PERSPECTIVES OF EDUCATORS ON LEADERSHIPS' HANDLING OF CONFLICT IN SCHOOLS IN THE PHOENIX CIRCUIT

by

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DECLARATION

I, Deshini Pillay, declare that:

- I am familiar with the rules regulating higher qualifications at the Durban University of Technology, and understand the seriousness with which DUT will deal with violations of ethical practice in my research;

- Where I have used the work of others, to the best of my knowledge, this has been correctly referenced in the study and again referenced in the bibliography. Any research of a similar nature that has been used in the development of my research project is also referenced;

- This project has not been submitted to any other educational institution for the purpose of a qualification;

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- I understand that I am expected to publish an article based on my research results; and

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ACKNOWLEDGEMENTS

DEDICATION

- I dedicate this study to my late parents, Mr Narain Govender and Mrs Sally Govender, who worked tirelessly to ensure that my siblings and I received quality education to its highest level. Your belief in me pushed me harder to achieve what I have. I know both of you are smiling down and sharing this glory with me. Mum, this is for you, my promise to you is now accomplished.
- To my late brother, Lesley Govender, who was unable to complete his law degree due to his tragic demise, this one is for you.
- To my one and only son, Trimeshin Pillay. Thank you for always believing in me, pushing me and being my number one cheerleader.
- To my husband, Nareshnan Pillay, for all the support during this journey.
- My sister, Dr Loshini Govindsamy, only niece Simryan Govindsamy and nephew Mikile Govindsamy, thank you all for always being there for me and supporting me.
- My dearest aunty Gonam Moodley for her love and support.

ABSTRACT

This study focused on the perspectives of educators on leaderships' handling of conflict in schools in the Phoenix Circuit. The purpose of this study was to investigate secondary and primary school educators' perspectives of prevailing leadership styles when resolving conflicts within the school context. Conflict management by leadership is important as it reflects on the type of leadership skills used in an institution. The role of a leader in an organization is vital as it impacts significantly on the institution at large. A leader is accountable for everything that transpires at the institution. In light of the aforementioned, the school principal should be seen as a fundamental agent of transformation, creating a space for deliberation and dialogue. School leaders need to work closely with their educators, hence there needs to be collaboration amongst them. Inappropriate leadership styles have a tremendous impact on the culture of teaching and learning and the performance of learners. Moreover, the morale of educators is affected. The researcher conducted the study in the Phoenix Circuit as this area had many documented cases of unresolved conflict (SADTU Member Welfare Case File 2014). The members (SADTU Member Case File 2014) put forward a motion that within Phoenix, there were conflicts between leaders and educators in various schools that required urgent intervention from the South African Democratic Teachers Union (SADTU) Phoenix Branch. Owing to the many unresolved cases of conflict in the Phoenix Circuit from 2013, the researcher found that this warranted investigation. The members (SADTU Member Case Files 2014) stated that cases of unresolved conflict in schools was a cause for concern as there were grievances from educators regarding conflict management at their schools. SADTU is the largest teacher union in South Africa, representing 70% of the teaching force. Hence the researcher purposively selected SADTU and furthermore, the researcher is an executive member of the Phoenix Branch of SADTU.

The aim of the study was to investigate the perspectives of educators on leaderships' handling of conflict in schools. The three objectives were: to determine the challenges experienced by leaders in schools; to analyze how conflict is managed within schools; and to critically analyze the appropriateness of leadership styles employed in conflict management. This study used Transformational Leadership theory to address the complexity around leaders and the Co-operation and Competition theory to address the issues underlying conflict management, which underpinned the analysis of leadership and conflict management in schools in the Phoenix Circuit.

The perspectives of educators and school management teams (SMTs) was explored using a combination of interview schedules for SMTs and survey questionnaires for educators.

The Phoenix Circuit, which was the focus of study, falls under the Mafukuzela-Gandhi Circuit Management Centre, Province of KwaZulu - Natal. The researcher, being an executive member of the SADTU Phoenix Branch, had access to reports on conflict from 2013 which were pending and warranted the urgency of this to be researched.

The study revealed that quite often, whether conflicts are resolved or aggravated depended on the leadership styles of school principals in particular and members of the SMT in general. Authoritarian styles of leadership aggravated school conflict situations, whilst authentic democratic, transformational leadership styles contributed significantly to the resolution of conflict situations and the restoration of a culture of teaching and learning.

Keywords: Leadership styles; Conflict management; perspective of educators

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LIST OF ACRONYMS

ANC	African National Congress
CCMA	Commission for Conciliation, Mediation and Arbitration
CMC	Circuit Management Centre
COSATU	Congress of South African Trade Unions
DOE	Department of Education
ELRC	Education Labour Relations Council
EEA	Employment Equity Act
HOD	Head of Department (Schools)
HRM	Human Resource Management
IQMS	Integrated Quality Management System
IMSSA	Independent Mediation Service of South Africa
KMO	Kaiser-Meyer-Olkin's
LRA	Labour Relations Council
NAPTOSA	National Professional Teacher Organization of South Africa
NATU	National Teacher Union
PAJA	Promotion of Administrative Justice Act
PAM	Personnel Administrative Measures
REQV	Relative Education Qualification Value
SACE	South African Council of Educators
SACP	South African Communist Party
SADTU	South African Democratic Teacher Union
SASA	South African Schools Act
SMT	School Management Team
SPSS	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

This study focuses on perspectives of educators on leaderships' handling of conflict in schools in the Phoenix Circuit. The reason for this study was to investigate educators' perspectives of prevailing leadership styles when resolving conflicts within the school context. Conflict management by leadership is important as it reflects on the type of leadership skills prevalent in an institution. The role of a leader in an organization is vital as it impacts significantly on the institution at large. A leader is accountable for everything that transpires within the institution. In light of the aforementioned, Botha (2010) contends that the school principal should be seen as a fundamental agent of transformation, creating a space for deliberation and dialogue. School leaders need to work closely with their educators, hence there needs to be collaboration among them. Inappropriate leadership styles have a tremendous impact on the culture of teaching and learning; performance by learners and the morale of educators is affected.

The researcher conducted the research in the Phoenix Circuit as this area has many documented cases of unresolved conflict (SADTU Member Welfare Case File 2014). The members (SADTU Member Case File 2014) put forward a motion that within Phoenix there are conflicts between leaders and educators in various schools that require urgent intervention from the SADTU Phoenix Branch. Owing to the many unresolved cases of conflict in the Phoenix Circuit from 2013 to the current year 2020, the researcher found that this warrants investigation. Further, the researcher had access to case files because she is an executive member of the Phoenix SADTU branch. The members (SADTU Member Case Files 2014) state the cases of unresolved conflict in schools is a cause for concern as there are grievances from educators regarding conflict management at their schools. In South Africa, SADTU is one of the largest teacher unions representing 70% of the teaching force, hence the researcher purposively selected SADTU.

This study investigated the perspectives of educators on leaderships' handling of conflict in schools. The three objectives are: to determine the challenges experienced by leaders in schools; to analyze how conflict is managed within schools and to critically analyze the appropriateness of leadership styles employed in conflict management. This study used Transformational Leadership Theory to address the complexity around leadership and the Co-operation and Competition Theory to address the issues underpinning conflict management, which underpinned the analysis of leadership and conflict management in schools in the Phoenix Circuit. The perspectives of educators and school management teams (SMTs) were explored using a combination of interview schedules for SMT members and survey questionnaires for educators.

The Phoenix Circuit which was the focus of the study falls under the Mafukuzela-Gandhi Circuit Management Centre. The researcher, had access to reports on conflict from 2013 which were pending and which warranted the urgency of this situation to be researched. The researcher used SADTU case files with regard to conflict management in the Phoenix circuit as this trade union had many unresolved conflict cases. The researcher, in executive role in SADTU, had open access to SADTU case files as compared to other unions like NAPTOSA or NATU. These trade unions are sworn to confidentiality and did not allow the researcher access to their case files.

Random sampling was used to obtain the diverse viewpoints on leadership and conflict management within the school context. A random sample of 25 schools was selected from 54 schools in the Phoenix Circuit. The Phoenix Circuit had the highest number of unresolved conflicts from 2013. The members (SADTU Member Welfare Case File 2014) mention that the total number of unresolved conflicts from 2013 to date is alarming. It was envisaged that the researcher would be able to identify the factors contributing to conflict within schools and critically explore the role of leadership in managing such conflict.

Cele (2013:70) reveals "an excessively high number of conflicts reported to SADTU". Documents on conflict were analyzed, including minutes of union meetings, resolutions and declarations of the union for the period 2009 to 2013. Since leadership plays an integral role in conflict management, the study identified potential leadership styles to efficiently, economically and effectively manage conflict in schools, with a view to ensuring that a culture of teaching and learning prevails.

1.2 BACKGROUND TO THE STUDY

A Department of Education Report (1996:85) suggests that "The South African apartheid policies left the post-apartheid government to reflect on various policy documents dealing with governance and the management of public schools". Apartheid policies were autocratic and leaders in the post-apartheid era had to adjust their way of thinking and leading their institutions. The new policies and acts in education meant that managers in schools were tasked with changes in their leadership styles and management duties and responsibilities.

Mpungose (2007:1) argues that "the professional identities of principals as school leaders are both structurally pre-determined by legislation and policy and also constructed by the principals themselves insofar as they have the agency to interpret and implement both education laws and policy". Principals as leaders of their institutions were given the power to control and implement these policies, which consequently brought about conflict within their institutions.

Many leaders' poor understanding on how to implement policy correctly, results in educators becoming rebellious towards the incorrect implementation of policy. This consequently, has major implications leading to conflict in schools.

Owing to the processes and dynamics, conflict is complicated. A struggle for authority and power, the way decisions are made, the way we talk to each other or unresolved problems from past interactions, all have bearing of conflict resolution. Several of these factors may be accruing at the same time, so we are not sure what the real problem is. Thus, defining conflict in a specific situation can be a difficult task. Conflict in a school context will be a difficult task to unravel, as there are different types of individuals with different types of personalities.

Hence, the researcher explored various methods to get to the root of conflict in schools in the Phoenix Circuit.

Studies have shown that conflict has been what is arguably one of the many challenges within organizations (Hoog, Knippenberg and Rast, 2012:1). The researcher sought to understand and justify how leaders and educators within organizations dealt with conflict situations that arose within a school context. Leadership and conflict has become areas of concern, not only in South Africa, but also according to international perspectives.

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However, the researcher only focused on perspectives of educators on leadership and conflict management in schools in the Phoenix Circuit. Other areas in the Circuit Management Centre also have leadership and conflict management problems. Areas like Durban North West and Umhlatuzana have produced documentation to the South African Democratic Teacher Union (SADTU) with regard to leadership and conflict management problems. Mafukuzela-Gandhi Circuit Management Centre which Phoenix fell under was a problematic circuit where many situations of conflict have not been resolved since 2013. Conflict between educators and leaders within the institution was a cause for concern. The Phoenix Circuit has reportedly had a large number of unresolved conflict cases (SADTU Member Welfare Case File 2014). The analysis of the case files revealed a trend of conflict denial rather than conflict resolution. With a view of delimiting the field, this study investigated conflict management within schools in the Phoenix Circuit.

1.3 RESEARCH PROBLEM

According to Nieman and Kotze (2006:3), "it is clear that school leadership needs urgent attention as the culture of the school, which is largely cultivated by management, influences the performance and behaviour of the members of that organization." Further, Cabrera (2010:16) argues that "a lack of preparation of administrators in conflict resolution strategies is well documented in educational research findings of conflict in schools." Foley (2001: 231) notes that "while it is known that many school administrators perceive their lack of necessary skills in conflict resolution, further information is needed to develop effective professional development opportunities to meet their needs." The significance of a study directs the reader as to why it is important and points out the reasons for the researcher's choice of a particular study or problem. Educators in the Phoenix Circuit face many challenges when it comes to leaderships' handling of conflict situations in the Phoenix Circuit. Simply, the leaderships' handling of conflict situations impacted on conflict. The researcher investigated leaderships' handling of conflict situations in the Phoenix Circuit in an attempt to find the root of the problems experienced with regards to conflict.

It has to be noted that there are problems within institutions that impede effective leadership strategies for managing conflict in South African Schools, more particularly the schools in the Phoenix Circuit of the Pinetown District in KwaZulu-Natal.

The general aim of this research was to examine perspectives of educators on leaderships' handling of conflict situations in schools in the Phoenix Circuit. In order to attain the general aim of this research study, the following specific objectives were formulated:

- To analyse the nature of the conflict experienced by educators in schools;
- To analyse the current conflict management strategies used by school management teams; and
- To determine the nature of leadership styles used in management of conflict and how they are perceived by educators.

1.4 RESEARCH QUESTIONS

The Research questions for this study were formulated as follows:

- What is the nature of conflict experienced by educators in schools?
- What conflict management strategies are currently being used by school management teams?
- What are the dominant leadership styles used in the management of conflict and how are they perceived by educators?

1.5 CONTEXT OF THE RESEARCH

Since the advent of democracy in South Africa in 1994, there have been many changes in the educational system. Mafora (2013:1) notes that a "following the political changes in South Africa, one of the major educational reforms introduced was in school governance and management". These changes have had major implications for all South African teachers, parents, managers and learners.

Maboe (2013:10) opines that "it is a cause for concern that schools in South Africa generally do not perform up to expected management standards." The underlying reasons that managers do not perform to expected standards may be due to many factors within the institutions.

In any school context, the manager plays a pivotal role in ensuring that the school runs effectively and efficiently. A manager's role in post-liberation South Africa has changed dramatically as managers are accountable and responsible for the smooth running of the institutions they head.

Ngcobo and Tikly (2010:14) argue that "leadership is particularly important in the South African context given the legacy of the apartheid education policy and of the struggle to end authoritarian and often dehumanizing forms of leadership which was premised on the creation of separate education systems with separate values, purposes and styles of leadership."

This has impacted on present leadership in schools across South Africa. Karim (2015:340) notes that leaders in a school context have not moved away from the way schools were managed in the past. South African schools also lack effective mechanisms in dealing with conflict. Ngcobo and Tikly (2010:16) aver that school leaders lack skills and expertise on how to effectively manage conflict in schools.

Snodgross and Blunt (2009:5) endorse the above point of view when they state that South African educators have stressed the need to empower principals, teachers, learners and parents with the values, attitudes, knowledge, leadership and skills to manage conflict in a constructive manner. Mboe (2013:1) endorses this by adding that there is also a significant body of research conducted in South Africa supporting the view that effective leadership and management are essential to develop good schools.

Karim (2015:340) notes that the term 'conflict management' has become an ever-expanding umbrella that is used to cover a variety of approaches. Conflict management teaches life skills, negotiation strategies and mediation skills. International studies also endorse this. Gordon (2002) notes that in places "like Hong Kong, Malaysia, Taiwan, Korea and Thailand, the cultural norms that characterise principals as well as stakeholders are often in conflict with concepts such as teacher leadership and distributed leadership". Sackney and Walker (2006) postulate that leaders of more collaborative communities need "skills in communication group process facilitation, inquiry, conflict mediation, dialogue and data management". This however, does challenge the norms that exist in schools. Walker, Hallinger and Qian (2006: 664) allude that, caught between these conflicting pressures, it is easy for school leaders to lose their direction as well as their capacity to lead others.

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It is evident from the authors above that leaders have little or no formal training in resolving conflict within their institutions. Dana (2001) states that leaders need to comprehend structure to be able to analyse conflicts well.

This study uses two theories, namely Bush's (2003) Transformational Leadership theory and Johnson and Johnson's (1989) co-operation and Competition theory. The model presented below describes Bush's (2003) Leadership theory, explained as follows:

TABLE 1.1 Aspects of Bush's Leadership model (2003)

MANAGEMENT MODEL	LEADERSHIP MODEL
Formal	Managerial
Collegial	Participative
	Transformational
	Interpersonal
Political	Transactional
Subjective	Post – modern
Ambiguity	Contingency
Cultural	Moral
	Instructional

Transformational leadership, according to Bush (2003), links three leadership models to his 'Collegial' management model. Caldwell and Spinks (1992: 49) argue that the Transformational leadership style is essential for autonomous schools. The Transformational model is an informative and detailed model that outlines how school leadership needs to focus more on the process that would influence their outcomes rather than the direction of the outcomes. This study will use Transformational leadership theory and co-operation and Competition theory as the framework for this study.

This study, based on Johnson and Johnson's (1989) theory of Co-operation and Competition, has two basic ideas: one relates to the type of interdependence amongst the goals of the people involved in a given situation, whilst the other pertains to the type of action taken by the people involved.

Johnson and Johnson's (1989) theory of Co-operation and Competition, makes further predictions about different aspects of intra-personal processes from the predictions about substitutability, attitudes and inaudibility. Johnson and Johnson (1989) note that the following variables show positive characteristics when dealing with conflict:

- Effective communication is exhibited;
- Friendliness, helpfulness and lessened obstructiveness;
- Coordination of effort, division of labour and orderliness in discussion;
- Feelings of agreement with ideas of others and a sense of basic similarity in belief and values;
- Recognizing and respecting the other by being responsive to others needs;
- Willingness to enhance the other's powers;
- Defining conflicting interest as a mutual problem to be solved by collaborative effort; and
- Effort facilitates recognizing the legitimacy of each other's interests and the necessity to search for a solution responsive to the needs of all. It tends to limit rather than expand the scope of conflicting interests.

Johnson and Johnson (1989: 29) state that for understanding the nature of the processes involved in conflict, research findings are of central theoretical and practical significance. The theory notes that constructive processes of conflict resolution are similar to cooperation processes of problem-solving and destructive processes of conflict resolution are similar to competitive processes. The research will firstly conceptualize the theories and then link both theories as the theoretical framework of the study.

1.6 RESEARCH METHODOLOGY

Research design, according to Nieuwenhuis (2001:70), is a plan or strategy which determines the underlying techniques to be used to analyze the data. This involves identifying the participants' beliefs and values that underline phenomena and understanding.

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Henning, Van Rensburg and Smith (2007:30) state that research methodology refers to the coherent group of methods that complement one another.

In this study, a mixed methods approach was adopted to explore the quantitative and qualitative research paradigms by sampling a number of representative educators from different schools in the Phoenix Circuit (Marvasti, 2004).

Creswell and Garrett (2006:8) refer to mixed methods research as a means of collecting, analyzing and using both quantitative and qualitative data within an established approach. The advantage of using mixed methods in research is the ease with which findings are reconciled (Hammond, 2005:16). Thus, this study adopted the quantitative and qualitative approach. This researcher used the quantitative method to survey educators from 25 schools. The qualitative method entailed semi-structured interviews with SMT members from selected schools, Circuit Managers, the District Director and Union officials.

1.7 PRE-TESTING

The purpose of this research was to gather data from SMTs and educators at schools in the Phoenix Circuit on factors of leadership and conflict management. A pilot study was conducted so as to ensure that the instruments used for data collection were reliable. The researcher used her current school site for a pilot study to test the instruments. The pilot test sample is not part of the target population. Reliability of the study was based on the statistical figures that were calculated using *calcus alfa*. Based on the outcome of the pilot study, the necessary adjustments were made to the research instruments.

1.8 DELIMITATIONS AND SCOPE

The organizational location of the study is just one circuit, the Phoenix Circuit. The institutions where the study was done are located within these areas. It is conducive for the researcher as she is an educator in a school in the Phoenix Circuit.

1.9 LIMITATIONS

Vithal and Jansen (2006) mention that limitations empower the reader to appreciate what constraints were imposed on the study and to understand the context in which the research claims are set. The study cannot be generalized as it is restricted in its transferability to different contextual settings in different countries, as well as different provinces within South Africa.

1.10 VALIDITY AND RELIABILITY/TRUSTWORTHINESS

Flick (2006) states that validity is the best available approximation to the truth of a given proposition, inference or conclusion. Cohen, Manion and Morrison (2007:657) assert that validity is an important key to effective research. If a piece of research is invalid, then it is worthless. The researcher tried to ensure that the qualitative data is truthful, valid and honest.

This was only achieved by the participants being honest in their answers to questions. Cohen, Manion and Morrison (2007:657) further mention that in quantitative data, validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of data. The study ensured that all survey questionnaires were analysed appropriately.

Cohen, Manion and Morrison (2007:165) mention that reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time. Denzin and Lincoln (1994) suggest that reliability as replicability in qualitative research can be addressed in several ways. The researcher ensured reliability by checking the accuracy of the transcripts from the interview schedules against the digital recordings when the interviews were completed. A pilot study prior to the actual study was also conducted for the purpose of reliability and validity of the research instruments in collecting sufficient data to answer the research questions (De Vos, 2002).

By piloting the study, the researcher was able to ensured clarity of the data collection instruments. The researcher also ensured that the survey questionnaires were completed in full before they were analyzed. Triangulation refers to the use of two or more methods of research. To ensure that the data collected is a true reflection of the research study, the researcher used more than one technique. Triangulation therefore ensured that the researcher looked at more than one perspective to understand the complexity of human behaviour (Cohen et al., 2007). In this way the researcher was able to look for recurring patterns when comparing different settings.

1.11 ANONYMITY AND CONFIDENTIALITY

Cohen, Manion and Morrison (2007:84) state that "the essence of anonymity is that information provided by participants should in no way reveal their identity. All the participants' identities will be protected." Their real names were not used in the study; pseudonyms were used.

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Cooper and Schindler (2001:117) suggest that confidentiality can be protected by obtaining signed statements indicating non-disclosure of the research, restricting access to data which identify respondents, seeking the approval of the respondents before disclosure about respondents takes place. Participants in this research were informed that participation is voluntary. If they feel that they could not participate due to unforeseen circumstances, they were allowed to exit the research.

Participants in this research had to sign the consent forms. The participants were assured that the data will be only accessible to the researcher and supervisors and that the data will be securely stored for a period of five years which it would be discarded. The data will be kept for a period of five years after which it would be discarded.

1.12 ETHICAL CONSIDERATIONS

As defined by Saunders, Lewis and Thornhill (2007), ethics refers to an appropriateness of one's behaviour in relation to the rights of those who become the subject of one's work, or those who are affected by it. The main ethical issues as espoused by Babbie and Mouton (2001:522) were considered by the researcher when conducting this study because the researcher has an obligation to protect the rights of the participants to informed consent, anonymity and confidentiality. This was achieved by ensuring that the questionnaire were anonymous.

This study guaranteed that the participant's rights to participate in the study was not violated. It was done by explicitly stating the purpose of the study and the research procedure of the educators before asking them to sign the Informed Consent Forms. The researcher also ensured that respondents' participation was out of no coercion after being briefed on the research procedure (Heffernan, 2005:108).

Before commencing with this guaranteed, the researcher also obtained permission from the Kwa Zulu-Natal Department of Education as well as the managers of the selected schools. The approval of the Ethics Committee of the Durban University of Technology allowed the researcher to conduct the study.

1.13 STRUCTURE OF THE STUDY

This study is made up of seven chapters that mapped the road of what to expect on this academic journey in exploring perspectives of educators on leaderships' handling of conflict in schools in the Phoenix Circuit.

Chapter 1: Introduction: Captures the reader's interest as to provide an insight, background, outline the context, rationale, significance of the study and a brief preview of forthcoming chapters.

Chapter 2: Literature Review: The researcher reviews the international perspectives of Leadership and conflict management.

Chapter 3: Literature Review: The researcher examines the South African perspectives of Leadership and conflict management, policies and legislation.

Chapter 4: Theoretical framework: The researcher presents the theoretical framework that frames this study. Some of the theories on leadership and conflict are discussed.

Chapter 5: Research Methodology: focuses on the research design, the methodology used, including sampling, the study approach and the instruments used.

Chapter 6: **Analysis of data**: presents details of the findings of the survey questionnaire of research. It also interrogates and discusses the empirical data, so as to arrive at a composite picture of perspectives of educators on leaderships' conflict handling situations in schools in the Phoenix Circuit.

Chapter 7: Conclusions and Recommendations: presents the researcher's conclusions and recommendations. Firstly, the composite picture of perspectives of educators on handling of conflict situations in the Phoenix Circuit are described. Secondly, possible solutions to the leadership problems and conflict management identified are suggested, and recommendations are made on strategies to be employed to minimize conflict.

1.14 CHAPTER SUMMARY

This chapter presented the background to this study followed by the research problem and research questions. This chapter also covered the context of the research, research methodology, pretesting, delimitations and scope. The chapter went then went to clarify limitations, validity, reliability, trustworthiness, anonymity, confidentiality, ethical considerations. This is followed by the structure of the study and chapter summary. This study interrogates literature in the next chapter in more detail

CHAPTER 2

INTERNATIONAL PERSPECTIVES ON LEADERSHIPS' HANDLING OF CONFLICT IN SCHOOLS

2.1 INTRODUCTION

The previous chapter, provided an introduction to the study by briefly explaining key features of the research. The central thrust of the current chapter is to explore literature on perspectives of leaderships' handling of conflict situations in schools. Specifically, this chapter reviews literature that will attempt to analyze leadership styles; different perspectives of leadership; conflict management theories; and leadership and conflict management.

2.2 CONCEPT OF LEADERSHIP

This study endorses the concept of leadership as cited by Yukl (2010:21) in a quest for understanding leadership's handling of conflict situations in the Phoenix Circuit. The research views leadership as influence and leadership as vision and engages with literature on the above to get a clearer picture of what it entails to be a leader in general and of a school in particular.

2.2.1 LEADERSHIP AS INFLUENCE

The definitions of leadership cited by various researchers in Yukl (2010:21) are as follows:

Leadership is:

* The behavior of an individual …directing the activities of a group toward a shared goal (Hemphill & Coons 1996, p.206);

* About articulating visions, embodying values and creating the environment within which things can be accomplished (Richard & Engle, 1986, p. 184);

* A process of giving purpose to collective effort, and causing willing effort to be experienced to achieve purpose (Jacob & Jaques, 1990, p. 281);

* The process of making sense of what people are doing together so that people will understand and be committed (Drath & Palus, 1994, p. 4); and

* The ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of an organization (House et al., 1999, p. 184).

The definitions cited above note that leadership is a process that influences how people within an organization influence and guide one another. This is further agreed to by Moodley (2014:11) who states that leadership should be viewed as a specialized role or even as a shared influence role, whereby the person expected to perform the specialized leadership role is designated as the leader. Yukl (2010) suggests that the other members are called followers, who may assist the designated leader in carrying out their leadership functions. The researcher notes that regarding leadership, there can be no clear distinction as any member within a system may exhibit leadership qualities. This study examined how educators perceived leadership with regard to conflict handling situations in the Phoenix Circuit.

Yukl (2006) states that one area of controversy about leadership as a process of influence is how that influence is exercised and the outcomes thereof. Moodley (2014:12) further alludes to the fact that the "use of leadership as a process to control rewards and punishment to manipulate or coerce followers is unethical regarding the use of power and therefore cannot be considered as real leadership". The researcher agrees with the authors above that depending on the nature of the type of influence, the same outcome may be accomplished. The authors speak about the use of power to manipulate the outcome of any situation.

2.2.2 LEADERSHIP WITH A VISION

According to Bush (2003), "vision has the potential to develop schools". In addition, the articulation of a vision implies much of the nature of leadership today because a vision illustrates the desirable future state of the organization, and relates to the intended purpose of the organization expressed in terms of values and clarifying the direction to be taken by the institution (Thurlow, Bush and Odeman, 2003). It is commonly agreed upon that a leader of any organization has to have a vision in order to lead that organization, implying a leader with a clear and precise vision for the organization will have set aims, goals and objectives for the organization.

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Yukl (2006) further alludes to the fact that "the success of a vision being actualized depends on how effective it is communicated. Therefore, the vision should be communicated at every opportunity and in a variety of ways". The researcher agrees with Yukl (2006) that a vision should be communicated in ways that are effective and meaningful to the organization and its followers. Thurlow et al. (2002) allude to the fact that "a vision must be inspirational so that people in an organization are motivated to work towards it with pride and enthusiasm".

Bush (2007:403) further elaborates that "a vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school". The researcher notes that having a shared vision within an organization creates a sense of harmony so that everyone within that organization works together to achieve a common goal, which is also an inhibitor to any form of conflict within that organization.

This study further interrogates the intense discussion on leadership with a vision that has been well articulated by various authors. However, it has to be noted that leadership will be further examined in the findings of this study. The researcher reviews how the different leadership styles in an organization influence educators' perceptions on leadership and conflict management situations in the Phoenix Circuit.

2.3 LEADERSHIP STYLES

Ozkan, Alev and Ercan (2015: 27) note that "leadership is one of the main concepts that is commonly discussed and investigated in the social sciences, especially in the fields of management, psychology, sociology and education. However, there is still no consensus about its definition". "One of the reasons for this is that the reflection of leadership priority has been different in every field" (Bektas, Cogaltay and Sokmen, 2014). The researcher concurs with academic scholars that the definition of the term 'leadership' will vary according to the context in which it is used. It has to be noted that the term leadership in a school context will form the crux of this section of the study.

The researcher notes that the term leadership is discussed within the school context as this is where the research is located. This study reviews the different leadership styles commonly used in a school context by leaders of the institutions.

Mythili (2015:380) postulates that school leadership styles such as distributive leadership, transformational leadership, social leadership, instructional leadership and their relative merits are extensively studied in international contexts. The researcher notes that the above leadership styles like distributive leadership in any organization focuses on excellence that exists rather than sourcing this through formal positions. Transformative leadership is also considered a type of shared or distributed leadership, which are common in all international studies. Bel (2010) alludes to the fact that diverse leadership styles are likely to have various impacts on employee involvement and commitment, which in turn influences the climate for innovation management. The researcher notes that the leadership styles in an organization determines the level of conflict that could arise, however this is interrogated further in the study. The relationship between leadership and innovation is rather too complex to discuss further, as the researcher focuses exclusively on leadership styles.

Nanjundeswaraswamy and Swamy (2014:57) state that "leadership style is the relatively consistent pattern of behavior that characterizes a leader". The researcher notes that the study focuses on school leadership, that being the principal and his/her School Management Team (SMT) and their leadership style.

This is further elaborated by the Induction Training Manual for School Management Teams (SMT) (2018:20) which outlines the leadership roles of the principal:

- *The Principal as an Instructional Leader*: The principal is a team leader insofar as curriculum implementation is concerned and he/she has to supervise assessment;
- *The Principal as a Transformational Leader*: The term "Transformational" would cover a variety of notions like charismatic, visionary, cultural etc. The Principal should understand and conceptualize change management. Here the Principal sets the direction for the school through vision, mission, goals and priorities. The Principal would assist members of staff to gradually achieve a paradigm shifted
- *The Principal as a Moral Leader*: This notion entails sharing decision-making at all levels. Consultation is the magic word. Here people share successes and failures equally;

- *The Principal as a Managerial Leader*: The principal is the "manager" in charge of his/her school, hence the buck stops with him/her. He/She regulates all that is taking place at the school within policies. He/she has to be knowledgeable and resourceful about educational mandates; and
- *The Principal as a Contingent Leader*: The school community looks up to the principal to manage crises and chaos that may arise unexpectedly.

Different leadership styles as discussed above by the different scholars may affect organizational effectiveness or performance.

2.3.1 AUTHORITARIAN LEADERSHIP

Wu and Shiu (2009) explained that "authoritarian leadership is gained through punishment, threat, demands, orders, rules and regulations". The roles of authoritarian leadership include unilateral rule-making, task-assignment and problem-solving, whilst the roles of authoritarian followers include adhering to the leader's instructions without question or comment. Lunenburg and Ornstein (2012) argue that "authoritarian leadership receives aggressive or apathetic behavior from subordinates".

It has to be noted, as mentioned by Lunenburg and Ornstein (2012), that apathetic behavior from subordinates does aggravate conflict within the school domain.

This type of leadership is where the leader makes all the decisions, with no input from employees. Aunga and Masare (2017: 45) add that the autocratic/authoritarian leader is likely to ignore suggestions made by staff members. Where quick decision-making is a key factor, this particular leadership style may work well because there might not be any time to consult with staff for their involvement anyway.

2.3.2 AUTOCRATIC LEADERSHIP

According to Khasawneh and Futa (2013), the autocratic style describes a leader who dictates work methods, makes unilateral decisions and limits employee participation. This type of leadership aggravates conflict within an institution. Grant (2006:525) states that "schools are still bureaucratically and hierarchically organized with principals who are autocratic and show negativity to teachers who attempt to take up a leading role outside the classroom and this is regarded as a powerful barrier". The researcher concurs with Grant (2006) that principals who are autocratic in their leadership style contribute to conflict within an institution. Rajagopaul (2007: 25) argues that a "hierarchical structure still exists in schools".

It has to be noted that school leadership styles currently practiced need to be changed by the leaders of the schools as school leaders can either aggravate or hinder conflict within the schools they lead.

Principals feel that by using an Autocratic leadership style, it will ensure that their power is not taken away from them.

This type of leadership contributes to all type of conflict within the school domain. Slat's (2008:48) study reveals that the "behavior of leaders in schools has a profound effect on the people and that effective leadership helps to determine the culture of the organization by their behavior". The researcher argues that if school leadership can be shared and distributed in the schools, then leadership will be effective.

Thurlow (2003:195) argues that one of the greatest barriers to leadership in schools is an Autocratic leadership style. Paulience (2012:97) further argues that "In Malaysia, Africa and the United Arab Emirates, high power distance is argued to have determined the leadership style because strong power distance cultures prefer an autocratic leadership approach". This type of leadership is governed by the status and power that a leader has in the institution. The question to be asked is how effective this type of leadership is in the institution? The researcher will be able to provide further answers on this type of leadership further in the analysis chapter.

2.3.3 CHARISMATIC LEADERSHIP

Kesting et al. (2015:28) opines that charismatic leadership rests on devotion to the exceptional sanctity, heroism or exemplary character of an individual person. With regard to the means of leadership, there is some solid empirical indication that charismatic leaders lead innovation projects primarily on the basis of their behavior, beliefs and personal example". Studies have exposed charismatic leaders as leaders who attract followers by manifesting a promising future, rather than creating despondency with the status quo.

Bossink's (2004) study posits that, the failure of an innovation project was found to be related to the inability of charismatic leaders to participate in a knowledge network and collect professional information. Charismatic leaders, through exercising this particular leadership style, contribute to conflict within a school context.

Bossink (2007:140) further supports this finding in a follow-up study that found that charismatic leaders were not able to absorb useful information and knowledge during a project. The conviction of many researchers supports results. In order for organizational transformation to be successful, an innovative mindset has to be created that supports charismatic leadership.

2.3.4 DISTRIBUTED LEADERSHIP STYLE

Corrigan (2013:67) argues that distributed leadership offers hope by eliciting notions of what could be and stands in contrast to what is. The author adds that it is proposed as a rejection of heroic or hierarchical structures in favor of leaders who can design a culture in which leadership is distributed in an emergent and benevolent way, such that the community engages in robust dialogue, in an evidence-informed and experience-grounded manner. The researcher notes that this type of leadership style will depend on the context of the organization and the leader.

According to Kesting et al. (2015), "Shared leadership can be understood as a dynamic, unfolding, interactive influence process amongst individuals, where the objective is to lead one another toward the achievement of collective goals". In contrast, in the case of distributed leadership Mehra et al (2005) state that "there are multiple leaders within a group". Moreover, Harris (2007) argues that the main difference between the two styles is that distributed leadership focuses on the allocation of power and management skills, while shared leadership focuses on the mutual influences amongst team members or team leaders. It has to be noted that both types of leadership styles have merits in terms of its context. This type of leadership within a school context hinders any form of conflict that may arise.

According to Gurr (2015:37), for successful school leaders, distributed leadership is almost assumed as they will openly say that the success of their school is due to the leadership of many, and that they value the contribution of teachers, parents and students. The researcher concurs with the above statement that the success of a school organization is due to the leader delegating leadership roles to all relevant stakeholders.

2.3.5 SITUATIONAL LEADERSHIP STYLE

Spillane et al. (2004) argue that situations are not external to leadership activity, but serve to influence leadership activity from within the activity, being stretched over the many facets of the school situation, including tools, language and organizational structure.

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The authors' discussion on their understanding of situational leadership refers not only to organizational structures, but also to broader social structures and the way they influence human agency and the interactions between leaders and followers in enacting school leadership.

2.3.6 LAISSEZ -FAIRE LEADERSHIP

According to Mbiti (2007), laissez-faire leadership refers to a free-reign style where the "leader does not lead but leaves the group entirely to itself". Furthermore, Waqar (2013:299) mentions that laissez-faire leadership refers to a leader who has a negligent, hands-off approach towards the performance of their followers." Wirba (2015:3) concurs with the above author and states that "the laissez-faire style is also known as the hands-off style of leadership".

The researcher notes that the authors above have asserted that leaders do not guide and direct their followers and have nothing to do with the way the institution is led. This type of leadership will be discussed in the analysis chapter. Laissez-faire leaders exercise little control over their followers. Such leaders allow maximum freedom for subjects, who are given a free hand in deciding their own policies and methods.

Wu and Shiu (2009) postulate that leaders who adopt the laissez-faire leadership style exercise little control over their followers by letting them have freedom to carry out their assigned tasks without direct supervision. This type of leadership is further elaborated upon by Wirba (2015:3) when he alludes to the fact that "Laissez-Faire leaders abandon their responsibility, delay decisions, give no feedback and make little effort to help followers satisfy their needs. There is no exchange with followers or any attempt to help them to grow".

However, such a leadership style is not suited to leaders who head their institutions because follow-ups after delegation create problems and also contribute to conflict within the institution. This type of leadership will be interrogated in the analysis chapter.

2.3.7 DIRECTIVE AND PARTICIPATIVE LEADERSHIP

According to Lornikora et al. (2013:573), directive leadership "is associated with a leaders' positional power and is characterized by behaviors aimed at actively structuring subordinates' work by providing clear directions and expectations regarding compliance with instructions." In contrast to that, Somech (2006:135) defines participative leadership as shared influence in decision-making.

The difference between shared and participative leadership is that participative leadership encourages open forum for discussion, exchange of ideas, innovation and allows for critical thinking. Shared leadership enhances performance by motivation and goals by linking behaviors to a vision and mission. Leaders can articulate how the vision can be reached.

This study notes that the final analysis of the decision-making process lies with the leader of the organization. The difference is where the leader uses the consultation process and hence followers are allowed to express their views or perspectives in the final decision-making process.

Kesting et al. (2015:26) distinguish between participative leadership and directive leadership in terms of how it stimulates creativity and the development of new ideas whereas directive leaders provide team members with a framework for decision making and action in alignment with the superior's vision.

Bush (2007: 397) notes that participative leadership assumes that the decision-making processes of the group is the central focus of the group. This model is underpinned by three assumptions, namely

- Participation will increase school effectiveness;
- Participation is justified by democratic principles; and
- In the context of site–based management, leadership is potentially available to any legitimate stakeholders.

Research has shown that participative leadership benefits in the early stages, whereas directive leadership benefits at a later stage. The next section describes Interactive Leadership.

2.3.8   INTERACTIVE LEADERSHIP

Kesting et al. (2015:27) describes the interactive leader as one who empowers others to innovate; cooperates with them to innovate; and shows them how to become innovation leaders in the organization themselves. In this sense, not only individuals but teams can also be empowered. Bossink (2007) cites research showing that interactive leadership typically involves some kind of guidance showing empowered employees how to innovate by coaching and providing them with other relevant support.

However, it may be argued in contrast to distributed and shared leadership that this empowerment is restricted. In a sense, leaders that are empowered serve as a delegate of the interactive leader.

2.3.9 ENTREPRENEURIAL LEADERSHIP

According to Zaidatal et al. (2014:1),

> "Entrepreneurial leadership is a distinctive type of leadership required for dealing with the challenges and crises of the current organizational settings. This leadership style enables leaders to successfully direct their organization and solve problems through different steps of the organization's growth and development".

Park (2012) laments the limited research on the association between school principals', entrepreneurial leadership practices and school performance, particularly regarding school innovativeness. Hence, the variation between these highlighted constructs should enable leaders to act as entrepreneurs and entrepreneurs to behave as leaders.

Harrison (2011:2) alludes to entrepreneurial leader gaining competitive advantage by having and communicating the vision to engage teams to identify, develop and taking advantage of opportunity. As mentioned by Harrison (2011), engaging with teams is the best form of leadership to mitigate any form of conflict that may arise in the institution. Entrepreneurial leadership allows leaders in schools to deal with the constraints and complexities of the school environment. The next section focuses on Servant Leadership.

2.3.10 SERVANT LEADERSHIP

Shekar and Nikooparvar (2012: 55) describe servant leadership as an approach to leadership focusing on developing employees to their full potential in the areas of task effectiveness, community stewardship, self-motivation and future leadership capabilities. Leaders play an integral role in ensuring that employees are developed to their full potential. Smith et al. (2004) allude to Servant leadership being an emerging model of leadership, characterized by its emphasis on strong follower-centric, altruistic, moral, ethical and spiritual values.

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Waterman (2011) argues that every leader should have a servant's heart by showing care and concern for others and by being mentor minded. They have the desire and concern to build and develop others, even at their own expense.

The researcher concurs with Waterman (2011) when he mentions that leaders must have a desire and concern to build and develop others within an institution.

This type of leadership allows for positive dialogue to occur between the leader and the educator in a school setting. It is also an inhibitor to any form of conflict within the institution.

The Servant leader's task is to ensure that all the employees are motivated in reaching their goals, hence such leaders should not be self-centred. McGrimmon (2010) notes that Servant leadership is unlike other models of leadership.

Liden et al. (2008) identified nine dimensions of leadership, namely:

* *Emotional healing* - the act of showing sensitivity to others' personal concerns;

* *Creating value for the community* - a conscious, genuine concern for helping the community;

* *Conceptual skills* - possessing the knowledge of the organization and tasks at hand in order to be in a position to effectively support and assist others, especially immediate followers;

* *Empowering* - encouraging and facilitating others, especially immediate followers, in identifying and solving problems, as well as determining when and how to complete work tasks;

* *Helping subordinates group and succeed* - demonstrating genuine concern for others' career growth and development by providing support and mentoring;

* *Putting subordinates first* - using actions and words to make it clear to others (especially immediate followers) that satisfying their work needs is a priority;

* *Behaving ethically* - interacting openly, fairly and honestly with others;

* *Relationships* - the act of making a genuine effort to know, understand and support others in the organization with an emphasis on building long–term relationships with immediate followers;

* *Servanthood* - a way of being marked by one's self-categorization and desire to be characterized by others as someone who serves others first, even when self-sacrifice is required".

