that;

> *Make the teachers understand their role and responsibility as teachers. They should also understand the core business. Meaning that certain conflicts may be resolved by referring the teachers to the terms and conditions pertaining to teaching which include what they are supposed to do and what they are not supposed to do.*

In general, the responses indicated that 100% (04) of the head teachers expressed a preference for dialogue as a means of managing conflict amongst teachers and conflicts that occur between teachers and management. (25%) of the head teachers encouraged collaboration amongst teachers through interaction in order to manage conflict. The above information also showed that (25%) of the head teachers noted that certain conflicts may require management to resort to using dominance by imposing a decision on the conflicting parties.

4.5 Research Question Three

Research question number three sought information from secondary school teachers and head teachers on the measures that should be taken to manage identity based conflict. The research question was as follows;

What measures should be taken to manage identity based conflict?

4.5.1 Suggestions of measures to address identity based conflict by teachers

An open-ended question (Question 13 in the teachers' questionnaire) required respondents to describe how identity based conflict should be addressed. Their responses are summarised in table 4.7

Table 4.7: Distribution of responses by teachers on measures to address identity based conflict

School	Teacher's Responses
School A	○ Dialogue should be used to manage identity based conflict ○ Management should assign duties and responsibilities without prejudice ○ Teachers should not be given duties according to their Level of education
School B	○ People should not be discriminated regardless of their status ○ Some schools require seasoned teachers such as technical schools ○ Appointment to higher offices should not be based on one's tribe

School C	○ Teachers should appreciate others ○ Appointments to higher positions must not be based on gender but hard work ○ A person should be judged on ability not appearance, gender or tribe
School D	○ Teachers should not discriminated against because of their tribe ○ Gender equality in distribution of responsibilities and having equal access to teaching resources ○ People should be treated equally regardless of age/tribe/gender ○ Teachers should embrace each other as workmates ○ There should be balance on gender issues

Table 4.7 reveals responses from teachers on their suggestions of measures to address identity based conflict and some of the views expressed were that dialogue should be used to manage conflict amongst teachers. In addition it was pointed that appointment to higher offices should not be based on tribe. Whilst recognising prejudice in the workplace it was emphasised that a person should be judged on ability not appearance, gender or tribe. Other possible measures suggested by teachers were that there should be balance on gender issues. It is interesting to note that perceived gender inequality in the workplace was pointed by both female and male teachers.

4.5.2 Suggested measures of managing identity based conflict by head teachers

In connection with the suggestions of teachers in table 4.7, head teachers were similarly asked to suggest measures that can be used to handle identity based conflict. The next section presents the interviewees' perceptions and views on suggesting the most effective conflict management strategies. The interviewees were the head teachers, who have been referred to already under research question one. Head teachers were assumed to be the source of valuable information since they occupied the highest management position in each school and most of them were believed to be experienced concerning conflict management strategies in schools. Thus head teachers in this case were the right respondents to answer research question three, regarding the measures that should be taken to manage identity based conflict.

In order to suggest the measures that could be taken to manage future identity based conflict, Head teachers were asked to suggest conflict management techniques that could be employed. This was done through asking item number 11 on the interview schedule for head teachers. Some of the head teachers indicated that that there was no single conflict

management strategy that was effective for every conflict scenario. In this regard, one head teacher stated that;

> *What is important in any conflict is to understand human nature first of all. And appreciate that human beings error and have weaknesses and when you appreciate that, then you know where to start from and how to resolve those conflicts, because when you do not appreciate that you will not know the conflict of these conflicts. So get to understand the people you are working with. Learn what drives them and identify potential source of conflict, sometimes put out the fire before it starts.*

Another head teacher suggested using different strategies for different situations;

> *There is no method that is most effective I have borrowed from many methods. My approach is that I do not use one method. You find that I use one aspect from this method then put together it is effective. Using one method may not work.*

Another head teacher noted that;

> *Call the members to together, all the parties to the conflict should be there. Than where the administrator imposes and tells parties to the conflict what to do. That method is not effective. In addition, communication is important, sometimes there can be conflict where people have not been informed properly, it can be an issue that can be resolved easily. But when there is communication breakdown it causes conflict. So the teachers must be informed adequately so that all of us can move at the same pace.*

Another head teacher reiterated that;

> *In such an environment to manage conflict we need to create a conducive working environment. And exercise fairness in all dealings with.*

Some of the head teachers suggested that management should appreciate that human beings error and have weaknesses. Therefore, management should take time to understand what drives the teachers in order to identify potential sources of conflict amongst teachers. One head teacher pointed out, however, that imposing decisions using dominance is not an ideal conflict management strategy. But instead he suggested effective communication within the school in order to avoid conflicts. In line with teachers' suggestions, a head teacher mentioned the need for a conducive working environment and using conflict management strategies that produce fair results.