These nine dimensions of leadership are an excellent way of leading an institution as it allows both the leader and the educators within the school context to engage meaningfully and accordingly so that a relationship of trust is built based on thee nine dimensions as mentioned above.

2.3.11 ETHICAL LEADERSHIP

Hassan and Wright (2016:33) describe Ethical leaders as engaging in behaviors that benefits others, while simultaneously refraining from behaviors that can cause harm to others. Khuntia and Suar (2004) suggest that ethical leaders incorporate moral principles into their values, belief and actions. Brown, Trevino and Harrison (2005:120) conceptualize ethical leadership as a demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, as well as the promotion of such conduct through two-way communication, reinforcement and decision -making.

For ethical leadership to be effective in any organization, it is vital and critical that integrity and honesty be the focus of the leaders. Hassan and Wright (2016:33) postulate that the three essential attributes or components of ethical leadership are: (a) being an ethical role model, (b) treating people fairly and (c) actively managing ethics in the organization. The researcher concurs with Hassan and Wright (2016) that as a leader in an institution, one has to firstly be a leader that is a role-model and leads by example, as well as being an ethical leader. This is the only way in which a leader will avoid any forms of conflict in the institution. Ethical leaders need to be good role-models in their institutions.

2.3.12 STRATEGIC LEADERSHIP

Several researchers have pointed to the particular importance of strategic decision – makers (and their hierarchical power) in advancing organizational innovation. Notably, the onus lies on strategic leaders to use their powers to ensure that change within the institution benefits all individuals.

Wong (2013) alludes to the fact that strategic leaders serve important innovation roles in that they advance new ideas from the conceptualization phase to the development and commercialization phase.

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Research notes the importance of the personal traits that strategic decision-makers need to become effective strategic leaders. Elenkov et al. (2005) highlight the ability to anticipate, envision, maintain flexibility, think strategically and work with others as important to effective strategic leadership.

2.3.13 DEMOCRATIC LEADERSHIP

Khasawnah and Futa (2013:4) describe Democratic Leadership as a leadership style that involves people in decision-making processes while the execution of the decision may be on the part of the leader after facilitating consensus within the group. However, the findings of Tahseen's (2012) study revealed that the democratic leadership style used by the school principal has no effect on teachers' job stress, whilst teachers were stressed under the autocratic style.

As mentioned by the authors, democratic leadership is transparent and open, allowing for decisions to be made that involve both parties.

This type of leadership does have the propensity to curb any form of conflict that may occur within an institution. Bhatti et al.'s (2012) study found that a democratic leadership style positively influenced teachers' job satisfaction and ownership.

2.3.14 MORAL LEADERSHIP

A political perspective on moral leadership focuses on the nature of the relationships amongst those within the organization, and the distribution of power between stakeholders both inside and outside the organization (Leithwood et al., 1999).

It has to be noted, for example, that the democratic nature of relationships amongst the officials of the department, principals, educators and unions enhances the aim of improving effective leadership and conflict management.

2.3.15 CONTINGENT LEADERSHIP

Contingent leadership focuses on how leaders respond to the unique organizational circumstances that prevail in a particular situation (Leithwood et al., 1999) and provides an alternative approach to leadership. Moreover, Yukl (2006) notes that effective leaders continuously read a situation and evaluate how to adapt their behavior to that particular situation.

The researcher notes that contingent leadership is recognizing the flow from educators to management. This type of leadership practice will be further interrogated in the analysis of the data.

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2.3.16 TRANSACTIONAL LEADERSHIP

Bass (1999: 11) refers to transactional leadership as the exchange relationship between leader and follower to meet their own self-interests. Furthermore, Burns, (1978:19) describes Transactional leadership as when one person takes the initiative in making contact with others for the purpose of an exchange of valued things. Foster (1989) defined a transactional leader as one who interacts with his or her employees based on exchange relationships. The authors have presented their definitions on their understanding of what transactional leadership is, thus it is clear that transactional leadership is based on the exchange relationships within the institution.

Burns (1978: 19-20) iterates that transactional leadership occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things, either economic or political leadership behavior, or psychological in nature. With regard to Burns' (1978) findings on one person taking the initiative, the researcher concurs with this as this type of leadership style having merit in terms of whether conflict can be resolved amicably within the institution. This type of leadership style can be positive in an institution where ideas are shared and everyone benefits. Aunga and Masare (2017:46) mention that transactional leadership is sometimes called bartering.

Transactional leadership is based on the conviction that people desire to be led, rather than to be liable for their own actions and decisions. The authors note that people within an institution would prefer to be taken by the hand and shown the way, rather than going on their own way. As a result, the leader relies on top-down decision processes to control staff, allocate resources and initiate the process of change.

Nguni, Sleeger and Denessen (2009: 11) present transactional leadership in four dimension, namely:

- *Contingency reward*: the extent to which leaders set goal; reward performance; obtain necessary resources; and provide rewards when performance goals are met;
- *Management by exception*: to the extent to which leaders closely monitor followers' performance and keep track of mistakes;
- *Passive management by exception*: passive to the extent to which leaders avoid responsibility; fail to make decisions; are absent when needed; or fail to follow up on requests.

- *Laissez*-fare leadership: the extent to which leaders avoids making decisions.

The researcher outlines the dimensions used by leaders in organizations. Hereafter, the researcher focuses on transformational leadership.

2.3.17 TRANSFORMATIONAL LEADERSHIP

This study highlights transformational leadership, which will be used as part of the theory framing this study. Burns (1978) published his seminal work introducing the concepts of Transformational and Transactional leadership and considerable research was subsequently conducted in education using the transformational leadership model, quite rapidly yielding a knowledge base concerning the application of this leadership model in education. Hallinger (2003: 337) highlights the following aspects of the Transformational model:

- Firstly, the model does not assume that the principal alone will provide the leadership that creates these conditions;
- Leadership may well be shared, coming from teachers as well as from the principal;
- Secondly; the model starts from somewhat different motivational assumptions. Behavioural components such as individualized support, intellectual stimulation and personal vision suggest that the model is grounded in understanding the needs of individual staff, rather than 'co-ordinating and controlling' them towards the organisation's desired ends.

Finally, like the other leadership models and theories examined by scholars and practitioners, it is prudent to present the arguments in support of the strengths and weaknesses of the Transformational Leadership Model.

Flemming and Flemming (2017:57) conceptualise Transformational leadership as follows:

- **Idealized influence**: Charisma or idealized influence describes leaders who act as strong role models for followers and whom followers seek to emulate. These leaders have very high standards of conduct, moral principles and ethical values, providing followers with a clear vision and a mission for their organisations;

- **Inspiration Motivation**: This factor articulates the importance of leaders communicating high expectations to followers, inspiring and motivating them by providing challenges to their followers work so that they can develop a shared vision for the organization;

- **Intellectual stimulation**: Incorporates an open architecture dynamic into a process, vision, formulation and patterns of implementation; and

- **Individualized consideration**: Represents the leader who provides a supportive climate in which he/she listened to the individualized needs of the follower. The transformational leader treats followers with respect and facilitates individual growth by providing coaching, mentoring and growth opportunities, utilizing a variety of methodologies such as delegation to help followers accomplish their tasks and grow through personal challenges in the organization.

The authors have similar views on Transformational leadership styles. The researcher notes that the models presented by the various authors will vary according to the context in which the leader leads. The authors mention that leadership should provide support and guidance to staff, rather than being controlling. However, Caldwell and Spinks (1992: 49- 50) argue that transformational leadership is essential for autonomous schools. Transformational leaders succeed in gaining the commitment of followers to such a degree that the higher levels of accomplishment become virtually a moral imperative.

This study aspires to establish the extent to which transformational leadership is practiced in the schools under investigation and to ascertain the extent to which the absence of transformational leadership contributes to aggravating situations.

In view of this, a powerful capacity for transformational leadership is required for the successful transition to a system of self-managing schools. Aunga and Masare (2017:46) assert that transformational leadership stimulates and inspires followers to achieve beyond expectation, in the process developing their own capacities. The researcher is of the view that a transformational leadership style will be successful in any institution, depending on the type of leader that leads the institution.

With an aim of building a shared vision, the transformational leader responds to followers' needs through empowerment and aligning the objectives and goals of the organization with that of followers.

This provides a primitive approach to school leadership, which focuses on how leaders influence school outcomes rather than directing these outcomes.

Furthermore, Jamaludin and Rahman (2011) are skeptical as the study concluded that "transformational leadership seems to be more appropriate for stimulating creativity and generating ideas than for implementing innovations". They noted that leaders within an institution will apply transformational leadership style according to the needs of their school.

2.4 DIFFERENCE BETWEEN TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP

Tajasom and Ahmad (2011:315) postulate that "there are important differences between transactional and transformational leaders, transactional leadership occurs when one person to take the initiative in making contact with others for the purpose of an exchange of valued things, whereas transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality". Based on Burns' (1978) model, one can assume that transactional leaders clarify their followers' responsibilities; the expectations the leaders have; tasks that must be accomplished; and the benefits to the self-interests of the followers for compliance. On the other hand, Transformational leaders motivate their followers to perform beyond expectations by activating followers' higher order needs, fostering a climate of trust and inducing followers to transcend self-interest for the sake of the organization. Analysis on the two types of leadership style shows how leaders within their institutions adapt using either both or just one of the leadership styles. The researcher will argue this in detail in the analysis of the data.

Loganathan (2013:30) further alludes that there are three attributes of Transactional leadership, namely:

- *Active Management by Exception*: the leader actively monitors the activities of followers, in search of errors, deviations from standards or failures. The leader hastily corrects the employee who does not apply effective problem-solving techniques;

- *Constructive Transactions*: The leader-follower interaction is proactive, where emphasis is placed on rewards for meeting expected goals. The leader obtains agreement from followers on what must be done and what the rewards would be for the followers involved with the task; and

- *Passive Management by Exception*: The leader is not inclined to set standards on new systems in place and assumes that the status-quo is acceptable.

This study argues that the difference between the Transformational and Transactional leadership styles is that transformational leadership encourages followers to lead having a vision and mission in place and being guided by his or her creativity. On the other hand, transactional leadership refers to being constantly micro-managed by the leader.

Additionally, Pauline (2012) cites scholars having found that Transactional leadership was aligned with the ratings of managers from Africa, Malaysia and Transformational leadership scales correlated with Australian and Taiwanese research. Both Transactional and Transformational behavior reflected leadership styles in African, Indian, Chinese (Hong Kong), Malaysian, Romanian, Turkish, Thai and United Arab Emirates research. Authors have done intense research on both transactional and transformational leadership styles in different countries, which does have a direct impact on the type of leadership style used in the institution.

This study further alludes to the fact that both of these leadership styles do have their pros and cons. Every leader within his or her institution will use different leadership styles when dealing with different levels of needs within the institution.

2.5 DIFFERENT PERSPECTIVES OF LEADERSHIP STYLES WITHIN A SCHOOL CONTEXT

According to Ali and Shaikh (2013:44), the correlation between school leadership and school performance appears to be relatively simple and straightforward in theory but is inherently complex and unpredictable in practice. On the one hand, there are studies which confirm the existence of a relationship style and school performance.

However, Smith (2016) believes that there are seven dimensions of leadership in schools that contribute to the overall culture and effectiveness of the school, namely the construction of a school vision and establishing school goals; providing intellectual stimulation; providing individualized support; modeling best practice and organizational values; setting high academic standard expectations; creating a productive school culture; and fostering participation in decisions.

As a leader of an institution, it is imperative that the school be guided by a vision and followed by goals that will enable the school to be run effectively and smoothly. Each of these seven dimensions have traits rooted directly in transformational, transactional, inspirational and instructional leadership.

Goncalves (2013:2) argues that although leadership can be learned and power can be developed, in order to be an effective leader, one must be able to distinguish from the various forms of power and select the one most in line with his or her leadership style, character traits and working environment.

Ali and Shaikh (2013) mention the organizational aspect of a school context, which the researcher agrees is important for the functionality of any school, whereas Goncalves (2013:4) speaks on how leaders use their power to manage their schools. All the elements mentioned by these two authors are significant and valuable for a leader to run a smooth organization. However, must be noted that the manner in which it is used is also important to any institution. According to Khasawneh and Futa (2012: 1), there is no one best leadership style that is always used as leaders use different styles in different situations.

Academic scholars have argued and debated that there is no one best suited leadership style as it can vary in every context. If one looks at the case studies presented by the various authors, one will note that every context is different. Aunga and Masare (2017: 43) cite a study on principals' leadership style in Dubai which found that leadership style has a significant impact on teachers' performance.

In addition, a Kenyan study on the main effects of leadership styles on employee performance by Koech and Namusange, (2012) found that leadership styles influence performance and it was recommended that managers should discard the laissez–faire leadership style by becoming more involved in guiding their subordinates.

Research by Kashagate (2013) on the influence of leadership style on teachers' job satisfaction in the case of a public secondary school in Musana municipal council in Tanzania showed a positive correlation between transformational leadership and transactional leadership.

Akerelele's (2007) study on Principals' Leadership Styles and Teachers' Job Performance in Lagos State Public Secondary Schools concluded that leadership style could be seen as the process of influencing the activities of an organization towards goal-setting and goal achievement. This study's evidence presented by the research reports and findings creates an impression that it is the principal leader who is capable and responsible to create a turnaround strategy within a school, hence giving it purpose and a sense of direction to reach its goal.

Ejimabo (2015:6) iterates that decision-making by leaders is an act of being accountable and responsible in organizational matters and challenges. It requires maturity, common sense, knowledge, skill, ability, energy, self-discipline, a sense of direction and motivation on the side of the leader.

Leiter and Maslach (2002) believe that in organizational decision-making, good leaders would provide an encouraging atmosphere to perk up the performance and efficiency of their followers. In their opinion, Abba, Aqeel and Awan (2012) maintained that effective leadership requires five major characteristics as described by Oakland (2000), namely a mission statement, effective strategies, critical success factors, an appropriate management structure and employee involvement.

It is therefore imperative that the five major characteristics mentioned by Abba, Aqeel and Awan (2012) be noted as an inhibitor to conflict within an institution. Ejimabo (2015: 7) alludes to the fact that leaders must know how to lead as well as manage. Otherwise, without leading as well as managing effectively, today's organizations face the threat of extinction. The author states that the more skilled leaders are, the more likely they are to feel confident in their abilities and make good decisions. Leaders who understand the nature and principles of decision-making will be able to cope with complex and challenging situations more effectively than leaders who do not possess these concepts. A leader who leads by example is a leader that has a sense of optimism and an attitude that pursues goals that are highly valued.

However, leaders that do not lead effectively do not have a sense of attitude and purposeful goals. Wirba (2015:2) states that a bad administrative leader may render even the best school programme ineffective. Once a leader shows signs of weakness in the organization in terms of leading and managing effectively, it causes problems within the organization which will lead to conflict. How the leader handles different types of conflicts in the organization is of importance, hence the study will discuss leadership styles within a school context.

2.6 LEADERSHIP STYLES WITHIN A SCHOOL CONTEXT

Arar et al. (2015:231) allude to the fact that as a leader, the school principal is recognized as a critical factor in the academic achievements and social success of the school. The leader of a school has to possess strong leadership styles that will bring about the required success of the institution.

Chen and Cheng (2016:9) note that under the trend of education modernization, school principals must change their old leadership styles.

In their thesis on School Leadership of the Future, Sentocnik and Rupar (2009) proposed an idea regarding future leadership. Their belief is that school leadership styles should move towards a concept of team leadership responsibilities.

Case studies in Japan and Taiwan present findings on the different types of leadership styles leaders used to run their institutions. Balaz (2007) pointed out that Japanese management theories are based on teamwork, which can be seen as a team approach to leadership. However, Chen and Cheng (2016:10) note that at present, Taiwan still lacks the exploration of a team approach to instructional leadership. Both studies show a difference in the way leaders operate within their institutions. The researcher further engages with literature drawing on the authors' understanding of how Japan and Taiwan leaders operate within their institutions.

Chen and Cheng (2011) mention that Taiwanese leader show interpersonal care but authoritative leadership is no longer frequently seen. Although both Japanese and Taiwan leadership styles are similar in certain ways, there is a difference in the way authority is executed in both countries. The authority exercised speaks to how these leaders behave in their institutions.

Pfaijfar et al. (2016:440) cite research showing a wide variety of leadership styles that are related to culture. For example, 'leadership' in most of North America is usually based on assumptions of individualism as opposed to collectivism, compared to leaders in Central and Eastern European countries known for their traditional or conservative leadership styles. A recent study shows that current managers rank participative leadership more highly than future managers. "To sum up, Eastern European countries seem to be unique in terms of leadership styles compared to North America" (Lang et al. 2011).

A study by Mythili (2015:381) in India notes the importance of developing school leadership that is recognized by the government for improving school quality. The author's analyses of the various systemic constraints that hinder the effective functioning of the head teacher points to the fact that school leadership is critical to school quality for all school systems in the world.

According to a study by Bush (2007), there is recognition that schools require effective leaders and managers in all parts of the world. Schools need trained and committed teachers who in turn need the leadership of highly effective principals, as well as support from other senior and middle managers. Studies in Asia, Europe, India and South Africa show that in the analysis of leadership styles, there is a difference in terms of the way leaders lead.

2.7 DEFINITION OF CONFLICT

Lee (2008:12) defined conflict as a disagreement with regard to interests or ideas. Cain and Du Plessis (2013:26) defined conflict as the perceived and/or actual incompatibility of values, expectations, processes or outcomes between two or more parties over substantive and/or relational issues. Rahim (2011) suggests that conflict has the potential to have positive outcomes if the negative dimensions of it can be reduced within an organization. The definition of conflict as indicated above can either be constructive or destructive in an institution or organization.

This is supported by the Candidate Commissioner Training Module 1 (2016:2) which notes that conflict usually seen as destructive, but the way in which it is handled, it can result in being either constructive or destructive.

2.7.1 CONFLICT MANAGEMENT

Wathaka, Austin and Gitimu (2015) assert that conflict management has been associated with the general quality of interpersonal relationships. It is therefore evident that the authors note that conflict management deals with disagreements associated with individuals based on relationships and interest. Conflict management is a process where one party will always be perceived as being opposed by another opposition party.

Gelfand et al. (2012:1132) believe that every school of organizational thought from Weber's bureaucracy and scientific management to human relations and cooperative systems to open systems theory, among others, acknowledges the inherent complexities of human organization and conflicts that arise therein. As mentioned by Gelfand et al. (2012), the complexities of human organization and conflicts that arise are aggravating factors that institutions face when a leader administers certain types of leadership style. This is further supported by the Candidate Commissioner Training Module 1 (2016:3) which states: "Conflict aggravators are those people who make things worse".

According to Lee (2008:13), organizations are becoming increasingly dependent on groups as the central unit of work. However, groups may have the advantage of pooling their collective resources, but their interdependency inevitability creates conflict. School managers or leaders need to have highly developed conflict management skills in order to be able to effectively run their schools efficiently. The argument around conflict management in schools will depend on how the manager or leader deals with the conflict at hand.

Karim (2015:341) describes managing conflict at school as being an age-old challenge for educators since conflict is a part of life and therefore also a natural part of school life. Morever, Riasi (2016:148) argues that the manager should have some sort of power in order to be able to lead the organization towards its strategic goal.

The researcher concurs with Riasi (2016) that the manager should have some sort of power in order to lead the organization. However, it has to be noted that the type of power the leader has will be directed by the leadership style administered by him / her. Leadership style plays a critical role in any institution as it can either hinder or inhibit conflict.

Riasi (2016:148) advises that educational management needs to be concerned with the ultimate goal of education, hence how managers behave impacts on how they manage their organizations.

According to Heck and Hallinger (2005), studies on how educational organizations are managed follow a variety of methodologies in order to identify the characteristics of educational managers and how their behavior affects the performance of their organizations. Although managers need to be skilled and developed in order to manage organizational conflict, having the power to do so is difficult.

Lee (2008:12) postulates that while conflict does have associated costs, conflict management recognizes that it can also bring with it great benefits. Hence contemporary managers seek to manage rather that avoid conflict within organizations. The researcher notes that with the assistance of union representation in their schools, many leaders are able to manage conflict within the organization.

The researcher will further discuss the role of the union representation in assisting with managing conflict in the next chapter. Riasi (2016:149) describes five different sources of organizational power, namely coercive, referent, legitimate, expert and reward power:

- **Coercive power:** is described as the ability to influence others by using threats, punishments or sanctions in an organizational setting. This source of power can be used to control employees so that their actions are congruent with organizational policies;
- **Legitimate power:** originates from internalized values in employees which force them to believe that their manager has the legitimate right to manage them by influencing them employees to do what their manager asks them to do. In other words, power is based on the employees' perception that their managers have a legitimate right to prescribe behavior for them and to influence them. Educational managers frequently use this source of power in order to influence their employees;
- **Referent power:** power based on employees' belief that their manager has a legitimate right to manage the organization;
- **Expert power:** power based on the employees' perception of their managers' expertise within a given area; and
- **Reward power:** power based on the ability of the manager to reward or punish employees.

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Leaders within the organization are guided and influenced by the different types of organizational power in how they deal with conflict. This study will highlight how leadership power impacts on organizational conflict.

2.7.2 ORGANISATIONAL CONFLICT

Odetunde (2013:5324) cites research on organizational conflict as focusing on causes, including warring egos and personality clashes; poor and ineffective leadership; dissatisfaction caused by management style; inadequate line management; poor communication; weak performance management and heavy workload; bullying and/or harassment; desire to obtain power; and lack of openness. Karim (2015: 341) advises that school managers and leaders need to understand what conflict management entails and need high conflict competence to be able to be effective in their schools. Importantly, this type of conflict does carry negative variations and is also a cause of destruction.

Odetunde (2013:5324) alludes to extensive research having been done on conflict behavior focused on the different types of models that looked at how conflict in organizations should be handled.

Moreover, Jones, Gorge and Hill (2000) describes four main forms of conflict that exist within organizations, namely interpersonal conflict, which has to do with conflict between individual members of an organization and occurs as a result of differences in their goals or values; intra–groups, team or department conflict; inter-group conflict which arises between groups; team or departments; and inter-organizational conflict, which occurs across organizations. This study will focus on inter-group conflict.

Hendel, Fish and Galon (2005:334) describes the role of group leadership in inter-group conflict is an important element as the leader influences and directs individuals and groups, which requires many qualities and skills in order to effectively handle conflict.

Furthermore, Jehn and Thatcher (2007:288) describe two types of inter-group conflict, namely a relationship conflict and task conflict. Relationship conflict refers disagreements and incompatibility amongst group members about personal issues that are not task–related, such as social events, gossip and world news. Task conflicts are disagreements amongst group members over ideas and opinions about the task being performed, such as disagreements regarding an organizations current strategic positions.

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Values amongst group members are crucial in influencing the type of conflict that occurs within a group. Values serve as a guide for how members behave within the group. This study will discuss conflict handling styles.

2.7.3 CONFLICT HANDLING STYLES

Adu et al. (2015:367) postulate that one's comprehension of conflict management amongst employees at workplace is one of the essential though neglected areas within organizations. The researcher concurs with the author that in order to address conflict within an institution, leaders need to be guided by the different types of conflict handling styles that will assist them. Below is a discussion of the different types of conflict handling styles.

Rahim and Buntzman (1999:158) conceptualize the five styles of handling conflict as:

- **Integrating (IN):** This style involves a high concern for self as well as the other party involved in conflict. It is concerned with collaboration between parties (ie: openness, exchange of information and examination of difference) to reach a solution acceptable to both parties;

- **Obliging (OB):** This style involves a low concern for self and high concern for the other party involved in conflict. An obliging person attempts to play down the differences and emphasizes commonalities to satisfy the concerns of the other party;

- **Dominating (DO):** This style involves a high concern for self and low concern for the other party involved in conflict. It has been identified with a win-lose orientation or with 'win one's position';

- **Avoiding (AV):** This is associated with low concern for the self as well as for the other party involved in conflict. It has been associated with withdrawal, passing-the-buck, side-stepping or 'see no evil, hear no evil, do no evil, speak no evil' tactics; and

- **Compromising (CO):** This style involves moderate concern for self as well as the other party involved in conflict. It is associated with give and take or sharing, whereby both parties give up something to make a mutually acceptable decision".

The researcher finds merit in Rahim and Bunlzman's (1999) five styles of handling conflicting, as this will explain how a leader in an institution leads when conflict arises.

The second dimension explains how the individual is able to satisfy the needs or concerns of others. Dana (2001) perceives the following six dimensions as elements that are necessary to be able to analyze conflict well:

- *Interdependency* - How much do parties need one another?
- *Number of interested parties* - How many distinct parties, individuals or groups have an interest in how the conflict is resolved?
- *Constituent representation* - Do the parties represent the interests of the other people who are not personally or directly involved in the process or resolving the conflict?
- *Negotiator authority*- If the parties consist of more than one individual, say a department within an organization, is the person or team of people who represent the interest of that department able to make concessions or reach creative solutions without going back to their constituents for approval?
- *Critical urgency* - Is it absolutely necessary that a solution be found in the very near future to prevent disaster?
- *Communication channels* - Are parties able to talk to each other face-to-face in the same room?

Additionally, Tang (2017: 292) describes three cultural variables derived from philosophies that operate to shape the conflict behavior and handling styles of Chinese managers and executives, namely conformity; harmony of ethics; and face:

- **Conformity:** Group interest and opinion are highly valued and one is expected to sacrifice one's own personal interest to the group interest. Mutual dependence and obligation are thus emphasized while individual independence and antagonism are denied;
- **Ethics of harmony:** These perspectives of selflessness and avoidance are seen as the ways to accomplish and achieve peace and harmony; and
- **Face:** The concept of face influences a person's behavior in such a way that their own composure is maintained and no embarrassment is caused, either to themselves or to the other parties in the relationship.

Chan, Huang and Ng (2007) mention that while Western conflict management literature suggests that people tend to react more positively to cooperative conflict management styles and more negatively to uncooperative conflict management styles, Chinese employees are more tolerant of uncooperative conflict management styles and thus less likely to have discussions or direct confrontations with their superiors in conflict situations. Consequently, the authors iterate that the link between uncooperative conflict managers' style and negative subordinate attitudinal outcomes may not be supported.

The Chinese style of conflict management has tadvantages and disadvantages, as do other styles Dincyurek and Civelek (2008) mention that although conflicts are normal segments of daily life, many conflicts may be considered to have negative effects as they cause disagreements, stress, social chaos and violence.

On the other hand, the positive view of conflict is that it helps individuals to know themselves; enhances their awareness of others; encourages change; increases energy; and they are motivated to be better problem solvers (Dincyurek and Civelek, 2008).

Dincyurek and Civelek's (2008) study indicates that conflict helps individualsto be better problem solver. Conflict can be seen as an aggravator to some individuals who will use it to create more problems, whereas to some it can be seen as a problem-solver. The way conflict is viewed in an institution is therefore critical.

Studies by Lee (2006) in Malaysia reveal that, "The relationships between conflict handling styles demonstrated that subordinates in Malaysian schools were more satisfied with their superior's style of integrating, compromising and obliging. On the other hand, subordinates perceived their superiors as being primarily utilizing, dominating and avoiding style, whom they viewed as incompetent." It is clear that the way in which conflict is viewed by individuals in Malaysia is quite interesting. This will be further interrogated in the analysis chapter where the researcher will be able to link how educators perceive their senior management.

A Study by Riasi (2016) in the USA revealed a positive correlation between principals' coercive power with conflict management styles that required low levels of co–operation (ie. Avoiding and competing conflict management styles).

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On the other hand, it was also found that principals' legitimate power is positively related to conflict management styles that require high levels of co-operation (i.e. accommodating and collaborating styles). Additionally, Riasi's (2016) study shows how principals as leaders in their organizations use their power.

This can be seen as a positive or negative tool to address conflict, which will be further interrogated in the analysis chapter where the researcher will be able to present findings from the qualitative data that will speak to principals' use of power. The importance of conflict in organizations can either foster or hinder appropriate conflict resolution appropriately. This study will discuss how fairness in resolving conflict plays a critical role in fostering good relationships in organizations.

2.7.4 FAIRNESS IN RESOLVING CONFLICT

Pierra and Kruglanski (2011: 359) note that fairness is conceived as a means of uncertainty reduction. Hence information about the fairness of procedures is often available and can be used as a proxy to compensate for the lack of other relevant information to assess the quality of the outcomes that people receive or the characteristics of the person they are about to interact with. Fairness plays a crucial role in any organization. A leader's fairness in an organization is important as it will impact either positively or negatively on the organization. Pieera and Kruglanski (2011: 360) allude to the fact that when information about the leader's trustworthiness was provided, individuals reacted in accordance with that information.

Fairness is advised by Van den Bos and Lind (2002) to be used as a heuristic to reduce uncertainty. Leaders need to be aware that individuals particularly concerned with uncertainty reduction should be especially sensitive to variations in the perceived procedural fairness of the leader's behavior. In light of the above, the fairness of a leader's behavior might create uncertainty amongst individuals who may not accord fairness an equal role in their conflict management approach. Pieera and Kruglanski (2011: 361) suggest that leaders be aware that individuals with a high need for closure are driven by an urgency to reduce uncertainty. Hence they will tend to do so by referring to easy and available information such as the degree of fairness shown by the leader. In other words, procedural fairness can reduce the uncertainty embedded in situations characterized by high interdependence (eg. Conflict with the supervisor). There is a high need for individuals to show greater sensitivity to fairness.

Leaders will be perceived as fair and trustworthy when they develop a cooperative and constructive approach to conflict. In keeping with past work, Rahim et al. (2000) state that there is no association between leadership, fairness and avoidant or control–oriented conflict styles. However, subordinate perceptions of a leader's fairness are expected to be positively related to a solution-oriented conflict management style. A leader in any organization has to be fair in finding a solution that is best suited to resolve a conflict. Thus, managing conflict in an organization requires skill and tact.

Riasi (2016:148) shows that many researchers have already studied the behavior of managers and how they make a difference in managing their organizations. However, in an educational environment, conflict management is part of the daily task of managers.

Unfortunately, managing organizational conflict without having the power to do is very difficult for these leaders, who should be aware that their behavior in an organization speaks to the way they manage and handle conflict. According to Uhl-Bien and Carsten (2007), "power can be defined as a sense of control and the perception that one has the ability to influence outcomes".

There are five different sources of organizational power described by Rasi (2016: 146) namely:

- **Coercive power:** power based on the perception that the manager can punish employees if they do not conform to their managers' influence attempt;
- **Referent power:** power based on the feeling of oneness of employees with their manager;
- **Legitimate power:** power based on employees' belief that their manager has the legitimate right to manage the organization; and
- **Expert power:** power based on the employees' perception of their managers' expertise within a given area.
- **Reward power**: power based on the ability of the manager to reward the employees". the five different sources of organizational power mentioned above allow the leader of an organization to use his/her power to manage his or her institution and influence their subordinates. However, it has to be noted that although the leader in the institution has the power to manage conflict, there are many factors that contribute to conflict.

- Karadakal, Goud and Thomas (2007) state that interpersonal conflict in organizations can be classified into two, types namely: Relationship conflict and Task conflict. Relationship conflict is often referred to as incompatibilities, disagreements and frictions amongst group members over individual personal issues that are not related to the task being performed by them in the organization. Task conflicts are referred to as the incompatibilities, disagreements and frictions amongst group members in an organization regarding the content and solutions of the tasks being performed. Both relationship and task conflict in an organization are common threads of conflict and how it is resolved is of importance. The next section will look at conflict resolution.

2.7.5 CONFLICT RESOLUTION

According to Rahim (2002), the difference between resolution and management is more than semantic. Conflict resolution implies a reduction, elimination or termination of conflict. Moreover, a large number of studies on negotiation, bargaining, mediation and arbitration fall into the conflict resolution category. The researcher notes that the agenda in any institution should be to resolve any conflict that occurs. Karim (2015:341) describes five conflict solving strategies: smoothing, compromising, forcing, withdrawal and problem-solving. Dana (2000) avers that leaders need to comprehend structure to be able to analyze conflict well.

The five CMMs (Competing, Collaborating, Compromising) as per the CMI (Lippitt, Thomas and Killmarr) are:

- **Competing** – trying to achieve the goal at the other person's expense in a manner which is both assertive and uncooperative;
- **Collaborating** – confronting a conflict by considering all possible solution, whereby an outcome satisfying both conflict parties will be found;
- **Compromising** – the objective is to find mutually acceptable solutions that partially satisfy both parties, who are willing to give up something in order to get at least partially what they want. Compromising people normally do not deny problems but at the same time, they do not concentrate on them either. Using this mode, a win−win solution may be possible;

- **Accommodating** – the parties believe that the differences in views and values are not insuperable. One party is ready to neglect its own needs and concentrates on the interests and views of the other party. It can thus take the form of selfless generosity or charity; and

- **Avoiding** – the parties put the conflict aside, ignore it and do not actively search for a solution.

In addition, according to the Candidate Commissioner Training Manual (2016:5), the approaches of handling conflict are as follows:

- Confronting: Involves me confronting you about my concerns. Manifest behaviours include: controlling, authoritarian, threatened by disagreement, maintains the status quo, reacts to crisis, power in position;

- Avoidance: Neither of us satisfies our concerns. Manifest behaviours include: passive, timid, alienated, ignores, withdraws, yields;

- Compromise: I give up of my concerns to satisfy you, you give up some of your concerns to satisfy me. Manifest behaviours include: competitive, argumentative, will concede only for something in return, works at lowering expectations, power in deal making;

- Capitulating/ Accepting: I satisfy my concerns at my expense. Manifest behaviours include: easily swayed, needs to please all, unfocussed, poor self – image, ineffective in groups, seeks cooperation, power in extracting concessions at a later date in exchange, accommodates;

- Problem-solving: We explore new and creative ways to satisfy both our concerns. Manifest behaviours include: works on process, energized by controversy, open to change, creative, open communicator, examines all options, plans and discusses to prevent crisis, power in skill and trust, collaborates.

The authors analyzed conflict well, using the six dimensions that are required to manage conflict. However, Karim (2015:341) contends that negotiation is one of the most common techniques for creating agreements during conflict situations. Furthermore, Karim (2015) defines negotiation as a type of conflict management characterized by an exchange of proposals and counter-proposals as a means of reaching a satisfactory settlement.

Candidate Commissioner Training Module 3 (2016:10) alludes to the fact that "Negotiation is the process by which two parties adjust their stated positions so that they can reach a mutually satisfying agreement". However, it may be argued that negotiation is not the only way to resolve conflict in any given situation. Waithaka, Moore-Austin and Gitimu (2013:3) iterate that people all over the world are concerned with creating and maintaining peace, and hence understanding conflicts and how to handle them helps to sustain peaceful relations. Conflict exists in all organizations but how one understands conflict resolution in the organization is important.

Okungu, Mullins, Lechtenberger and Murdock (2017:4) state that whether a conflict will be managed constructively is determined by constructive strategies that are more problem-solving oriented and focused on integrating the interests of both parties so that mutually satisfying outcomes may be achieved. However, the Candidate Commissioner Training Module 3 (2016: 10) argues that if conflict is not managed well it could: worsen; exploit or destroy; may never be addressed; one can give up on an opportunity to influence the outcome of the conflict; one may miss an opportunity to improve relationships; and one may miss an opportunity to develop a creative solution to a problem. The researcher concurs with the authors above that when constructive strategies are used, it benefits both parties to find an amicable solution to either manage conflict or resolve it. If conflict is managed correctly, it should benefit both parties and should ensure that both parties are happy with the outcome. This A chapter summary follows.

2.8 CHAPTER SUMMARY

The leadership styles, namely autocratic, authoritarian and charismatic, discussed in this chapter contribute to conflict situations within schools because they clearly outline the type of style many leaders use. On the one hand, the researcher notes that leadership styles like democratic, transactional and transformational leadership are more suited to harmonious relationships and the avoidance of excessive conflict situations.

Conflict handling styles display positive ways in which a leader can either manage or resolve conflict within a school. In the next chapter, this study will review the South African literature on educators' perspectives on conflict handling situation.

CHAPTER 3

THE CONCEPT OF LEADERSHIP AND CONFLICT HANDLING WITHIN A SOUTH AFRICAN SCENARIO

3.1 INTRODUCTION

Chapter 2 presented international literature on leadership styles and conflict management strategies. This chapter is the second part of the literature review and will focus on the following: Leadership and Management within the South African Scenario; Concepts of Management and Leadership; and the role of the principal as leader in a school context. In addition, the chapter will look at Educators' Leadership Role; the core duties of senior management and educators within a school; core duties of a principal; core duties of a deputy principal; core duties of a HOD; and the core duties of an educator. Furthermore, the chapter will explore educators' perceptions of principals as leaders within a school context, as well as leaders' and educators' perceptions of conflict. This chapter will also explore Legislation and Policy relating to conflict management: The South African School's Act (No.84 of 1996), the Employment of Educators Act 76 of, Labour Relations Act No 66 of 1995; South African Council for Educators Act of 2000; Disciplinary Measures and the South African Democratic Union (SADTU); and the role of SADTU in schools. This chapter will focus on leadership and conflict within the South African scenario.

3.2 LEADERSHIP AND MANAGEMENT WITHIN THE SOUTH AFRICAN SCENARIO

Subsequent to the dawn of democracy in South Africa in 1994, there have been many changes to the educational system. Mafora (2013:1) notes that one of the major educational reforms introduced following the political changes in South Africa was in school governance and management. These changes have had major implications for all South African teachers, parents, managers and learners. Maboe (2013:10) opines that it is disturbing that schools in South Africa generally do not perform up to expected management standards. The underlying reasons for managers not performing to expected standards is due to many factors within institutions. In any school context, the manager plays a pivotal role in ensuring that the school runs commendably and efficiently.

A manager's leadership role in post-liberation South Africa has changed dramatically as managers and leaders are accountable and responsible for the smooth running of the institutions they head. Ngcobo and Tikly (2010:14) argue that given the legacy of apartheid education policy and of the struggle to end authoritarian and often dehumanizing forms of leadership premised on the creation of separate education systems with separate values, purposes and styles of leadership. Leadership is particularly important in the South African context.

This has impacted on present leadership in schools across South Africa. Karim (2015:340) notes that in a school context, leaders have not moved away from the manner in which schools were managed in the past and that South African schools lack effective mechanisms in dealing with conflict. Ngcobo and Tikly (2010:16) aver that "school leaders lack skills and expertise on how to effectively manage conflict in schools".

Snodgross and Blunt (2009:5) endorse the above when they state that South African educators have emphasised the need to empower principals, teachers, learners and parents with the values, attitudes, knowledge, leadership and skills to manage conflict in a constructive manner. Mboe (2013:1) also endorses this by citing a significant body of research done in South Africa supporting the view that effective leadership and management are essential to develop good schools. This study notes that the authors have presented their understanding that effective leadership and management are essential to develop good schools, which is true as a leader in a school is crucial for effective leadership and management to be visible. This study moves on to a discussion on the concept of management and leadership.

3.3 THE CONCEPT OF MANAGEMENT AND LEADERSHIP

Bush (2006) believes that "the concept of management and leadership overlaps with each other and with related notions of administration". The researcher agrees with Bush (2006) that management and leadership overlap one another, which is required for the effective functioning of a school. Cuban (1988) provided one of the clearest distinctions between leadership and management. He links leadership with change, while management is seen as a maintenance activity. Bush (2008:273) defined leadership as follows: "influencing others' actions in achieving desirable ends, leaders are people who shape the goals, motivation and actions of others".

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Readers frequently initiate change to reach existing and new goals. Hence leadership requires much ingenuity, energy and skill. The researcher notes that authors differ in terms of their understanding of what leadership and management entail. However, it has to be agreed that both leadership and management go together to bring about a desired result in any organisation.

"While managing well often demonstrates leadership skills, the general function is toward maintenance rather than change. Neither is superior over the other, both are of importance for the task they perform" (Bush, 2008:274). This study notes that for effective management to occur, one needs to be an effective leader.

There has been much debate over the concept or terminologies of management and leadership over the years and this has created differentiation in meanings. However, Narain (2015:79) notes that the "DOE (Department of Education) has embarked on the decentralisation of education i.e. site-based management (the SMT) which has compelled personnel to be leaders and school leaders and managers are able to choose how to carry out a new policy, but not whether to do so". However, it is argued in the Induction and Training Manual for School Management Teams (SMT) (2018.) that leadership and management in schools are two basic concepts that are crucial for the school to operate optimally and achieve its mandate. Narain's (2015) understanding of both management and leadership has much to be considered within the SMT (School Management Team) and the Department of Education. Leaders within a school context are policy-drivers and not policy-makers. As a leader, one cannot choose to comply as one has to implement. This is where the difference between effective leadership and management is distinguished.

The researcher notes that for any organisation to advance and prosper, both leadership and management are needed. There is a distinct difference between leadership and management as each has its own traits and functions. Narain (2015:80) notes that while management is about coping with complexity, its practices and procedures which are largely a response to the emergence of large organisations in the twentieth century, leadership by contrast is about coping with change. The researcher concurs with Narain (2015) that as a leader in the 21st century, one needs to have coping mechanism strategies in place, as one is faced with numerous challenges.

Narain (2015:81) further asserts that the idea that leadership is about doing the right things and management is about doing things right is simplistic and clichéd. Many will attest that leadership and management are different.

Sergiovannni and Jossey–Bass (1996:6) iterated that the following nine tasks are the roots of school leadership: Firstly, "purposing: bringing together shared visions into a covenant that speaks compellingly; secondly, Maintaining Harmony: building a consensual understanding of school purposes and of how the school should function; thirdly, Institutionalizing Values: translating the schools covenant into a workable set of procedures and structures; fourthly, Motivating: providing for the basic psychological needs of members; fifth, managing: Ensuring the necessary day-to-day support; sixth, Explaining: giving reasons for asking members to do certain things and explaining how everything links to the big picture; seventh, Enabling: removing obstacles and providing resources; eighth,

Modelling: modelling purposes and values in thought, word and action; and finally ninth, supervising: providing the necessary oversight to ensure that the school is meeting its commitments". This is further endorsed by the Induction Training Manual for School Management Teams (SMT) Manual (2018:19): "The six interdependent key areas of Principal leadership together constitutes the generic role of the principal in any school context but they focused on the priorities of the South African Schooling system; namely: Leading and Managing the Learning School; Shaping the Direction and Development of the School; Assuring Quality and Securing Accountability; Developing and Empowering Self and Others; Managing the School as an Organisation; and Working with and for the Community". The authors have outlined the tasks of a school leader, which is crucial as this study locates itself in a school setting. These tasks will be further looked at in the findings chapter.

Fullan (2002: 15) summarises that pervasive leadership has a greater likelihood of occurring if leaders work on mastering the five core capacities: moral purpose, understanding of the change process, building relationships, knowledge building and coherence making. The researcher notes that leadership entails management, as this will help schools adapt to changes and functions. The next section highlights the role of the principal as a leader.

3.4 THE ROLE OF THE PRINCIPAL AS A LEADER IN A SCHOOL CONTEXT

Post-1996 brought about changes within South African schools and how they ought to function. Ntuli (2012:17) notes that the principal's historical role was that of manager, which included responsibilities of maintaining safe schools, the budget, completing and submitting reports. Moreover, the responsibilities and duties of a principal continue to increase, with new ones being added without removing any. There was a noted paradigm shift in terms of the principal, which brought about changes within a school context.

One of these changes was the role of the principal as a leader. Nurhafizah (2018:211) describes principals as school leaders or leaders of an institutions where lessons are received and given. Moreover, the principal is a functional staff teacher who is given the task of leading a school where the teaching and learning process is held. The principal is a teacher (functional position) who is appointed to occupy a structural position (principal) in a school (Nurhafizah, 2018).

The researcher notes that a principal in a school setting is a promoted educator. Hence, as a promoted educator in a position of power, the principal has roles and responsibilities. This is endorsed by the Induction Training Manual for School Management Teams (SMT) (2018:19) which outlines the six interdependent key areas of Principal leadership that together constitute the generic role of the principal in any school context. Focused on the priorities of the South African Schooling system, they are: Leading and Managing the Learning School; Shaping the Direction and Development of the School; Assuring Quality and Securing Accountability; Developing and Empowering Self and Others; Managing the School as an Organisation; and Working with and for the Community.

As the head of the institution, it is the principal who is at the heart of leading and managing the school. The principal together with his/her Senior Management Team (SMT) ensures that the school works towards achieving the vision and goals of the school. Nurhafizah (2018: 213) describes the principal as one of the components of education that plays the most important role in improving the quality of education thereof. Therefore, a school principal must be a professional person. Professionally a school principal has the following tasks:

a) The school principal behaves as a **communication channel** in the school environment he leads. All information relating to administration of education in schools must be monitored by the principal;

b) The principal **acts and is responsible for all actions** taken by subordinates. Actions made by teachers, students, staff and parents cannot be separated from the responsibility of the principal;

c) With limited time and resources, **principals must be able to deal with various problems**. Despite the limitations, a school principal must be able to arrange the distribution of tasks quickly and can prioritize if there is a conflict between the interests of subordinates and school interests;

d) The principal must **think analytically and conceptually**. The principal must be able to solve problems through analysis, then with one solution. They must be able to see each task as a whole that is interrelated;

e) The principal is a **mediator**. The school environment as an organisation consists of people who have different backgrounds that can cause conflict. For this reason, the principal must be a mediator in the conflict;

f) If the principal is a **politician**. Principals must be able to establish cooperative relationships through persuasions and agreements, a comprise approach. The political role of the principal can develop effectively if: (i) the principle of networking of mutual understanding can be developed, (ii) the formation of alliances or coalitions, such as professional organisations is achieved, (iii) the cooperation with various parties so that various kinds of activities can be carried out is created;

g) The principal is a diplomat in various meeting forums and is the **official representative** of the school he leads; and

h) The principal must be **able to make difficult decisions**. No single organisation runs smoothly without problems. Similarly, the school as an organisation does not escape problems and difficulties. The head master is expected to act as a person who can solve these difficulties. In carrying out its leadership, in addition to having to know and understand its duties as a leader, which is not less important than all of that, the principal should understand and know his role.

The role of the principal in carrying out his role as manager as expressed is (a) the role of interpersonal relations, (b) informational roles and (c) as decision-maker".

This study notes that a leader who takes on the role of a principal in a school context, which is where the study positions itself, is important, as mentioned by the academic scholar Nurhafizah (2018) who outlines the tasks of a school principal. All the tasks are current tasks that a principal must adhere to in order to lead the school effectively. According to the Induction Training Manual for School Management Teams (SMT) (2018:19): "at the heart of a principal's leadership and management of the school are the core values which underpin all that happens in the school and which shape the way in which the school works towards the achievement of its vision and goals". These core values inform the core purpose of Principal leadership: Nurhafizah (2018)

- Democracy;
- Social Justice and Equity;
- Equality;
- Non-Racism and non-Sexism;
- Ubuntu (Human Dignity);
- An Open Society;
- Accountability (Responsibility);
- The Rule of Law;
- Respect; and
- Reconciliation.

The role of the principal as a leader in a period of transformation presents various challenges. Some of these challenges are noted by Narain (2015:105) as follows:

- **Challenge one**: the authority of principals, head masters and head teachers is a paradox as though they are finally accountable for all things at school, it is the SGB that holds final authority on many key issues e.g. funding, curriculum and discipline;
- **Challenge two**: The principal, while given the final accountable task of managing the school, is asked to manage it with the SMT which carries no final accountability. The role of the principal is of paramount importance as 'all things school-related stops at the desk of the principal'. The proverbial 'the buck stops at the principal's desk' is apt and appropriate.

- The focus has shifted to a collegial-participative/distributed leadership stance with the principal leading alongside the 'SMT and teachers, rather than autocratic management from above;

- **Challenge three**: Principals are expected to lead with a transformational-collegial stance in post-apartheid South Africa, but many have often been schooled, groomed and trained in apartheid tertiary institutes and have to now adjust to a new way of doing things. The principal of today has been professionally and academically trained as a teacher in the old apartheid education system;

- **Challenge four**: Principals, like other teachers, are not trained in ATCP (alternatives to corporal punishment) and find it a challenge to advise or implement alternatives. The evidence on corporal punishment being used in South African Schools is abundant. The same exists for principals, as principals are promoted teachers too. If the argument is that teachers are not au fait or well equipped with the 'alternatives to corporal punishment', then the principal who often is from the old school, would also not be equipped for this; and

- **Challenge five**: Principals are not trained and qualified for the post of 'post - apartheid principal' and they hold onto autocratic power. Authoritarian principals hold onto their power, restricting the democratisation of education. Thus, the discourse may shift from the position of the principal and SMT not adjusting to the policy of site-based collegial management to one where the principal holds on to power as it existed in the apartheid period.

Kistadoo (2008) argues that managing a diverse work force was a challenge of the principal in dealing with culturally diverse educators since integration in post-apartheid South Africa, finding school leaders needing additional skills. Grant (2006:529) states that "hierarchial school organisation controlled by autocratic principals sees an understanding of leadership as linked to a formal position". The researcher alludes to the fact that post-apartheid did bring about a paradigm shift within a school context. As Narain (2015) critiqued the challenges faced daily by principals as leaders and it is a given fact that these challenges are evident in all schools across South Africa. One can state that the principal as a leader can be considered to be in a 'vulnerable' position as many of these principals who were trained during the apartheid era find it challenging.

Jansen (2007) found that when policy advocated the transformation of schools, some white principals fought against the grain and moved their schools towards transformation against much opposition. However, Mosuetsa (2008) found in her study of principals and schools in Soweto found that South Africa's largest apartheid township saw a move away from the poor academic ethos of the apartheid period of the 1970s with its lack of focus and interest in ill-disciplined educators. She found principals as collaborative leaders who involve educators and other stakeholders in decision-making. The authors above alluded to findings of how school principals as leaders in two different scenarios dealt with transformation in their schools.

The point is that school principals as leaders had to adapt to the changes and find solutions to dealing with challenges. The challenges were not only faced with by principals as leaders, but was also a piggy back system that fell onto the laps of the educators. Educators had to also adapt and function accordingly within the framework of transformation. It also has to be noted that it is important that educators take on the role of leadership within a school context. The next section will provide a discourse on educators' leadership role.

3.5 EDUCATORS' LEADERSHIP ROLE

Harris and Lambert (2003) describe teacher leadership as a model of leadership in which teaching staff at various levels within the organisation have the opportunity to lead. Similarly, York- Barr and Duke (2004) state that teacher leadership must be practiced through a variety of formal and informal positions, roles and channels of communication in the daily works of the school. The researcher has noted the above debate by the authors. However, it has to be argued that teachers need to capacitate themselves and to shift from the role of follower to the role of leader within the school, which does not only have to be in a formal position, but could also be in an informal position.

Kuzwayo (2013:16) concurs with the researcher that this conception promotes the mobilization of untapped attributes of teachers regardless of power or position. As a teacher, one needs to lead beyond the classroom. Moreover, Katzenmeyer and Moller (2001) allude to the fact that "teacher leadership refers to teachers who lead within and beyond the classroom, identify with and contribute to a community of leaders".

Grant (2006:514) argues that critical in the transformation of South African Schools is teacher leadership and given the pervasive inequalities in the schooling system coupled with a range of new policies that require change, schools can no longer be led by a lone figure. The researcher concurs with the view that teacher leadership is closely linked to distributed leadership and it should not be based on formal verses informal leadership. The study conducted by Grant (2006) reveals that the "SMT monopolises leadership roles, rather than distributing it and making it a collaborative effort.

Kuzwayo (2013) also alludes the most important aspect of teacher leadership being the collaboration between management and teachers in order to clarify roles and their purposes". The researcher also argues that leadership within a school context should be based on collaboration and that power should be distributed evenly.

The South African Schools Act (No. 84 of 1996) and the Norms and Standards for Educators (2000) stipulate that "SMT should no longer take decisions on school matters unilaterally". Gael (2010:91) assert that despite a thread of collegiality and collaboration, decision-making was ultimately controlled by the SMT". In the researchers understanding, it has to be noted that as post level one educators, it is difficult to enact with leadership roles beyond the classroom. Hence educators find it difficult to take on leadership roles in schools.

The researcher further argues that teacher leadership needs to be a process where the SMT provides opportunities for post level one educators to take on leadership roles beyond the classroom. However, some SMT members find it difficult to release power to level one educators. This is further acknowledged by Harris and Muijis (2005) who state that failing to relinquish power may result in teachers feeling excluded in school leadership and remaining restricted to the classroom. Kuzwayo (2013) concurs that the Enactment of teacher leadership cannot be developed in South African schools that still hold the old hierarchical form of leadership. It is the researcher's perception that the authors' findings are correct in the fact that SMT members need to collaborate with level one educators and provide opportunities and platforms for them to grow and develop. The next section will discuss the core duties of senior management and educators within a school.

3.6 CORE DUTIES OF SCHOOL MANAGEMENT AND EDUCATORS WITHIN A SCHOOL

The researcher notes that school management, together with educators, have roles and responsibilities to fulfil in a school, coupled with duties. This is noted in the Personnel Administrative Measures (PAM), Collective Agreement No. 5 of 2006 and Amended in the Government Gazzette of 2016. However, needs vary according to the needs of the school.

According to the Induction Training Manual for School Management Teams (SMT) (2018: 23) the following is the summary of the list of rules and responsibilities for each level of educator:

3.6.1 CORE DUTIES OF PRINCIPALS

* **Leading the school:** Curriculum Management, Promoting ICT in learning, Human Resources support and management;

* **Shaping the direction and development of the school:** School Development Planning (SDP) School Improvement Planning (SIP), Evidence-based planning;

* **Managing Quality and securing accountability:** Quality assurance of the learning environment, Assessment and Appraisal Practices;

* **Managing the school as an organisation:** Financial management, manage information, network and represent the school; and

* **Working with and for the community:** School Governing Body, Community networking and partnerships.

3.6.2 CORE DUTIES OF DEPUTY PRINCIPALS

* **Leading and Managing the learning school:** Curriculum Management, Promoting ICT in learning, Human Resource Support and Management;

* **Managing Quality and Securing accountability:** Quality Assurance of the learning environment, staff appraisal;

* **Developing and empowering self and others:** Staff development, Continuing professional teacher development, school community development;

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*Managing the school as an organisation:** General institutional management, manage information, network and represent the school; and

* **Working with and for the community:** School Governing Body, Community Networking and Partnerships.

3.6.3 CORE DUTIES OF HODs

* **Be responsible** for the effective functioning of the department, supervision of educators and to organise relevant/related extra-curricular activities;

* **Teaching:** To engage in class teaching as per workload of the relevant post level and the need of the school, to be a class teacher if required, to assess and to record the attainment of learners taught;

* **Extra & Co-Curricular:** To be in charge of a subject, learning area or phase, to jointly develop the policy for that department, to coordinate evaluation assessment, homework, written assignments etc;

* **To provide and coordinate guidance:** on the latest ideas and approaches to the subject, method, techniques. Evaluations, aids, etc;

* **To control:** the work of educators and learners in the department, the administrative responsibilities of staff members etc.

* **Personnel:** To advise the principal/DP regarding the division of work amongst the staff in that department, to monitor and evaluate the performance of educators etc; and

* **Communication:** To co-operate with colleagues in order to maintain a good teaching standard and progress amongst the learners and to foster administrative efficiency within the departments and the school.

3.6.4 CORE DUTIES OF THE TEACHER

* **Teaching:** engage in class teaching, be a class teacher;

* **Extra & Co-Curricular:** Assist the HOD to identify aspects which require special attention and to assist in addressing them;

* **Interaction with stakeholders:** Participate in the school's governing body if elected to do so; and

* **Communication:** Cooperate with colleagues of all grades in order to maintain good teaching standards and progress amongst learners and foster administrative efficiency.

This study extracted the core duties for all School Management Teams (SMT) from the School Management Team Manual (2018) as it clearly outlines what the core duties are for every member within the school context. It has to be noted that these duties are essential in order to ensure the smooth running of the school. The core duties mentioned above do cause conflict within the school context.

This will be further discussed in the findings chapter. Within the school context and based on all of the above, educators will always have a perception of their principals in terms of their leadership which is one of the core reasons that conflict occurs. The next section highlights educators' perceptions of leaders as principals within a school context.

3.7 EDUCATORS' PERCEPTIONS OF PRINCIPALS AS LEADERS WITHIN A SCHOOL CONTEXT

Nurhafizah (2018:214) states that according to the perception of many teachers, the success of the principal's leadership is primarily based on his ability to lead, which is a psychological basis for treating staff fairly, giving exemplary behaviour and carrying out tasks. In this context, the principal is responsible for fostering cooperation amongst all his staff members. The principal serves as a communicator of information.

Nurhafizah (2018:214) alludes to the fact that as communicator, the principal is tasked with being an intermediary for forwarding instructions to the teacher, as well as channelling the aspirations of school personnel to the agency of the teachers and channelling the aspirations of school personnel to vertical agencies and the community. This study alludes to the fact that the flow of information or communication is two-folds; namely top-down and bottom-up. The principal must act like a leader and manage appropriately.

According to Nurhafizah (2018:214), the principal as leader must: (i) direct more than encourage or force; (ii) be more reliant on cooperation in carrying out tasks than relying on power; (iii) always instil confidence in the teacher and administrative staff, instead of creating fear; (iv) always show how to do something rather than show that he knows something; (v) always develop an enthusiastic atmosphere instead of a drab atmosphere; and (vi) always correct existing mistakes rather than blame someone's mistakes. They should work with full strength instead of being reluctant because they are lacking.

The author above notes that as a leader of the institution, the principal needs to be hands-on in terms of the approach to the staff he/she leads. Moreover, the leader has to be cooperative in the manner in which he/she deals with the staff. Hence, the approach of a leader is important as it can be an aggravator or inhibitor to conflict. Furthermore, the leader has the responsibility and obligation to ensure that his/ her staff is capacitated in terms of policy and legislation with regard to conflict management in a school.

South African studies have highlighted that educators were unfamiliar with policies implemented by the DOE (Department of Education). The researcher as an educator in a school context, whose responsibility and core function it is to cascade and implement policies. One can also argue that as an educator in a school, it is also sheer ignorance on the part of the educator not to be familiar with policies. Singh (2012:105) notes that teachers were unfamiliar with the policy and the consequences of violating it (stating they had no formal training). Nene (2013) made similar findings of poor SMT capacitating of educators. The researcher pointed out earlier that it is the responsibility of the SMT to ensure that all staff members are capacitated. On the same note, that educators also need to keep updated with current policy and legislation. Hence, the role of the SMT is crucial in any school setting.

According to Grant (2008:89), the role of the SMT is critical in enabling teacher leadership and creating opportunities for teachers to lead through the formation of a culture of collaboration, as well as by using the strengths and talents of individual teachers. To sum up, the principal is the one who is the centre of accountability and is the one who holds his/her SMT together, whilst encouraging and developing his/her educators within the school context. Additionally, Narain (2015:107) states that challenges exist with capacity building of SMT.

The DOE (Department of Education) plans to develop principal capacity as a priority, while negating the capacitation of the SMT seems to be an indication that the SMT is either the puppet of the principal or that they are solely for fulfilling administrative tasks that are allocated by the principal and for curriculum management. Kanjere (2001:4) suggests that the principal should share duties and develop a 'team spirit'; 'setting the right tone'; being a 'team coach'; empowering the management and educators; and 'have a shared vision".

As a principal who is ultimately the leader that leads his/her team, the question is who empowers and builds capacity amongst his/her team? Yet again, is it the principal who ultimately makes the final decision and the team is left out of that decision-making process.

Narain (2015: 107) asks "Does the DOE (Department of Education) in reality develop principals or are the plans and policy rhetoric?" While the critique exists on the DOE's role, Van de Mescht and Tyala (2008) have noted that the Department of Education has attempted to give substance to participative leadership by providing manuals to guide educational managers in the implementation of decentralised management structures. This study adds that providing manuals to guide and implement policy by the DOE (Department of Education) on the part of the SMT is only one aspect and whether or not it is being implemented correctly in all schools is a question that is left to be answered.

Narain (2015:110) adds that the role of a school leaders is of paramount importance in schools as all things centre on their management of conflict and leadership. As a leader/manager, one has to run a ship that is steady and built to weather all storms, hence this will require teamwork. If the leader or manager of the school cannot function as a team, this in turn will cause conflict among leaders and educators within a school context. The next section will highlight Leaders' and Educators' perceptions of conflict within a school context.

3.8 LEADERS' AND EDUCATORS' PERCEPTIONS OF CONFLICT

Conflict in any organisation will involve two or more parties and is a common thread all over. How it is managed and resolved between the two parties is crucial to the organisation. Adu et al. (2015:367) postulate that Conflict occurs in organisations when interests and activities of individuals or groups confront each other and prevent the attainment of one party's objective. Morallos (2018:63) describes the "any work environment as a potential place for conflict to arise at any given time. Pammer et al. (2003) argued that "disagreements, debates, differing perspectives, clashing ideologies and justice struggles are inevitable in a pluralistic and unequal society. When conflicts are not well managed, employees become aggrieved and tend to behave in a way that does not promote good relationships amongst employees for the attainment of organisational goals". The authors have highlighted their understanding of conflict in organisations. It has to be noted that in every school, the context varies as well as the type of leader that leads that school.

Although the authors are correct in their understanding, the researcher concurs with Pammer et al. (2003) who argue that when conflict is not well managed, it causes employees to become aggrieved. This is further supported by the Candidate Commissioner Training Module 3 (2016:2) in which it is stated "If conflict is not managed well, it can be destructive in that it: Can increase misunderstanding, can result in both people and parties attacking each other, can lead to mistrust and can become a personal attack rather than an attack on the problem". The researcher maintains that when employees within a school context become aggrieved, they turn to their unions for support and help to resolve the conflict.

However, Mageda et al. (2018:59) maintain that conflict may assist all sides that are involved in growth and change when used in a positive manner. Conflict resolution is accomplished best if emotions were controlled prior to entering into a negotiation. Resolving the conflict in a more realistic manner, uses the processes of positive confrontation, problem-solving and negotiation. The researcher agrees that conflict that is resolved or managed correctly benefits both parties. This is supported by the Candidate Commissioner Training Module 3 (2016:2): "If conflict is managed well, it can be constructive in that it: Can lead to problem-solving, can lead to new ideas, can lead to new ways of interacting/communicating, can improve trust, can lead to greater sensitivity and increased understanding and can result in productivity increases".

The key to solving any problems within an institution is effective and sound communication between the parties concerned.

Aula and Giira (2010) note that, "Conflicts are part of human consciousness in all aspects of life and one cannot avoid conflict, whether at home, at the office, or in society as long as one continues to interact with one another". Goris (2007) however, alludes to the fact that "Communication is found to be one of the most important tools through which organisations perform their basic functions". Adjimola (2009) contends that despite conflict situations at the workplace, individuals or parties involved can still talk to exchange perceptions and clear assumptions, stereotypes and attitudes which have been built up by conflict groups, hence communicating and ensuring peace among employees at work. Communication is the key whereby information is exchanged and shared between individuals, hence helping them to either manage or resolve conflict in an organisation. Leaders within an organization can only be effective communicators if they themselves understand the characteristics of conflict.

According to the Candidate Commissioner Training Module 3 (2016:2), "Conflict can be peaceful or violent; conflict occurs between individuals or groups; conflict can be anything from an argument to civil war; conflict is the expression of differences between people or groups of people; conflict can be ongoing; conflict generally gives rise to negative images (but can also be positive if managed properly; and conflict is not always bad". This will not only assist individuals in the organisation, but also forms a mechanism where healthy relationships are built and not burnt. It is the core responsibility of teachers to ensure that they are dedicated to the profession.

Teachers are as described by Vinitwatanakhun (2017) the core pillars of the education system for all whereby the school needs expert teachers who are passionately dedicated to the job of schools with high capacity for improvement, development and achievement on school sustainability. Mar (2014) adds that principals and teachers need to understand the shared vision and commitment, skilfulness and experience at management, teaching and learning at schools which called for teachers' leadership capacity. It has to be noted that high capacity leadership that has a principal who is collaborative, collegial, visionary and skilful shares this with the teachers, who in turn are able to gain these skills and shape the school's vision and goals.

Harris and Lambert (2003) concur that it is for the teachers to share the vision and responsibility within the school. Nurhafizah (2018:215) also states that strong school principals can be described as follows: a) have a far-sighted insight (vision) and know what actions to take (mission) and understand correctly about the way to be taken (strategy); b) having the ability to coordinate and harmonize all the limited resources available to achieve goals or to meet school needs (which are generally unlimited; c) have the ability to make decisions skilfully (fast, precise, fixed and accurate); d) having the ability to mobilize existing resources to achieve goals that are able to inspire followers to do important things for their school goals".

However, according to the Induction and Training Manual for School Management Teams (SMT) (2018:57), managers should be able to identify conflict, get both sides of the involved parties, avoid taking sides, brainstorm alternative solutions, choose the best solution that will lead to a 'win – win' situation, implement the chosen solution and monitor results. A visionary principal as mentioned by the authors above will be able to eliminate all forms of conflict within the institution based on the facts presented above. As a leader, one needs to have a good understanding as to what conflict moderators and aggravators are.

The Candidate Commissioner Training Module 3 (2016:3) presents the causes, triggers and manifest conflict as follows:

TABLE 3.1: CONFLICT AGGRAVATORS AND MODERATORS

CONFLICT SOURCES (Conflict causes)	AGGRAVATORS/MODERATORS (Conflict triggers)	CONFLICT BEHAVIOUR (Manifest conflict)
Differing goals	Aspirations	Violence
Differing values	Perceptions	Coercion
Ambiguity	History of relations	Sabotage
Co-ordination	Use of strategies	Strikes
	Constituencies	Negotiation
	Tolerance	Co-operative problem solving
	Balance of power	Use of third parties
	Acceptable procedures, forums, standards, third party institutions	Litigation
		Termination of relations

Source: Candidate Commissiner Training Module 3 (2016)

 The table above clearly outlines what conflict aggravators and moderators are. The researcher notes that the terms aggravators and moderators need to be analysed. Moderators are peace-makers, people who try to resolve the conflict and aggravators are people who create the conflict or cause the conflict. The researcher analyses legislation and policy in relation to conflict management below.

3.9 LEGISLATION AND POLICY RELATING TO CONFLICT MANAGEMENT

Sayed (2002) asserts that legislation is used as a constraining mechanism to control the actions of internal state actors. Legislative challenge in turn re-defines political battles of control. While the apartheid government had a direct impact on how institutions had to be run, the post-apartheid government's control is indirect. Sayed (2002:40) mentions that in devolving control to schools through the South African Schools Act (SASA), the post-apartheid state has introduced in South Africa the key defining moments of educational restructuring in the inter-national context, namely choice and participation. Moreover, the post-apartheid state through SASA displaced conflict about race, gender, ethnicity, religious identity and sexual affiliations to the institutional site of schools (Sayed, 2002: 40).

The state is not absent with regard to conflict as the state's role is to act as a monitor and evaluator. Additionally, legislation and policy play a crucial role in conflict management.

Sayed (2002) iterates that the state, through such structures, acts as a guarantor for basic rights and its key role is evaluative rather than directive. The various educational policy texts all make reference to the creation of advisory bodies which comprise stakeholders and would be involved in consultations around policy development at all levels of the educational system. Sayed and Maharaj (1998) allude to the number of cases that highlight the ongoing gaps between policy intention and policy practice at the level of democracy, understood as devolved school governance. Many conflicts have emerged relating to issues like the setting of school fees, racial politics amongst teachers and teacher appointment. Sayed and Maharaj (1998) correctly describes politics amongst teachers and the appointment of teachers as aggravators to conflict. This will be further discussed in the findings.

This study will further show how policy and practices associate with the decentralization of education. A further understanding of the South African Schools Act (SASA) will also be unpacked to enable the researcher to show how this policy addresses conflict.

3.10 THE SOUTH AFRICAN SCHOOLS ACT 84 OF 1996 (SASA) (As Amended)

According to the Induction Training Manual for School Management Teams (SMT) (2018:9), The South African Schools Act (No.84 of 1996) regulates education in South Africa offered in ordinary and specialized institutions. It seeks to provide a new uniform system which will redress the past injustices in education provision. The Act provides for the development of all people's talents and capabilities; the Advancement of democratic transformation of society; Combating racism and sexism; Combating unfair discrimination and intolerance; Contributing to the eradication of poverty;

Protecting and advancing diverse cultures and languages; Upholding the rights of learners, parents and educators; and Promoting the acceptance of responsibilities for the organization, governance and funding of schools in partnership with the community (SASA, 2016).

Visser (2006:15) an expert academic in law, states that central to the objects of the School upholding the rights of all learners, parents and educators and to promote their acceptance of responsibility for the organization, governance and funding of schools in partnership with the states.

According to the South African School's Act (No.84 of 1996), the application of this act is as follows:

(1) This act applies to school education in the Republic of South Africa;

(2) A member of the Executive Council and a Head of Department must exercise any power conferred upon them by or under this Act after taking full account of the applicable policy determined in terms of the National Education Policy Act (Act No.27 of 1996); and

(3) Nothing in this Act prevents a provincial legislature from enacting legislation for school education in a province in accordance with the Constitution and this Act.

As a leader within an institution, it is crucial that the principal understands the implications of the South African Schools Act. This section highlights the role of the school principal as a leader and manager in a school context. It also highlights the role of the educator as well as all stakeholders in education. Kuzwayo (2013:1) indicates that the South African Schools Act (No. 84 of 1996) promotes a shift from traditional centralized decision-making to collaborative decision-making in all South African Schools. The South African Schools Act notes the following:

- Section 10: expounds on corporal punishment, which is banned in all South African Schools.

Narain (2015:1) cites section 10 of the Schools Act as banning corporal punishment in all South African Schools. This is reiterated in aspects of the PAM document (Personnel Administrative Measures). This study note that the issue of corporal punishment leads to conflict between educators and principals within the institution. This is evident in the Phoenix Circuit where teachers are charged due to administering corporal punishment. Educators are challenged and face huge discipline problems in the classroom. Parents often declare that their children are well behaved when there are school meetings. This is supported by Mudaly (2019:2): "When parents are requested to meet school staff, they often declare how angelic their children are at home and make teachers appear to be vindictive. Parents' lack of attention to their children's conduct and academic progress at school is disquieting".

The researcher notes that due to the lack of support from parents, the management structures of schools are left challenged and handicapped when it comes to the discipline of learners as they do not get any support from the parent component. Mudaly (2019:3) states that many school management teams have lost control and without a suitable discipline strategy, they have no options available to create a conducive learning environment.

This study will present cases in the findings chapter of how corporal punishment is an aggravator of conflict in a school setting. The researcher further explains the Employment of Educators Act below.

3.11 EMPLOYMENT OF EDUCATORS ACT 76 OF 1998

Ntuli (2012:17) affirms that the "Principal has the ultimate accountability as the head of the institution. In terms of section 4.2 (a) (ii) of Employment of Educators Act 76 1998, "the principal has to provide professional leadership within the school".

The Employment of Educators Act 76 of 1998 states that the purpose of this act is to achieve equity in the workplace by accomplishing the following:

a) It regulates the conduct of educators;
b) It sets disciplinary codes and procedures;
c) It sets out the core duties of educators as employees;
d) It promotes equal opportunity and fair treatment in employment through the elimination of unfair discrimination;
e) Implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce; and
f) It provides for sectoral collective bargaining through the ELRC and provincial chambers.

The Employment of Educators Act 76 of 1998 describe disputes concerning this chapter as follows:

10 (1) In this section, the word "dispute" excludes a dispute about an unfair dismissal, which must be referred to the appropriate body for conciliation and arbitration or adjudication in terms of Chapter VIII of the Labour Relations Act,

(2) Any part to a dispute concerning this Chapter may refer the dispute in writing to the CCMA within six months after the act or omission that allegedly constitutes unfair discrimination,

(3) the CCMA may at any time permit a party that shows good cause to refer a dispute after the relevant time limit set out in sub-section (2),

(4) The party that refers a dispute must satisfy the CCMA that: (a) a copy of the referral has been served on every other party to the dispute and (b) the referring party has made a reasonable attempt to resolve the dispute,

(5) The CCMA must attempt to resolve the dispute through conciliation,

(6) If the dispute remains unresolved after conciliation (a) any party to the dispute may refer it to the labour court for adjudication or (b) all the parties to the disputes may consent to arbitration of the dispute and

(7) The relevant provisions of parts C and D of Chapter V11 of the Labour Relations Act, No.66 of 1995 with the changes required by the content, apply in respect of a dispute in terms of this Chapter H."

The researcher further highlights conflict of proceedings as per the Employment of Educators Act 55 of 1998 as follows:

46 (1) If a dispute has been referred to the CCMA by a party in terms of Chapter 11 and the issue to which the dispute relates also forms the subject of a referral to the Labour Court by the Director –General in terms of section 45, the CCMA proceedings must be stayed until the Labour Court makes a decision on the referral by the Director-General.

(2) If a dispute has been referred to the CCMA by a party in terms of Chapter 11 against an employer being reviewed by the Director-General in terms of section 43, there may not be conciliation or adjudication in respect of the dispute until the review has been completed and the employer has been informed of the outcome.

Powers of commissioner in arbitration proceedings:

(48) A commissioner of the CCMA may, in any arbitration proceedings in terms of this Act, make any appropriate arbitration award that gives effect to a provision of this Act.

Jurisdiction of the Labour Court

(49) The Labour Court has exclusive jurisdiction to determine any dispute about the interpretation of the application of this Act, except where this Act provides otherwise.

This is further supported by the Candidate Commission Training Module (2016:1): "Together with conciliation, arbitration is one of the cornerstones of the dispute resolution system created by the Labour Relations Act 66 of 1995. More disputes are referred to arbitration than to the Labour Court for adjudication. Arbitration is a well-known method for resolving labour disputes as it was a popular alternative to the statutory processes in place before the LRA came into force in 1996.

It was the relative success of arbitrations conducted under the auspices of the Independent Mediation Service of SA (IMSSA) that led the task team charged with drafting the LRA in the mid -1990s to adopt statutory arbitration as one of the key processes".

The Employment Educators Act of 76 of 1998 speaks on the unfair treatment of employees within an organization. This act guides educators who are faced with disputes and grievances. They have the CCMA which allows the aggrieved party to be heard and represented. The researcher alludes to the Phoenix Circuit where conflict is rife and aggressive and many cases are referred to the Education Labour Relations Council (ELRC) for a hearing. The researcher explains the personnel administration measures (PAM) of 2016 below.

3.12 PERSONNEL ADMINISTRATION MEASURES (PAM) OF 2016

According to the Induction Training Manual for School Management Teams (SMT) (2018:14), the regulation is in terms of the Employment of Educators Act of 1998 determines terms and conditions of the employment of educators. It caters for the following:

- Chapter – Provides Norms and guidelines for exercising sectoral determinations for educators and sets workloads for school-based educators (duties and responsibilities);
- Chapter B – Regulates procedures for staff selection, recruitment and appointment; provides for the determination of salaries and REQV levels and codes for persal purposes, as well as post levels;
- Chapter C – Provides for a Developmental Appraisal System (Performance, Assessment and Development /IQMS);
- Chapter D- Provides measures for the payment of part-time and full-time educators for overtime duties as well as allowances;
- Chapter E – Focuses on public examinations and caters for duties, remuneration for performance, compensation for travel and subsistence allowances as well as criteria for the appointment of educators for examination-related work;
- Chapter F- Service Benefit Awards;
- Chapter G – Time off and the secondment of educators;
- Chapter H – Grievance Procedures;
- Chapter I – Measures prescribed by legislation; and

- Chapter J – Leave Measures.

Narain (2015:98) states that the Minister of Education has in terms of section 4 of the Employment of Educators Act, (1998) determined the terms and conditions of employment of educators as set out in the schedule: the PAM document – Government Gazette no. 19767 of 18 February 1999 as amended periodically up to Gazette no. 24948 (21 February 2003). The PAM document lays outs the requirements that a level 1 (educator), level 2 (HOD), level 3 (deputy principal) and level 4 (Principal) has to adhere to. According to the ELRC Resolution No.8 of 1998, it determines the terms and conditions of employment of educators. It caters for the following:

A.5.1.2 Management in education should be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce their belief that they can make a difference. When and where appropriate, authorities need to allocate authority and responsibility that will ensure the building of human resource capacity.

A.5.1.3 In addition to the core duties and responsibilities specified in this section, certain specialized duties and responsibilities may be allocated to staff in an equitable manner by the appropriate representative of the employer.

The Personnel Administrative Measures (PAM) (2016) is an important document that all principals and educators need to be knowledgeable about. Educators need to know what their role function within a school is as does the principal as a leader. Most of the conflict arises within a school context based on aspects such as time allocation, relief, teaching loads which are clearly outlined in the personnel administrative measures (PAM) document but become an issue to the teaching staff. Hence educators become aggrieved because leaders cannot resolve or manage this type of conflict. The researcher further looks at how the Education Labour Relations Council assists aggrieved parties in resolving conflict within an institution.

3.13 EDUCATION LABOUR RELATIONS COUNCIL (ELRC)

The researcher discusses below how the Education Labour Relations Council (ELRC) assists educators and principals of schools with regard to any labour matters. This council is the highest structure in place to ensure that all labour matters are given the correct hearing:

7.1.1 How to request conciliation:

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7.1.2 A party must refer a dispute contemplated in clauses 7.1.1 or 19.1.1 to the council for conciliation by delivering a completed ELRC for E1.

8. Arbitration

8.1.1 How to request for arbitration

8.1.2 A party must refer a dispute contemplated in clauses 7.1.2 or 19.1.2 to the council for arbitration by filing a completed ELRC form E1

8.1.3 The referring party must:

8.1.4 sign the referral form in accordance with clause 36,

8.1.5 attach to the referral form written proof, in accordance with rule 38, that the referral form was served on all the other parties to the dispute,

8.1.6 if the referral form is filled out, attach an application for condonation in accordance with clause 53,

8.1.7 satisfy the General Secretary that clause 9 has been complied with in the event of an unfair labour practice dispute.

The researcher further explains what principled negotiation and mediation mean in terms of disputes and conflict that may arise within a school context. According to the Conflict Management and Resolution Manual (2017: 32), "principled negotiation is based on four basic points:

* **Separate the people from the problem:** Principled negotiation is about human beings with different perceptions, beliefs and viewpoints, strong emotions, likes and dislikes. Taking positions makes things worse because people tend to identify with their position and feel that their ego is attacked when their position is threatened. In principled negotiation, the 'people side' is treated separately from the factual issues and substantive problems.

* **Focus on interests, not positions:** The object of principled negotiation is to satisfy underlying needs and interests. To take and hold on to a negotiation position will obscure what people are really trying to achieve. Even compromising between positions will not lead to agreement and take care of human needs. Thus the focus should be on interests.

* **Invent options for mutual gain:** Trying to decide on an agreement under time pressure and in the presence of an adversary will not lead to good results. In principled negotiation, partners take time to look for a wide range of possible solutions before trying to come to an agreement. If there are many options, there is a better chance of finding solutions which advance shared interests and reconcile creative differences.

* **Insist on using objective criteria:** Unlike in positional negotiation, here the agreement tends to reflect some fair standard. Fair standards are not subjective criteria of one or other of the participants, rather they should be shared and to some degree objectively verifiable. For example, market value, expert opinion, custom or law.

This study agrees that the principled negotiation concept as explained above is an excellent way of resolving any form of conflict within a school context in order to avoid conflict from getting out of control and escalating further. This study further explains how mediation assists in resolving conflict. As discussed in the Conflict Management and Resolution Manual (217:33) Mediation is a method of conflict resolution involving a neutral third party (mediator) who is responsible for facilitating dialogue and discussion between the two conflicting parties helping with a process of identifying the root causes of the conflict. Parties are thereby assisted to appreciate the views of each other and accept their situation before searching for solutions to their problems. This study concurs with the author above that it is important for a mediator to help with identifying the root causes of conflict and hence help both parties to come to a common ground in order to resolve conflict. It is also important to understand what mediation is.

The Conflict Management and Resolution Manual (217:33) outlines what mediation is in terms of the diagram below:
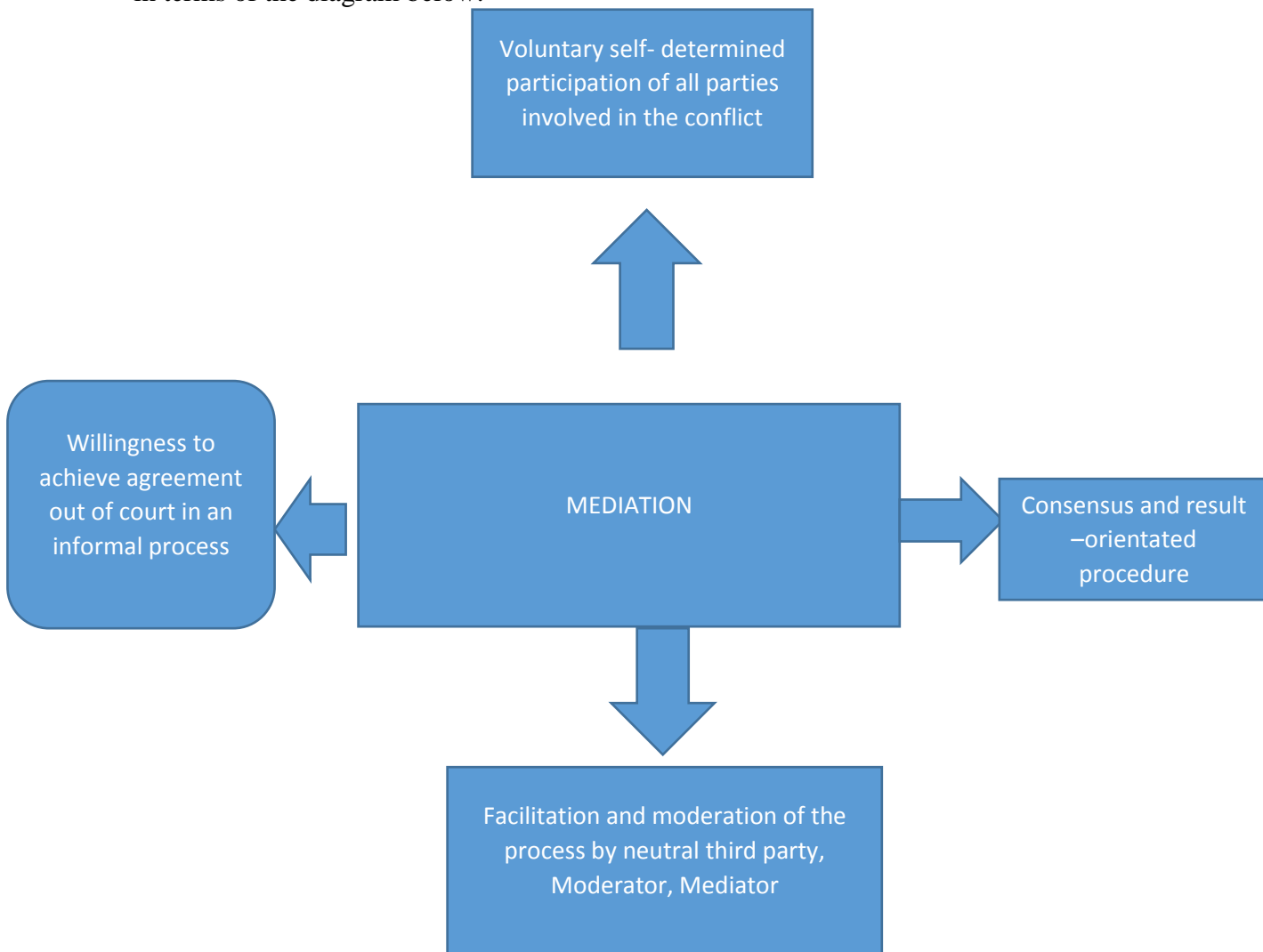
FIGURE 3.1 MEDIATION Conflict Management and Resolution Manual (2017)

The diagram above clearly explains how the mediation process works. It is a process that tries and resolves conflict in an amicable way. This type of mediation in a school context will be further explained in the findings chapter. The researcher further uses the Conflict Management and Resolution Manual (2017:33) to describe Mediation as a special form of social conflict-solving and decision making process as follows:

- Mediation is a structured conflict-handling approach whereby all parties try to find solution in a mutual agreement.
- All groups involved in or affected by the conflict can participate in the process.
- Participation is strictly on a voluntary basis and can be cancelled by the party at any time.