4.6 Summary

In chapter four, the research findings of this study were based on the three research questions and research objectives have been presented. The questions which the chapter attempted to answer were (1) What are the factors that cause identity based conflict among teachers and head teachers in selected secondary schools in Mumuni zone in Lusaka? (2) What strategies are employed in managing conflicts in selected secondary schools in Mumuni zone in Lusaka district? (3) What measures should be taken to manage identity based conflict? Based on the three research questions, that have been presented in this chapter, the findings that were arrived at both through the qualitative and quantitative data sets strongly suggested that teachers experienced identity based conflict in school, this was attributed to many factors. Among them included different educational qualifications, prejudice, favouritism, tribalism, lack of trust between management and teachers. Furthermore, the research findings revealed that a majority of teachers and head teachers regarded dialogue, collaborating and compromise were effective conflict management strategies. Teachers and head teachers suggested measures to address identity based conflict such as dialogue, assigning responsibilities should be based on merit not prejudice and creating a fair and conducive working environment . In the next chapter, a discussion of findings of this study will be presented.

CHAPTER FIVE

DISCUSSION OF FINDINGS

Overview

In the previous chapter, the findings for this study have been presented. In this chapter, the study findings will be discussed. The discussion will be done under themes derived from the study objectives, which also informed the conceptual framework

The discussion is based on the findings presented in chapter four as well as the theoretical framework guiding this study and other related literature in Chapter two. The findings will be discussed with special reference to the results obtained from interviews and questionnaires. In the first section, the factors that caused identity based conflict among teachers and head teachers will be discussed. In the second section, types of strategies employed by teachers and head teachers in managing identity based conflict will be discussed and the third one dwells on suggestions of measures that could be taken to manage future identity based conflict in schools. In the fourth section the theoretical implications of the study are discussed. Effort has been made to reflect, validate and broaden current knowledge and philosophy in conflict management strategies of identity based conflict in Zambia. This had helped the researcher to interpret and outline what finding meant to the study.

5.1 Causes of Identity based conflict among teachers and head teachers

As singled out from objective one, the research findings revealed that there were many factors that caused identity based conflict. The causes of conflict were supported by the conceptual framework figure 1.1 in chapter one, which outlined the causes of conflict as prejudice, unequal distribution, identity, poor leadership, poor decision making and scarce resources.

The findings showed that teachers had identified themselves according to one or more social groups at work such as department, religion and gender amongst others. This had the potential to cause conflict in schools through group conflicts where one group viewed themselves as the in-group and those who were different from themselves as the out-group. This was supported by Forester (1999), who explained that the formation of social groupings can lead to intergroup conflict and intra-group conflict based on values and perceptions, as a result, the struggles of an individual in choosing between values and group interests can create both intra- and interpersonal conflict. Some of the teachers pointed out that favouritism

by management towards some teachers were among the leading cause of conflict among teachers. To that extent some teachers went further by citing examples were management had consistently chosen some teachers to attend workshops based on gender and tribe instead of merit. This was in line with a study by Namiwla (2016) which revealed that favouritism greatly contributed to conflict amongst teachers. In addition, (70.8%) of the teachers either strongly agreed or agreed that conflicts are caused by tribalism and favouritism.

Some teachers also noted in table 4.4 that tribalism was a cause of identity based conflict in schools. The findings indicated that some teachers perceived appointments of responsibilities by management were based on a teacher's tribal affiliation. The sentiments by teachers were echoed by 75% (03) of the head teachers who explained that colleagues may choose to associate with those from a similar religious and tribal affiliation and exclude others. This is supported by a study by Afful-Broni (2012), which indicated that, teachers felt unjustly treated due to tribalism, political affiliation, or religious differences, sometimes, such issues created tensions and conflicts. In table 4.4 a female teacher lamented that males are preferred for certain positions by management because they are perceived as hardworking. These findings reveal evidence of a culture of blatant prejudice and judgments that create identity conflicts in schools. This is consistent with the assertion that in a social setting of people from diverse backgrounds, there are frequent opportunities for stereotyping, judgment, prejudice, misunderstanding (Zuniga et al., 2007). A work environment that unwittingly fosters a culture of prejudice and stereotyping can ultimately lead to problems for an individual, group, or community (Zuniga et al., 2007).

The findings, as represented in table 4.5 indicated that (75%) of the teachers either strongly agreed or agreed that conflicts are as a result of different educational qualifications among teachers. This has also been propounded by Namwila (2016), stating that among the causes of conflict in schools was the different educational levels. This study draws parallels to a statement by a teacher in table 4.4 who stated that teachers from the natural sciences department regarded themselves as superior to other departments by virtue of having qualification in natural sciences.

Furthermore, (83.3%) of teachers either strongly agreed or agreed that conflicts are as a result of a lack of trust between administration and teachers. This is supported by a study by Kipyego (2013) which revealed that lack of trust between teachers and head teachers as a major cause of conflict in secondary schools. However, only (38%) of teachers either

strongly agreed or agreed that conflicts are caused by scarce resources such as teaching materials. Saiden and Makawa (2017) cited scarce resources as a cause of conflict in primary schools in Zimbabwe.

5.2 Types of strategies used by teachers and head teachers in managing identity based conflict

According to Griffin (2012), conflicts are unavoidable in working organizations; as such the most important thing is to manage conflicts so that they do not adversely affect the performance of team members. Similarly, Dady (2015) emphasised that since it is not easy to avoid conflicts in places of work, it is important that teachers be familiarised with the appropriate conflict management strategies. The findings as represented in table 4.6 indicated that (91.7%) of teachers approved with the statement that conflict can be managed through dialogue. Saunders (1999) stated that the goal of dialogue is to develop joint approaches to conflict management, as well as improve relationships, understanding, and trust between individuals or groups in conflict with one another. Shrestha (2014) acknowledged that, the process of dialogue can create an environment where dissimilarities between different identities are observed, discussed, and acknowledged.

In this regard, dialogue involves a process of genuine interaction through which human beings listen to each other deeply enough to be changed by what they learn, each makes efforts to listen to the others' concerns (Saunders, 1999). Dialogue plays an important role in managing identity based conflict because no participant is forced to give up his or her own identity, but each recognises enough of the other person's valid human claims (Saunders, 1999). The findings also revealed that head teachers had an overwhelming preference for managing conflict through dialogue. According to their responses, head teachers consistently indicated that they called the conflicting teachers together and sat them down in order to discuss and iron out the issue at hand. This can also be regarded as a form of mediation, whereby the head teacher plays the role of mediator in the dialogue process between the conflicting teachers. According to Augsburger (1992) mediation is a negotiation process in which a neutral third party assists the disputing parties in resolving their conflicts. This is in line with the findings in which head teachers assisted teachers in a dispute to resolve a conflict. Furthermore, it is believed that a mediator uses special negotiation and communication techniques to help parties arrive at a settlement (Augsburger, 1992). Thus, by virtue of their position of the highest management in the school, head teachers were assumed to have experience and skills necessary to mediate between conflicting teachers.

The findings revealed that (62%) of teachers in table 4.6 either strongly agreed or agreed that accommodating, that is pleasing the needs of those in conflict with can be used to manage conflict. These findings are consistent with a study reviewed in chapter two, conducted by Boucher (2013), which revealed that the accommodating style of conflict management was used by principals in elementary schools in South Carolina to manage conflicts. The findings are also supported by Cottringer (1997) who stated that, when a person chooses accommodation to manage conflict, they are willing to forego their own concerns to satisfy the concerns of others. Although the use of accommodating as a strategy may not be practical in every situation, it is appropriate in situations where teachers do not wish to escalate a conflict situation that may lead to disruption of teaching and learning activities. Therefore, in such a situation, a teacher would concede to the other person for the sake of harmony in the school. In order to be effective in the use of accommodating, teachers and head teachers need to accept not winning every time and not always having their own way (Cottringer, 1997).