The mediation process as explained above is a direct approach in resolving any form of conflict within an institution. This study further uses the Conflict Management and Resolution Manual (2017:33) to explain the role of the Mediator, which is as follows:

- A meditator is necessary when the conflicting parties are unable to meet and deal directly with one another.
- He / She enables the parties to deal with conflict issues in a constructive manner.
- The mediator does not pass a judgement.

This study notes that the role of the mediator in any conflict is a key factor in trying to resolve any form of conflict. It is also very important that the mediator is someone who is a neutral person and has no relationship with both parties. In this way, any form of bias is not seen. It is also very important to note that both parties need to understand that there are stages in which mediation takes place. The Conflict Management and Resolution Manual (2017:34) alludes to the fact that the main stages in Mediation process is as follows:

STAGE 1: PREPARATION AND PRELIMINARY AGREEMENTS

STAGE 2: MEDIATION MEETINGS

STAGE 3: IMPLEMENTATION

Stages are further explained below:

1. PREPARATION AND PRELIMINARY AGREEMENT:
- Select a mediator
- Mediator to study the issues through research
- Meet parties differently to get their views
- Motivate all parties involved to participate in the process
- Identify a neutral place for the meeting
- Mediator plans the procedures
2. MEDIATION MEETING:
- Meeting process
- Opening
- Welcome the participants
- Create a conducive atmosphere
- Present the state of affairs

- Explain the mediation process
- State the expectations of the mediation meeting
- Agree on the agenda and procedure
- Explain the cause and purpose of the meeting, objectives and expected results
- Agree on the rules and norms of the meetings.
3. IMPLEMENTATION
- Decide on the procedures
- Plan follow-up meetings
- Monitor and report on the steps.

The steps mentioned above are the correct forms of mediation. In this way, both parties concerned are treated fairly and the procedure is correctly dealt with so that the conflict is resolved and everything is transcribed accordingly. The Labour Relations Act No 66 of 1995 is described in the following section.

3.14 LABOUR RELATIONS ACT NO 66 OF 1995

This act speaks to rights of both the employer and employee. According to the Labour Relations Act No 66 of 1995: "this act regulates the conditions under which all employees in the Republic are employed, the right to collective bargaining, the right to fair labour practice, the employer 's right to form employer organizations, the right to exercise the rule of no work no pay". As discussed above, the Labour Relations Act No 66 of 1995 is an act that protects the rights on both the employer and employee. It also ensures that both parties are treated fairly.

The LRA speaks to unfair labour practice as contemplated in Section 186 (2) of the Labour Relations Act 66 of 1995 as amended. In terms of section 192 (1) of the Act, the onus rests upon the employee to establish the existence of a dismissal. For the employee to succeed in his/her claim, he/ she must establish that he/she was indeed dismissed.

This Act is further supported by the Protection Administrative Justice Act 3 of 2000 (PAJA) which states that "This act is enabled by section 33 of the Constitution providing for Just Administrative Action which regulates operational requirements for administrative action by organs of state – that action must be: * lawful, reasonable and procedurally fair and to put in writing The Acts mentioned above protect the educator and school management teams in terms of any form of conflict or dispute that may arise in a school.

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Therefore, it is important that both the educators and school management team be empowered and capacitated on all important acts. This study highlights how the South African Council for Educators Act, No. 31 of 2000 assists all educators and senior management teams in the following section.

3.15 SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT No. 31 OF 2000

The South African Council for Educators Act, No. 31 of 2000 is a body that every educator that joins the teaching profession needs to be registered with the new requirement for all newly appointed educators that join the profession is to have a police clearance certificate. According to the South African Council for Educators Act, No. 31 of 2000 "SACE is the South African Council for Educators, a body established by law to uphold the teaching profession. SACE registers all professional educators and ensures that all educators conduct themselves professionally".

Like all professions, educators and senior management staff need to be protected at all times. On the same note, the South African Council for Educators is a professional body that ensures that educators and senior management staff act and behave in a professional manner at all times. According to the South African Council for Educators (2000:22), educators who are registered or provisionally registered with the South African Council for Educators must:

- Acknowledge the noble calling of their profession to educate and train the learners of our country;
- Acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determine the quality of education in this country;
- Acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa;
- Commit themselves therefore to do all within their power in the exercising of their professional duties, to act in accordance with the ideals of their profession, as expressed in this Code; and
- Act in a proper and becoming way such that their behavior does not bring the teaching profession into disrepute.

The South African Council for Educators (2000) explains the code of conduct that the educator has to maintain with all stakeholders. If the educator breaches the code of ethics, then there is a document that the council has in place to deal with matters. According to the South African Council for Educators (2000) (Act 31 of 2000), "The purpose of this document is to provide a fair procedure governing the investigation and hearing of alleged breaches of the code of professional ethics for educators. These procedures are intended to be corrective and not punitive where this is possible and desirable, taking into account the interests of the teaching profession as a whole". This study notes that the South African Council for Educators is a body that protects all educators and if an educator breaches the code of conduct then the committee ensures that an investigation takes place.

According to the South African Council for Educators (2000), the functions of the Ethics Committee are as follows:

- Ensures that alleged breaches of the code are investigated;
- Establish an investigating panel to investigate alleged breaches of the code;
- Establish disciplinary panels to conduct disciplinary hearings into alleged breaches of the code;
- Ensure that disciplinary hearings are fair and comply with the procedures set out in this document; and
- On the basis of recommendations received from disciplinary panels, recommend findings and appropriate sanctions, if any, to the Council in respect of breaches of the code

  The members of investigating and disciplinary panels established by the Ethics committee need not be members of the Council.

The South African Council for Educators is an independent body that ensures that all educators are treated fairly and professionally. Apart from the South African Council for Educators that has processes in place, the Department of Education also has disciplinary measures in place which are separate from the South African Council for Educators.

The disciplinary measures in place are guided by the different acts as mentioned earlier in the study. This study highlights the disciplinary measures that the Department of Education implements when educators and senior management members transgress.

3.16 DISCIPLINARY MEASURES

The Department of Education has certain disciplinary measures when it comes to educators and senior management members. This happens when conflict is escalated and when both educator and senior management members were unable to resolve it amicably. The Department OF Education is guided by HRM Circular No.63 of 2004, which highlights the disciplinary code and procedures of Schedule 2. HRM Circular No. 63 (2004) notes the following principles:

- Discipline is a corrective and not a punitive measure;
- Discipline must be applied in a prompt, fair, consistent and just manner;
- Discipline is the responsibility of the Employer;
- The disciplinary code is necessary for the efficient delivery of service and the fair treatment of Educators and ensures that Educators have a fair hearing in a formal or informal setting, are timeously informed of allegations and receive reasons for any decisions; and
- If an Educator commits a misconduct that is also a criminal offence, the criminal procedure and the internal disciplinary procedure will continue as separate and different proceedings.

The disciplinary measures discussed above only happen if and when conflict that occurred within a school context could not have been managed and resolved. Only serious cases of conflict are referred for intervention by the Department of Education.

This is further agreed to by HRM Circular No. 63 (2004) which highlights the code of good practice as "Schedule 8 of the Labour Relations Act (Act No. 66 of 1995) and constitutes part of Schedule 2 of the EEA. In dealing with a misconduct act contained in Section 18, the Employer must assess the seriousness of the alleged misconduct by considering the following: the extent to which it impacts on the work, the nature of the Educator's work and circumstances in which it took place". The Act highlights the seriousness of alleged misconducts by educators. This happens when educators do not adhere to the school work place rules and legislation, hence there is conflict within a school. As a result, the Department of Education has to intervene. According to HRM Circular No. 63 (2004), the less serious misconduct cases are as follows:

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- Reporting late for work

- Leaving work early without permission

- Unauthorized breaks or the extension thereof

- Unauthorized absence

- Dishonesty in recording time in an attendance register

- Dishonesty in recording attendance of other employees

- Sleeping on duty

- Negligence or carelessness

- Disobedience

- Non- compliance with procedures

- Non- adherence to instructions from supervisors

- Use of abusive language/signs

- Inappropriate clothing

- Committing unsanitary acts

- Creating disharmony in the workplace

- Shirking of duties.

This has to be noted that all of the less serious cases of misconduct mentioned above were referred to as Schedule 18 and punitive measures are instituted. It must also be noted that the educator is allowed representation in terms of union representation. It also has to be noted that all of the above-mentioned could have been resolved or managed at school. This also reflects the type of leadership at schools and can be questioned, which will further be interrogated in the findings chapter. This study explains the procedures and practices before the above-mentioned misconduct sits for a hearing.

According to HRM Circular No. 63 of 2004, before a hearing, the following applies:

- Categorize the offence

- Complete prescribed form (FORM C) detailing:

1. Full description of the allegations

2. Details of date, time and venue of the hearing

3. Rights of the employee

4. Relevant documentation

5. Educator to acknowledge receipt of notice/ witness.

The educator is allowed to be represented once the offence is reported. It is the right of the educator to have his/her union representative present at all sittings. The principal, who is a departmental official, forms part of the department and will not be represented by the union. The principal will only be allowed representation if he/she is charged with any forms of misconduct. This study further explains the procedures and practices during the hearing as mentioned in HRM Circular No. 63 of 2004, which is as follows:

- Remind the educator of his rights
- Read charges
- Administer a plea
- Adduce evidence through a witness/documentation
- Listen to the other side
- Avoid confrontation
- Conclude/make findings.

The afore mentioned is where the Department of Education will brief the educator concerned of the misconduct and this is when both parties are given the opportunity to speak. Once the Department of Education has listened to both sides and all evidence is noted, a final decision based on the finding is given. This study explains how sanctions and disciplinary procedures according to HRM Circular No. 63 of 2004 was implemented. In cases where the seriousness warrants counselling, the Employer must:

- Inform the Educator
- Give the educator the opportunity to respond
- After consultation with the educator, decide on the method to remedy the situation
- Implement the decision.

The above can only be done when a consultative process between the educator, department official and labour has deliberated thoroughly. In the case where misconduct warrants a verbal warning, HRM Circular No 63 of 2004 notes that:

a) The Employer must inform the Educator that further misconduct may result in a more serious disciplinary action
b) The Employer must record the warning.

HRM Circular No. 63 of 2004 further explains a written warning as follows:

a) The warning must be in accordance with Form A

b) A copy must be given to the Educator

c) The educator must acknowledge receipt

d) If the educator refuses to sign, the written warning must be issued in the presence of another educator

e) The written warning must be kept in the Educator's personal file for six months

f) The educator can raise an objection to the written warning

g) The written objection must be filed together with the written warning

This study notes that a written warning is a sanction imposed on an educator for a less serious misconduct. This is also a form of conflict that will not go away, as both the educator and the senior management member has to go back to school and work together. The conflict will not disappear as both parties concerned will have to try and work together. If an educator receives a final written warning, the same procedure applies.

Once an educator is found guilty of serious misconduct, which is section 17, according to HRM Circular No. 63 of 2004 the following will apply:

17 (1) An educator must be dismissed if he or she is found guilty of:

a) theft, bribery, fraud or an act of corruption in regard to examination or promotional reports;

b) committing an act of sexual assault on a learner, student or other employee;

c) having a sexual relationship with a learner of the school where he or she is employed;

d) seriously assaulting, with the intention to cause grievous bodily harm to, a learner, student or other employee;

e) illegal possession of an intoxicating, illegal or stupefying substance; or

f) causing a learner or a student to perform any of the acts contemplated in paragraphs (a) to (f).

Section 17 as explained above is on serious cases of misconduct. The educator concerned can be dismissed if found guilty. Although the educator has a right to representation, it has to noted that none of the above mentioned is acceptable according to law. These types of misconduct are rife in the Phoenix Circuit and this is the root of conflict that transpires. If one looks at the statistics presented in terms of grievances received in Mafukuzela – Gandhi Circuit from 2016 to 2019, the statistics will reveal that some of these cases are not resolved.

10. GRIEVANCES RECEIVED IN 2016
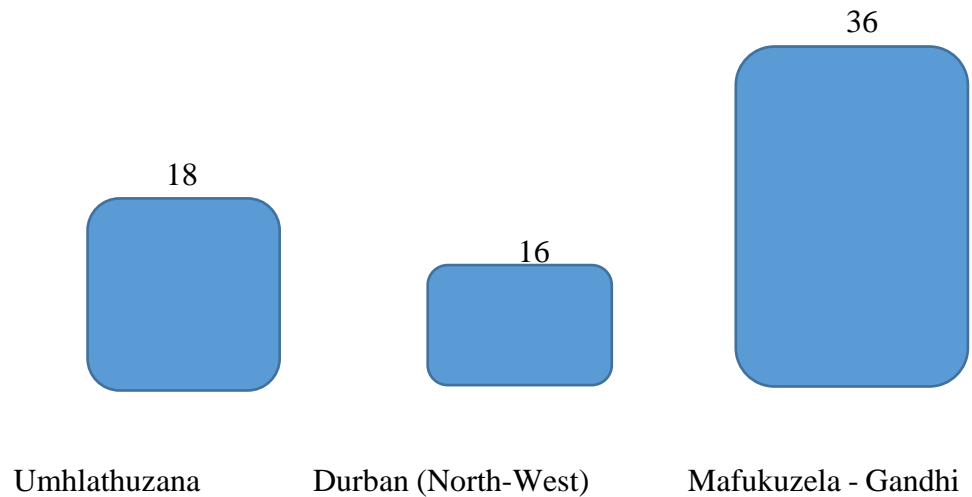
TOTAL GRIEVANCES	70
UMHLATHUZANA	18
DURBAN (NORTH-WEST)	16
MAFUKUZELA – GANDHI CIRCUIT	36

The grievances in the three CMCs shows that Mafukuzela has the highest number of grievances. Within Mafukuzela- Gandhi Circuit, Phoenix Circuit has the highest number of cases that are not resolved within the school. This goes back to the type of leadership within the school. It is argued that all section 18 cases of misconduct could have been managed and resolved amicably within the school.

GRIEVANCES RECEIVED IN 2017

34

16

12

Umhlathuzana   Durban (North-West)   Mafukuzela-Gandhi
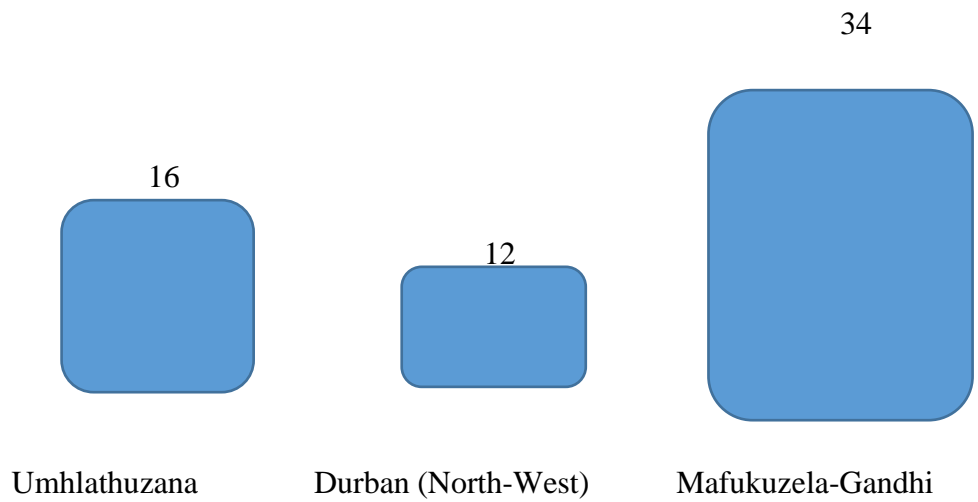
TOTAL GRIEVANCES	62
UMHLATHUZANA	16
DURBAN (NORTH-WEST)	12
MAFUKUZELA – GANDHI CIRCUIT	34

GRIEVANCES RECEIVED IN 2018

15

25

16

Umhlathuzana   Durban (North-West)   MafukuzelaGandhi
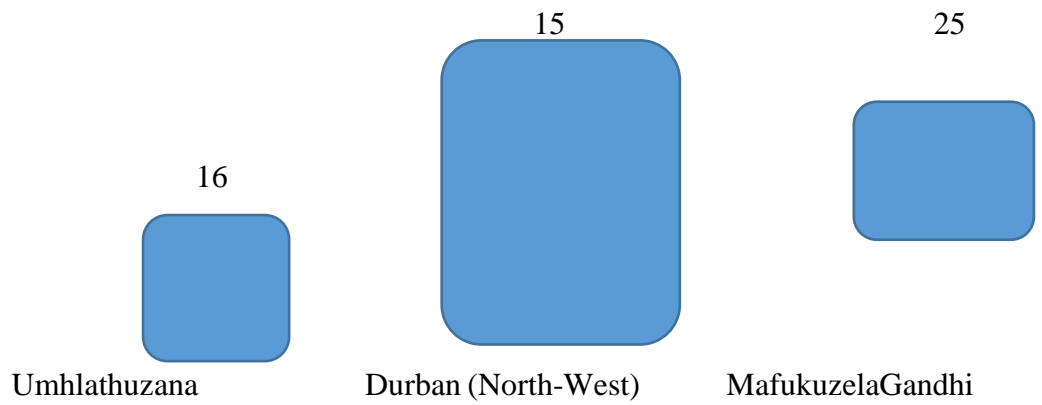
TOTAL GRIEVANCES	51
UMHLATHUZANA	15
DURBAN (NORTH-WEST)	25
MAFUKUZELA – GANDHI CIRCUIT	16

GRIEVANCES RECEIVED IN 2019
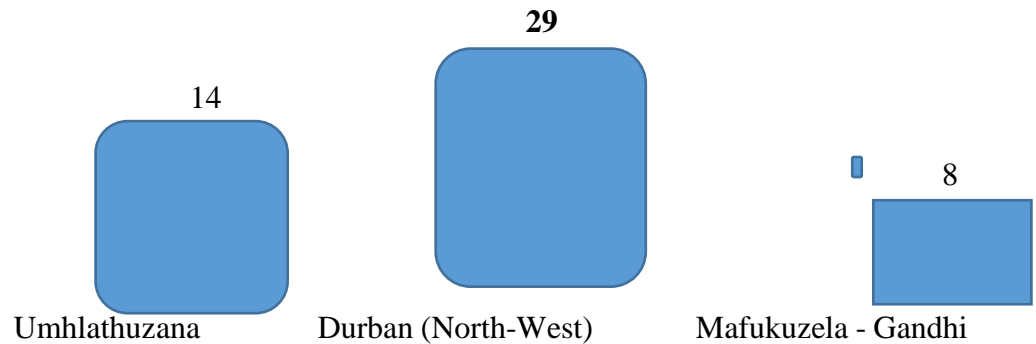
TOTAL GRIEVANCES	51
UMHLATHUZANA	14
DURBAN (NORTH-WEST)	29
MAFUKUZELA – GANDHI CIRCUIT	8

These statistics presented above are grievances from the three CMCs. Phoenix Circuit is an umbrella body of the Mafukuzela-Gandhi Circuit Management Centre. The researcher was unable to retrieve the documentation of grievances from the Pinetown District Human Resource section as they were classified as confidential documents. Some of these grievances were on promotional posts, corporal punishment, misconduct of educators, financial mismanagement etc. This is supported by Njolo (2019:1) who cites reports that concerns were raised regarding the mismanagement of funds, drugs and violence, amongst other issues plaguing 12 schools in the Phoenix Circuit. Other issues were post fixing, governance, bullying, malpractices and poor school management.

As a unionist in the Phoenix Circuit, the researcher was tasked with the role of representing membership at the level of the grievance hearings and at the Education Labour Relations Council (ELRC). The cases that were heard at the grievance hearings were on promotional posts, mismanagement of funds and corporal punishment, which were then escalated to the Education Labour Relations Council (ELRC). These cases have been treated fairly to an extent.

However, the parent component in Phoenix schools have indicated their concerns with regard to the Circuit Manager's role in how the circuit has functioned. This is supported by Nene (2019:3) who states that "Phoenix parents are demanding that the KwaZulu-Natal Education bosses expedite their investigation into the alleged mismanagement of school funds by circuit officials. This follows the suspension of three circuit officials recently amid allegations of jobs for pals, corruption, abuse of power and mismanagement of school funds". However, Njoli (2019:1) reports that The Chairperson of the School Governing Body said schools in Phoenix had not enjoyed the support of the Phoenix Circuit. He further added that principals in the Circuit were operating like "Mafias" and not running schools smoothly.

This study notes that the Phoenix Circuit has been under investigation due to the above allegations. Most of the conflict occurred in schools where the circuit managers who were suspended were in charge. Some of the conflict involved promotional posts. The unions have questioned the time-frame that cases and investigations remain unresolved. The unions have also put pressure on the ELRC to speed up the processing of the cases.

The researcher presents an overview as to how unions, especially the South African Democratic Teacher Union (SADTU), addresses conflict within a school context. The researcher, who is an education convenor of the Phoenix Branch, is only privy to statistics and certain aspects with regard to all the grievances presented to the Department of Education. The researcher did appeal to other trade unions to furnish her with relevant information and was not allowed due to the confidentiality clause that these union sign. The researcher is not biased in any way as the evidence provided is direct from the Department of Education and are cases directly handled by the South African Democratic Teachers Union. The birth of SADTU is explained below before tapping into the crux of how the South African Democratic Teacher Union (SADTU) plays a pivotal and important role in schools and also in the servicing of its members.

3.17. THE SOUTH AFRICAN DEMOCRATIC TEACHER UNION

In this section, the study explains how unionization occurred in South Africa and then delves into how unions address conflict within a school context. Dlamini (2014:217) mentions that Unionization in South Africa prior to 1994 was differentiated and developed predominately along racial and political inclination, a division that reflects the general history of the people of South Africa. This was as a result of the Industrial and Conciliation Act (1924) which developed dualistic industrial relations (Webster and Alder, 2001). In the education sector, the Bantu Education Act (1953) entrenched racially biased and politically inclined unionization by separating schools along racial and ethnic lines. Alder (2000:2) argues that these policies of separate development developed legacies of racially-based paternalism and authoritarian in the public service, which was characterized by "legislative exclusion" and the denial of substantive and procedural rights.

However, Garson (2000:205) mentions that in the Education sector, this resulted in the unionization of the predominately black and oppressed teachers becoming politically inclined, militant and geared towards the overthrow of apartheid. In light of the above, the researcher alludes to the fact that legislation excluded and denied the rights of workers, mainly the oppressed teachers, which produced distrust among the oppressed workers.

Dlamini (2014:218) concurs that teachers formed militant trade unions and adopted the popular programme of the African National Congress (ANC) and the Freedom Charter as a guiding policy. The South African Democratic Teachers Union (SADTU), an affiliate of the Congress of South African Trade Unions (COSATU) and an ally of both the African National Congress (ANC) and South African Communist Party (SACP) was formed under these socio- political and economic imperatives.

This study notes that in political terms, union activism manifested to resolve industrial problems. Sono (1999:170) further adds that SADTU was born out of the amalgamation of COSATU-driven trade unions that supported the ANC in the historical teacher unity forum in October 1999. Therefore, it had a 'socialist vision of the economy' in tune with the SACP and the ANC, to whose policies and principles it adheres.

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The formation of the SADTU was to ensure that the rights of the working class were not infringed. Freund (2007:199) states that the politics of SADTU and the consciousness of its members are always linked to struggles over the class and ethnic forms. It has to be noted that the core function of SADTU is to be accountable to their workers and serve them to the best of their ability. According to the SADTU Constitution (2010), the objectives of the union are as follows:

> 6.2 to seek to maintain itself as a union to be recognized by the education authorities and to negotiate on behalf of its members; to advance their individual and collective interest by entering into collective bargaining relations within the education authorities for the purposes of negotiating and entering into collective agreements;
>
> 6.3 to promote and further the interests of its members and to voice collectively their opinions on matters pertaining to education;
>
> 6.6 to eradicate discrimination based on gender, sexism and sexual harassment of teachers and education workers and learners;
>
> 6.12 to promote or oppose, as the case may be, any laws and administrative procedures that affect the interest of the members in particular and education in general; and
>
> 6.13 to institute legal proceedings on behalf of the union or its members in pursuance of the objects of the union and to render, where appropriate, legal assistance to members in matters relating to education and employment.

The aforementioned is noted in the SADTU Constitution and in keeping with the constitution, all workers have a right to representation in terms of being represented for various reasons within a school context. It is the responsibility of the leaders of the organization to ensure that members are represented accordingly and fairly. Furthermore, it is the right of the educator to have union representation in any conflict or grievance case. The role of SADTU in schools will be further discussed below.

3.18 THE ROLE OF THE SOUTH AFRICAN DEMOCRATIC TEACHERS UNION IN SCHOOLS

The South African Democratic Teachers Union (SADTU) plays a rather critical role in schools. Their influence in schools is rife and strong to ensure that labour peace prevails and that educators and management work together in the best interest of the learner. Coetzee (2009:3) argues that there is a dire need for the implementation of a logical, well-structured form of education management by school principals where the main aim is to improve their currently poor school practices. Unions will then need to work in partnership with other education stakeholders, including school principals. Coetzee also states that as the influence of politics in education increases, so should the role of school principals. Hence, the relationship between school principals and educators need to be understood.

Msila (2014:263) asserts that there is also a need to investigate the teacher union's relationship to teachers and school principals because the teacher union's influence has been mounting since the mid -1990s in South Africa. Legotlo et al. (2002:116) aver that since 1994, the unionization of teachers has been a major development in South Africa.

The authors have alluded to the fact that teacher unions influence the way in which management run their schools. The power of unions in schools has been effective since the advent of democracy. Msila (2014:26) defines a trade union as an agency and a medium of power imbalance in the work place. As highlighted in the introduction, the aim of the formation of teacher unions historically was to fight for teachers' rights, as well as to oppose the apartheid government laws.

The establishment of teacher trade unions meant victory for the teachers in terms of labour matters being addressed and also that they would be correctly represented. Chubb and Moe (1999: 49) argue that unions do not really favour school autonomy, but they strive for teacher autonomy. Unions want teachers to be free from control by organizational superiors, including the principals who are charged with running the schools. It is clear that union power in schools is felt and hence this affects the way principals run their schools.

A study by Msila (2014:277) found that union operations in schools will always be influenced by prevailing power dynamics. Amongst the 10 schools investigated, it was clear that some principals will manage unions better than others, especially those principals who are confident and efficacious, and are not unsettled by a union's presence in their schools. However, in schools were principals are not as strong, they will tend to be more restrained and wary when dealing with unions. Principals who have a strong and dominant union presence in their schools will face challenges, especially the South African Democratic Teacher Union (SADTU), which has a dominant history of being militant.

A study by Msila (2014) notes that participants saw the potential that unions have and had learnt that adversarial relationships between school managers and union members do not build schools. They also concurred that it is powerful unions that can and should affect the quality in their schools positively. School managers and union members share equal power in a school context and this relationship should be built on trust and should work towards one goal, which is to ensure that the school is run smoothly.

Msila (2014) further notes that Unions that are propelled by teacher professionalism and principals who are ethical in their approach will build effective schools with other role-players. Effective teacher unions can help 'shake' schools into becoming more effective organizations and offer teachers a greater sense of professionalism and dignity. The author draws on the fact that principals must be ethical in their approach. In this case, these so called non SADTU principals will always maintain the power and not allow union members to have a say as to how schools should be run. This is how conflict is caused when both the principal and union members are not on the same page.

Msila (2014) further concurs with the researcher that school managers should begin formalizing the alliance and collaboration between them and their union site committee. Schools that have clear policies will minimize confrontational relationships. Effective school managers and strong unions can boost achievement as they entrench professionalism.

The author is on point in terms of effective school managers and strong unions enhancing professionalism and boosting achievement. This can only be done once a strong and solid foundation between both are formed. Msila's (2013) discusses a case study where the schools under study belonged to different teacher unions, which the researcher notes caused conflict between the union leaders and the principals of schools.

According to Msila (2013:266), for the principals in the study, working with intense teacher union influence poses a number of challenges. Principal pointed out that unions frequently want to claim a space and frequently the principal's power is usurped consciously or unconsciously. Eight principals indicated the complexity of leading schools at a time when teacher unions are growing more influential. Seven principals stated that there was a tendency for their management roles to be blurred as unions tended to determine how the schools should be run. One principal demonstrated how frustrated she was and how impotent her role had become in the school as a result of the swelling unions strength (Msila, 2013). From the comments echoed by the principals who are leaders in their respective schools, it can be diagnosed that these principals feel a sense of being undermined by trade unions and cannot lead their schools the way they want to. It seems like their role is not being respected enough and that trade unions are running their schools.

Msila (2013:266), in his study of union influence, alludes to the fact that "Six principals stated that they frequently had to 'be careful, by ensuring that they act responsibly when it came to teacher unions action. Yet, they do concur that the resurgence of the unions has had a huge impact on how schools were run. Yet, the principals state that frequently, to the unions, a decision is only perceived as democratic and acceptable if the school managers do what the unions want. This usually leads to tensions and strained relationships in the schools. Teachers could be very confrontational towards one another and be divided according to union affiliation." From the utterances in this case study it is clearly evident that principals do not like union interference in their schools as this is a form of power struggle between the leader of the school and the union leader.

As the study outlines, this leads to strained relations and tensions in the schools. Thus it can be summed up that principals would like to run their schools on their own. However, as a union leader, it can be argued that if unions do not make their presence felt in terms of the way schools are run, principals will have their own say and this will either negatively or positively affect the way the school is run.

Msila's (2013: 267) study revealed that union operations in schools will always be influenced by prevailing power dynamics. Amongst the schools investigated, some principals will manage unions better than others, especially those principals who are confident and efficacious and are not unsettled by union presence in their schools. Where principals are not as strong they will tend to be more restrained and wary when dealing with unions". Carini (2002:104) asserts that schools with clear policies will minimize confrontational relationships. The findings reveal that no matter how strong an affluence the unions have on schools, it is the strength of the principal to be able to manage and lead. The researcher concurs with the author that principals who are affected by union presence are not strong and effective leaders. This shows their poor leadership approach. Union presence in schools is and will remain. It is how principals who are leaders deal with this that will determine their strength or weakness.

Moreover, there are other factors that act as an aggravator to conflict in schools, such as principals who are abusive to their fellow colleagues. An article published in the Daily News highlighted shocking findings of how a principal was suspended based on allegations of sexual harassment and verbal attacks on teachers. According to Ngema and Masuku (2019: 19), The Education Department yesterday suspended the principal of a Durban primary school, pending an investigation following allegations of sexual, physical and verbal abuse of teachers, four years after the teachers complained about the man. It is evident that principals alleged for any of the above mentioned misconduct will be suspended until all investigations are concluded. Ngema and Masuku (2019:19) further concur that "Yesterday, Education MEC Mthandeni Dlungwana visited the school and refused to conduct any meeting while the principal was on the school premises. Dlungwana said he met with 14 teachers who briefed him on matters at the school. He said there were allegations of sexual harassment, financial mismanagement, assault and other matters. The first step is that we will do an investigation and we have suspended him because the matter is serious".

The facts presented above are a serious case of misconduct and it also speaks to the type of leadership that is steering the school. As a leader of an institution, it is a lonely position to occupy but when staff members have their rights violated it is something that cannot be ignored and swept under the carpet. This is one of many reasons why conflict sparks and then turns ugly. Once cases of a similar nature are reported to all structures, investigations start to test the allegations.

Ngema and Masuku (2019:19) note that the "SADTU Provincial Secretary Nomarashiya Caluza said teachers had complained to them about the principal between February and March before schools closed for the holiday. It is worrying that the department is only standing up now that the matter was addressed in the media. Caluza confirmed that the principal is a SADTU member and they wanted to get his side of the story. She also noted that it was an embarrassment that their member had such allegations levelled against him". The Provincial Secretary of SADTU clearly confirms that the case was reported to the union and that the principal is a union member and it is only correct to get his side of the story before any sort of action is taken.

Ngema and Masuku (2019:19) state that the "Unions says that there are no strategies to monitor that cases are reported to circuit offices and are not taken seriously. Teachers complaints are not listened to and take forever to be investigated". Cases that are presented to circuit offices are often stalled or not taken seriously. The findings chapter will present similar cases not being resolved.

Ngeman and Masuku (2019:19) report that "During the visit to the school yesterday, Dlungwana said he would demand answers from officials as to what action they took when the teachers reported the matter to them. If it was found that the principal was protected at circuit level, the officials involved would be dealt with". This is a serious case of misconduct and the facts presented by the newspaper reporters it is something that requires immediate intervention from all sectors. The researcher's understanding as a union leader is that when allegations of this nature are presented, it has to be tested for its authenticity.

This is only done once an investigation is concluded. Upon the findings of the investigation, the matter is dealt with accordingly. The union is an organization that will not support any forms of misconduct that affect members, even if the perpetrator is a union leader as well. The argument around department officials not taking matters seriously is something that needs to be dealt with. As officials of the department, it is crucial and imperative that matters that involve any form of misconduct or grievance from a school base should be dealt with immediately. A study done by Dlamini (2014: 222) highlights the concerns raised by educators of a particular school, participants being educators who constructed their "perceptions of the educational authorities in ways that demonstrated their deep-seated subjective distrust and resentment. They use discursive strategies that indicated that authorities are unsupportive, autocratic, non-consultative and non-involving, top down and largely anti-unionistic". Other participants noted that "It is not hard to see that at meetings with departmental officials, SADTU union leaders as principals are in logger heads with Departmental officials because they don't meet on the same levelled playing field".

The study done by Dlamini (2014) clearly spells out the mistrust educators as well as union principals have of departmental officials. Tracking the article by Ngema and Masuku (2019) earlier, it was clearly outlined that there seems to be some kind of breakdown between officials of the department and principals and teachers in schools. This will be further interrogated in the findings chapter in terms of departmental officials' role in schools. As a researcher, one is intrigued as to the reasons behind these statements mentioned above.

3.19 CHAPTER SUMMARY

This chapter encapsulated the South African scenario and focused on how leaders and educators function in a school. The different legislation and policies focused on key areas and points that address the study at hand. It also looked at how the different levels of management go about their daily duties as mentioned in the study. It also highlighted how conflict can be handled and resolved using the different processes as per legislation. The chapter also outlined the role of the unions in a school setting, as well as case studies that highlighted important aspects that unions deal with daily.

CHAPTER 4

THEORETICAL FRAMEWORK

4. INTRODUCTION

The previous chapters examined literature from both an international and South African perspective. This section examines the theoretical framework through which the researcher sought to explore leadership and conflict handling situations in the Phoenix Circuit. The study under review is two-fold, comprising of Leadership and Conflict Management. The researcher chose to use two interlinking theories. One focuses on leadership and the other on conflict management, thus developing a base to understand and frame the research. The researcher is aware that a theoretical framework is a mechanism perceived to be under rather than out of the control of the researcher and it is consequently of benefit to the quality of the study (Forde 2010:76). The researcher uses the school as the context.

4.1 TRANSFORMATIONAL LEADERSHIP: A FRAMEWORK UNDERPINNING THE STUDY

This study focuses on and explains how the theoretical framing informed the process and analysis of data, hence leading to the Perspectives of Educators on Leaderships' Handling of Conflict Situations in Schools in the Phoenix Circuit. Various theoretical models could have been appropriate to this study. However, the researcher found the Transformational Leadership Model most appropriate to frame this study. Bush's (2003) Transformational Leadership Model seemed most appropriate to navigate the study. South Africa as a country has gone through challenging and changing times, and one of the critical areas has been education. Leaders, especially in schools, need to understand and interpret policies correctly. Schools are faced with numerous challenges, hence leaders need to know how to fit into post-apartheid schools. Leithwood et al. (2004) allude to the fact that, "From the transformational theorist perspective of change in the management of schools to decentralization, transformation is connected to how to raise the bar". Narain (2015: 133) concurs with Leithwood (2004) on the need for transformation *per se* in school managers and leadership. The researcher agrees with the authors above that schools, especially in South Africa, need leadership that is morally and ethically true. Hence, her choice of the Transformational model as a leadership theory to frame this study.

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4.2 TRANSFORMATIONAL LEADERSHIP MODEL

Work by popular authors on the early origins of the transformational model of Leadership is reviewed. Leithwood (1994) notes that the Transformational model of leadership was initially captured in the classic writings of Burns (1978) and Bass (1985) and it rooted in the challenges faced by leaders of organizations struggling to survive due to economic strife of downsizing and the effects of globalization during the 1980s and early 1990s.

Leithwood (2005:37) further states that the model initially rose in developed countries When restructuring' occurred with decentralization and site-based management over the last decade, the has grown to imply transforming other aspects of the school as well. Leithwood is correct in what he says in terms of school leadership and the need to bridge the gap in terms of how leaders ran their school in the apartheid era compared to now in the post-apartheid era. This makes Transformational leadership relevant in all schools today. According to Narain (2015:133),
"Max Weber is the one credited with the origins of the transformational leadership thinking with heroes that transformed the world. His idea of charismatic leaders was those who aimed to make positive change to the organization in their charge".
Weber's approach to leadership was the trait approach. Weber's specific quality of a leader's personality was one of 'charisma' who by virtue has special and exceptional powers or qualities. Which to him were not accessible to just any one and on the basis of this, individuals are treated as leaders. Narain (2015:133) adds that "like Weber, Burns reasoned that moral values were central to leadership. For Burns, the transforming leaders focused on ends, while the transactional leaders negotiated and bargained over the means". For Burns moral leadership was central to leadership.

Moreover, Bass (1999) states that leaders in the theory of transformational leadership argued that, transformational leadership is universally applicable and that regardless of culture, transformational leaders inspire followers to transcend their own self – interests for the good of the group or organization. Third, followers are motivated to expand greater effort than would usually be expected. Fourth, transformational leadership is hierarchically superior to transactional leadership as they are able to expand the subordinate's needs with focus on more transactional interests.
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The transactional leader also works within the organizational culture as it exists, but the transformational leader changes the organizational culture. Burns' (1999) theory clearly outlines the five steps involved in transformational leadership and how it posits itself within the context of school leadership. This study will review how transformational leadership is appropriate for school leadership.

Narain (2015:133) states that "the wave that moved the focus on leadership seemed to settle in the 1990s to present in the transformational leader's mould, this is due to what becomes the world's 'institutional thinking'". The way in which a transformational leader thinks and implements structures talks back to the leadership at the institution. Gunter (2001:97) argues that the leader creates structures and systems, but the followers must 'feel' the leadership. With transformational leadership, employees feel that their goals are being realized and achieved as they have the support of their leader.

According to Narain (2015) all transformational approaches to leadership emphasize emotions and values and share in common the fundamental aim of fostering capacity development and higher levels of personal commitment to organizational goals on the part of leaders' colleagues. These approaches assure increased capacities and commitments to result in extra effort and greater productivity. Leithwood (1994) conceptualizes transformational leadership along eight dimensions namely: First, building a school vision. Secondly, establishing school goals. Thirdly, providing intellectual stimulation. Fourthly, offering individualized support. Fifthly, modelling best practices and important organizational values. Sixth, demonstrating high performance expectations. Seventh, creating a productive school culture. Eight, developing structures to foster participation in school decisions".

In addition, Leithwood and Jantzi (2009:39) maintain that transformational leaders appeal to the personal goals and values of their organizational colleagues and work to elevate and transform those goals in the collective interest. The authors have noted that the focus on transformation of the developing school is by 'raising the bar' and 'closing the gap' with regard to leadership in schools. This also means that leadership from level 2 (head of department: HOD) to level 4 (Principal) must up their game in terms of how they lead their schools respectively. Closing the gap means that they need to keep abreast by reading and capacitating themselves on all the latest management manuals and policies. Apart from policies, it is in the best interest that the transformational leader ensures that the aims and goals of all employees are reached.

The various theories of educational management reflect various ways of interpreting and understanding events and behavior in a school context. Bush (2003: 394) alludes to theories demonstrating the different origins and epistemologies of the discipline, and representing what are often ideologically based and certainly divergent views about how educational institutions ought to be managed.

There are a number of alternative and competing models that the literature has generated on leadership. Bush and Glover (2002) extended this typology to eight models. These are among the nine leadership models shown below, alongside the management models mentioned earlier.

MANAGEMENT MODEL	LEADERSHIP MODEL
Formal	Managerial
Collegial	Participative Transformational Interpersonal
Political	Transactional
Subjective	Post - Modern
Ambiguity	Contingency
Cultural	Moral Instructional

TABLE 4.2.1: LEADERSHIP AND MANAGEMENT MODELS Bush (2003)

Leithwood et al. (1999:14) define a managerial model as managerial leadership assumes that the focus of leaders ought to be on functions, tasks and behaviors and that if these functions are carried out competently, the work of others in the organizations will be facilitated. Caldwell (1992:16-17) argues that managers and leaders of self – managing school must be able to develop and implement a cyclical process involving seven managerial functions, namely:

- Goal-setting
- Needs identification
- Priority – setting
- Planning
- Budgeting
- Implementing; and

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- Evaluating.

It has to be noted and acknowledged that the concept of 'vision' which is central to most leadership models is not included. Bush (2003:395) describes this approach as suitable for school leaders working in centralized systems as it priorities the efficient implementation of external imperatives, notably those prescribed by higher levels within the bureaucratic hierarchy. For learning to take place, it is essential for schools to be functional.

In addition, according to Bush (2003:46), Managerial leadership has certain advantages, notably for bureaucratic systems. However, the author identifies difficulties in applying it to enthusiastically to schools and colleges because of the professional role of teachers.

If principals and educators do not 'own' innovations but are simply required to implement externally imposed changes, they are likely to do so without enthusiasm, leading to possible failure. Leaders who lead institutions need to do so enthusiastically so that when changes are implemented, it is done so with consultation. This will ensure that changes are successful within the institution. Bush's (2003) model links three leadership models to his 'collegial' management model. The first of these is 'transformational leadership'.

Although the Transformational leadership model is normative in its approach to school leadership, its focus is on where leaders seek to influence school outcomes, rather than the nature of its outcomes. Allix (2000) goes further and alleges that "transformational leadership has the potential to become 'despotic' because of its strong, heroic and charismatic features. He believes that the leader's power ought to raise 'moral' qualms and serious doubts about its appropriateness for democratic organizations". However, Lee (2014) who critiques transformational leadership as where transformational leaders are presented as 'great men' and Bass (1999) presents a heroic bias of such leaders, which brings in the Hitler problem. Bass (1999) defends this by speaking of 'pseudo-transformation' leadership. Transformational leadership has been critiqued by the various authors whose opinions matter. However, one can argue that Transformational leadership has its merits within an organization. Yukl (2012) notes that transformational leadership bases a vision on collective interest rather than the interest of the leader above transformational leadership, which speaks of change where leaders transform their followers, increase their awareness of salient issues and encourage them to develop themselves.

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As leaders within an organization, one needs to ensure that all followers are encouraged to develop and capacitate themselves. Within an organization, leaders will use different agendas to promote their objectives.

This study alludes to the government, politicians and union leaders who uses the language of 'transformation' to achieve their own policy objectives. Bottery (2001:215) explains that "school leaders adhere to government prescriptions, which affect aims, curriculum content and pedagogy as well as values. There is a more centralized, more directed and more controlled educational system (that) has dramatically reduced the possibility of realizing genuinely transformational education and leadership". Leaders within an organization need to adhere to the organization's prescripts.

The researcher firmly believes that the Transformational Leadership approach is a suitable theory for this study as it has the potential to engage all stakeholders-from departmental officials to SMT members, educators and union leaders-in the achievement of reaching their educational objectives, which will benefit the Phoenix Circuit. This study theorizes conflict management in the Phoenix Circuit.

4.3 THEORIZING CONFLICT MANAGEMENT MODEL

This section theorizes the progress made in the study of conflict. The three intellectual giants, Darwin, Marx and Freud, dominated the intellectual platform with their academic literature as early social psychologists on conflict. Darwin stressed the competitive struggle for existence and "the survival of the fittest." He wrote that "all nature is at war, one organism with one another or with external nature." Seeing the contextual factor of nature, this may at first be well doubted, but reflection will inevitably prove it is too true (Hyman, 1966:29).

Marx (1966) emphasized class struggle and articulated as the struggle proceeds, the whole society breaks up more and more into two great hostile camps; two great directly antagonistic classes: bourgeoisie and proletariat. The proletarians have nothing to lose but their chains. "they have a world to win". Freud's (1966) view is that the intellectual atmosphere prevalent during the period when social psychology began to emerge contributed to viewing conflict from the perspective of "competitive struggle" (Hyman, 1966:29).

The authors above have clearly outlined that in any organization, it is the fittest that will survive in terms of a conflict. When this happens, as mentioned by Marx (1966), the whole society breaks down, and when this happens it is a struggle to restore relationships.

4.4 THEORY OF CO-OPERATION AND COMPETITION

The theory presented here was initially developed by Morton Deutsch (1949a, 1949b, 1973, 1985) and much elaborated by David W. Johnson (Johnson and Johnson, 1989). The Johnson's have provided the most extensive summary of the theory and the research bearing on it. The theory has two basic ideas. One relates to the type of interdependence amongst the goals of the people involved in a given situation. The other pertains to the type of action taken by the people involved.

 Deutsch's ideas that relate to the type of interdependence are correct in that if one takes a school setting where the research is positioned, action taken by people on the site will determine the linkage as mentioned above.

The researcher uses the theory of co-operation and competition to address the conflict handling situation in the Phoenix Circuit. This theory forms the framework of this study. Deutsch, Coleman and Marcus (2006:26) allude to the opinion that there are two basic types of action by an individual: effective actions, which improve the actor's chances of obtaining a goal and bungling actions, which worsen the actor's chances of obtaining a goal and "bungling actions". It has to be noted that educators and leadership roles can and may be linked for various reasons, which results from positive interdependence among leaders and educators liking one another and hence sharing resources to overcome an obstacle together or being influenced by personality and cultural orientations.

Deutsch (2006:27) alludes that, "Similarly, with regard to negative interdependence it can result from people disliking one another or from their being rewarded in such a way that the more the other gets of the reward, the less one gets, and so on. In addition to positive and negative interdependence, it is well to recognize that there can be lack of interdependence or independence, such that the activities and fate of the people involved do not affect one another, directly or indirectly". Conflict will not arise if one another is completely independent and conflict will only exist if interdependence is evident.

Deutsch (2006:28) further mentions that the theory predicts that if one is in a positively interdependent relationship with someone who bungles, the bungling is not a substitute for effective actions are intended. Thus the bungling is viewed negatively. In fact, on the other hand if the relationship is one of negative interdependence and the other person bungles, the opponent's bungle substitutes for an effective action on one's part and it is regarded positively or valued. The reverse is true for effective action. The outcomes of the bungling as mentioned by the author above depends on the type of relationship that exist in a school setting. It can either be a positive or negative outcome.

Deutsch (2006:28) further notes that "the theory of co-operation and competition then goes on to make further predictions about different aspects of intrapersonal, interpersonal, intra group and inter group processes from the predictions about substitutability, attitudes and educability. Thus assuming that the individual actions in a group are more frequently effective than bungling among the predictions that follow from the theory are that co-operative relations (those in which the goals of the parties involved are predominantly positively inter-dependent, as compared with competitive ones". Depending on the individuals' actions in a group it can be co-operative or one of competition. Therefore, the theory of co- operation and competition in trying to understand the nature of human beings in an organization is used in this study.

This study, based on Johnson and Johnson's (1989) theory of cooperation and competition, has two basic ideas: one relates to the type of interdependence amongst the goals of the people involved in a given situation. The other pertains to the type of action taken by people involved. Johnson and Johnson's (1989) theory of cooperation and competition outlines the different aspects of intrapersonal, interpersonal, intragroup and intergroup processes.

Johnson and Johnson (1989) state that the following variables show positive characteristics when dealing with conflict:

- Effective communication is exhibited: ideas are verbalized, and group members are attentive to one another, accepting of ideas of other members, and influenced by them. They have fewer difficulties in communicating with or understanding others.

- Friendliness, helpfulness and lessened obstructiveness: are expressed in the discussions. Members also are satisfied with the group and solutions and favourably impressed by the contributions of the other group members. Members of the co-operative groups rate themselves high in desire to win the respect of their colleagues and in obligation to other members.

- Coordination of effort, division of labour, orderliness in discussion: high productively are manifested in the co-operative groups.

- Feeling of agreement with ideas of others and a sense of basic similarity in belief and values: confidence in one's own ideas and in the value that the other members attach to those ideas, are obtained in the co-operative groups.

- Recognizing and respecting the other by being responsive to others needs.

- Willingness to enhance the other's powers: As the other's capabilities are strengthened, you are strengthened, they are of value to you as well as to the other. Similarly, the other is enhanced from your enhancement and benefits from your growing capabilities and power.

- Defining conflicting interest as a mutual problem to be solved by collaborative effort: as a mutual problem to be solved by collaborative effort facilitates recognizing the legitimacy of each other's interest and the necessity to search for a solution responsive to the need of all. It tends to limit rather than expand the scope of conflicting interest. Attempts to influence the other tend to be confined to processes of persuasion.

- Recognizing the legitimacy of one's and other's interest and the necessity to search for a solution to the needs of all.

In contrast, a competitive process has the opposite effects (Johnson and Johnson, 1989).

- Communication: is impaired as the conflicting parties seek to gain advantage by misleading the other through use of false promise, ingratiation tactics and disinformation. It is reduced and seen as futile as they recognize that they cannot trust one another's communications to be honest and informative.

- Obstructiveness and lack of helpfulness lead to mutual negative attitudes and suspicion of one another's intention. One's perceptions of the other's tend to focus on the person's negative qualities and ignore the positive.

- The parties to the process are unable to divide their work duplicating one another's effort such that they become mirror images if they do divide work, they feel the need to check what the other is doing continuously.

- The repeated experience of disagreement and critical rejection of ideas reduces confidence in oneself as well as the other.

- The competitive process stimulates the view that the solution of a conflict can be imposed only by one side on the other, which in turn leads to using coercive tactics such as psychological as well as physical threats and violence. It tends to expand the scope of the issues in conflict as each side seeks superiority in power and legitimacy. The conflict becomes a power struggle or a matter of moral principle and is no longer confined to a specific issue at a given time and place. Escalating the conflict increases its motivational significance to the participants and may make a limited defeat less acceptable and more humiliating than a mutual disaster.

Johnson and Johnson (1989: 29) state that for understanding the nature of the processes involved in conflict, research findings of the central theoretical and practical are significant. The theory notes that constructive processes of conflict resolution are similar to cooperation processes of problem-solving and destructive processes of conflict resolution are similar to competitive processes.

Deutsch (2006:29) states that conflict escalation perpetuates itself by such processes as autistic hostility, self –fulfilling prophecies and unwitting commitments, as explained below:

- Autistic hostility involves breaking off contract and communication with the other, the result is that the hostility is perpetuated because one has no opportunity to learn that it may be based on misunderstanding or misjudgement or to learn if the other has changed for the better.

- Self-fulfilling prophecies are those wherein you engage in hostile behaviour toward another because of a false assumption that the other has done or is preparing to do something harmful to you, your false assumption comes true when it leads you to engage in hostile behaviour that then provokes the other to react in a hostile manner to you.

- The dynamics of an escalating destructive conflict have the inherent quality of a folie a' deux in which the self – fulfilling prophecies of each side mutually reinforce one another. As a result, both sides are right to think that the other is provocative, untrustworthy, and malevolent. Each side, however tends to be blind to how it and the other have contributed to this malignant process.

- In the case of unwitting commitments, during the course of escalating conflict the parties not only over commit to rigid positions but also may unwittingly commit to negative attitudes and perceptions, beliefs, defences against the other's expected attacks and investments involved in carrying out their conflictual activities. Thus, during an escalated conflict a person (a group, a nation) may commit to the view that the other is an evil enemy, the belief that the other is out to take advantage of oneself.

- As Johnson and Johnson (1989) have detailed, these ideas have given rise to a large number of research studies indicating that a co-operative process (as compared to a competitive one) leads to greater group productivity more favorable interpersonal relations, better psychological health and higher self – esteem. Research has also shown more constructive results from co-operation as opposed to competitive processes.

4.5 CHAPTER SUMMARY

The chapter discussed the two-fold nature of the study which brought into play the use of theories from the leadership and conflict spheres. The two spheres of the school necessitated the need for the multi-dynamic approach in the data analysis with a framework for studying the leader's functions in addressing conflict handling situations. The leadership theory was used to test how openly shared duties assist in conflict manage

CHAPTER 5

RESEARCH METHODOLOGY

5. INTRODUCTION

This chapter focuses on the research methodology of the study, which aimed at ascertaining Educators' Perspectives of Leaderships and Conflict Handling Situations in the Phoenix Circuit. In order to accomplish this, appropriate methodologies were utilized.

The chapter covers the research paradigm, which was informed by selected quantitative and qualitative approaches. It also covers the location of the study and the piloting thereof. The subsequent aspects cover the sampling process, which elucidates issues related to the population and sample, the sample frame and the sampling technique. The chapter also covers the instruments used in data collection for the survey questionnaires and the semi-structured interviews with participants. The chapter also discusses the delimitation and limitation, as well as the validity, reliability, anonymity and confidentiality. Ethical considerations were also discussed, followed by the chapter summary. The chapter commences by explaining the research paradigm of the study.

5.1 THE RESEARCH PARADIGM: MIXED METHODS APPROACH

This study used a mixed methods approach. Jogulu and Pansiri (2011:688) describe Mixed methods as a research design linked to two fundamental issues, namely a theoretical concern related to any particular discipline in management and the capacity of mixed methods to benefit a variety of research disciplines, such as strategic alliances. Using a mixed methods approach as a research design will allow for comparing and combining data that will enhance the research study. This is further supported by Vicki et al. (2017:19) who postulated that mixed method research brings together quantitative and qualitative research methods from the different research paradigms of positivism and interpretivism.

Research is viewed by (Anderson and Arsenault, 1998:21) as a systematic process of inquiry, which involves a planned process of collection, analysis and interpretation of data. Crabtree and Miller (1999:8) argue that "the approach used for a particular sphere of research is largely dependent on the overall aim of the study, the analysis of objectives and its associated research questions". The researcher's paradigmatic stance rests on ontological and epistemological assumptions.

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Keating and Della Portia (2010) describe epistemology as how one can know about the world, even if it does somehow exist. However, Narain (2015:148) argues that two basic positions within ontology are the realists and the nominalists, both at opposite ends of a continuum. Realists see the world as out there just waiting for the researcher to discover it in its pre – existing categories. The stance taken is that people always see the world and its events through interpretations and inner subjectivity, that is due to their subjective cultural beliefs, personal – biological and social – psychological world views". Creswell (2014) notes that "It is a conventional belief about what we think about reality and addresses fundamental assumptions taken on faith, such as beliefs about the nature of reality (ontology), the relationship between the knower and the known (epistemology) and the assumptions about methodologies". This research study leads into a world of subjectivity of its participants (the leaders and those who are led) themselves. The crux of this study is the interaction at school level amongst educators, SMTs, circuit managers and union leaders.

This study is positioned and guided by the interpretive paradigm. Neuman (2011:102) conceptualizes the interpretive paradigm as a systematic analysis of socially meaningful action through the direct detailed observation of people in their natural settings in order to arrive at an understanding and interpretation of how people create and maintain their social worlds. The researcher had to develop a relationship with all participants and had to build a relationship of trust, so that they felt comfortable with her asking and probing during the interviews. Sekaran and Bougie (2010:17) state that the quantitative and qualitative research designs address important issues relating to a research project.

5.2 QUANTITATIVE APPROACH

Creswell (2007:22) alludes to the fact that the quantitative approach is primarily investigatory and uses post positive claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observations, and the test of the crises, employs strategies of inquiry such as experiments and surveys and collect data and predetermined instruments that yield statistical data.

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Cohen, Manion and Morrison (2007:504) assert that quantitative data analysis is no greater or less importance than qualitative analysis and is used entirely dependent on fitness for purpose. This study was descriptive in nature and a quantitative approach was applied for the analysis of numerical data. To collect data, a developed questionnaire with closed-ended items was used. According to Sekaran and Bougie (2010:18), research is not just about gathering facts without purpose or pretesting information or data without interpretation.

The scale utilized for analyzing the questionnaires responses was a 5-point Likert scale. The questionnaire addressed the following categories: Section A: Nature of conflict experienced by educators; in schools, Section B: The Current conflict management strategies used, Section C: The Dominant Leadership Styles used in the Management of Conflict.

Quantitative research relies on deductive reasoning and deduction (Sekaran and Bougie 2010:31) and further makes use of a variety of quantitative analysis techniques involved in establishing statistical relationships amongst variables through complex statistical modeling. Creswell (2012:41) describes the quantitative approach and identifies its characteristics as follows:

- An emphasis on collecting and analysing information in the form of numbers
- An emphasis on collecting scores that measure distinct attributes of individuals and organizations and
- Emphasis on the procedures of comparing groups on relating factors about individuals or groups in experiments, correlational studies and surveys.

5.3 QUALITATIVE APPROACH

According to Creswell (2012:43), a qualitative study is defined as an inquiry process of understanding a social or human problems based on building a complex, holistic picture: formed with words: reporting detailed views of informants: and conducted in a natural setting". However, Narain (2015: 149) alludes to the fact that the Qualitative method investigates the why and how, not just what, where and when primarily. Patton (2002:14) explains: "what" school leaders do. "how" they do it and "why" they do, "what" they do can be unearthed at a deeper level with qualitative methodology. The researcher took a significant stance since she became immersed in the research project by adopting this design approach.

From a methodological perspective, qualitative research is an inquiry approach, that is useful for exploring and understanding a central phenomenon, with the intention of producing information on a given setting in its full richness and complexity (Creswell, 2008; Slavin, 2007). The central phenomenon explored by the researcher was educators' perspectives on leadership and conflict handling situations. Qualitative research denotes the qualities, the characteristics and the properties of the phenomenon are examined for better understanding and explanation (Henning et al., 2004).

The researcher and the participants engaged by constructing realities in the case of the leaders and conflict handling situations. Engaging in research such as interviews made the construction of realities a possibility. Maree (2011:4) states that qualitative researchers believe that the world is made up of people with their own assumptions, intentions, attitudes, beliefs and values.

Hence that in order to know reality (epistemology) one begins by exploring the experiences of others regarding a specific phenomenon.

This study focused on how participants constructed their own realities of leadership and conflict handling situations by asking about it. The final structure of the research is flexible, and it manifests both the biases and the thoughts of the researcher (Creswell, 2008). This study used a qualitative, descriptive, phenomenological research design to explore the experiences of Departmental heads, Deputy Principals, Principals, Circuit Managers and the District Director. It was phenomenological as the phenomena were interpreted by the responses and meanings of the participants (Maree, 2007). The participants were interviewed separately.

The data from the interviews allowed the researcher to understand the perspectives of all the departmental officials, SMT members and union leaders. It allowed her to acquire an in-depth understanding of their feelings, emotions and behavior. This is further agreed to by Sekaran and Bougie (2010:32) who iterated that qualitative research uses inductive reasoning and in-depth understanding of human behavior and the reasons for the occurrence of that behavior. Qualitative research can be seen as research that provides an account of lived experiences. Cohen, Manion and Morrison (2011:15) explain as follows:

- There is a concern for processes rather than simply outcomes;
- The natural setting is the principal source of data;
- Data are analysed inductively using prior categories;

- Data are presented in terms of the respondents rather than researcher;
- Seeing and reporting the situation through the eyes of participants;
- Respondent validation is important; and
- Catching meaning and intention are essential.

To help organize the data collection, the next section discusses the location of the study.

5.4 LOCATION OF THE STUDY: PHOENIX CIRCUIT

As indicated in Chapter one, this study was undertaken in the Phoenix Circuit. The researcher selected the Phoenix Circuit because it has the highest number of unresolved conflicts. This study looked at the random schools where conflict was rife according to grievances submitted to SADTU (Phoenix Branch offices). Schools were selected accordingly. The Circuit Management Centre was also briefed about the nature of the research and the researcher gained permission to continue with the research. The Circuit Manager also ensured that all schools that were selected complied.

5.5 PILOTING OF THE STUDY

The purpose of this research was to gather data from the Departmental officials, SMTs, educators of schools and Union officials in the Phoenix Circuit on factors of Leadership and Conflict Management. The researcher did a pilot study to ensure that the instruments used for data collection were reliable. The researcher used her current school site as a pilot study to test the instruments. A pilot study had to be done so as to test the feasibility of the study, as well as to test logistics and gather appropriate information prior to the study. This would ensure quality and appropriateness and that the questions were valid and effective.

The pilot study responses were excluded from the main study due to improvements that were made from the pilot test. There were changes made to the questionnaire. Moreover, the pilot test sample was not part of the target population. Reliability of the study was based on the statistical figures calculated using *calcus alfa*. Cohen et al. (2011:38) confirm that a pilot study application increases the reliability, validity and practicability of the questionnaire. This study ensured that the questionnaire was modified so that it did not impact on the quality.

This is further corroborated by Cohen et al. (2011:41) who list the following aspects to improve the quality of the questionnaires:

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- Check the clarity of the questionnaire items;
- Instructions and layout;
- Gain feedback on the validity of the questionnaire items, the operationalization of the constructs and the purposes of the research;
- Eliminate ambiguities or difficulties in wording;
- Gain feedback on the type of question and its format;
- Check the time taken to complete the questionnaire;
- Check whether the questionnaire is too long or too short, too easy or too difficult, too un-engaging or too threatening;
- Too intrusive or too offensive, questions must be amended;
- Identify redundant questions;
- Identify commonly misunderstood or no – completed items; and
- Try out the coding/classification system for data analysis.
- The aspects mentioned by Cohen et al. (2011) were implemented accordingly by the researcher. All questionnaires were handed to participants to complete and collected upon completion by the researcher.

5.6 SELECTION OF PARTICIPANTS

Babbie (2001:173) defines the study population as an aggregation of elements from which the sample is actually selected. According to Cohen, Manion and Morrison (2007:102), for populations of equal heterogeneity, the larger the population, the larger the sample that must be drawn. For populations of equal size, the greater the heterogeneity on a particular variable, the larger the sample that is needed. The Province of KwaZulu- Natal has 12 districts and 38 Circuit Management Centres (CMCs). There are three CMCs in the Pinetown District – Durban North West, Umhlatuzana/Hammarsdale and Mafukuzela Gandhi. The researcher used the Phoenix Circuit within the Mafukuzela Gandhi Circuit Management Centre as the unit of analysis of the study, using a sample of schools from the Phoenix Circuit. The participants for the qualitative (interviews) data included the district director, circuit managers, principals, deputy principals, heads of departments and educators. This is affirmed by Creswell (2013), who avers that in qualitative research, one must select sites and participants that best assist the researcher to understand the problem and the research question.

The Phoenix Circuit is an area where leaderships' handling of conflict is a serious problem as it has the highest number of conflict cases brought to SADTU, which is the largest teacher union in KZN.

TABLE 5.1: INFORMATION ON SCHOOLS IN KWA-ZULU NATAL

Province	No of schools in the province	Districts	Circuit Management Centres	District under study	Number of CMCs in Pinetown District
Kwa-Zulu Natal	5475	12	38	Pinetown	3

5.7 SAMPLE POPULATION

This study used the probability (random sampling) method in selecting the number of schools and educators who participated in the research. The Mafukuzela - Gandhi Management Centre has a total of 19 secondary schools and 35 primary schools in the Phoenix Circuit. The researcher's target population was 10 Secondary schools and 15 primary schools. The researcher notes that before a sampling design is chosen, a sampling checklist needs to be drawn up that will frame a particular design for the study. Miles and Huberman (2014:216) provide a checklist on sampling in research as follows:

- Is the sampling relevant to the conceptual frame and research questions?
- Will the phenomenon the researcher is interested in appear?
- Does the plan enhance the generalizability of the findings through either conceptual power or representativeness?
- Can believable descriptions and explanations be produced –ones that are true to real life?
- Is the sampling plan feasible in terms of time, money, access to people and the researcher's own work style?
- Is the sampling plan ethical in terms of such issues as informed consent, potential benefit and risks and the relationship with informants?

The table below clearly explains this. The researcher used stratified random sampling. Sekaran and Bougie (2016:252) describe this sampling design as the most efficient and a good choice when differentiated information is needed regarding various strata with the population, which are known to differ in their parameters. This method involves selecting the required number of subjects for the sample at random from a list of the population (a sample frame). This was done by drawing the total number of participants out of a container until the required number of participants were reached.

TABLE 5.2: INFORMATION ON THE CIRCUIT MANAGEMENT CENTRE

Circuit management centre under study	Number of circuits in Mafukuzela Gandhi Circuit Management Centre	Circuit under study	No of schools in the circuit under study	RANDOM SAMPLING
MAFUKUZELA GANDHI	6	Phoenix	54	25

The researcher used an interview schedule and a survey questionnaire. Table 5.2 above indicates the number of participants that was selected for the research study. The researcher selected a sample that was conducive to the study. Bambale (2014:872) mentions that a sample is a set of individuals or participants selected from a larger population for the purpose of a survey. An optimal sample is important for minimizing the cost of sampling error, thus indicating the need for selecting an appropriate sample size. The total number of participants for the interview in the primary school was 15. The total number of participants for the interview in the secondary schools was 10. For interview purposes, a total number of 25 participants were selected from the sample of 25 schools.

This study selected randomly from the following categories: 7 heads of department, 8 deputy principals and 10 principals. In addition to the following, the researcher interviewed the 4 circuit managers and the chief Education Specialist: Circuit Management Centre (CES: CMC) of Mafukuzela Gandhi Circuit Management Centre, the District Director of Pinetown and two Union Officials.

The researcher used random sampling for the questionnaire. Kreuger and Casey (2015: 35) specifically emphasized that an appropriate sample size is necessary for any research because too small a sample size is not a good representation of the population. The total number of participants for the questionnaire for both the primary and the secondary schools was 500. The researcher distributed 20 survey questionnaires per school. The researcher also administered 20 survey questionnaires to the first 20 educators from the staff register. The participants that the researcher included in the sample were based on specific needs of the research and participants were selected from schools because of the characteristics the study required.

TABLE 5.3: INFORMATION OF SCHOOLS SAMPLED

INTERVIEW	NUMBER OF PRIMARY AND SECONDARY SCHOOLS	HOD	DEPUTY PRINCIPAL	PRINCIPAL	CIRCUIT MANAGER	DISTRICT DIRECTOR/CES: CMC MANAGER FOR BOTH PRIM/SEC SCH
Primary and Secondary	25	7	8	10	4	2

TABLE 5.4: INFORMATION OF THE TOTAL NUMBER OF PARTICIPANTS

QUESTIONNAIRE	TOTAL NUMBER OF SCHOOLS	Number of educators per school	NUMBER OF EDUCATORS SELECTED FOR PARTICIPATION IN THE QUESTIONNAIRE SURVEY
PRIMARY	15	20X 15	300
SECONDARY	10	20 X 10	200

5.8 INSTRUMENTS USED IN DATA COLLECTION

5.8.1 SURVEY QUESTIONNAIRE

The data collection instruments used in this study included the survey questionnaire and interview schedule. In line with Dornyei (2003), questionnaires are written instruments that require respondents to write out their answers to a set of questions. Furthermore, the questionnaire minimized unfairness on the side of the researcher and the respondents (Kombo and Tromp, 2006). Questionnaires are widely used and useful instruments for collecting survey information; providing structured, often numerical data; and being able to be administered (Cohen, Manion and Morrison, 2007:317).

The questionnaires included closed and open-ended questions and was administered to 500 educators from the 25 sampled primary and secondary schools in the Phoenix circuit. Educators had to complete survey questions. The questionnaire included questions on leadership and conflict handling situations. Sekaran and Bougie (2010:39) state that questionnaires involve a series of well-planned and carefully executed activities to find solutions to research problems. The design of the questionnaire was carefully planned so that clear and precise answers would come through. Closed-ended questions elicited fixed responses from the respondents and open-ended questions allowed respondents freedom of choice.

The researcher hand-delivered them to the respective schools in a sealed envelope. All participants were given a consent form to complete. The researcher informed all participants to hand in completed consent forms to the school principal, which was stored in the school safe.

Educators were given a time-frame of two weeks to complete the questionnaire. The names of the participants did not appear on the questionnaire. Their identity was protected and the researcher ensured anonymity of the data and provided confidentiality of the questionnaires.

The layout of the survey questionnaire was as follows: **Section A:** Biographical details of educators, **Section B:** Management of Conflict by Leader in Schools (Open-ended and Closed questions), Conflict Management Strategies at Schools (Open-ended and Closed questions), **Section C:** Nature of Conflict Experienced By Educators in Schools (Open-ended and Closed questions), **Section D:** Current Conflict Management Strategies Used By School Management Teams (Open-ended and Closed questions), **Section E:** Determine the Nature of Leadership Styles used in the Management of Conflict and how it is perceived by Educators (Open-ended and Closed questions), **Section F:** Knowledge of Conflict, Legislation and Policy Relating to Conflict Management, The legislation as it relates to conflict: Labour Relations Act 66 of 1995, Legislation that deals with Conflict Management : Arbitration, Mediation and Conciliation, Trade Union Manual, (Open-ended and Closed questions). The survey questionnaire used the Likert scale to measure the perceptions and feeling of the respondents as it provides a range of responses to a given question or statement.

5.8.2 SEMI-STRUCTURED INTERVIEWS

Cohen, et al. (2011:349) define interviews as "an interchange of views between two or more people on a topic of mutual interest, which sees the centrality of human interaction for knowledge production". The researcher's aim in this study was to solicit information that was relevant to the research. Brinkmann and Kvale (2015) corroborate that the interview is a discussion between humans, with one individual posing questions prepared in order to elicit information and the other responding to questions on the topic under study. The researcher had a choice from the different types of interviews: unstructured, semi-structured and focus-grouped. This is further concurred with by Narain (2015:159): "The choice of interview type depends on what exactly is being investigated. Basically, there are three types of interviews: informal (unstructured), formal (structured) and guided (semi-structured)".

This study chose semi-structured, face-to-face interviews. Cohen, et al. (2011) allude to the fact that semi-structured interviews can be regarded as a guide that is prepared, that is sufficiently open-ended to enable the controls to be recorded, digressions and expansions made, where new avenues to be included and further probing can be under-taken. Narain (2015:159) notes that "a 'structured interview' follows a prescribed set of questions with probes, transitions and follow- up questions". It can be argued that the only limitation of a structured interview process is that the researcher will not be able to control the unexpected responses to questions asked.

The researcher also used semi-structured interview schedules to collect data from the District Director, Circuit Manager, Principals, Deputy Principals and Heads of Department from the 25 selected schools. The first step for the researcher was to be allowed onto the research sites. Hence the researcher had to telephonically speak to all participants to set up a day and time to meet with the participants. Once the appointments were set up, the researcher visited the participants at their respective schools.

The participants were given a written consent form to complete before the commencement of interviews. This is further corroborated by Narain (2015:160) who states that ethical issues such as informed consent, confidentiality and consequences for the interviewee should be taken into account with any qualitative approach. The participants were advised of their role in the interview. The ethical issues and confidentiality were explained to all participants.

According to Silverman (2013), the research participants must be aware of the following:

- The purpose of the study, methods and intended use of the research findings;
- The confidentiality of information and anonymity of the respondents;
- Participation is voluntary and free from coercion;
- Participants' interest and well-being will not be harmed or damaged; and
- The impartiality of the researcher must be clear and any conflict of interest or partiality must be explicit.

Kumar (2014) states that ethical consideration refers to the principles of a code of conduct that governs the way research is conducted. Once the consent form was signed and agreed to by the interviewee, the researcher set up a time, date and place suitable for the interviewee.

According to Grbich (1999:85), an in-depth interview is considered to be a flexible way of collecting qualitative data. The researcher ensured that all interviews took place after school hours so that it did not affect the culture of teaching and learning. The researcher had to work around the times of the Departmental officials and the union leaders. It was a challenge for the researcher to get an appointment with the officials as they were inundated with their own work. The researcher was given the assurance by the Mafukuzela-Gandhi CES that all of the Deputy Chief Education Specialists would comply.

5.9 DATA ANALYSIS

5.9.1 QUANTITATIVE ANALYSIS

Narain (2015) alludes data analysis pertaining to what a researcher does with the qualitative and quantitative data. Roulston (2010) advises that when doing field work, two things tend to occur: firstly, some methodical changes take place as more insight occurs and secondly, data analysis begins. Quantitative and qualitative data gathered through the survey questionnaires and interview schedules were used to analyze the perspectives of educators on leaderships' handling of conflict in schools in the Phoenix Circuit. Data for the quantitative data was analyzed using the latest version of SPSS (Statistical Package for the Social Sciences). The SPSS program allowed for a complete analysis of data in the following categories: Cross-tabulation, statistics that were descriptive, ratio statistics and frequencies.

According to Muijs (2004:85), the Statistical Package for the Social Sciences (SPSS) is a commonly used statistical data analysis software package in educational research. SPSS is a computer programme that can carry out both descriptive and inferential statistical analyses, presenting information in tabular or graphical form and accessing information from existing data sources such as databases or spreadsheets and creating output that is ready for inclusion in final reports (Cormac, 2000:413).

5.9.2 QUALITATIVE ANALYSIS

Narain (2015:163) summates that "researchers end with transcriptions of interviews that they have conducted; a set of research questions that they hope to inform; and a bundle of theoretical and epistemological assumptions about how knowledge is produced and what claims can be made from interview data, together with many questions about the processes involved in transforming many pages of densely-worded text into a representation of findings that relates to research questions."

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This study's data collection and analysis was guided by theories of leadership and conflict handling situation theories. The researcher went into the research field with an understanding of the theories of leadership and conflict handling situation models to anchor and frame the research.

The researcher followed Kvale's (1996) "six steps" of analysis as presented below:

- Step 1: participants' 'describe' their lived world in the interview and spontaneously tell what they experience or feel in terms of the topic;
- Step 2: participants themselves discover new relationships during the interview and discover new meanings in their experiences;
- Step 3: the interviewer (researcher), during the interview, condenses and interprets the meaning of what the interviewee describes and relates the meaning back, allowing for affirmation or rejection;
- Step 4: the 'transcribed interview is interpreted by the researcher, either alone or in consultation. Following is the 'clarifying' stage where material is made easier for analysis e.g. by removing non–essentials, repetitions and deviations. The analysis proper involves developing meaning from the interviews by bringing the participants' own understanding into the light and providing new perspectives on the phenomena;
- Step 5: may be 'a re-interview'. After the researcher has analysed and interpreted the completed interviews, the researcher may ask participants for their comments and allow them to elaborate on aspects they deem necessary; and
- Step 6: extend the continuum of description and interpretation to include 'action'; which could emerge as a therapeutic interview where the researcher and participants act together on the 'basis' of the knowledge produced in the interview.

Creswell (2014) maintains that the process of data analysis in qualitative research begins as data is generated. The researcher's analysis of data included semi-structured interviews. The process of coding and boxing raw data into themes as they emerged was a critical phase of the research. Creswell (2014) outlines a four step approach that can be used to analyze qualitative data as follows:
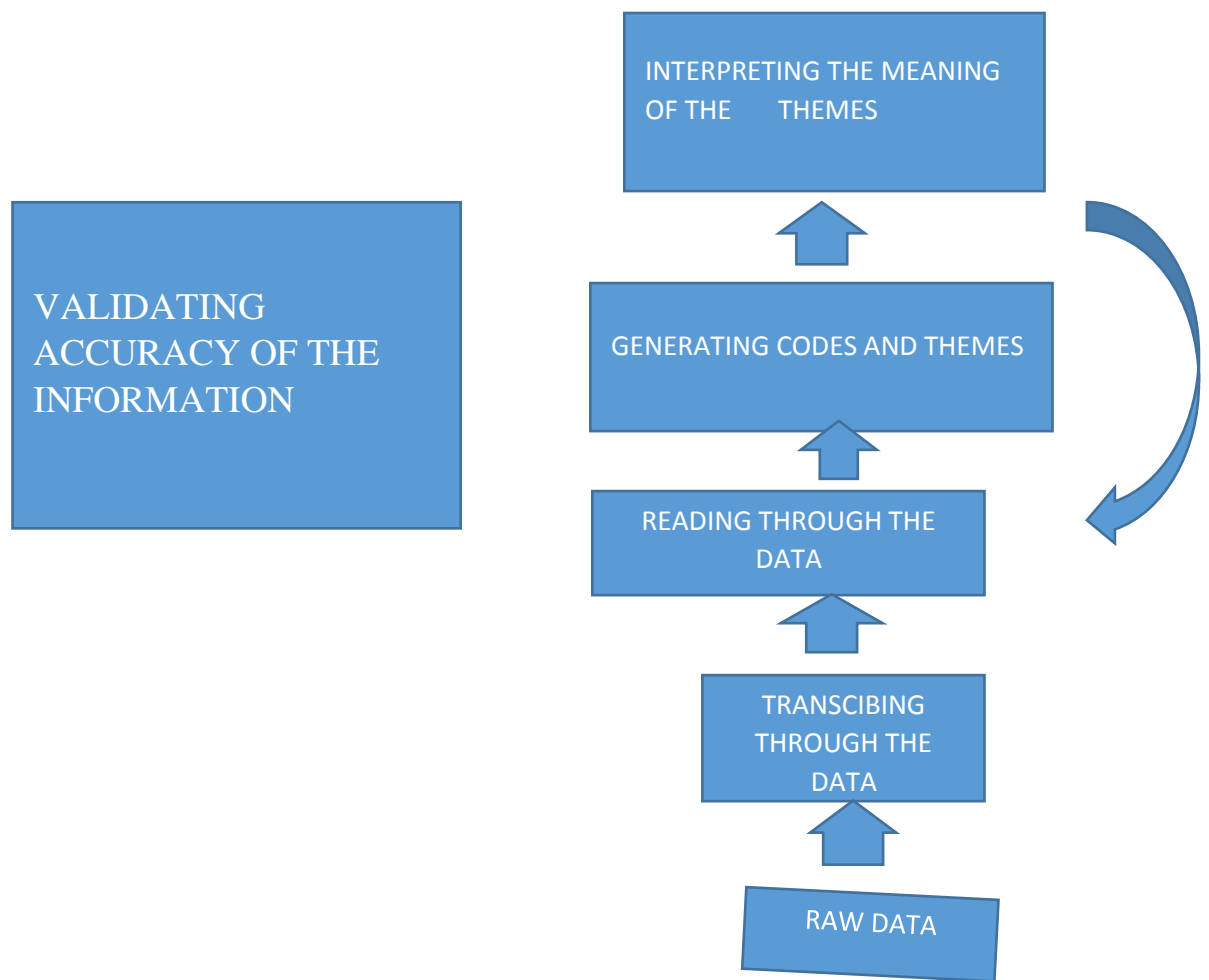
FIGURE 5.1: Steps of qualitative data analysis (adapted from Creswell, 2009:185)

The presentation of the raw data for analysis was the first step. Creswell (2014) states that this is done by transferring all data generated from the interview digital voice recorder to text format on the computer. The researcher transcribed all data, which was a long and strenuous process. Data was transcribed from the voice recorded data accurately.

The second step entailed the researcher being able to format a general picture of the generated data. The literature review and theoretical framework was noted as ideas emerged from the participants. The researcher was able to format a map for the generated data.

The third step was coding and boxing the raw data and writing a category for a word representation. Creswell (2014) defines coding as the process of organizing the data by bracketing chunks and writing a word representation on the margin.

Struwig and Stead (2013) argue that coding is not just putting labels to the chunks of transcripts, but includes another level of abstraction. The researcher used words from the coding that resonated from the literature review and theoretical framework.

The coding process was an exercise that needed forward and backward movement as the researcher tried to make sense of what to do.

The fourth step entailed the researcher developing themes as they emerged from the data. Creswell (2014) alludes to the coding process generating descriptions of themes for further analysis. The researcher had a view on how to present the data as themes emerged. Data generated from the survey questionnaire and semi-structured interviews were incorporated so that triangulation featured. The themes were crafted keeping in mind the research questions to ensure they were adequately answered. The qualitative data collected from the leadership of the school as well as Mafukuzela Gandhi Circuit and Pinetown District was analyzed using Thematic Analysis. The next section discusses delimitations to the study.

5.10 DELIMITATIONS

The organizational location of the study was the Phoenix Circuit. The institutions where the study was done were located within these areas. It was conducive for the researcher as she is an educator in a school in the Phoenix Circuit as well.

5.11 LIMITATIONS

Vithal and Jansen (2006) mention that limitations empower the reader to appreciate the constraints imposed on the study and to understand the context in which the research claims are set. Narian (2015) notes that the criticism often levied at the qualitative stance of research is that of low 'reliability and validity' compared to quantitative data.

However, explanations will show the value of its use and illustrate methods to overcome its perceived weaknesses. The researcher presents the limitation of this study, namely

- The Random sampling the researcher used to gather data for the quantitative data was initially a problem. The researcher chose a clinical approach to administer the questionnaires to the schools that were selected.

- The semi-structured interviews were planned but allowed for some not to materialize as it was not possible to stick rigidly to the set dates for the interviews as participants informed the researcher of unforeseen circumstances.

- Collection of the survey questionnaires posed some challenges as the researcher had to make a few trips to schools because participants either lost the survey or did not complete it.

- Unfortunately, some participants misplaced the questionnaires, but the researcher was able to provide them with fresh copies which they duly completed and submitted.

- The researcher had to consciously check and double check the research process so that the analysis of data was not biased in any way.

The study cannot be generalized as it is restricted in its transferability to different contextual settings in different countries, as well as different provinces within South Africa. Next, the researcher discusses the validity and reliability of the study.

5.12 VALIDITY AND RELIABILITY

Flick (2006) states that validity is the best available approximation to the truth of a given proposition, inference or conclusion. Cohen, Manion and Morrison (2007:657) mention that validity is an important key to effective research. If a piece of research is invalid, then it is worthless. Narain (2015) argues that some of the validity threats to qualitative research are research bias and researchers' influence on the individuals studied, called 'reactivity'. The researcher tried to ensure that the qualitative data was truthful, valid and honest. This can only be achieved if the participants are honest about their answers to the interview questions.

Cohen, Manion and Morrison (2007:657) further mention that in quantitative data, validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of data.

Narian (2015) postulates that quantitative researchers can control for threats to validity in the planning stage whilst qualitative research must try to rule out most of the threats to validity **after** the research has begun, using evidence collected during the research itself to make the 'alternative' hypotheses implausible". The researcher ensured that all survey questionnaires were analyzed appropriately.

Cohen, Manion and Morrison (2007:165) mention that reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time. Denzin and Lincoln (1994) suggest that "reliability as replicability in qualitative research can be addressed in several ways". The researcher ensured that reliability was ensured by checking the accuracy of the transcripts from the interview schedules against the digital recording when the interviews were completed. Additionally, the researcher conducted a pilot study prior to the actual study for the purpose of reliability and validity of the research instruments in collecting sufficient data to answer the research questions (De Vos, 2002).

By piloting the study, the researcher was able to check clarity on the data collected. The researcher also ensured that the survey questionnaires were completed correctly before being analyzed. Triangulation refers to the use of two or more methods of research. According to Creswell (2012:51), "Triangulation is one of the means of validating the accuracy of findings in the research and it involves the use of different data sources of information by examining evidence from the sources". In this way the researcher was able to look for recurring patterns when comparing different settings. Data collected was a true reflection of the research study and the researcher used more than one technique. Triangulation therefore ensured that the researcher looked at more than one data source of information, which the researcher examined from the sources of evidence collected.

5.13 ANONYMITY AND CONFIDENTIALITY

Cohen, Manion and Morrison (2007:84) state that the essence of anonymity is that identities of participants is not revealed by information provided. All the participants' identities are thus protected. Their real names were not used in the study as pseudonyms were used. Cooper and Schindler (2001:117) suggest that confidentiality can be protected by obtaining signed statements indicating non-disclosure of the research, restricting access to data which identify respondents and seeking the approval of the respondents before disclosure about respondents takes place.

Participants in this research were informed that participation was voluntary. If they felt that they could not participate due to unforeseen circumstances, they were allowed to exit the research. Participants in this research had to sign consent forms. The data will only be accessible to the supervisors and researcher and will be kept for a period of five years and will then be discarded.