The findings as represented in table 4.6 showed that (70.8%) either strongly disagreed or disagreed that avoiding, that is refusal to deal with the conflict by ignoring it as much as possible can be used to manage conflict. The implication of the findings is that a high number of teachers viewed avoiding conflict as undesirable strategy of managing conflict. Avoiding conflict has the potential to bury the issue in the short-term, however the conflict may resurface later on because has not been addressed. Trutter (2003) goes on to argue that the avoiding style is not a successful method for reaching a long-term solution in conflict resolution because the original cause of a conflict remains. Similarly, Everard and Moris (1990) stressed that conflicts become dangerous and disruptive when victims try to avoid resolving them. Nevertheless, Blake and Mouton (1964) stated that while avoidance is presented by some theorists as a negative style that shows low concern for both one's own and other party's interests, there are sometimes strategic reasons to avoid conflict. An example in a school situation where teachers may choose to avoid conflict is when the issue is not important or when the issue has the potential to escalate into violence thereby disrupting teaching and learning activities in the school. In such situations it would be wise to avoid conflict.

The findings of the study established that (50%) of the head teachers had used competition and dominance in order to manage conflict. They indicated that they had imposed a decision on teachers in a conflict situation and threatened the teachers with charges if the conflict was not resolved. In line with these findings, Wood and Schweitzer (2006) stated that

competition, or win/lose is a style that maximises reaching one's own goals or getting the problem solved at the cost of the other party's goals or feelings. In addition, whilst always choosing competition has negative repercussions for relationships, business and cultures, it can occasionally be the right style to choose if the other party is firmly fixed in a competitive style (Wood & Schweitzer, 2006). One of the head teachers emphasised in the findings that in the event that a teacher refuses to accept the outcome of dialogue and mediation processes of managing conflict, then the head teacher would resort to using dominance and impose their decision. A large number of teachers (83.3%) as represented by table 4.6 in chapter 4 either strongly disagreed or disagreed that competing with the person they are in conflict with and using dominance can be used to manage conflict. The finds suggest that most of the teachers do not use competition and dominance in order to manage conflict. These findings are in line with Markaman et al., (2010) who observed that, while competitive tactics are not necessarily dysfunctional, competition can easily slide into a destructive scenario. As a result, competition amongst teachers may escalate conflicts and lead to broken relationships in the school.

(87.5%) of the teachers as represented in table 4.6 either strongly agreed or agreed that collaborating with the person they are in conflict with, and finding solutions which meet each person's concern can be used to manage conflict. These findings are in line with Bercovitch, et al., (2009) description that collaboration style is when the concern is to satisfy both sides, and the goal is to find a "win/win" solution. This style is appropriate to use in a school environment because it fosters team work and collaboration amongst teachers. The implications of the findings are that a large number of teachers use conflict management that produces outcomes that are beneficial to all parties involved. Head teachers and teachers who use the collaboration strategy confront situations in a non-threatening way and attempt to identify the underlying source of the problem. The primary advantage of using collaborating is that it makes all parties involved in the dispute feel valued and understood. For example, miscommunication was cited in the findings as a cause of identity conflict, therefore collaborating can be used by both parties to express their concerns. As a result, collaborating can be used to foster understanding, empathy and mutual respect amongst teachers. However, Bercovitch, et al., (2009) cautions that collaborating style should not be overused otherwise there is a danger that teachers will end up spending too much time attempting to resolve trivial matters to the detriment of performing their duties.

The findings also revealed that (70.9%) of the teachers either strongly agreed or agreed with the statement in table 4.6 that compromising, agreement reached by making concessions with the person in conflict with can be used to manage conflict. This entails that a large number of teachers chose to find a middle ground or forego some of their concerns in order to manage a conflict situation. Similarly, Hall (1969) observed that compromise as a conflict management strategy produces temporary solutions and is appropriate when time is a concern. In addition, compromise skills include the ability to communicate and keep the dialogue open, the ability to find an answer that is fair to both parties, the ability to give up part of what you want, and the ability to assign value to all aspects of the issue (Hall, 1969).

5.3 Suggested measures to manage identity based conflicts

This study established in chapter 1 that there are consequences of unresolved conflict in schools. Among the consequences of unresolved conflict include the formation of in-groups and out-groups, poor decision making and lowering job motivation among teachers. Therefore, regardless of the causes of the conflict in schools, deliberate attempts must be made in order to resolve conflicts among teachers. Hence, the need for teachers and head teachers to suggest measures to manage identity based conflict here.

5.3.1 Suggestions from teachers and head teachers

Findings from the analysis of the data that was collected, as shown in table 4.7 revealed that teachers had a number of suggestions on how to manage identity based conflict. Teachers made recommendations that dialogue should be used to manage identity based conflict in schools. Lemmer and Wagner (2015) explain that the long term benefits of dialogue are improved relations and cooperation in the community, often enabling lasting constructive solutions. In addition, teachers also stated that management in the school should assign duties and responsibilities without prejudice. It is important to mention that prejudice was also singled out in the findings as a cause of identity conflict under table 4.4. This could be the reason for teachers suggesting deliberate measures to address it in school. As alluded to in chapter 1 of this study, the school is a diverse place containing people of different ethnicities, cultures and religious affiliations amongst others. This diversity although, beneficial, can also lead to tensions resulting in conflict between and within groups (Lemmer & Wagner, 2015).

According to (Lemmer & Wagner, 2015) the intergroup contact theory is based on the idea that interactions between members of different groups helps improve intergroup attitudes and reduce intergroup attitudes and reduce intergroup tensions and prejudice. This is similar to the earlier suggestion by teachers to use dialogue in managing identity based conflict. In

addition, dialogue between people from different backgrounds would go a long way in diffusing the tensions from the different social groups in schools, the different social groups in the schools under study are represented by table in figure 4.2 and figure 4.3. Providing intergroup contact is consistent with a response from a head teacher, in the findings, who had suggested that teachers should be encouraged to mingle with each other so that they get to understand and appreciate their differences.

In the findings, teachers also suggested that people should not be discriminated regardless of their status and appointment to higher offices should not be based on one's tribe. In line with this suggestion, Afful-Broni (2012) argued that teachers and head teachers need to be more sensitive against taking sides because of ethnic, religious or political persuasions, if overlooked such situations could turn an otherwise healthy institution of learning into a chaotic camp filled with disgruntled teachers and students who are constantly on the edge. Furthermore, in order to combat tribalism and biasness in the workplace, teachers and head teachers must whole heartedly adopt the organisational values, provided in the ministry of education terms and conditions of service, as their own. This will help address the problem of decision making based along tribal affiliation.

The findings also revealed that teachers suggested that, people should be treated equally regardless of gender. Interestingly the findings in table 4.7 indicated that the plea for decision making that is gender neutral was not confined to females alone. The implication here is that male teachers had also experienced gender discrimination in the workplace, hence, they suggested that it needs to be addressed. A study by Caprioli (2000) has found robust support for a relationship between gender inequality and internal conflict. In addition, organisations that display higher levels of gender inequality are more likely to become involved in conflict (Caprioli, 2000). The situation in schools could be that administrators are intentionally or unintentionally putting female or male teachers at a disadvantage. Therefore, in line with the suggestion in table 4.7, school administrators need to create sufficient and open opportunities for both male and female teachers to aim for responsibilities and promotion. Furthermore, organisations today need to re-evaluate their policies and processes relating to inclusion and promote confidence in both female and male employees (Hudson & den Boer, 2005). This is consistent with a suggestion from one of the head teachers who was in favour of creating a conducive working environment and the need to exercise fairness in all dealings with teachers regardless of their identity.

Effective communication, as suggested by a head teacher in the findings, was cited as a very important strategy that can be used to prevent conflict in schools. This is supported by Richards (2018) who explained that effective communication is critical to any organisation and can help it in many ways. Thus, if teachers are informed and engaged, communications within the school are likely to be strong as well. In addition, effective communication helps to establish clear expectations for teachers and provide goals for what they need to achieve in order to receive positive feedback. Effective communication also builds strong relationships. Richards (2018) stated that trust and loyalty are key factors in any relationship and both are boosted by communication that is focused on meeting individual needs, conveying important information and providing feedback – positive and constructive. The emphasis here is that conflict resolution should not be labelled as a strategy that is only necessary after a conflict has surfaced. It is also necessary to put effective measures that prevent conflict from occurring in the first place amongst teachers. In fact, a head teacher mentioned putting out a fire before it starts. One such method as suggested from the findings is effective organisational communication within the school. Such measures can be referred to as interventions required at the pre-conflict stage of conflict resolution.