5.14 ETHICAL CONSIDERATIONS

Before commencing with this study, the researcher obtained permission from the Kwa Zulu -Natal Department of Education as well as the managers of the selected schools. The approval of the Ethics Committee of the Durban University of Technology allowed the researcher to conduct the study.

As defined by Saunders, Lewis and Thornhill (2007), ethics refers to the appropriateness of one's behaviour in relation to the rights of those who become the subject of one's work, or those who are affected by it. The main ethical issues as espoused by Babbie and Mouton (2001:522) were considered by the researcher when conducting this study because the researcher has an obligation to protect the rights of the participants to informed consent, anonymity and confidentiality. The researcher achieved this by ensuring that the questionnaire was anonymous and that participants' rights to participate in the study were not violated. This was done by explicitly stating the purpose of the study and the research procedure of the educators before asking them to sign the Informed Consent Forms. The researcher also ensured that respondents' participation was out of no coercion after they were briefed on the research procedure (Heffernan, 2005:108). In order for the researcher to gain access into the selected primary and secondary schools, she approached the principals of selected schools telephonically and explained the nature and details of the research. Shenton and Heyter (2004) state that "gaining access into organizations is one of the problems facing researchers aiming to carry out in-depth research".

Gummesson (2000) concurs that the hurdles related to gaining access are often neglected or seen as merely a tactical issue. It has to be noted that the researcher did face numerous challenges in terms of gaining access to the schools selected for the study. One of the challenges was that the researcher, being a departmental head of a school, had to seek permission on numerous days from the school principal and the circuit manager to visit schools and conduct the research.

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The details as to how and why each school was selected for the research was explained via a telephonic conversation. The researcher developed a rapport with school principals. Once this was done, a possible date and time was set to visit each school. When she visited the schools formally, the researcher had a meeting first with the principal and then the entire School Management Team (SMT) and explained the dynamics around the research.

All participants signed the consent form, allowing the researcher to interview them. All relevant questions posed were answered.   Once the confidentiality forms were signed, the researcher set the date, day and time as to how and when each participant will be interviewed. All participants were informed that all data collected will be confidential.

5.15 CHAPTER SUMMARY

The chapter located the study within qualitative and quantitative research paradigms. Qualitative research was appropriate because the study sought to explore the participants' understanding of leadership and conflict handling situations. Quantitative research was appropriate as it sought to understand participants' perceptions of leadership and conflict handling situations. The chapter also explained how the methodological path was followed to achieve its objectives. The chapter outlined the research site and illustrated the type of sampling used to identify the participants. The methods chosen for data collection were interviews and survey questionnaires. The chapter also described how data was analyzed. The chapter ended with discussions on ethical considerations.

CHAPTER 6

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

6. INTRODUCTION

The previous chapter presented a detailed account of the research design and methodology that underpinned this study. This chapter presents and discusses the analysis of data generated through the survey questionnaires administered to educators and through interviewing the District Director, Circuit Managers, Principals, Deputy Principals and Head of Departments of selected schools and union leaders. Rich data aimed at the three key research questions of the study was collected. The research questions were as follows:

- What is the nature of the conflict experienced by educators in schools?
- What are the current conflict management strategies used by school management teams?
- What are the dominant leadership styles used in the management of conflict and how are they perceived by educators?

Data generated from two sources, namely survey questionnaires and semi-structured interviews, were converted into themes. The questionnaire was a tool used to collect data that was distributed to 15 Primary and 10 Secondary schools in the Phoenix Circuit. The data collected was analyzed accordingly with SPSS version 22.0. A descriptive analysis of the results are presented in the form of graphs, cross tabulations and other figures for the quantitative data that was collected. This chapter is divided into two sections, namely Section A that presents the data for the quantitative responses and Section B that presents the data for the responses to the qualitative study.

6.1 SECTION A: QUANTITATIVE DATA

6.1.1 INTRODUCTION

In this chapter, the researcher analyses the data that was extracted during the study and the findings of the research in accordance with the research questions. This chapter highlights the themes on Educators' perspectives on leadership and conflict handling situations in schools in the Phoenix Circuit. The analysis is based on data from the questionnaires, as well as data from the interviews, which will constitute Qualitative data.

6.1.2 PRESENTATION OF FINDINGS

The survey questionnaire was the primary tool used to collect data and was distributed to 25 schools: 15 primary and 10 secondary schools. In total, 500 survey questionnaires were dispatched and 368 were returned, which gave a 73.6% response rate. The research instrument consisted of 73 items, with a level of measurement at a nominal or an ordinal level. The questionnaire was divided into 6 questions which measured various themes as illustrated below:

SECTION A: Biographical data

SECTION B: Management of conflict by leaders in schools

SECTIONC: Nature of conflict experienced by educators in schools

SECTION D: Current conflict management strategies used by school managers

SECTION E: Determine the nature of leadership used by Management and how it is perceived by educators

SECTION F: Knowledge of conflict, legislation and policy relating to conflict management.

The data collected from the responses was analyzed with SPSS version 22.0. The results presented the descriptive statistics in the form of graphs, cross-tabulations and other figures for the quantitative data. Inferential techniques include the use of correlations and chi square test values, which are interpreted using the p-value.

The educators were given open-end questions which elicited responses on their perception of leadership and conflict handling situations in schools in the Phoenix Circuit.

6.1.3 RELIABILITY STATISTICS

The two most important aspects of precision are **reliability** and **validity**. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.60 or higher is considered "acceptable" for a newly developed construct.

6.1.4 CRONBACH'S ALPHA

Steven and Larry (2015:31) state that Cronbach's Alpha measures how well a set of items (or variables) measures a single uni-dimensional latent construct. Cronbach's Alpha will be low when data has a multidimensional structure.

The table below reflects the Cronbach's alpha score for all the items that constituted the questionnaire. A function of the number of test items can be written as Cronbach's Alpha.

TABLE 6.1: CRONBACH'S ALPHA

SECTION A		Number of Items	Cronbach's Alpha
B1	Management of Conflict by Leaders in Schools	2	0.868
B2	Conflict Management Strategies at Schools	6	0.720
C3	Nature of Conflict Experienced by Educators in Schools	6	0.854
D4	Current Conflict Management Strategies Used by School Management Teams	2	0.602
E5	Determine the Nature of Leadership Styles Used in The Management of Conflict and How It Is Perceived by Educators	10	0.657
F6.1	The Legislation as It Relates to Conflict: Labour Relations Act 66 Of 1995	6	0.847
F6.2	Labour Relations Act 66 Of 1995	7	0.947
F6.3	Legislation That Deals with Conflict Management: Arbitration, Mediation and Conciliation	3	0.938

The reliability scores for all sections exceed the recommended Cronbach's alpha value. This indicates a degree of acceptable, consistent scoring for these sections of the research.

6.1.5 Factor Analysis

According to Field (2009:15), factor analysis attempts to identify underlying variables or factors that explain the pattern of correlations within a set of observed variables. The researcher uses factor analysis in survey research with a small number of hypothetical factors.

Barthokmew, Knotts and Moustaki (2011:33) define factor analysis as a statistical technique whose main goal is data reduction and they elaborate that factor analysis is often used in data reduction to identify a small number of factors that explain most of the variance observed in a much larger number of manifested variables.

Factor analysis is a statistical technique whose main goal is data reduction. A typical use of factor analysis is in survey research where a researcher wishes to represent a number of questions with a small number of hypothetical factors. For example, as part of a national survey on political opinions, participants may answer three separate questions regarding environmental policy, reflecting issues at the local, state and national level. Each question by itself would be an inadequate measure of attitude towards environmental policy, but *together* they may provide a better measure of the attitude. Factor analysis can be used to establish whether the three measures do in fact, measure the same thing. If so, they can then be combined to create a new variable, a factor score variable that contains a score for each respondent on the factor. Factor techniques are applicable to a variety of situations. A researcher may want to know if the skills required to be a decathlete are as varied as the ten events, or if a small number of core skills are needed to be successful in a decathlon. One need not believe that factors actually exist in order to perform a factor analysis, but in practice, the factors are usually interpreted, given names and spoken of as real things.

The matrix tables are preceded by a summarised table that reflects the results of KMO and Bartlett's Test. The requirement is that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy should be greater than 0.50 and Bartlett's Test of Sphericity less than 0.05. In all instances, the conditions are satisfied, which allows for the factor analysis procedure.

Factor analysis is done only for the Likert scale items. Certain components are divided into finer components. This is explained below in the rotated component matrix.

6.1.6 KAISER-MEYER-OLKIN AND BARLETT'S TEST

Kaiser-Meyer-Olkin's (KMO) measures of sampling adequacy and Bartlett's Test of Sphericity are recommended to check the analysis being conducted (Field, 2009:22) The KMO and Bartlett's test play an integral role in accepting the adequacy of the sample.

6.1.6.1 SECTION B:

| Section | Kaiser-Meyer-Olkin Measure of Sampling Adequacy | Bartlett's Test of Sphericity | | |
		Approx. Chi-Square	df	Sig.
Management of Conflict by Leaders in Schools	0.500	325.541	1	0.000
Conflict Management Strategies at Schools	0.776	1146.369	15	0.000

6.1.6.2 SECTION C:

| Section | Kaiser-Meyer-Olkin Measure of Sampling Adequacy | Bartlett's Test of Sphericity | | |
		Approx. Chi-Square	df	Sig.
Nature of Conflict Experienced by Educators in Schools	0.815	1036.433	15	0.000

6.1.6.3 SECTION D:

Section	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig.
Current Conflict Management Strategies Used by School Management Teams	0.602	229.224	6	0.000

6.1.6.4 SECTION E:

Section	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig.
Determine the Nature of Leadership Styles Used in The Management of Conflict and How It Is Perceived by Educators	0.694	1063.149	45	0.000

Section	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig.
The Legislation as It Relates to Conflict: Labour Relations Act 66 of 1995	0.897	1986.974	10	0.000
Labour Relations Act 66 of 1995	0.939	3628.076	21	0.000
Legislation That Deals with Conflict Management: Arbitration, Mediation and Conciliation	0.788	1642.007	3	0.000

6.1.6.5 SECTION F

All of the conditions are satisfied for factor analysis. That is, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy value should be greater than 0.500 and the Bartlett's Test of Sphericity sig. value should be less than 0.05.

6.1.7 ROTATED COMPONENT MATRIX

Costello and Osborne (2005:4) state that the goal of rotation is to attain an optimal sample structure which attempts to have each variable load on as few factors as possible but maximize the number of high loadings on each variable. Un-rotated factors are ambiguous, whereas factors are rotated for better interpretation. Rotation produces an interpretable and simplified solution, which minimizes low item loadings and maximizes high item loadings.

6.1.7.1 Component Matrixᵃ

B1	Component 1
Leadership at your school understands the term conflict management	0.940
Leadership at your school is skilled and developed in order to manage conflict	0.940

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

6.1.7.2 Rotated Component Matrixᵃ

B2	Component 1	2
Leadership at your school implements different types of conflict management strategies	0.782	0.181
Leadership at your school implements non- confrontational strategies such as avoiding disagreements when conflict arises	0.212	0.827
Leadership at your school uses the control strategy to manage conflict by arguing persistently for one's position and uses non – verbal messages to emphasize one's demands	-0.226	0.795
Leadership at your school uses a solution–orientated strategy which is a combination of what has been referred to as "compromising", "collaborating" or "integrating" strategies	0.864	-0.101
Leadership at your school understand tense situations and is able to maintain harmony	0.936	-0.080
Leadership at your school works with all parties toward one mutually acceptable resolution	0.910	-0.022

Extraction   Method: Principal   Component   Analysis.

 Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

6.1.7.3 Component Matrix[a]

C3	Component 1
Educators experience conflict on a daily basis at your school	0.547
Educators at your school view conflict as a personal attack rather than an attack on the problem	0.758
Educators are victimized when conflict is escalated to upper structures	0.824
Educators seek union intervention to resolve conflict	0.734
Educators are not offered support from management when conflict arises at your school	0.801
Conflict is common because of lack of trust in management at your school	0.879

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

6.1.7.4 Rotated Component Matrix[a]

D4	Component 1	2
The leadership at your school implements different strategies in handling conflict	-0.153	0.828
The leadership at your school are subjective in their approach to handling of conflict	0.892	-0.027
The leadership at your school lack conflict management skills	0.823	-0.255
The leaders' approach to the different conflict management strategies at your school are effective and efficient	-0.095	0.840

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

6.1.7.5 Rotated Component Matrix[a]

E5	Component		
	1	2	3
Leadership styles and choice of conflict management strategies may strongly influence the outcome of a conflict	0.009	0.796	0.108
Leadership at your school influences and directs individuals/groups and requires many qualities and skills to effectively manage conflicts	0.141	0.816	0.023
Leadership perspectives on power tend to influence their management of conflict	-0.098	0.735	0.223
Leadership at your school are able to identify a correlation that exists between leadership style and choice of strategy in conflict management	0.708	0.228	-0.347
Conflict management styles have been continuously measured by a variety of different conflict handling situations at your school	0.455	0.564	-0.304
Leadership at your school exhibit a greater tendency to utilise the more aggressive conflict handling style	-0.076	0.125	0.846
Leadership at your school uses non-aggressive strategies which are helpful in maintaining relationships, building up goodwill, speeding up the settlement of minor disputes	0.786	-0.042	0.142
Leadership at your school retains their aggressive and assertive styles and pursue the 'win-lose' strategies after confrontations	0.577	0.134	0.439
Leadership at your school needs to acquire a theoretical knowledge of conflict handling styles	-0.044	0.080	0.854
Leadership at your school utilizes skills and information possessed by different parties to formulate solutions and successful implementations	0.762	-0.039	-0.182

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

6.1.7.6 Component Matrix^a

F6.1	Com 1
Leadership at your school prejudices an employee because of his/her past behaviour	0.94
Leadership at your school withholds important information of a conflict from department officials and trade unions	0.93
Leadership at your school breaches the code of confidentiality with regard to an employee's conflict	0.93
Leadership at your school is biased in terms of conflict management at a dispute hearing	0.94
Leadership at your school are conflict aggravators with regard to conflict management at your school	0.78

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

6.1.7.7 Component Matrix^a

F6.2	Component 1
Functions of the Labour Relation Act	0.831
Codes of good practice	0.934
Representation of employees/ employers	0.941
Confidentiality with regard to labour issues	0.944
Schedule one offence	0.952
Schedule two offence	0.943
Schedule three offence	0.932

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

6.1.7.8 Component Matrix[a]

F6.3	Component 1
Leadership at your school understands that an arbitration is conducted by a neutral third party (in other words, a person not aligned with either the employer or the educator), the arbitrator	0.980
Leadership at your school are aware of the third-party processes designed to mediate or facilitate the settlement or resolution of various types of conflict	0.976
Leadership at your school often uses the conciliation method of resolving conflict at your school	0.981

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

As stated previously, Factor analysis is a statistical technique whose main goal is data reduction. A typical use of factor analysis is in survey research, where a researcher wishes to represent a number of questions with a small number of hypothetical factors. With reference to the table above:

- The principle component analysis was used as the extraction method and the rotation method was Varimax with Kaiser Normalization. This is an orthogonal rotation method that minimizes the number of variables that have high loadings on each factor. It simplifies the interpretation of the factors.
- Factor analysis/loading shows inter-correlations between variables.
- Items of questions that loaded similarly imply measurement along a similar factor. An examination of the content of items loading at or above 0.5 (and using the higher or highest loading in instances where items cross-loaded at greater than this value) effectively measured along the various components.

It is noted that the variables that constituted Section B2 and D4 loaded along 2 components (sub-themes) and Section E5 loaded along 3 components. This means that respondents identified different trends within the section. Within the section, the splits are colour coded.

The trends that emerged from Section B2 indicated that respondents in the yellow category where able to resolve conflict and the respondents in the green category were able to use non- confrontational methods of resolving conflict. In section D4, the respondents in the green category used conflict management strategies whilst the yellow category used different leadership methods to handling conflict. In E5, the respondents in category yellow indicated the leadership strategies in conflict situations; whereas in the green category, the respondents indicated different conflict management styles; and in the blue category, the respondents indicated the knowledge of conflict handling styles.

The statements that constituted the remaining sections loaded perfectly along a single component. This implies that the statements that constituted these sections perfectly measured what they set out to measure.

6.2 Section A: Biographical Details of Educators

This section summarizes the biographical characteristics of the respondents. Educators were required to indicate their age and gender. The table below indicates the status of the different age and gender categories.

6.2.1 BIOGRAPHICAL DETAILS
TABLE 6.2: BIOGRAPHICAL DETAILS

VALID	AGE	FREQUENCY	PERCENT	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Yes	20-25	9	2.4	2.4	2.4
Yes	25-34	73	19.8	19.8	22.7
Yes	35-44	99	26.9	26.9	49.2
Yes	45-54	140	38.0	38.0	87.2
Yes	55-65	47	12.8	12.8	100.0
	TOTAL	368	100.0	100.0	100.00

Within the age category of 35 to 44 years, 21.2% were male. Within the category of males (only), 25.6% were between the ages of 35 to 44 years. This category of males

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between the ages of 35 to 44 years formed 5.7% of the total sample. Within the age category of 45 to 54 years, 31.7 % were males (only) and 39.9% females. In this category, the females formed 38,0%.

The age distribution was not similar, with there being more respondents older than 45 years (p < 0.001).

6.2.2 GENDER

TABLE 6.3: GENDER

VALID	GENDER	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENTAGE
YES	MALE	82	22.3	22.3	22.3
Yes	FEMALE	286	77.7	77.3	100.00
Yes	TOTAL	368	100.00	100.00	100.00

The gender composition of the sample indicated that there were 77.7% female respondents compared to the 22.3% male respondents. This clearly indicates the female and male ratio in schools. The gender composition in the other age categories were lower compared to the ratio's discussed above.

The figure below indicates the racial composition of the sample.
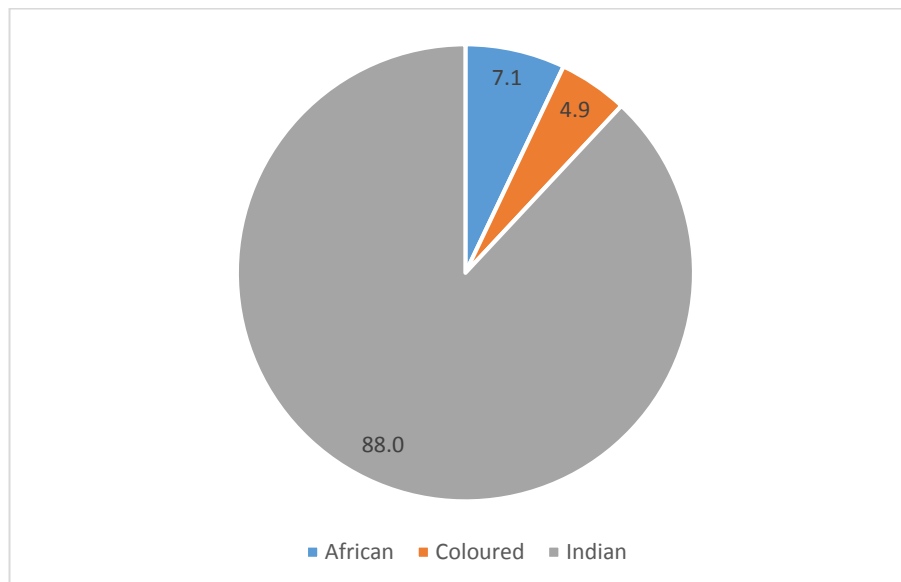
Figure 1: RACE

6.2.3 RACE

The table below illustrates the racial distribution of respondents.

TABLE 6.4: RACE

VALID	RACE	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENTAGE
YES	AFRICAN	26	7.1	7.1	7.1
YES	COLOURED	18	4.9	4.9	4.9
YES	INDIAN	324	88.0	88.0	100.00
YES	TOTAL	368	100.0	100.00	100.00

There were significantly more Indian respondents (88.0%) in the sample, with smaller numbers of African and Coloured respondents ($p < 0.001$). The demographics in the Phoenix Circuit comprised a high percentage of Indian educators. This is due to the zoning of schools as per the apartheid era. Phoenix is an area where Indians form the majority.

The figure below indicates the education levels of the respondents
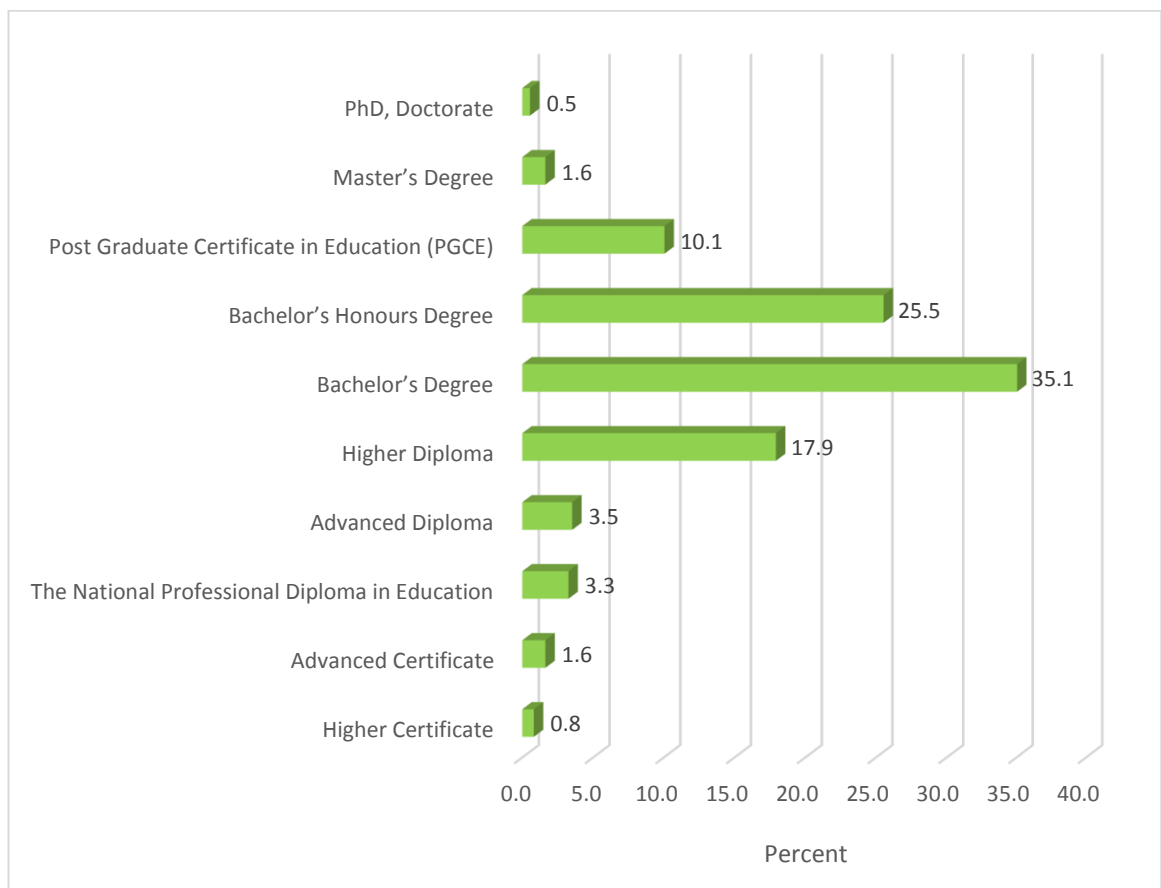
FIGURE 2: Qualifications

 A whole range of results was generated by this question, as indicated in the graph above. In terms of the respondents' qualifications, all of the respondents had a post-school qualification, with 37% having a post graduate degree (p < 0.001). The majority (35.1%) of the respondents had a Bachelor's Degree, 25.5% had a Bachelor Honours Degree, 10.1% had a Post-Graduate Certificate in Education (PGCE) and Interestingly only 1,6% had a Master's Degree and 0,5% had a PhD (Doctorate) degree.

This is a useful statistic as it indicates that a fair proportion of the respondents have a higher qualification. This indicates that the responses gathered would have been from an informed (learned) source. The majority of the educators with post graduate qualifications compared to the under-graduate qualification would indicate that educators are furthering their knowledge base in terms of studying. It also indicates that there are various underlying factors that have resulted in educators not furthering their studies.

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It is evident that all of the 368 respondents indicated their positions as level one educators based in urban schools. The frequency indicates 7 educators employed in an independent school, whereas 361 were employed in a government school. The majority of the respondents were at government schools (98.1%) (p < 0.001).

6.2.4 TABLE: 5

	Frequency	Percent
Independent	7	1.9
Government	361	98.1
Total	368	100.0

6.2.5 TABLE:6

N	Minimum	Maximum	Mean	Std. Deviation
368	1.00	39.00	18.99	10.57

It is evident from the 368 respondents that the average and standard deviation for the length of service was 18.99 ± 10.57 years. This implies that respondents had been in employment for a while, which is also a useful fact as it indicates responses from experienced employees. According to Hackett (1996:6), length of service may present a yardstick to measure organizational stability.

6.2.6 Section Analysis

The section that follows analyses the scoring patterns of the respondents per variable per section. The results are first presented using summarized percentages for the variables that constitute each section. Results are then further analyzed according to the importance of the statements.

6.3 SECTION B

This section dealt with the Management of Conflict by leaders in Schools and Conflict Management Strategies at Schools in the Phoenix Circuit. This section also analyses the scoring patterns of the respondents per section. The levels of disagreement (negative) and levels of agreement (positive) were followed. Results were analyzed according to the statements that were of importance.

6.3.1 MANAGEMENT OF CONFLICT BY LEADERS IN SCHOOLS

The table below summarizes the scoring patterns.

6.3.2 MANAGEMENT OF CONFLICT BY LEADERS IN SCHOOLS

TABLE 7: CONFLICT MANAGEMENT

Leadership at your school understands the term conflict management	B1.1.1
Leadership at your school is skilled and developed in order to manage conflict	B1.1.2
Leadership at your school is biased in terms of conflict management	B1.1.3
Leadership at your school applies their position of power when dealing with conflict	B1.1.4
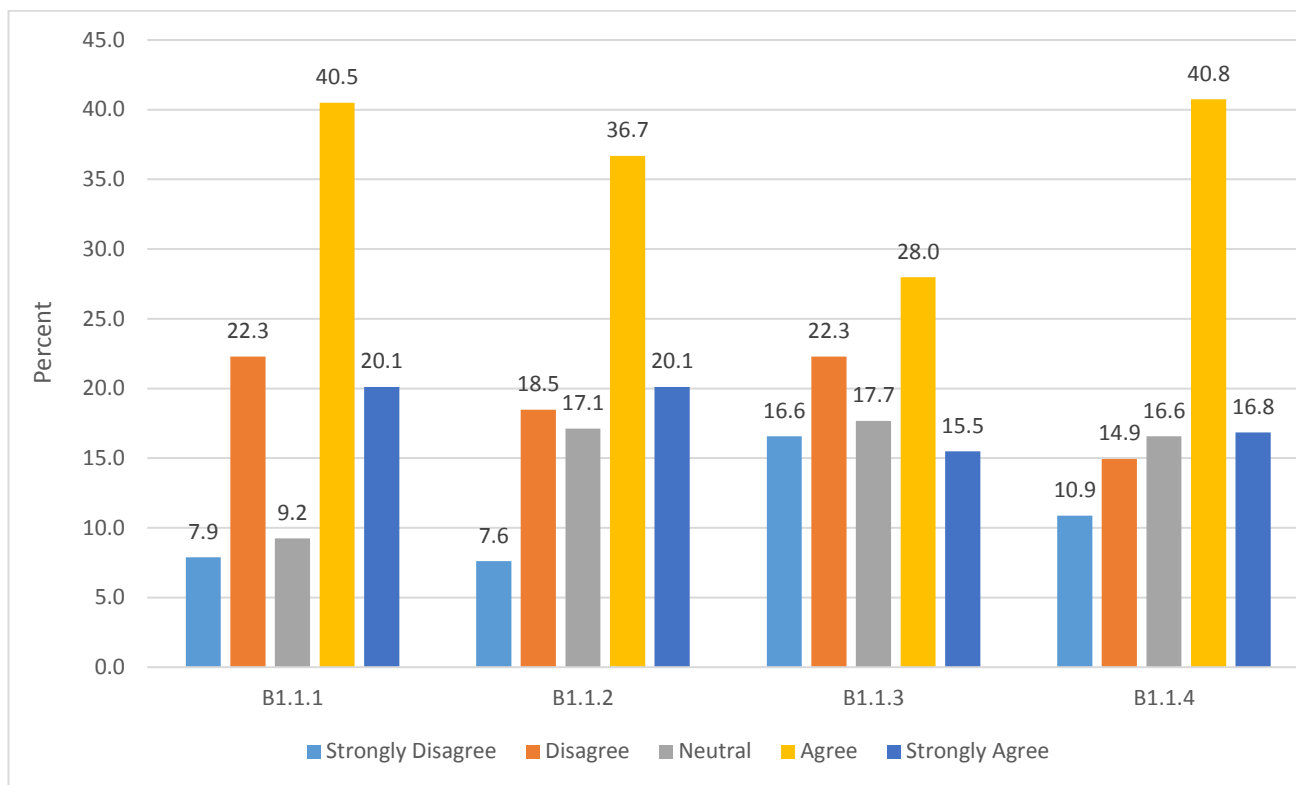
FIGURE 3: UNDERSTANDING THE TERM "CONFLICT"

The following patterns are observed:

- All statements show (significantly) higher levels of agreement, whilst other levels of agreement are lower (but still greater than levels of disagreement);
- There are no statements with higher levels of disagreement; and
- The significance of the differences is tested and shown in the table.

The graph above clearly indicates that the first two statements (B 1 and B 2) are positive whilst the next two (B 3 and B 4) are negative. Overall 40,5 % in B 1 and 36, 7 % in B 2 agreed that Management understood the term "Conflict" and was skilled enough to deal with conflict. However in B3, 28,0 % and 40,8 % agreed that leadership at schools were biased in terms of conflict management and applied their position of power to deal with conflict. Even though this is the case, respondents are still agreeing with them. In essence, even though the management is skilled and understand conflict management, respondents agree that management is biased and abuses their position of power in doing so.

To determine whether the scoring patterns per statement were significantly different per option, a chi square test was done. The null hypothesis claims that similar numbers of respondents scored across each option for each statement (one statement at a time).

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The alternate states that there is a significant difference between the levels of agreement and disagreement.

The results are shown in Table 2.1

The highlighted sig. values (p-values) are less than 0.05 (the level of significance), which implies that the distributions were not similar. That is, the differences between the way respondents scored (agree, neutral, disagree) were significant.

TABLE 8: CONFLICT MANAGEMENT STRATEGIES

Leadership at your school implements different types of conflict management strategies	B2.2.1
Leadership at your school implements non-confrontational strategies such as avoiding disagreements when conflict arises	B2.2.2
Leadership at your school uses the control strategy to manage conflict by arguing persistently for one's position and uses non-verbal messages to emphasize one's demands	B2.2.3
Leadership at your school uses a solution orientated strategy which is a combination of what has been referred to as 'compromising', 'collaborating' or 'integrating' strategies.	B2.2.4
Leadership at your school understands tense situations and is able to maintain harmony	B2.2.5
Leadership at your school works with all Parties toward one mutually acceptable resolution.	B2.2.6
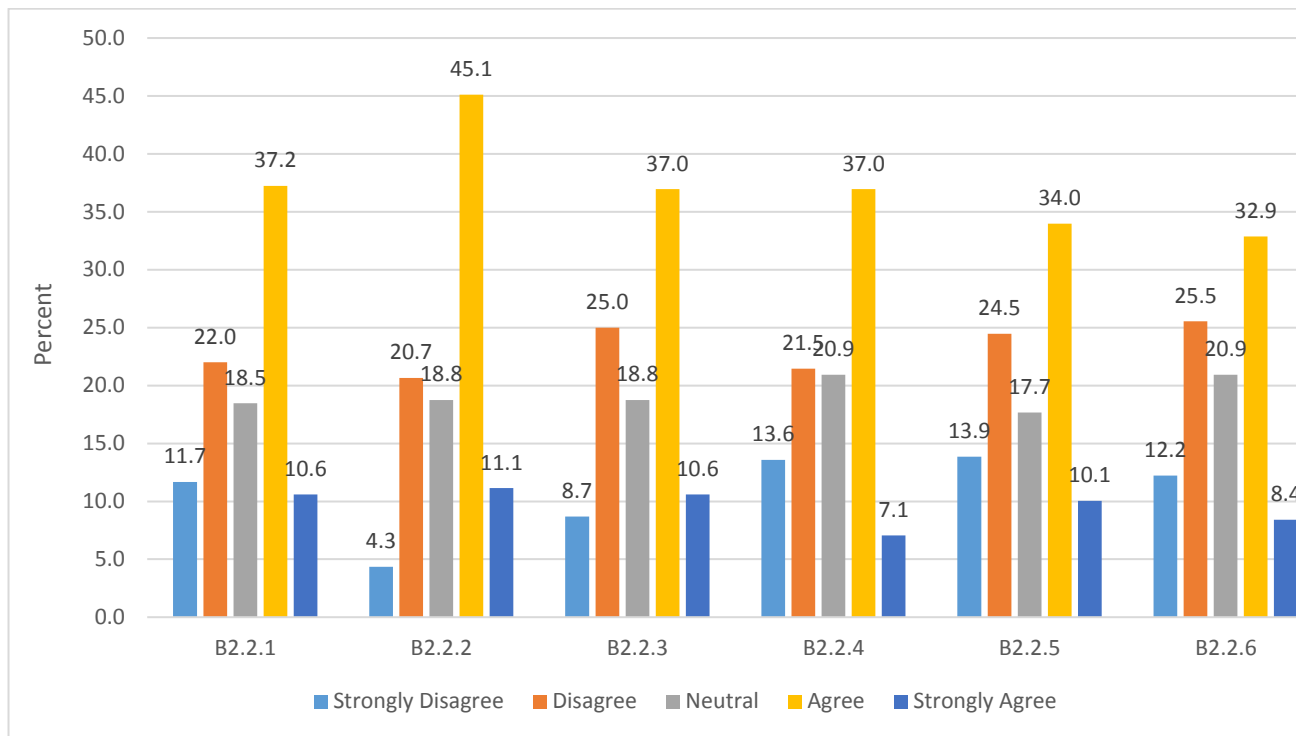
Figure 4: LEVELS OF CONFLICT

The following patterns are observed:

- All statements show (significantly) higher levels of agreement, whilst other levels of disagreement are lower (but still greater than levels of agreement);
- There are no statements with higher levels of disagreement; and
- The significance of the differences is tested and shown in the table.

- The graph clearly indicates that 37,2% agree that Leadership implements different types of conflict management strategies, whereas 22,0% disagree with this. It has to be noted that 45,1% agree that leadership implements non-confrontational strategies such as avoiding disagreements when conflict arises, whereas 20,7% agree with this. Interestingly, 37,0% agree that leadership uses a solution-orientated strategy which is a combination of what has been referred to as 'compromising', 'collobarating' or 'integrating' strategies. However, 21,5% disagree with this type of conflict handling strategy. This is supported by Rahim and Buntzman (1999:158) who conceptualizes the five styles of handling conflict as: **Integrating:** this style involves high concern of self as well as the other party involved in conflict. It is concerned with collaboration between parties (ie; openness, exchange of information and examination of difference) to reach a solution acceptable to both parties.

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- ➤ **Compromising:** this style involves moderate concern for self as well as the other party involved in conflict. It is associated with give and take or sharing whereby both parties give up something to make a mutually acceptable decision.

6.3.4 TABLE 9: TYPES OF CONFLICT HANDLING AT SCHOOL

	FREQUENCY	PERCENT	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Meetings are held	15	4.1	4.1	4.6
Protocol: HOD/DP/Prin	24	6.5	6.5	42.4
SMT consults	10	2.7	2.7	73.9
SMT follows SACE	13	3.5	3.5	79.6
SMT handles conflict	32	8.7	8.7	68.2

The table above are responses from the open – ended questions. 42.4% of the educators indicated that conflict at schools are handled by the HOD/DP/Principal. This is the line function educators have to follow in a school with regard to school matters.

The statistics in the table above indicate that 68.2 % of the educators noted that School Management Teams (SMTs) handle conflict. This is supported by Narain (2015:110) who adds that "*the role of school leaders is of paramount importance in schools as all things centre on the management of conflict and leadership*". A vast 73.9% of the educators indicated that School Management Teams (SMTs) hold meetings, consult and follow the South African Council for Educators (SACE) guidelines with regard to handling conflict in their schools.

6.3.5 TABLE 10: IMPACT OF CONFLICT MANAGEMENT ON LEADERSHIP

	FREQUENCY	PERCENT	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
SMT can't handle conflict	12	3.3	3.3	9.0
SMT has a meeting with both parties	15	4.1	4.1	22.6
SMT finds a solution	22	6.0	6.0	72.8

The responses from the educators in terms of how conflict is managed by the leadership of the school indicated that 72.8% and 22.6% of the educators noted that the School Management Team (SMT) finds a solution and has a meeting with the parties concerned.

According to the Induction and Training Manual for School Management Teams (2018:57), *"managers should be able to identify conflict, get both sides of the involved parties, avoid taking sides, brainstorm alternative solutions"*. However, 9. 0% of the educators felt that the School Management Team (SMT) cannot handle conflict. Nene (2013) *"made the similar findings of poor SMT capacitating of educators"*.

6.4 SECTION C

This section looks at the Nature of Conflict experienced by Educators in Schools. The sections analyses the scoring patterns of respondents per variable per section. Open-ended questions were analyzed as per question presented. The graph presents summarized scoring patterns.

6.4.1 TABLE 11: NATURE OF CONFLICT EXPERIENCED BY EDUCATORS IN SCHOOLS

Educators experience conflict on a daily basis at your school	C3.1.1
Educators at your school view conflict as a personal attack rather than an attack on the problem	C3.1.2
Educators are victimized when conflict is escalated to upper structures	C3.1.3
Educators seek union intervention to resolve conflict	C3.1.4
Educators are not offered support from management when conflict arises at your school.	C3.1.5
Conflict is common because of lack of trust in management at your school	C3.1.6
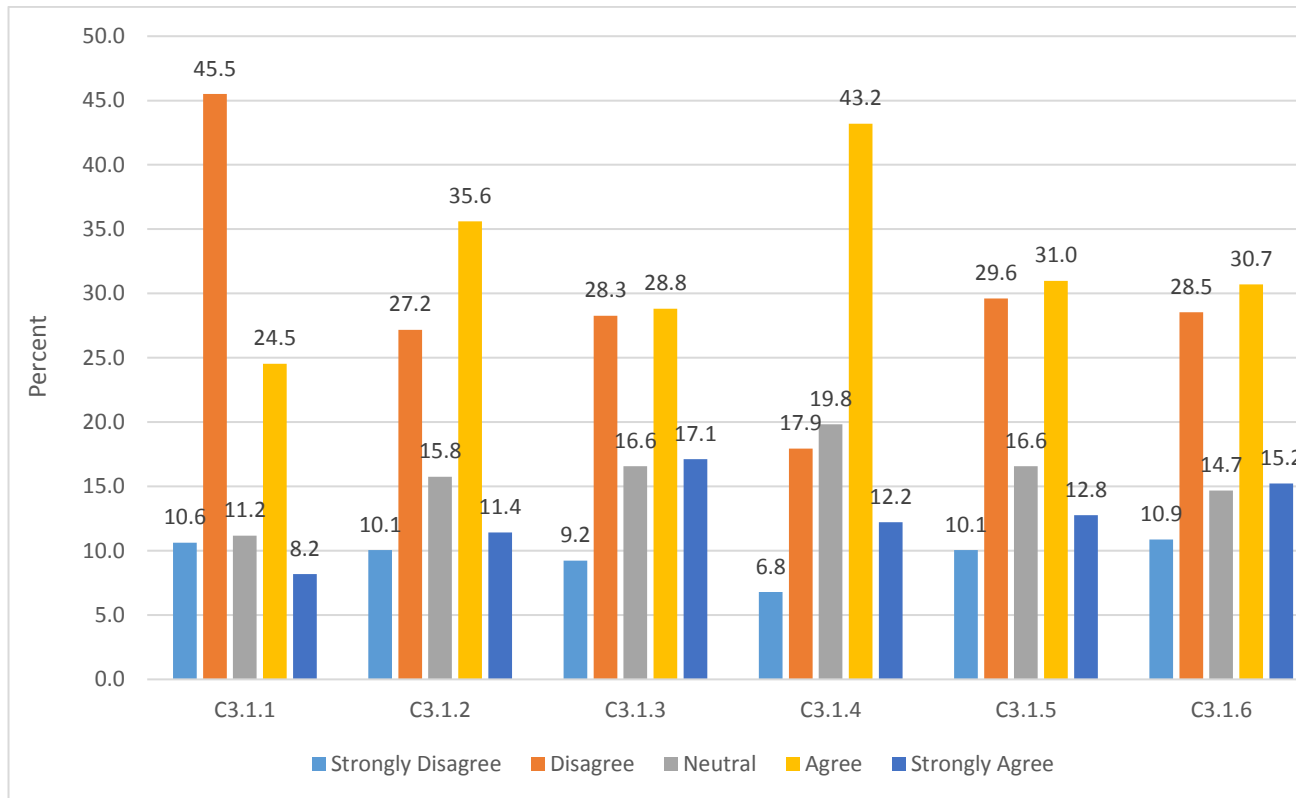
FIGURE 5: EDUCATORS EXPERIENCE ON CONFLICT

The respondents in C3.1.1 (45.5%) disagreed that educators experience conflict on a daily basis at their school, whereas 24,5 % agreed. Interestingly in C3.1.2, 35,6% of the respondents agreed that educators viewed conflict as a personal attack rather than an attack on the problem, whereas 27,2% disagreed. This is further supported by the Candidate Commissioner Training Module 3 (2016:2): "*If conflict is not managed well, it can be destructive in that it: Can increase misunderstanding, can result in both, people or parties attacking each other; can lead to mistrust; and can become a personal attack rather than an attack on the problem*".

 For C 3.1.3 28,8% agreed that educators are victimized when conflict is escalated to the upper structures, and 28,3% disagreed. In response to C 3.1.5 31,0% of the educators agreed that educators are not offered support from management when conflict arises at school, whereas 29,6 % indicated that they are offered support.