5.4 Theoretical Implications of the Study

The findings in this study are consistent with the tenets of the dual concern theoretical perspectives described in chapter two which emphasised that the way in which parties handle conflict is determined by two concerns: concern for self (own interests) and concern for others (relational interests). The five conflict resolution behaviours of the dual concern theory are in line with the conflict management strategies established in the findings in this study. For example, a large number of teachers and head teachers indicated that they used dialogue, accommodating, compromise and collaboration to manage conflict. Whereas, only a small number of teachers and head teachers indicated that they had used avoiding and competing through dominance as conflict management strategies.

Furthermore, head teachers and teachers emphasised the importance of using dialogue in order to resolve issues amicably in order to preserve harmony in the school. Such a strategy maintains good relations among teachers and is consistent with what the dual concern theory termed as the concern for others (relational interests). Whereas, it was clear that a large respondents did not support the use of avoiding and competing. One head teacher insisted that decisions made through competing and dominance are not ideal and do not serve the needs of all the parties to the conflict. This is in line with the concern for self (own interests).

Summary

In this chapter, the findings of the study have been discussed. The discussion was done under themes emerging from the findings of the study which are informed by the objectives and conceptual framework. The themes presented what the study established from the findings. These emerging themes were that; (1) there were many factors that caused identity based conflict among teachers and head teachers in selected secondary schools, (2) teachers and head teachers used numerous strategies in managing identity based conflicts in schools and (3) teachers and head teachers suggested measures that could be taken to manage future identity based conflicts in schools.. In the next chapter, conclusions of the study and some recommendations based on the research findings will be made.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Overview

In this chapter, a summary of the main research findings as answers to the research questions has been presented. Furthermore, the study's recommendations and some suggestions on areas for future research have been presented. As a reminder, the main purpose of the study was to assess the strategies used by teachers and head teachers in managing identity based conflicts in secondary schools in Lusaka Province.

6.1 Conclusions

In line with the study objectives which mirrored the research questions, the following conclusions were made;

The study established that a large number of teachers had experienced identity based conflict at their place of work, this was attributed to many factors. Among them included different educational qualifications, prejudice, favouritism, tribalism, lack of trust between management and teachers. A large number of teachers indicated that identity conflict occurs due to favouritism and tribalism. They felt that there are some decisions made by management that are biased.

Furthermore, the research findings revealed that majority of teachers and head teachers regarded dialogue, collaborating and compromise as effective conflict management strategies for managing identity based conflict. For instance majority of teachers and head teachers agreed that conflict can be managed through dialogue that facilitates conversation between conflicting parties. It was emphasised by some of the head teachers that in cases of conflicts amongst teachers in the school, they brought the teachers to the table and after hearing from all parties they resolved the differences amicably.

Teachers and head teachers suggested measures to address identity based conflict such as dialogue, assigning responsibilities should be based on merit not prejudice and creating a fair and conducive working environment. Teachers also pointed out that there should be a balance of gender issues. Furthermore, it was suggested by a head teacher that there should be effective communication within the school in order to avoid conflicts.

6.2 Recommendations

In view of the results of this study and the conclusions drawn, the following recommendations were made;

a) Dialogue should be strengthened by both head teachers and teachers as a permanent process of managing identity based conflict.
b) The school guidance and counseling office should provide individual confidential counseling services to teachers and head teachers who feel they are experiencing intrapersonal conflict due to identity conflict.
c) With regards to respondents who felt marginalized because of gender, a deliberate binding quota system should be introduced and sustained by school management to equally balance the number of female and male teachers attending workshops.
d) Teachers must appreciate and understand the identity, cultural and background differences in their colleagues in order to curb the formation of in-groups and out-groups.
e) The TSC should provide teachers together with head teachers with a continuous series of refresher workshops on the conditions of service. This will impress upon them the shared organizational values in order to curb unprofessional biased decision making and favoritism.
f) DEBS should be actively involved in ensuring there is mutual respect amongst teachers and head teachers in order to create and sustain an atmosphere conducive for teaching and learning.
g) School management must implement and sustain effective and professional organizational communication within the school so as to avoid conflict.

6.3 Recommendations for further research

This study was only carried out among selected secondary schools of Mumuni zone in Lusaka district. Related studies can be done in other geographical areas not covered in this study. In addition, a larger sample of teachers and head teachers can be used.

The study only focused on secondary school teacher's and head teachers conflict management strategies of identity based conflict. However, it did not establish the position of other key stakeholders such as pupils and parents, to mention but a few, on how they manage identity based conflict. It would be interesting to find out the strategies that other key stakeholders use to manage identity based conflict.

This study only focused on secondary schools. There is need to carry out an investigation on teachers of other levels of education and establish their position on the matter.

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APPENDICES

Appendix 1
Questionnaire for Teachers

Title: Conflict Management Strategies of Identity-based conflicts among teachers in selected Secondary Schools in Mumuni Zone in Lusaka district, Zambia.

My name is Bernard Phiri. I am a post graduate student at the University of Zambia, pursuing a Master of Science in Peace Leadership and Conflict Resolution. I am conducting a study on the above subject in secondary schools in Mumuni Zone, Lusaka District.

Please kindly respond as truthful as possible to the items in the instrument by a tick (√) or a brief explanation in the spaces provided. The information you will give will be treated with utmost confidence and will only be used for the sole purpose of this particular study.

Thank you for your cooperation and for taking your time within your busy schedule.

1. Age Group (in years):

(a) 20 – 30 ☐ (b) 31 – 40 ☐ (c) 41 – 51 ☐ (d) Over 51 ☐

2. Gender: Male ☐ Female ☐

3. Position Held_____

4.Level of Education:

(a) PhD ☐ (b) Masters ☐ (c) Bachelor's Degree ☐ (d) Diploma ☐

(e) Others ☐ Specify_____

Years of teaching experience; below 5 ☐ 5-10 ☐ 11-15 ☐ 16 and above ☐

4) How often do you identify yourself as a member of the following social identity? (Indicate with a tick (√) next to the number in the appropriate box for each item)

Social Identity Groups	**Never**	**Rarely**	**Once in a while**	**Sometimes**	**Often**	**Almost always Always**	**Always**
a) Tribe	1	2	3	4	5	6	7
b) Gender	1	2	3	4	5	6	7
c) Age	1	2	3	4	5	6	7
d) Level of Education	1	2	3	4	5	6	7
e) Department							
f) Religion	1	2	3	4	5	6	7
g) Other (Specify) _____	1	2	3	4	5	6	7

5) What kind of identity conflict is more frequent in your life at school? (Indicate with a tick (√) next to the number in the appropriate box for each item)

Social Identity Groups	**Never**	**Rarely**	**Once in a while**	**Sometimes**	**Often**	**Almost always**	**Always**
a) Tribe	1	2	3	4	5	6	7
b) Gender	1	2	3	4	5	6	7
c) Age	1	2	3	4	5	6	7
d) Level of Education	1	2	3	4	5	6	7
e) Department	1	2	3	4	5	6	7
f) Religion	1	2	3	4	5	6	7

g) Other (Specify) _____	1	2	3	4	5	6	7

6)

a) Have you ever-experienced conflict related with your identity?

Yes ☐ No ☐

b) If Yes, can you share more about those conflicts_____
_____
_____

7) Have you ever felt being misunderstood and discriminated at your school because of your identity?

(Indicate with a tick (√) next to the number in the appropriate box for each item)

Social Identity Groups	**Never**	**Rarely**	**Once in a while**	**Sometimes**	**Often**	**Almost always Always**	**Always**
a) Tribe	1	2	3	4	5	6	7
b) Gender	1	2	3	4	5	6	7
c) Age	1	2	3	4	5	6	7
d) Level of Education	1	2	3	4	5	6	7
e) Department	1	2	3	4	5	6	7
f) Religion	1	2	3	4	5	6	7
g) Other (Specify) _____	1	2	3	4	5	6	7

8) Why do you think such misunderstanding and discrimination happens in the school?

_____

_____

9) What are some major issues on identity you would like to see addressed?

_____

_____

10) Whom are you often in conflict with at school

a) Teachers ☐ b) Headteacher ☐ c) HOD ☐ d) Deputy Head ☐ e) Learners ☐ d) Support staff ☐

11)

a) Have you experienced favoritism in the workplace based on identity (Religion/tribe/gender….) (Yes) ☐ (No) ☐

b) If yes, explain your answer_____
_____
_____

12)

a) Have you ever thought of leaving the teaching profession because of some of these conflicts (Yes) ☐ (No) ☐

b) If you answered yes, please explain the situation that lead to you thinking of leaving_____
_____
_____

PART B; Information about conflict management strategies
Instructions: Please indicate the extent to which you; SA= strongly agree A= Agree D) = Disagree SD)= Strongly Disagree

10) Indicate with a tick (√) whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with these **Sources of Conflict** statements below

	DESCRIPTION	**STRONGLY AGREE**	**AGREE**	**UNDECIDED**	**DISAGREE**	**STRONGLY DISAGREE**
	Sources of Conflict					
a	Conflicts are as a result of different educational qualifications among teachers.					
b	Conflicts are caused by scarce resources such as teaching materials.					
c	Conflicts are as a result of lack of trust between those in administration and the teachers.					
d	Conflicts also are caused by tribalism and favouritism.					