For C3.1.6, 30,7% agreed that conflict is common because of a lack of trust in management; whereas 28,5 % disagree with this statement. C3.1.3, C3.1.2, C3.1.3, C3.1.5, C3.1.6 have similar levels of agreement and disagreements, but significantly fewer respondents who scored neutral.

6.4.2 CHALLENGES EDUCATORS EXPERIENCE IN TERMS OF CONFLICT

TABLE 12: CHALLENGES EDUCATORS EXPERIENCE IN TERMS OF CONFLICT

VALID	FREQUENCY	PERCENT	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Corporal punishment/Discipline	11	3.0	3.0	14.9
Educator/Parent conflict	15	4.1	4.1	32.9
Educator/SMT conflict	40	10.9	10.9	49.5
Educator/Educator conflict	19	5.2	5.2	54.6
Heavy Workloads	34	9.2	9.2	77.7

Educators in a school-based institution face challenges within their institutions. The stats revealed that 49.5% of the educators are in conflict with the School Management Team (SMT) and 54.6% are in Educator/Educator conflict. This is supported by Adu et al. (2015:367) who note that "Conflict in organizations occur when the interests and activities of individuals or groups within an organization confront each other and the prevent attainment of one party's objective".

Moreover, 14.9 % of the educators also indicated that corporal punishment and discipline are aggravators to conflict. As Mudaly (2019:3) notes "We know that many school management teams have lost control and without a suitable discipline strategy, they have no options available to create a conducive learning environment". A further 77.7 % of the educators noted that heavy workloads were also an aggravator to conflict.

6.4.3 CHALLENGES FACED BY LEADERS IN TERMS OF CONFLICT

TABLE 13: CHALLENGES FACED BY LEADERS IN TERMS OF CONFLICT

VALID	FREQUENCY	PERCENT	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Leadership avoids conflict	11	3.0	3.0	4.6

Educators expressed their concerns when it came to conflict, as 4.6% felt that the leadership in their school avoids conflict. Pammer et al. (2003) state that when conflicts are not well managed, employees become aggrieved and tend to behave in a way that does not promote good relationships for the attainment of organizational goals.

6.4.4 CONFLICT MANAGEMENT SKILLS

TABLE 14: CONFLICT MANAGEMENT SKILLS

VALID	FREQUENCY	PERCENT	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Listening skills	33	9.0	9.0	53.8
Lacks capacity	18	4.9	4.9	42.4
No skills	42	11.4	11.4	75.3

A vast 75.3 % of the educators indicated that managers did not possess any skills in terms of conflict management and 42.4 % indicated that there was a lack of capacity. This is noted by Hendel, Fish and Galon (2005:334) who posit that the role of group leadership in inter-group conflict is an important element because the leader influences and directs individuals and groups which requires many qualities and skills in order to effectively handle conflict.

6.4.5 LEADERSHIP ASSISTANCE WITH CONFLICT

TABLE 15: LEADERSHIP ASSISTANCE WITH CONFLICT

VALID	FREQUENCY	PERCENTAGE	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Finds a solution to conflict	38	10.3	10.3	82.6
Tries to resolve conflict	11	3.0	3.0	93.5
No assistance to resolve or solve conflict	10	2.7	2.7	55.2

A significant 93.5 % of the educators indicated that leadership in their schools tries to resolve conflict, whereas 55.2 % indicated that there is no assistance from leadership to resolve or solve any form of conflict; whilst 82.6 % of the educators indicated that leadership finds a solution to conflict. Rahim (2002) notes that "conflict resolution implies the reduction, elimination or termination of conflict.

6.5 SECTION D

This section investigates Current Conflict Management Strategies used by School Management Teams.

6.5.1 CURRENT CONFLICT MANAGEMENT STRATEGIES USED BY SCHOOL MANAGEMENT TEAMS

TABLE 16: CONFLICT MANAGEMENT STRATEGIES USED BY SMT

The leadership at your school implements different strategies in handling conflict	D4.1.1
The leadership at your school are subjective in their approach to handling of conflict	D4.1.2
The leadership at your school lack conflict management skills	D4.1.3
The leaders approach to the different conflict management strategies at your school are effective and efficient	D4.1.4

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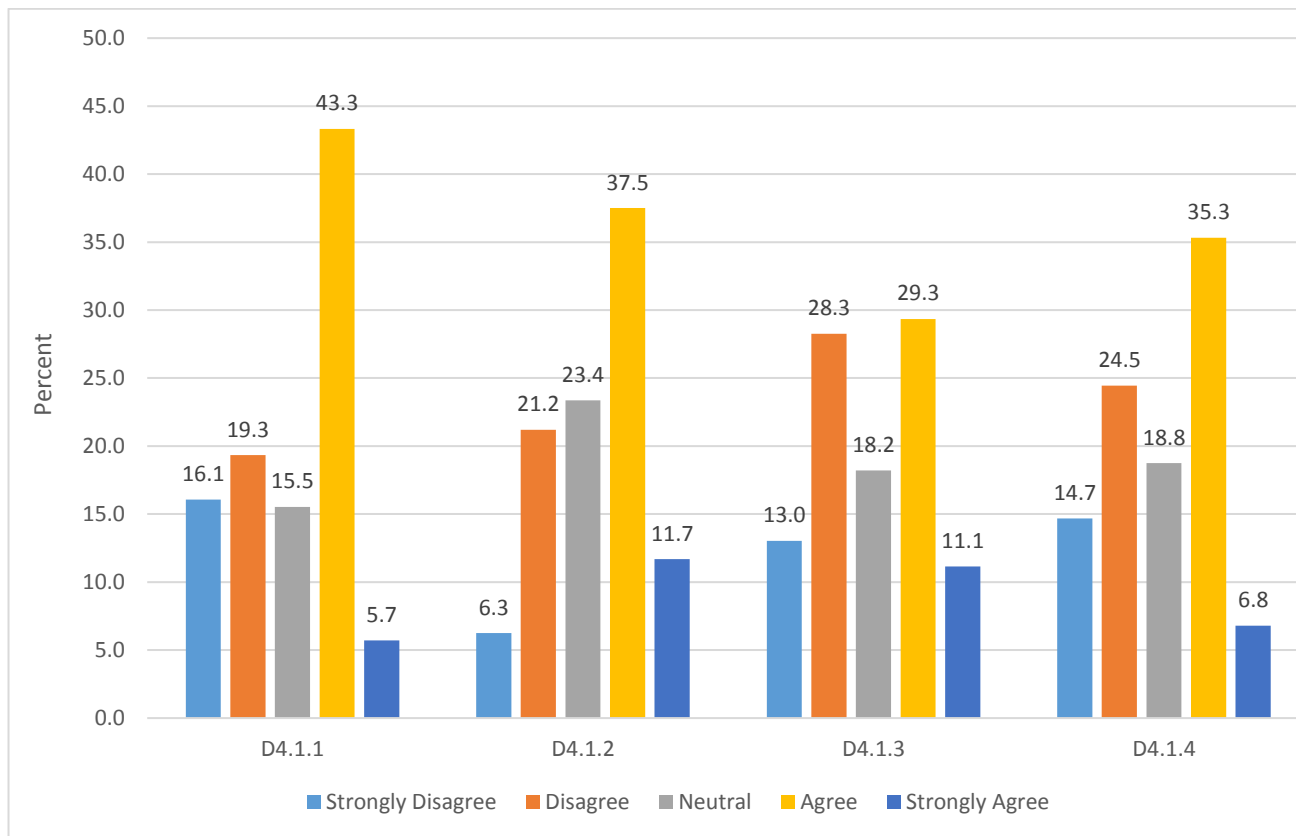
Figure 6: CONFLICT MANAGEMENT SKILLS

The findings from the data revealed that in D4.1.3, 29,3% indicated they agreed that leadership lacked conflict management skills as compared to 28,3% who disagreed.

In D4.1.4, 35,3% agreed that the leaders' approach to the different conflict management strategies at their schools were effective and efficient compared to 24,5% who disagreed. D4.1.3 and D4.1.4 have similar levels of agreement and disagreement, but significantly fewer respondents who scored 'neutral'.

6.5.2 CONFLICT MANAGEMENT STRATEGIES

TABLE 17: STRATEGIES

VALID	FREQUENCY	PERCENTAGE	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Compromising strategy	24	6.5	6.5	19.6
Effective strategy	34	9.2	9.2	38.3
Not effective strategy	61	16.6	16.6	84.2

Educators indicated their perspectives on the different types of conflict management strategies employed by their leaders: 84.2 % felt that their leadership strategies were not effective and 19.6% and 38.3 % of the educators stated that the compromising and effective strategies were employed. Karim (2015:341) alludes to five conflict solving strategies: smoothing, compromising, forcing, withdrawal and problem- solving.

6.5.3   ADVANTAGES   AND   DISADVANTAGES   OF   CONFLICT MANAGEMENT STRATEGIES

TABLE 18: ADVANTAGES AND DISADVANTAGES

VALID	FREQUENCY	PERCENTAGE	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Advantages: Problem solver	24	6.5	6.5	67.4
Advantages: Listens to all parties	20	5.4	5.4	46.2
Disadvantage: Can't manage conflict	12	3.3	3.3	9.5
Disadvantage: Conflict is not resolved	10	2.7	2.7	13.8

The advantages revealed from the open-ended questions were that management were problem solvers and listen to all parties: 67.4 % of the educators indicated that their
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leadership were problem solvers and 46.2 % indicated that their leadership listens to all parties. The study by Dincyurek and Civelek (2008) mentions that conflict helps individuals to be better problem-solvers, and the researcher notes that conflict can be seen as an aggravator to some individuals who will use conflict to create more problems; whereas to some it can be seen as a problem solver.

The disadvantages were that management could not manage conflict and conflict was not resolved: 9.5 % indicated that their leadership cannot manage conflict, whereas 13.8 % indicated that conflict is not resolved.

6.5.4 CONFLICT MANAGEMENT STRATEGIES EMPLOYED BY UNION OFFICIALS

TABLE 19: CONFLICT MANAGEMENT STRATEGIES

VALID	FREQEUNCY	PERCENTAGE	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Arbitration	28	7.6	7.6	15.5
Mediation	154	41.8	41.8	85.1
Negotiation	23	6.3	6.3	91.3

The strategies employed by union leaders are evident from the stats above. Educators indicated that 91.3 % of union officials employ the negotiation strategy when managing or resolving conflict. This is supported by the Conflict Management and Resolution Manual (2017: 32): "Principals are human beings with different perceptions, beliefs and viewpoints, strong emotions, likes and dislikes". Taking positions makes things worse because people tend to identify with their position and feel that their egos are attacked when their positions are threatened. In principled negotiation, the 'people side' is treated separately from the factual issues and substantive problems.

A vast 85.1 % indicated that mediation is the strategy that union officials use to manage conflict. Only 15.5 % indicated that arbitration is used as a strategy to manage conflict.

6.5.5 DEPARTMENT OFFICIALS' RESPONSE TO CONFLICT MATTERS

TABLE 20: CONFLICT MATTERS

VALID	FREQUENCY	PERCENTAGE	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Sent back to Principal to resolve	94	25.5	25.5	29.9
SMT to handle	42	11.4	11.4	96.5

Departmental officials' response to handling conflict matters from the statistics above indicate that 96.5 % are sent to the School Management Team (SMT) to handle, whereas 29.9 % indicated that conflict handling matters are sent to the principal to resolve.

6.6 SECTION E

This section looks at the nature of leadership styles used in the management of conflict and how it is perceived by Educators. The graph presented below summarizes the scoring pattern.

6.6.1 THE NATURE OF LEADERSHIP STYLES USED IN THE MANAGEMENT OF CONFLICT AND HOW THEY ARE PERCEIVED BY EDUCATORS

TABLE 21: NATURE OF LEADERSHIP STYLE

Leadership styles and choice of conflict management strategies may strongly influence the outcome of a conflict	E5.1.1
Leadership at your school influences and directs individuals/groups and requires many qualities and skills to effectively manage conflicts	E5.1.2
Leadership perspectives on power tend to influence their management of conflict	E5.1.3
Leadership at your school are able to identify a correlation that exists between	E5.1.4

leadership style and choice of strategy in conflict management	
Conflict management styles have been continuously measured by a variety of different conflict handling situations at your school.	E5.1.5
Leadership at your school exhibit a greater tendency to utilise the more aggressive conflict handling style	E5.1.6
Leadership at your school uses non-aggressive strategies which are helpful in maintaining relationships, building up goodwill, speeding up the settlement of minor disputes	E5.1.7
Leadership at your school retains their aggressive and assertive styles and pursue the 'win-lose' strategies after confrontations	E5.1.8
Leadership at your school needs to acquire a theoretical knowledge of conflict handling styles	E5.1.9
Leadership at your school utilises skills and information possessed by different parties to formulate solutions and successful implementations	E5.1.10
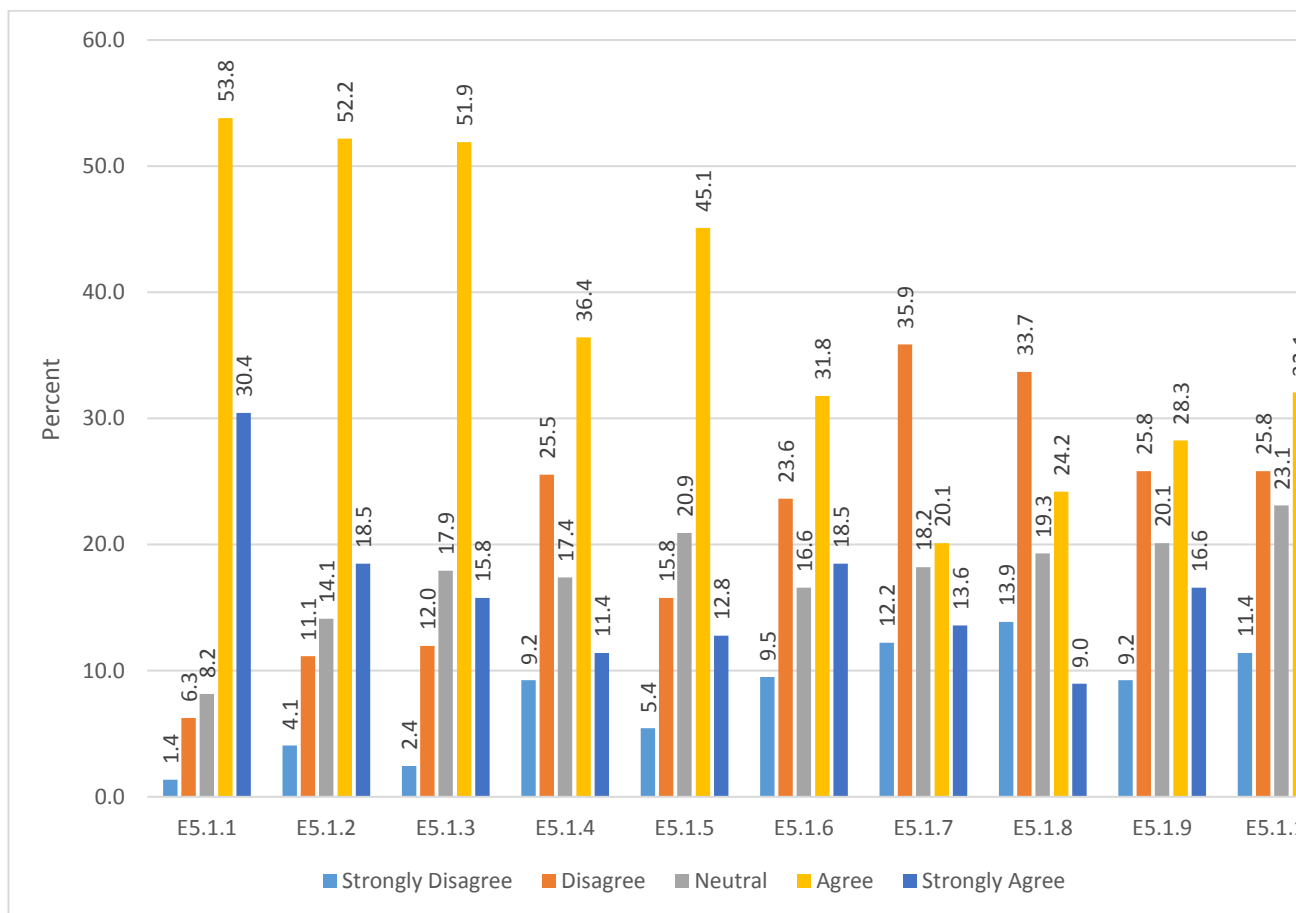
Figure 7: EDUCATORS' PERCEPTION OF LEADERSHIP STYLES

In E5.1.7, 35,9 % of the educators disagreed that leadership at their school uses non-aggressive strategies which were helpful in maintaining relationships, building up goodwill and speeding up the settlement of minor disputes. In E 5. 1.8, 33,7% disagreed that leadership at their school retains their aggressive and assertive styles and pursues the 'win-lose' strategies after confrontations, whereas 24,2 % agreed.

In E 5.1.9, 25,8% disagreed that leadership at their school needs to acquire a theoretical knowledge of conflict handling styles, whereas 28,3 % agreed that they need to acquire theoretical knowledge. In E5.1.10, 25,8% disagreed that leadership utilizes skills and information possessed by different parties to formulate solutions and successful implementations. However, 31, 1 % agreed. Note that there are significantly more respondents who disagreed for E5.1.7 and E5.1.8. E5.1.9 and E5.1.10 have similar levels of agreement and disagreement, but significantly fewer respondents who scored neutral.

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6.6.2 LEADERSHIP STYLES IN THE MANAGEMENT OF CONFLICT

TABLE 22: LEADERSHIP STYLES IN THE MANAGEMENT OF CONFLICT

VALID	FREQUENCY	PERCENTAGE	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Autocratic	23	6.3	6.3	10.9
Democratic	24	6.5	6.5	37.0
Transformational	10	2.7	2.7	100.00

The leadership styles that management use in terms of the management of conflict are indicated above as Autocratic, Democratic and Transformational: 97.6% of the educators indicated that Transformational leadership styles are used by their leaders to manage conflict. Aunga and Masare (2017:46) note that "transformational leadership stimulates and inspires followers to achieve beyond expectation, in the process developing their own capacities". The researcher notes that the transformational leadership style will be successful in any institution, depending on the type of leader that leads the institution: 37.0 % indicated that the Democratic style is used by their leadership. Bhatti et al.'s (2012) study found that "the democratic leadership style had positively influenced teachers' job satisfaction and ownership": 10.9 % indicated that the Autocratic type of leadership is used by their leaders.

Khasawneh and Futa (2013) note that the "autocratic style describes a leader who dictates work methods, makes unilateral decisions and limits employee participation". This type of leadership does aggravate conflict within an institution.

6.6.3 TRADE UNION LEADERSHIP STYLES IN THE MANAGEMENT OF CONFLICT

TABLE 23: TRADE UNION LEADERSHIP STYLES IN THE MANAGEMENT OF CONFLICT

VALID	FREQUENCY	PERCENTAGE	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Democratic	150	40.8	40.8	44.0
Fair	73	19.8	19.8	72.3
Mediator	39	10.6	10.6	88.3

Educators' response in terms of trade union leadership styles in the management of conflict are indicated above: 44.0% of the educators noted that management are democratic in their style of leadership; 72.3% felt that management were fair; and 88.3% indicated that management were mediators in their style of managing conflict.

According to the Conflict Management and Resolution Manual (217:33), "the mediator helps with a process of identifying the root causes of the conflict. The parties are also assisted to appreciate the views of each other and accept their situation before searching for solutions to their problem". The researcher concurs with the author above that it is important for a mediator to help with identifying the root causes of conflict and hence help both parties to come to a common ground in order to resolve conflict.

6.6.4 EFFECTIVE LEADERSHIP STYLES IN THE MANAGEMENT OF CONFLICT

TABLE 24: EFFECTIVE LEADERSHIP STYLES IN THE MANAGEMENT OF CONFLICT

VALID	FREQUENCY	PERCENT	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Autocratic	91	24.7	24.7	25.0
Democratic	58	15.8	15.8	44.6
Distributed	20	5.4	5.4	50.3
Transformational	73	19.8	19.8	99.5

The different types of leadership styles indicated above show that 25.0% of the educators' response to managers' style is autocratic; 99.5 % of the educators felt that

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managers were Transformational in their style of leading. However, 50.3% indicated that the Distributed style of leadership is administered in their schools. Corrigan (2013:67) argues that *"distributed leadership offers hope by eliciting notions of what could be and stands in contrast to what is.*

It is proposed as a rejection of heroic or hierarchical structures in favor of leaders who can design a culture in which leadership is distributed in an emergent and benevolent way, so the community engages in robust dialogue, in an evidence-informed and experience-grounded manne*r."* The researcher notes that this type of leadership style will depend on the context of the organization and the leader. Only 44.6% indicated that leadership in their schools are democratic.

6.7 SECTION F

This section looks at Knowledge of Conflict, Legislation and Policy relating to Conflict Management, Labour Relations Act 66, Legislation that deals with Conflict Management: Mediation, Arbitration and Conciliation. The graph summarises the scoring patterns.

6.7.1 KNOWLEDGE OF CONFLICT, LEGISLATION AND POLICY RELATING TO CONFLICT MANAGEMENT
TABLE 25: KNOWLEDGE OF CONFLICT, LEGISLATION AND POLICY RELATING TO CONFLICT MANAGEMENT

Leadership at your school prejudices an employee because of his/her past behaviour	F6.1.1
Leadership at your school withholds important information of a conflict form department officials and trade unions	F6.1.2
Leadership at your school breaches the code of confidentiality with regard to employee's conflict	F6.1.3
Leadership at your school is biased in terms of conflict management at a dispute hearing	F6.1.4

Leadership at your school are conflict moderators	F6.1.5
Leadership at your school are conflict aggravators with regard to conflict management at your school	F6.1.6
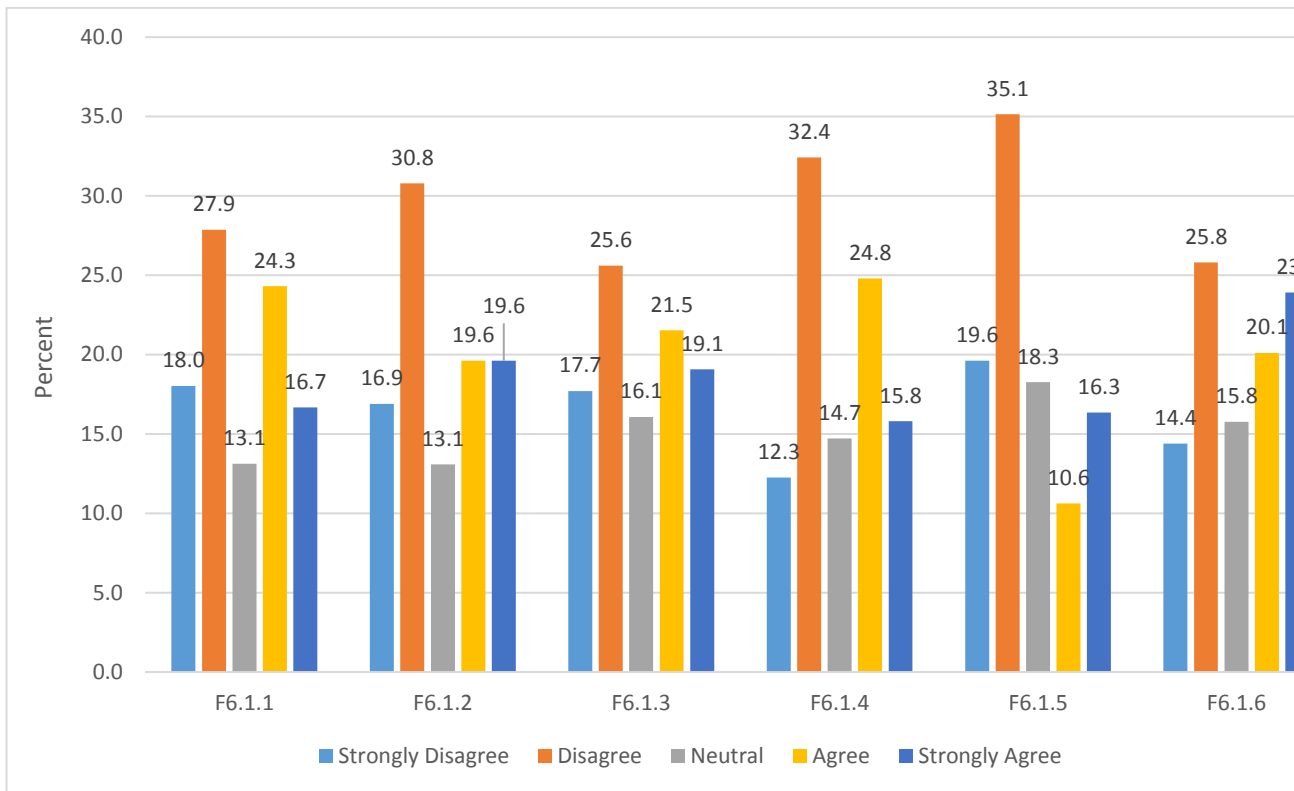
FIGURE 8: MODERATORS AND AGGRAVATORS

F6.1.1 revealed that 27,9 % of the educators disagreed that leadership at their school prejudiced an employee because of his/her behaviour, compared to 24,3% who agreed. For F6.1.2, 30,8% disagreed that leadership at their school withholds important information of a conflict from department officials and trade unions, whereas 19, 6 % agreed with this. In F6.1.4, 32,4 % disagreed that leadership at their school is biased in terms of conflict management at a dispute hearing whereas 24,8 % agreed. F6.1.5 and F6.1.6 had similar trends in terms of agreement and disagreement, with regard to conflict moderators and aggravators.

6.7.2 LABOUR RELATION'S ACT 66 OF 1995

TABLE 26: LABOUR RELATION'S ACT 66 OF 1995

Functions of the Labour Relation Act	F6.2.1
Codes of good practice	F6.2.2
Representation of employees/ employers	F6.2.3
Confidentiality with regard to labour issues	F6.2.4
Schedule one offence	F6.2.5
Schedule two offence	F6.2.6
Schedule three offence	F6.2.7

FIGURE 9: LABOUR RELATIONS
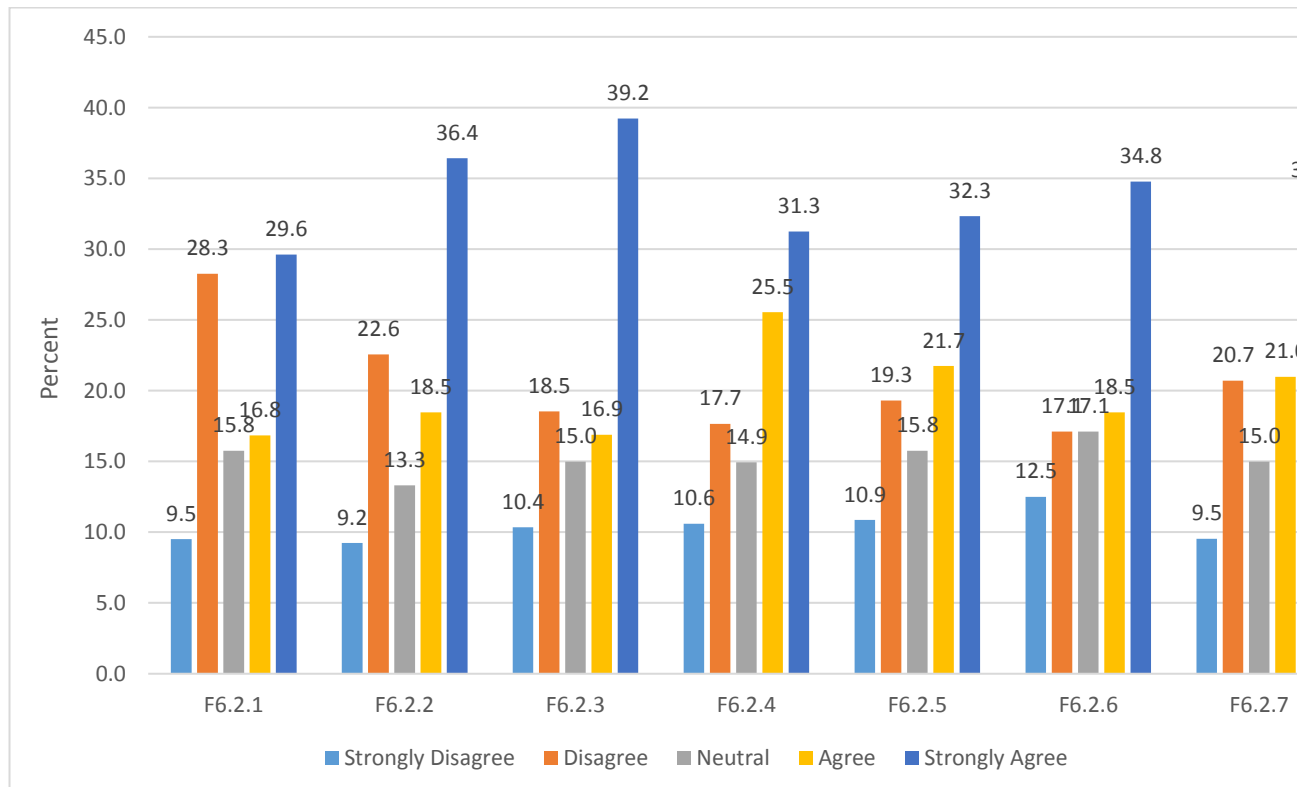
In F 6.2.1, 28,3% indicated that they disagreed that they understood the functions of the Labour Relation Act compared to 16,8% that agreed they understood: For F 6.2.2, 22.6% disagreed that they were familiar with the code of good practice, whereas 18,5 % agreed. In F 6.2.3, 18,5 % indicated they had no knowledge of representation of employees and employers compared to 16,9% who agreed. F.6.2.5, F6.2.6 and F6.2.7 had similar trends in terms of disagreement and agreements.

6.7.3 LEGISLATION THAT DEALS WITH CONFLICT MANAGEMENT: ARBITRATION, MEDIATION AND CONCILIATION

TABLE 27: LEGISLATION THAT DEALS WITH CONFLICT MANAGEMENT: ARBITRATION, MEDIATION AND CONCILIATION

Leadership at your school understands that an arbitration is conducted by a neutral third party (in other words, a person not aligned with either the employer or the educator), the arbitrator	F6.2.1
Leadership at your school are aware of the third-party processes designed to mediate or facilitate the settlement or resolution of various types of conflict	F6.2.2
Leadership at your school often uses the conciliation method of resolving conflict at your school	F6.2.3
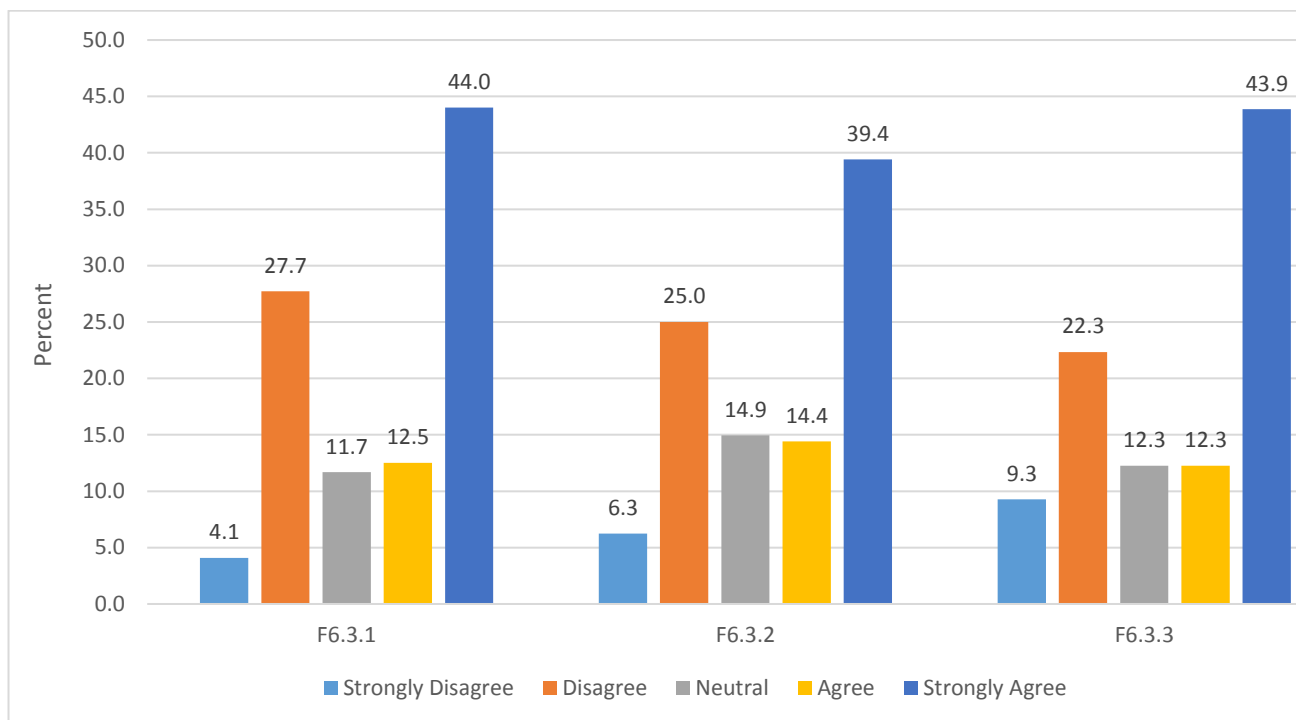
FIGURE 10: LEGISLATION

For F6.3.1, 27,7% disagreed that they understood that an arbitration is conducted by a neutral third party (in other words, a person not aligned with either the employer or the educator), (the arbitrator), whereas 12,5% agreed with this; F6.3.2 (25,0%) indicated that they disagreed that leadership at their school are aware of the third-party processes designed to mediate or facilitate the settlement or resolution of various types of conflict, compared to 14,4 % who agreed; F 6.3.3 (22,3%) disagreed that the leadership at their school uses the conciliation method of resolving conflict, whereas 12,3 % agreed.

6.7.4 NEGOTIATION SKILLS

TABLE 28: NEGOTIATION SKILLS

VALID	FREQUENCY	PERCENT	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Arbitration	32	8.7	8.7	10.1
Biased	24	6.5	6.5	16.8
Lack skills	20	5.4	5.4	73.6
Mediator	65	17.7	17.7	100.00

The researcher notes that 63.3% of the educators indicated that leadership in their schools were mediators when managing conflict in schools.

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Moreover, 73.6 % felt that leadership did lack skills and 16.8% were biased when managing conflict in schools. Only 10.1 % indicated that leadership used arbitration as a negotiation skill in managing conflict.

6.7.5 LEADERSHIPS' HANDLING OF GRIEVANCES

TABLE 29: LEADERSHIP'S HANDLING OF GRIEVANCES

VALID	FREQUENCY	PERCENT	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
Can't handle conflict	28	7.6	7.6	23.9
Lacks capacity	19	5.2	5.2	58.4

In this section, 58.4% indicated that leadership lacks capacity and 23.9% indicated that educators cannot handle conflict.

6.7.6 PROCESS OF HANDLING DISPUTES

TABLE 30: PROCESS OF HANDLING DISPUTES

VALID	FREQUENCY	PERCENT	VALID PERCENTAGE	CUMULATIVE PERCENTAGE
SMT calls in all parties	23	6.3	6.3	7.3
Line function: HOD/DP/Princ	125	34.0	34.0	62.2
SMT holds meetings	32	8.7	8.7	72.0

The process of handling disputes responses indicated that 62.2% of the educators were to follow protocol in terms of the HOD/DP/Principal; 72.0% indicated that leadership holds meetings; and 7.3 indicated that leadership calls in all parties.

6.7.7 UNDERSTANDING THE ROLE OF ELRC BY LEADERSHIP

TABLE 31: UNDERSTANDING THE ROLE OF ELRC BY LEADERSHIP

VALID	FREQUENCY	PERCENT	VALID PERCENT	CUMULATIVE PERCENTAGE
SMT don't think they understand	56	15.2	15.2	15.5
Yes	41	11.1	11.1	43.2
Yes/ Workshopped	165	44.8	44.8	98.6

A vast 98.6% noted that leadership in their school understood the role of the Educator's Labour Relations Council (ELRC) and are workshopped; 43.2 % indicated that SMTs understood the role of the ELRC; and 15.5 % indicated that School Management Teams (SMT) did not understand the role of the ELRC.

6.7.8 CROSS-TABULATIONS

The traditional approach to reporting a result requires a statement of statistical significance. A **p-value** is generated from a **test statistic.** A significant result is indicated with "$p < 0.05$".

A second Chi square test was performed to determine whether there was a statistically significant relationship between the variables (rows vs columns).

The null hypothesis states that there is no association between the two. The alternate hypothesis indicates that there is an association.

6.7.9 CORRELATIONS

A Bivariate correlation was also performed on the (ordinal) data. The results are found in the appendix. The results indicate the following patterns: Positive values indicate a directly proportional relationship between the variables and a negative value indicates an inverse relationship. All significant relationships are indicated by a * or **.

The correlation value between "Leadership at your school understands the term conflict management" and "Leadership at your school understands tense situations and is able to maintain harmony" is 0.615.

This is a directly related proportionality. Respondents indicate that the better leadership understands conflict management, the more they would be able to handle tense situations and establish harmony, and vice versa

6.8 SECTION B: QUALITATIVE DATA

This section of the chapter outlines biographical information, which is useful to interpret the data, as well as to determine how participants perceived conflict handling situations in schools in the Phoenix Circuit.

6.8.1 PARTICIPANTS' PROFILE

In Chapter Five it was documented in terms of research ethics that participants are identified through pseudonyms. The participants were as follows: District Director, Chief Education Specialist, Deputy Education Specialists, 10 Principals, 8 Deputy Principals, 7 Head of Departments and one union official.

6.8.2 DEPARTMENTAL OFFICIALS

TABLE 32: DEPARTMENTAL OFFICIALS

PARTICIPANTS	SEX	PSEUDONYMS	PART OF OFFICE BASED ESTABLISHMENT PRE-1996
District Director	Male	DD	No
Chief Education Specialist	Male	CES	No
Deputy Chief Education Specialist 1	Male	DCS 1	No
Deputy Chief Education Specialist 2	Male	DCS 2	No
Deputy Chief Education Specialist 3	Male	DCS 3	No
Deputy Chief Education Specialist 4	Male	DCS 4	No

6.8.3 PRINCIPALS

TABLE 33: PRINCIPALS

PARTICIPANTS	SEX	PSEUDONYMS	PART OF OFFICE BASED ESTABLISHMENT PRE - 1996
Principal 1	Female	Mrs W	Yes
Principal 2	Male	Mr K	Yes
Principal 3	Male	Mr D	No
Principal 4	Male	Mr G	No
Principal 5	Male	Mr O	No
Principal 6	Female	Mrs L	No
Principal 7	Male	Mr Q	Yes
Principal 8	Male	Mr E	Yes
Principal 9	Female	Mrs S	No
Principal 10	Male	Mr B	Yes

6.8.4 DEPUTY PRINCIPALS

TABLE 34: DEPUTY PRINCIPALS

PARTICIPANTS	SEX	PSEUDONYMS	PART OF OFFICE BASED ESTABLISMENT PRE - 1996
Deputy Principal 1	Female	Mrs A	No
Deputy Principal 2	Male	Mr P	No
Deputy Principal 3	Male	Mr N	No
Deputy Principal 4	Female	Mrs R	No
Deputy Principal 5	Male	Mr F	No
Deputy Principal 6	Female	Mrs I	No
Deputy Principal 7	Male	Mr T	No
Deputy Principal 8	Male	Mr Y	No

6.8.5 HEAD OF DEPARTMENTS (HODs)

TABLE 35: HEAD OF DEPARTMENTS (HODs)

PARTICIPANTS	SEX	PSEUDONYMS	PART OF OFFICE BASED ESTABLISHMENT PRE - 1996
HOD 1	Female	Mrs M	No
HOD 2	Male	Mr Z	No
HOD 3	Female	Mrs Y	No
HOD 4	Male	Mr C	No
HOD 5	Female	Mrs H	No
HOD 6	Female	Mrs I	No
HOD 7	Female	Mrs J	No

6.8.6 UNION LEADER

TABLE 36: UNION LEADER

PARTICIPANT	SEX	PSEUDONYM	PART OF OFFICE BASED ESTABLISHMENT PRE – 1996
DEPUTY PROVINCIAL SECTRETARY	MALE	DPS 1	NO

6.8.7 PRESENTATION OF FINDINGS

The research findings are thematically presented as discussed in Chapter 5 and based on data generated through interview transcripts. The following themes emerged: Understanding the term "Conflict"; Policy and Legislation Governing Conflict; Aggravators of Conflict; Moderators of Conflict; Conflict Management Strategies; and Organizational Power.

6.8.8 UNDERSTANDING THE TERM "CONFLICT"

The first question to all participants was posed to determine how they understood by the term "conflict". The participants conceptualized their understanding of the term "Conflict" within a school context. This suggests that their understanding of this term has enabled them to deal with conflict situations differently within the institutions. The researcher presents the participants understanding of the term conflict below.

6.8.9 DEPARTMENTAL OFFICIALS

The DD said this:

> *It is when two parties are not seeing the same. The structures within the Department of Education or the different levels of management. This is what I understand about conflict.*

The Senior Education Specialist said this:

> *My understanding of the term "Conflict" is where there is a break in communication between individuals.*

It is clear from the responses mentioned above that the DD and CES's understanding of the term 'conflict' is similar. There were common responses from DCS 1,2 and 3. However, DCS 4's perception of the term conflict was perceived differently.

The Deputy Chief Education Specialist 4 had this to say:

> *Conflict can be viewed as both positive and negative depends how one interprets it. To every conflict, there has to be a solution.*

The differing interpretation by the above DCS can be seen as something that is viewed as being both positive and negative. The researcher notes that "Conflict" is something that affects two parties, as mentioned by the participants, and can be seen as an aggravator or moderator in an institution if not managed and resolved. To sum up, all the above participants perceive "Conflict" is where there is a break in communication; where the two parties have differing views and conflict can be both positive and negative. This is further supported by Lee (2008:12) who states that "conflict is generally defined as a disagreement with regard to interests or ideas. It can be argued that although the participants have a general understanding of the term "Conflict" and the scholar

Lee's (2008) understanding of the term "Conflict" is defined as a disagreement, the researcher however notes that the term "Conflict" has a broader connotation.