11) Indicate with a tick (√) whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with these **Conflict management strategies** statements below

	DESCRIPTION	**STRONGLY AGREE**	**AGREE**	**UNDECIDED**	**DISAGREE**	**STRONGLY DISAGREE**
a	Conflicts can be managed through - Dialogue between conflicting parties					
b	Accommodating the needs of others					
c	Avoiding, that is refusal to deal with the conflict by ignoring it as much as possible					
d	Compromising with the person am in conflict with, searching for solutions that bring some					

	degree of satisfaction to both parties					
e	Collaborating with the person am in conflict with, finding an alternative which meets each person's concern					
f	Competing with the person am in conflict with, using dominance					

12) Indicate with a tick (√) whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with these **Effects of Conflict Management Strategy** statements below

	DESCRIPTION	**STRONGLY AGREE**	**AGREE**	**UNDECIDED**	**DISAGREE**	**STRONGLY DISAGREE**
a	Teacher's attitudes towards work are affected by some conflict management styles.					
b	Un-resolved conflicts can affect one's ability to work effectively.					
c	Poor conflict management styles can promote work withdrawal by some teachers.					
d	Poorly managed conflicts can lead to teacher frustration and turnover.					

THANK YOU

Appendix 2
Interview guide for Head teachers

Age Group (in years):

Gender: Male ☐ Female ☐

Level of Education:

(a) PhD ☐ (b) Masters ☐ (c) Bachelor's Degree ☐ (d) Diploma ☐

(e) Others ☐ Specify_____

Years of teaching experience; below 5 ☐ 5-10 ☐ 11-15 ☐ 16 and above ☐

Tribe: _____

Religion: _____

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

1. What does identity mean to you?
2. Have you experienced different treatment because of your identity (Race/ religion/ ethnicity/ gender….)
3. Are there some department/ offices in this school where you don't like to go because you feel mistreated/ unsafe/ unwelcomed because of your identity.
4. Have you ever taken advantage of your identity (Ethnic/ gender/ national origin/ religion….etc)
5. Are there certain groups either in the school/office/community which you try to avoid because of differences in your (Ethnic/ gender/ national origin/ culture/ race…)
6. What do you understand by the term conflict management?
7. What are some of the common causes of conflicts among teachers in your school?
8. Do you agree that teacher performance is affected by unresolved conflict?
9. What methods do you use to manage conflict in your school?
10. Please give two encounters (conflict case) you have had with teachers.
11. Which conflict management strategies that have been used when resolving conflicts among teachers have you found most effective?
12. What would you suggest as the most effective method of resolving conflicts among teachers?

The end, thanks for your time

Appendix 3

Introductory Letter

UNIVERSITY OF ZAMBIA – ZIMBABWE OPEN UNIVERSITY
(UNZA-ZOU)

Telephone: 26021-1-291777-78 Ext. 3500/ 0978/772249
Telegrams: UNZA LUSAKA
Fax: 26021-1-253952
Email: director-ide@unza.zm

P.O. Box 32379
LUSAKA, ZAMBIA

DATE: 09/08/2018

Dear Sir/Madam

RE: CONFIRMATION OF STUDY

Reference is made to the above subject.

This serves to confirm that BERNARD PHIRI, of NRC Numbe [redacted] and computer number 716813421 is a bonafide student of the University of Zambia in collaboration with the Zimbabwe Open University (UN ZA-ZOU).

The student is pursuing a Master of Science in Peace, Leadership and Conflict Resolution Programme and that he/she will be carrying out a research on Conflict Management strategies of Identity based conflicts among teachers in seleded secondary schools in Mumuni Zone, Lusaka.

Any assistance rendered to him/her will be greatly appreciated.

Prof. Boniface Namangala (PhD)
DIRECTOR
INSTITUTE OF DISTANCE EDUCATION