This is supported by Cain and Du Plessis (2013:26) who defined conflict as the perceived and/or actual incompatibility of values, expectations, processes or outcomes between two or more parties over substantive and/or relational issues.

6.8.10 PRINCIPALS' RESPONSES

The findings that emerged from principals on their understanding of the term "Conflict" modelled appropriate levels of understanding. Mrs W said this:

> *Conflict is a dissertation between different parties for different reasons. There is different levels of conflict. It can start from something very trivial to something more than that. It can be more complicated. Conflict cannot be measured; however, it is a very important factor which a Manager needs to know how to manage in order for an institution to operate optimally.*

In a similar vein, Mr D stated:

> *The term conflict is a consequences of a breakdown in communication. Conflict can arise in difference of people's value system. Conflict is a result of a lack of understanding. It is often when people don't understand one another. Educators need to listen carefully to avoid any form of conflict.*

The response in terms of what conflict is all about is very clearly defined by the above participants.

Mr K it all articulated:

> *The term conflict is when two or more professionals provide differing views, hence a conflict arises. It is also where they believe his/her view is paramount. Different types of conflict arise depending on contextual factors and situational factors. Contextual factors accrue from positional ideologies. And situational factors focus on different structures that exist within the school as an organization.*

The responses that emerged from the participants were similar. The researcher has highlighted some of the responses which were different in terms of the way the above participants responded on their understanding of the term "conflict". However, Mrs W indicated that managers need to know how to manage conflict. This resonates with Karim (2015: 341) who explains that "School managers and leaders need to understand what is entailed in conflict management and need high conflict competence to be able to be effective in their schools". Mr K mentioned that conflict arises depending on contextual and situational factors that contribute to conflict, which is affirmed by Gelfand et al. (2012) that "complexities of human organization and conflicts that arise is an aggravating factor that institutions face when a leader practices a certain type of leadership styles". The researcher concurs with Gelfand (2012) that the type of leadership style is critical in any institution as this determines how the leader manages the conflict that arises.

6.8.11 DEPUTY PRINCIPALS' RESPONSES

The findings that emerged from the deputy principals are as follows: Mrs A had this to say:

> *Conflict is when two parties are in disagreement with one another. There are two types of conflict, 1. Issues, 2. Personality, some cases are where two or more people do not agree with one another.*

Whereas, Mr Y said this:

> *Conflict is a misunderstanding between two or more parties. It is sometimes based on an argument where two parties view things differently.*

In a similar view, Mr P had this to say:

> *Conflict is a difference between two or more parties. It is a breakdown in communication.*

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The participants had similar perceptions on the term "conflict". The researcher captured the appropriate responses. Mrs A viewed "conflict" as two aspects which were "issues and "personality". This is affirmed by Jehn and Thatcher (2007:288) who describe two types of inter group conflict – relationship conflict and task conflict. Relationship conflicts are disagreements and incompatibility amongst group members about personal issues that are not task – related, such as social events, gossip and world news. Task conflicts are disagreements among group members' ideas and opinions about the task being performed, such as disagreements regarding an organizations current strategic position. Mr P noted that conflict is a difference between two or more parties. This is supported by Cain and Du Plessis (2013:26) who posit that "Conflict is defined as the perceived and/or actual incompatibility of values, expectations, processes or outcomes between two or more parties over substantive and/or relational issues." The researcher notes that the participants' perceptions of the term "Conflict" was indicated as being two types.

The scholars above indicated that these two types lead to conflict. However, the way in which it is managed and resolved will determine the type of leadership in an institution.

6.8.12 DEPARMENTAL HEAD RESPONSES

The findings that emerged from the Heads of Departments are as follows:

Mrs M understanding of the term conflict is as follows:

> *Conflict itself is usually seen as destructive, but the way we handle it can result in being either constructive or destructive.*

Mrs Y had a similar understanding of the term conflict. This is what was said:

> *If conflict is not managed well, it can result in people and parties attacking each other. Which can also lead to mistrust.*

It is evident from the responses presented above that the Head of Departments' understanding of conflict, results in difference in approach. Mrs M understanding of conflict as seen as destructive, which resonates with Pammer et al. (2003) who argued that "disagreements, debates, differing perspectives, clashing ideologies and justice struggles are inevitable in a pluralistic and unequal society".

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Mrs Y understanding of the term "conflict" as not being managed well would result in people attacking each other.

This is affirmed by Pammer et al. (2003) who state that "When conflicts are not well managed, employees become aggrieved and tend to behave in a way that does not promote good relationships for the attainment of organisational goals. Mrs H notes that if "conflict" is managed well it can lead to new ideas. This is supported by Mageda et al. (2018:59) who note that conflict can be used in a positive manner, to assist all sides that are involved in growth and change. They iterate that if emotions were controlled prior to entering into a negotiation, conflict resolution is accomplished best and to solve the conflict in a more realistic manner, one must use the processes of positive confrontation, problem-solving and negotiation. The researcher notes the differing views on the understanding of the term "Conflict" and concurs with Mageda et al. (2018) that a positive approach helps to solve problems. The participants' understanding was different and their understanding of conflict was centralised along being managed correctly.

6.8.13 UNION LEADER'S RESPONSE:

The Deputy Provincial Secretary mentioned:

> *Conflict to me is merely a misunderstanding between two people who are either working together or against one another. They may not see eye to eye on an issue and if not properly managed or ventilated, may give rise to conflict. It is also not working well together.*

Participants understanding of "Conflict" is evident in the presentation. It was strongly noted that the District Officials, Principals, Deputy Principals, Heads of Departments and the Union Leader strongly indicated that "Conflict" is a break-down in communication and it can also be viewed as negative and positive.

The study based on Johnson and Johnson's (1989) theory of Cooperation and Competition has two basic ideas: one relates to the type of interdependence amongst the goals of the people involved in a given situation whilst the other pertains to the type of action taken by people involved.

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Johnson and Johnson's (1989) theory outlines the different aspects Act intrapersonal, interpersonal, intragroup and intergroup processes.

The researcher notes that participants have a clear and in-depth understanding of "Conflict". Hence having the background understanding will enable participants to manage and resolve conflict in their work spaces. The researcher also notes that Johnson and Johnson's (1989) theory outlines the different aspects that participants are faced with when managing and resolving conflict.

6.9 POLICY AND LEGISLATION THAT MANAGE CONFLICT

The participants' knowledge in terms of the types of policies and legislation that manage conflict was evident in the data presented below. Participants indicated that the policies guided them in terms of "Conflict". The researcher presents the findings of the DD, CES and DCS, outlining their knowledge of these policies and legislation.

6.9.1 DEPARTMENTAL OFFICIALS' RESPONSES

The DD declared this:

> *Different, no we are all guided by the Labour Relations Act, policies and circulars we do subscribe to. We can have different policies and all of those are guided by the Labour Relations Act.*

The DD has declared that these policies and circulars are what schools should subscribe to and they also need to be guided by the Labour Relations Act.

However, the CES emphasized that:

> *We have policies and documents which are common in all schools. The Department has continuously workshopped department officials on conflict management, the Employment Act, the South African Schools Act and the Code of Conduct.*

The CES has clearly outlined the policies that schools need to be familiar with in order to address conflict.

However, DCS 1 mentioned this:

> *The Department of Education has lots of policies which allow us to follow and address Conflict. The PAM document of 2016 addresses this. If one does not follow policies, this will lead to conflict. The Employment Act, ELRA gives one an understanding on how to follow policy prescript.*

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The DCS 1 also has a clear understanding of how the policies mentioned above need to be adhered to and followed.

DCS 2 had a different opinion:

> *Yes, there are policies in place but they are not clear. The Department of Education does have workshops on conflict resolution, and how to manage and deal with different types of conflict styles. There are no documents provided on how to manage conflict. It provides resolutions.*

It is noted that the responses mentioned above are contradicting in terms of policies. For instance, DCS 2 mentioned that the Department of Education does have workshops and the workshops do not cover how they need to manage and deal with the different types of conflict. Also, there are no documents provided. The DD mentioned that as officials of the Department, they are guided by the Labour Relations Act. This is supported by the Labour Relations Act no 66 of 1995: "this act regulates the conditions under which all employees in the Republic are employed, the Act provides the right to collective bargaining, the right to fair Labour practice, the employer's right, the right to form employer organizations and the right to exercise the rule of no work no pay".

The CES noted that the Department is workshopped on the different policies. This resonates with Sayed's (2002) viewpoint that the state, through such structures, acts as a guarantor for basic rights and its key role is evaluative rather than directive. Moreover, the various educational policy texts all make reference to the creation of advisory bodies which would comprise stakeholders and would be involved in consultations around policy development at all levels of the educational system (Sayed, 2002).

DCS 1 asserted that the PAM document addresses conflict, which is supported by Narain (2015:98) who believes that the Minister of Education has, in terms of section 4 of the Employment of Educators Act, (1998) determined the terms and conditions of employment of educators as set out in the schedule.

The PAM document – Government Gazette no. 19767 of 18 February 1999 as amended-periodically up to Gazette no 24948 (21 February 2003) lays outs the requirements that a level 1 (educator), level 2 (HOD), level 3 (deputy principal) and level 4 (Principal) has to adhere to. According to the ELRC Resolution No.8 of 1998, it determines the terms and conditions of employment of educators.

However, DCS 2 noted that although there are polices in place, there are no supporting documents to assist them to manage conflict. While the critique exists on the DOE role, Van de Mescht and Tyala (2008) have noted that the "Department of Education has attempted to give substance to participative leadership by providing manuals to guide educational managers in the implementation of decentralised management structures". The departmental official views on being workshopped does raise a concern because as officials in a district, there is no consistency in terms of supporting documents to assist them to manage conflict. The type of workshop and policy is questionable.

6.9.2 PRINCIPALS' RESPONSES

Furthermore, Mrs W salient points in favour of policies and legislation is clearly outlined below. Her pertinent comments are encapsulated in the following words:

> *There is legislation in the PAM document which talks about how to go about resolving conflict. As a manager myself for the past 20 odd years and counting, enough is not being done by the Department of Education in terms of capacitating the different levels of staff in an institution with regard to conflict management.*

> *And in the past ten years, I don't think there has been a single workshop where they came and did something about conflict management. However, many of us in our own institution realize that the conflict management issue plays a pivotal role in how a school moves forward. Hence we have conducted a series of conflict management workshops at our school. Actually, one of my younger educators did it just before we closed school for the first semester.*

Mr S response differs in terms of what was mentioned above:

> *There are policy documents. The principal's handbook and department manuals on conflict.*

Mr A alluded to:

> *Yes, as managers and leaders in an institution, we are governed by the South African Schools Act which is Magna Carta from which directives emanate, fashioning guidelines of conflict.*

In contrast, Mrs L mentioned:

> *We are guided by policies we have at hand to deal with conflict.*

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The responses from the principals points out clearly that as leaders within an institution, they are governed by Policy and Legislation. Mrs W alludes to the fact that although the Department of Education has measures in place in terms of the Personnel Administrative Measures (PAM) document of 2016, there has been no workshops from the Department of Education. This is further supported by Singh (2012:105) who is of the view that "teachers were unfamiliar with the policy and the consequences of violating it (stating they had no formal training)". In contrast, Mr S notes that there is a Principal's Handbook.

Tyala (2008) states: "the Department of Education has attempted to give substance to participative leadership by providing manuals to guide educational managers in the implementation of decentralised management structures". Mr A response was that managers and leaders are guided by the South African Schools Act, which is mentioned by Sayed (2002:40): "in developing control to schools through the South African's Schools Act (SASA), the post – apartheid state has introduced in South Africa the key defining moments of educational restructuring in the international context, namely choice and participation.

Further, the post-apartheid state through SASA displaced conflict about race, gender, ethnicity, religious identity and sexual affiliations to the institutional site of schools".

Mrs L alluded to the fact that as a leader, she is guided by policies on how to deal with conflict which is noted by Sayed (2002): "the state through such structures acts as a guarantor for basic rights and its key role is evaluative rather than directive. The various educational policy texts all make reference to the creation of advisory bodies which would comprise stakeholders and would be involved in consultations around policy development at all levels of the educational system". The researcher encapsulated the findings from the principals' responses in terms on how they use policy and legislation when dealing with conflict. The findings clearly outline the way principals use the different policy and legislation to manage or to deal with conflict in their schools. The researcher notes that there was no proper policy from the Department in terms of Conflict and it is argued that the PAM document is the only 'bible' the Management uses to manage or resolve conflict.

6.9.3 DEPUTY PRINCIPALS' RESPONSES

The response from Mr N is clearly outlined on how conflict should be handled. He articulated this:

The ELRC file outlines how conflict should be handled. The labour relations Act is clear and precise on sanctions and how conflicts should be handled.

However, Mr F had a different response in terms of policies. This is what he articulated:

I have not engaged on any policy documents from the Department of Education.

The response that emerged from Mr K was to the point. This is what he posited:

Yes, I have come across some manuals. HR section did do a workshop of policies.

The researcher notes the differing views echoed by the participants, which clearly indicates a lack of proper policy guidelines in terms of managing and resolving conflict.

6.9.4 HEAD OF DEPARTMENT RESPONSES

The responses that emerged from Mrs I was:

Policy is the 'bible' of any school. We as School Management teams are workshopped by the PAM document, which is a must for all school principals, deputy principals and Departmental Heads to know and follow to the point. Yes, as SMTs we were workshopped by HR on how to handle conflict in schools.

However, Mrs Y had this to say:

We are forever given no support from the Department of Education, it's a top-down approach.

Mr C had this to say:

We are tasked with too many policies; we are implementers of policies.

Mr Z said this:

As Departmental heads, we have to follow policy and implement.

The responses from the participants have clearly indicated that as Heads of Departments in a school setting, they are governed by policy and legislation and it is their responsibility to adhere to this.

The researcher argues that the participants have a much clouded vision of what a policy entails in terms of managing and resolving conflict in an institution. Participants have failed to mention what policy governs their management of conflict in institutions.

6.9.5 UNION LEADER'S RESPONSE:

As union leaders, we are part of the South African Council for Educators (SACE) and the Educators Labour Relations Council (ELRC). The protocols have guided us in a way that we need to solve conflict and also the code of conduct. We continue to capacitate our people as to how they need to behave themselves as professionals. Some of the things are unknown to our educators and it is through our interventions that we brought it to their attention that there are these sets of legislation and policies governing our educators and that all of them should be aware of.

As a mighty union, we will normally go to situations where we will identify that which is conflicting. Also those who have conflicted.

The identity and visions of the institutions are shared between all. The principal has an understanding of the organization. If conflict has risen between members of SADTU, our job is to continuously remind our members of the objectives of the organization and in particular, they joining and association of the union. The constitution of the organization itself which also has a code of conduct which reigns supreme and becomes the most appropriate over members who have conflicted and went against the code of conduct or behaved unprofessionally.

The responses from the participants in terms of policy and legislation governing "Conflict" in institutions is that it is viewed as being misunderstood and not seen as being authentic. The data presented indicates differing views from participants in terms of how policy and legislation is cascaded to the different structures. The researcher believes that knowledge of policy and legislation is not clear for all the participants. Theoretically, it is out there to be read and understood, but practically it is not clearly displayed. Participants lack the ability to use Policy and Legislation appropriately to either manage or resolve conflict. The union leader has indicated strongly that being part of the policy makers has equipped the union to use this to their advantage and hence manage and resolve conflict in institutions.

6.10 AGGRAVATORS OF CONFLICT

The participants were very clear in their responses in terms of what aggravated conflict in their institution and how this impacted on the institution. Participants mentioned the most serious to the less serious cases that were conflict aggravators.

6.10.1 DEPARTMENTAL OFFICIALS' RESPONSES

The DD had some very interesting cases of conflict aggravators. When he articulated

> *The first serious case is when educators have a wish to be appointed. Appointments is the most serious case with regard to conflict. Appointments in terms of promotion posts. The second case will be with matters around finances in schools. This is with the School Governing Body Chairperson (SGB) and the treasurer.*
>
> *The control management of finances. The third one will be the welfare of learners and educators and where you find learners striking and destroying infrastructure.*

However, the CES had this to say in terms of conflict aggravators:

> *The three most serious cases I have dealt with is as follows: One Secondary School where educators were contesting teaching a specific learning area. The others were duty allocation, Union affiliation, factions between union leaders and factions between school governing bodies and educators. Governance wants to tap into professional matters.*

There were interesting responses from the DCS's in terms of what they faced in terms of conflict aggravators. DCS 1 had this to say in his response:

> *As a DCS, I had to intervene on various cases of conflict that were experienced by educators namely: allocations not following the PAM document in terms of the level one (educator) to level 4 (principal) workloads. Various investigations: Corporal punishment – section 10; SACE code of conduct section 17/18; sexual abuse - sanction is dismissal; investigations on examinations, huge portions of examination paper were leaked to learners; investigation on the type of examination questions that was set. Breakdown of relationships between principal and management.*

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DCS 3 mentioned that:

> *At a Secondary school, there was a breakdown in communication between principal/Deputy Principal (SMT), the principal had a disagreement at a staff meeting. There were two camps one in favour of the Deputy principal and the other for the principal. The founding documents that were used was the minutes of the meetings, there were defaulting evidence and letters of warnings issued. There was also a breakdown in relationships.*

The responses from DCS 4 were as follows:

> *As a DCS, I had to deal with a major conflict at a primary school, where a Departmental Head of a school (HOD) was appointed to act as a principal for three months. This lead to suspension. As a DCS, I lead a team to test the sources. Officials had to question the School Governing Body (SGB), educators and the Senior Management Team (SMT) members.*

> *We had to check the log book entries, minutes of staff meetings and school governing body minutes. Eventually after 3 months, a newly appointed principal was appointed and the matter was resolved.*

From the responses of the DD, CES and the DCS's. It is evident that even as departmental officials, their task of dealing with school-based conflict is serious in terms of the different levels of conflict. The findings that emerged from the DD where he mentions the appointments and promotions of educators, finances and learner issues resonate with Sayed and Maharaj's (1998) view that "there have been a number of cases which highlight the ongoing gaps between policy intention and policy practice at the level of democracy and understood as devolved school governance. A number of conflicts have emerged, which include issues relating to the setting of school fees, racial politics amongst teachers and the appointment of teachers".

The findings from DCS 1 in terms of allocations of educators and not following the Personnel Administrative Measures (PAM) resonate with Narain's (2015:98) contention that "the Minister of Education has, in terms of section 4 of the Employment of Educators Act, (1998) determined the terms and conditions of employment of educators as set out in the schedule": the PAM document – Government Gazette no. 19767 of 18 February 1999 as amended periodically up to Gazette no. 24948 (21 February 2003).

The PAM document lays outs the requirements that a level 1 (educator), level 2 (HOD), level 3 (deputy principal) and level 4 (Principal) have to adhere to.

According to ELRC Resolution No.8 of 1998, it determines the terms and conditions of employment of educators. DSC 1 further alludes to corporal punishment. The researcher argues that allocations of educators are not consistent and in keeping with the PAM document. Corporal punishment is also an aggravator to conflict.

6.10.2 PRINCIPALS' RESPONSES

The responses that emerged from the rest of the participants is as follows in terms of conflict aggravators in their respective institutions. Mrs W stated this:

> *Conflict has risen between the different levels of educators where some educators felt that there was an unfair distribution of the workloads. In terms of the PAM document where they give you a range between which certain levels of educators should be teaching.*
>
> *And the younger educators were of the view that the more senior educators ought to be taking more loads as opposed to taking on lesser loads and in so doing empowering the younger educators. They by the end of the day saw it as an inequitable distribution of workload. I had a conflict with that.*

Mr K mentioned this:

> *There have been a lot of conflict at my school in terms of promotion posts. Almost all the School Management Team (SMT) posts were advertised and were disputed. And this caused a lot of conflict among educators on the staff who applied and where not considered. I would strongly say as the resource person inputs were not considered as the School governance caused problems in the way personnel were appointed.*

The response that emerged from Mr D:

> *Breakdown in communication between level one educators, lack of understanding, personality clashes, over-load of work and corporal punishment.*

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Mr A posited:

> *Some of the issues that we as managers are faced with is as follows: late-coming, educators not accepting workloads, attendance, corporal punishment and conflict with School Management team (SMT) for various reasons.*

Mr O stated this:

> *Corporal punishment is a major cause of conflict and as SMT we are tasked with the role of investigations and report on this. It is a time-consuming task and educators should know better than waste our time.*

The responses from the Principals were evident that as School Management Teams (SMTs) there are challenges when dealing with conflict. Mrs W mentioned heavy workloads of educators and they are aggrieved.

Mr K It All mentioned conflict with regard to Promotion posts, Mr D indicated breakdown in communication, Mr O noted corporal punishment, which is supported by Njolo (2019:1) who notes that "there were reports that concerns were raised regarding the mismanagement of funds, corporal punishment, drugs and violence, among other issues plaguing 12 schools in the Phoenix Circuit. Other issues were post fixing, governance, bullying, malpractices and poor school management". The researcher notes the different challenges experienced in terms of conflict in schools. It may be argued and questioned that as leaders of an institution, the type of leadership style determines the type of conflict experienced by the above leaders.

The question can be asked as leaders is whether there are certain mechanisms in place to deal with the above conflict.

6.10.3 DEPUTY PRINCIPALS' RESPONSES

Mr N mentioned this:

The types of conflict basically are on allocations; educators are not happy. People get into cliques and this creates unhappiness. Unfair practices benefitting one department against the other.

The responses that emerged from Mr K were as follows:

> *There has been minim conflict among educators. Conflict is mainly among SMT and Educators. There are a lot of difference in opinion.*

Mrs R averred this:

> *Conflict in schools are due to jealous. If one person looks beautiful or handsome there is lot of jealousy and carrying of tales. A lot of negative vibes from SMT and educators. There is a lot of gossiping that causes too much of conflict as well.*

The responses clearly display conflict amongst Senior Management Team Members (SMT) and educators Mr N said workloads and educators are not happy. The responses from the participants indicates that conflict between SMTs and educators are rife and evident. Gossiping is one of the key aggravator to conflict. The researcher notes a concern here too on the type of leadership style. Leaders in these institution have no depth of understanding on how to manage or resolve conflict.

6.10.4 HEADS OF DEPARTMENTS' RESPONSES

This is what emerged further from the data: Mrs M had almost the same response in terms of aggravators of conflict. This is what was said:

> *There are different levels of: internal conflict, external conflict, staff/SMT, parent / staff. SMT/parent, perceptions of appointment, Conflict between learner and teacher.*

The response from Mr C was the same:

> *Conflict is rife amongst SMT and educators. It is quite difficult to micro manage adults who constantly bicker about small and trivial things. If it is too hot in the kitchen, then they must get out.*

Mrs H had this to say:

> *Conflict is always a problem at schools. This is due to poor leadership. If a leader is strong and has a strong SMT, then there will be less conflict. A leader must lead by example.*

6.10.5 UNION LEADER'S RESPONSE:

> *Rise in conflict in schools is due to poor human relations between educators and managers and educators themselves. Also the pressure educators work under. Conflict arises due to over-load of work, corporal punishment, fight for promotion posts within institutions. People compete for posts and conflict arises.*

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The researcher draws from the data that the key aggravator of conflict is a breakdown in communication between the two key role-players, the educator and the School Management Team (SMT). Conflict in institution is a result of poor communication skills; lack of leadership in terms of managing and resolving conflict; over load on educators; corporal punishment and the manner in which it is handled by the educator and SMT; promotion posts (which is clearly outlined in the data). These are currently a huge problem in all institutions mainly due to SMTs having no capacity in handling conflict.

The main aggravator which is clearly presented above is the conflict between level one educators and SMT. Johnson and Johnson (1989) note:

- Obstructiveness and lack of helpfulness lead to mutual negative attitudes and suspicion of one another's intention. One's perceptions of the other tends to focus on the person's negative qualities and ignores the positive.
- The parties to the process are unable to divide their work, duplicating one another's effort such that they become mirror images. If they do divide work, they feel the need to check what the other is doing continuously.

6.11 MODERATORS OF CONFLICT

In any institution, there has to be some kind of remedy or solution in order to resolve or manage conflict. In doing so, the participants we very truthful in terms of how conflict is either managed or resolved within the ambit of the institution.

6.11.1 DEPARTMENTAL OFFICIALS' RESPONSES

The DD had this to say:

> *Part of conflict management is where one can be the source of conflict. And two, they can be part of the solution. In schools, managing conflict demands that each and every one who is at the school participates in that. Teachers affiliate to unions, so they tend to listen to their unions, so they are part of the solution to conflict.*

The CES had this to say:

> *First and foremost, all managers at schools are developed and trained, which is part of Legislation. There are development programs that are in place to train managers to deal with conflict.*

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DCS 3 said this:

> *Yes, I have developed leaders via monthly meetings on how to deal with conflict at their schools. Firstly, principals need to listen to the aggrieved party. You disarm your opponent when you listen. When you sit and listen to them, don't interfere, try to resolve just by listening. When allegations are made – do internal investigations, work within the framework of investigations, gather information then apply your mind to all this information, speak to the people involved.*

> *Don't let it escalate, develop leaders with conflict management, use informal advice, correction, counselling, verbal warning, written warning- 6 months it will be kept in a file, institute inquiry and prescript of legislation. The HR department also holds workshops to assist principals to manage conflict.*

However, DCS 4 had this to say:

> *Conflict in any school is a serious concern as it impacts on the learners. No learner should suffer due to this. Unions play a very key role in schools. They are conflict moderators and always try and resolve any form of conflict that exist in a school context.*

DCS 3 had this to say:

> *As a DCS, I have workshopped my school principals on how to handle and resolve conflict within their schools. I have had an induction program where conflict management and resolution was clearly outlined in the document. Every principal was given a handbook to follow as a guide.*

The responses from the participants is very interesting, as the DD clearly states that for every conflict there is a solution and also mentions the role on the unions in resolving conflict. The CES mentioned that School Management Teams (SMT) are trained on policy and legislation on how to deal with conflict; whereas DCS 4 notes that unions play an important role in resolving conflict. The researcher notes that officials of the Department rely on union intervention in resolving conflict.

6.11.2 PRINCIPALS' RESPONSES

The following were responses from the principals. Mrs W had this to say:

> *I think it has been very developmental because at the end of the day, the persons that has been in conflict with each other would come to me and say mam thank you for giving us the opportunity to discuss this matter and now that we have seen the problem of conflict between us, we are able to resolve it amicably and previously we wanted to go for each other's jugular. For most of the cases, the conflict has been amicably resolved. As far as possible a win – win for both the parties.*

Mr K had this to say:

> *As a leader, I manage conflict by using the approach that is calm, collective and the listening perspective. There is interacting and engagement I try to understand the complaint perspective before deciding as to how best I can manage the conflict.*

Mrs S response was similar:

> *Facts that are presented are dealt with in a professional way. The logic and merits of the conflict is looked at and dealt with accordingly. A lot of knowledge and skills are used to deal with conflict. Peace is the word that is used to ensure both parties are happy and work in a collaborative environment.*

Mr B articulated this view:

> *As a leader one must create a win- win situation, restore justice and be a mediator.*

Mrs L had this to say:

> *The union is always there to resolve and manage conflict.*

The responses from the principals are evident of the way they manage and resolve conflict in their schools. As Mrs W alluded, as a leader conflict is managed quite efficiently in her school. Mr B mentioned that a leader must create a win-win situation. The researcher concurs with the principals on managing and resolving conflict in their schools.

6.11.3 DEPUTY PRINCIPALS' RESPONSES

The responses from the deputy principals are as follows: Mrs A had this to say:

> *As the deputy principal, I try to ensure the matter is resolved. Both parties are given a fair hearing. Listening to both sides. Ensuring both parties understand what the conflict is. Coming to common ground to resolve conflict. Ensure both parties are happy.*

Mr I said this:

> *As a leader, one needs to be objective rather than subjective when managing or resolving conflict. You cannot be biased.*

Mr F said this:

> *Most cases of conflict are managed and resolved at the level of the school.*

The responses that have emerged from the participants are evidence that conflict is managed and resolved at the level of the school. What emerges is the essence of being objective rather than subjective in managing and resolving conflict.

Mrs A notes that both parties are given a fair hearing. The researcher concludes that conflict is well managed and resolved and there is no need to turn to upper structures for intervention.

6.11.4 HEAD OF DEPARTMENTS' RESPONSES

The responses from the Departmental Head (HOD), Mrs J were:

> *The nature and gravity of the conflict is important in order to address it accordingly. The strategy used is to firstly have a meeting with both parties separately to gauge as to what the problem is. Then address each party separately and then look for a solution to either manage it or resolve it.*

The responses that emerged from Mrs Y:

> *After trying all avenues to either manage or resolve conflict, the matter is referred to the HOD, Deputy Principal and then to the Principal. As a collective, we sit down and look at how best the conflict can be managed or resolved.*

The responses from the participants are evident that as Departmental Heads (HODs) conflict is first addressed at the level of the school and at the different levels of management. Firstly, it is referred to the Deputy Principal and then to the Principal. This was a common thread that emerged from all the participants. Mrs J notes that each party is addressed separately. Mrs Y notes that protocol is followed with addressing conflict. The researcher deduces that conflict is managed accordingly through the different line function at schools and not escalated to upper structures for intervention.

6.11.5 UNION LEADER'S RESPONSE:

On an annual basis, we normally call on the secretaries as foot soldiers. We deploy them to attend to conflict in institutions. We provide them with expertise as to how to handle and deal with issues of conflict.

It will depend on the attitude of each leader. If they are unable to be fair and neutral, it will be a problem. To assist them on an annual basis on how they need to deal with conflict, they must act immediately once the matter has been reported to them. We provide team-building in institutions where necessary, where conflict has raised its ugly head and made it difficult to progress.

The participants clearly outlined in the data how they managed and resolved conflict in their schools. The participants did indicate strongly the need for union intervention in their schools as this helped them to either resolve or manage conflict. Managers also indicated how they used the training they received via workshops and seminars in dealing with conflict. There was also a strong indication as to how managers managed conflict via the line function. The union leader indicated in his response that secretaries of all branches are provided with expertise on how to deal with and handle conflict. Johnson and Johnson (1989) indicate that the following variables show positive characteristics when dealing with conflict:

- **Effective communication is exhibited:** ideas are verbalized and group members are attentive to one another; accepting of ideas of other members; and influenced by them. They have fewer difficulties in communicating with or understanding others.

- **Friendliness, helpfulness and lessened obstructiveness:** are expressed in the discussions. Members also are satisfied with the group and solutions and favourably impressed by the contributions of the other group members. Members of the co-operative groups rate themselves high in their desire to win the respect of their colleagues and in obligation to other members.

The researcher notes that the type of capacity building workshops handle by the Department of Education and Union officials is something that needs to be interpreted. It is evident from the data that conflict is resolved or managed when union intervention is used.

6.12 CONFLICT MANAGEMENT STRATEGIES

The data indicated that the conflict management strategies employed by the participants had some elements of commonality that where confirmed from the participants' responses.

6.12.1 DEPARTMENTAL OFFICIALS' RESPONSES

The following remarks were attested to by the DD:

> *The conflict management strategies employed by myself is first dealt with at the level of management, so things do not escalate to me from the onset and if they do, I actual take it back to them (the managers) as they are paid as managers to do their job.*

The CES had this to say:

> *The creation of SMTs at schools are skilled to use their conflict management strategies to either manage or resolve conflict.*

DCS 2 mentioned this:

> *I have a democratic way of resolving conflict at schools. I firmly believe that all conflict has to be managed and resolved at the school level. If it is serious, I will intervene and try and resolve it to the best of my expertise.*

DCS 4 noted this:

> *By capacitating School Management Teams (SMT) on how to resolve conflict at schools, Unions are also invited to be part of the process, so that there is a resolution that benefits both parties.*

The responses from the participants clearly outline that all conflict that is escalated is sent back the school SMT to manage and resolve. The researcher notes that all conflict should be managed and resolved at the level of the school. The type of leadership at a school is questionable if minor cases of conflict are escalated to the upper structures.

6.12. 2 PRINCIPALS' RESPONSES

The responses from the principals that were they all used different levels of managing conflict in their schools, which to them is very effective. This is an excellent approach of handling and resolving conflict and it shows the effectiveness of a true leader.

Mr E noted this:

> *My strategies are an open door policy. It is each one teach one, a focus group. If I find a particular line of thinking perhaps with two or three that is causing a conflict in a school. I will do a focus group conflict resolution. If it is one and one, then I call one and one. If it is a group against a group, then I will call a group therapy. At the end of the conflict, find a solution to the conflict.*

Mrs S however had a different response:

> *The strategies that I use as leader is anger management, will also use reconciliation and arbitration as a strategy to resolve conflict.*

The responses from the participants clearly indicate that the type of strategies used to resolve and manage conflict are effective and work well.

6.12. 3 DEPUTY PRINCIPALS' RESPONSES

The responses from the deputy principals were all along the same lines. However, this is what was said by Mr P

> *Conflict strategies are open and fair and all parties are happy with the outcomes.*

However, Mr Get the N had this to say:

> *I use the interactive approach, which is based on listening skills. However, not all conflict is resolved or managed.*

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The responses clearly show that participants are able to resolve and manage conflict to an extent. It is a clear indication, as mentioned earlier in the study, that the Phoenix Circuit has unresolved conflict that goes as far back as 2013 to date (2020).

6.12.4 HEAD OF DEPARTMENTS' RESPONSES

The responses from the Departmental heads (HODs) were different. This was what was said by Mrs M:

> *Not familiar with the five conflict resolving strategies, skills and knowledge are used to manage and resolve conflict.*

Mr C has this to say:

> *I try my best to resolve conflict. I use the time out way of resolving the conflict. Time out is important to resolve conflict. Time is where individuals will go and introspect, emotional intelligence comes in. It gives the parties time to write down what they feel. They can then tear it into pieces and throw it away. Conflict can be resolved where both parties apologize and shake hands if possible. Individuals should respect each other.*

The responses have clearly indicated that although some participants were confident and sure of the way to use the conflict management strategies, the departmental heads (HODs) were not familiar with the conflict strategies. This is a serious concern. As SMT members, it is important that all levels of management should know how to use these strategies accordingly.

6.12.5 UNION LEADER'S RESPONSE:

> *We normally go into institutions where we will identify that which is conflicting and those who have conflicted. We also identify the visions of the institutions that are shared by all. We assist the principal and the educators. If conflict has risen between members of SADTU, our job is to continuously remind our members of the objectives of the organization and in particular their joining and association of the union.*

The data revealed that Department officials noted that all School Management Teams in schools are well equipped and skilled in managing and resolving conflict. The participants revealed that they use the open-door policy as well as the mediation and arbitration methods of resolving conflict.

However, it was also indicated that participants indicated that they were not skilled or workshopped on how to manage and resolve conflict. This resulted in participants indicating the intervention of union assistance.

It was strongly noted by the union leader that the ultimate goal is to assist both the educator and principal in any institution to manage and resolve conflict.

6.13 LEADERSHIP POWER IN AN INSTITUTION

The responses that emerged from the data indicated that leaders within their respective positions used their skills and expertise to lead their institutions. What emerged was the type of leadership style each one displayed or used to ensure their institution functioned effectively. Most of the leaders were in line with the post-apartheid type of leadership, whereas a few participants were still using the old regime of leadership. The researcher noted how the different types of leadership styles aggravated conflict.

6.13.1 DEPARTMENTAL OFFICIALS' RESPONSES

The DD had this to say:

> *I am an open person. I am a lateral leader. Yes, we live in changing times, so there is no one size fits all. I change my leadership style to suit the context in which I am in.*

The CES mentioned this:

> *My type of leadership is democratic. I do not compromise my leadership. I stand for what is right and procedural right. I am a firm and principled leader. I am strong willed in the way I lead the circuit.*

DSC 1 said this:

> *I am in the middle of a transformational and to a certain extent autocratic leader. My style of leadership will differ depending on the situation. I firmly believe that I am a democratic leader and also a situational leader, it depends. Yes, situational, democratic and transformational leadership style has assisted me with regard to managing conflict effectively.*

DSC 3 had this to say:

> *The leadership style used is democratic yet transformational at the same time. Instructional leadership style is used at some point. The use of transformational leadership style enables one to understand the dynamics and also apply an understanding of the situation.*

The responses from the participants speak to the types of leadership styles used in order to lead schools. Transformational leadership style is the one that came out strongly from majority of the participants. Moreover, the democratic leadership style, autocratic and situational leadership styles were not used by the majority participants.

6.13.2 PRINCIPALS' RESPONSES

The responses from majority of the participants also indicated the use of a transformational leadership style. Some indicated being a leader that changes his/ her style to suit the needs of the situation or context. One of the participant, Mrs W, indicated the following:

> *I am a democratic leader. If you get views from my educators', you will see I am very developmental. I accept positive criticism; I engage in verbal communication at every level. However, do not allow too much of democracy which will lead to anarchy. Within the democratic framework with me and all the people that work under my leadership understand that when certain decisions have to be taken, it may not be good for a particular person but will take the decision in putting the learner and school first at the same time not compromising and undermining the educators and being bureaucratic.*

It is clear from the response indicated above that the leadership style used is well suited in terms of how this institution is run.

Mr A had this to say:

> *The leadership style that is well suited to any institution is being autocratic yet democratic. This is what will ensure that educators tow the line.*

However, Mrs S mentioned this:

> *Being a democratic and transformational leader is what educators are happy with in terms of way the institution is run.*

This response from Mrs L was:

> *The leadership style that is effective is Laizze-faire, this type of leadership style is good for institutions.*

The discrepancy with regard to the participants' responses shows a difference in terms of the way they lead their institutions. The responses to democratic and transformational are evident, as is being an autocratic leader. The Laizze- faire leadership style is connected to the types of leader that responded to using this style.

6.13.3 DEPUTY PRINCIPALS' RESPONSES

The responses from the rest of the participants were also very closely linked to the above statements, all indicated using the Transformational and Democratic leadership style.

Mr D said this:

> *Basically I would say a democratic leader with a consultative approach. Implementation is a collective decision not an authoritative decision. And handling challenges are hands on.*

Mrs A mentioned this:

> *The leadership style I use is one that is transformational. I always ensure issues are given a good listening before a decision is made.*

Only one participant, Mr I, indicated this:

> *I believe that a school should be run the way Hitler ran Germany, autocratic and firm. If a leader wants to be a leader, he cannot please everyone. If so, he must go sell ice-creams.*

Mrs R mentioned:

> *I am a charismatic leader and I lead my team based on their belief system*

The type of leadership styles indicated by the participants shows how they lead their institutions.

6.13.4 HEAD OF DEPARTMENTS' RESPONSES

The responses from all the heads of departments were along the same lines. Similar threads emerged. However, the response from Mrs J mentioned that:

> *I am a leader that follows the participative leadership style that is based on democratic principles. This my type of leadership*

Mr C had this to say:

> *As a leader I am a firm believer of distributing leadership. I allocate power within my department to manage and oversee duties allocated.*

Mrs H noted that:

> *I am a leader who develops and guides my team so that they reach their full potential.*

Mrs Y had this to say:

> *I am a contingent leader. I am able to read every situation with a strategic eye.*

6.13.5 UNION LEADER'S RESPONSE:

> *I am a transformational and transactional leader. I strongly believe that the people we work with have the capacity to lead. They only need to be assisted, given the appropriate time and opportunities to know they are capable of leading. I also believe I need to be approachable and lead in a way that I give people opportunities to demonstrate their capabilities under my watch and leadership so that even if I am away the institution they will be able to lead without me.*

The participants revealed the type of leadership styles that they use to lead their institutions. Every participant noted that they felt this type of leadership was best suited to lead. However, the data strongly revealed that participants who used the Transformational leadership style and this enabled them to be a leader that gave their educators the opportunity to feel comfortable and content. The researcher notes that the Transformational Leadership is the theory that is used to frame the study.

Leithwood (1994) notes that the "Transformational model of leadership, was initially captured in the classic writings of Burns (1978) and Bass (1985), have their roots in the challenges faced by leaders of organizations struggling to survive due to economic strife of downsizing and with the effects of globalization during 1980s and early 1990s". Yukl (2012) indicates that "transformational leadership bases the vision on collective interest rather than the interest of the leader above transformational leadership which speaks of change where leaders transform their followers, increase their awareness of salient issues and encourage them to develop themselves". Leithwood (2005:37) further argues that "It initially rose in the developed countries when 'restructuring' occurred with decentralization and site- based management, but in the last decade has grown to imply transforming other aspects of the school also". Leithwood is correct in what he says in terms of school leadership and the need to bridge the gap in terms of how leaders ran their schools in the apartheid era compared to now, the post-apartheid era. This makes Transformational leadership relevant in all schools today.

6.14 CHAPTER SUMMARY

The findings from both the quantitative and qualitative studies revealed flaws within institutions. The strengths and weakness of educators' perspective on leaderships' conflict handling situations in the Phoenix Circuit is to assess it. The data revealed that educators and leaders did experience problems with regard to conflict handling situations. The need for union intervention was an ongoing process that was revealed by the data. The next chapter will present conclusions of the thesis that can be drawn from the study, as well as make pertinent recommendations.

CHAPTER 7

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

The previous chapter presented a comprehensive and combined analysis on perspectives of educators on leadership handling of conflict in schools in the Phoenix Circuit. In this chapter, the researcher presents the themes on the perspectives of educators on leadership handling of conflict in the Phoenix Circuit. Research questions will be reflected upon. Conclusions will be based on the findings and recommendations will be presented based on what emerged from the study. The limitations will also be discussed.

The summary, conclusions and recommendations were organized according to the research questions: (a) What is the nature of conflict experienced by educators in schools? (b) What are the current conflict management strategies used by school management teams? (c) What are the dominant leadership styles used in the management of conflict and how is it perceived by educators? This study will develop a framework based on the findings of key elements on leadership handling of conflict in the Phoenix Circuit.

7.2 SUMMARY

The analysis of data presented in the previous chapter was based on interviews and survey questionnaires. The researcher draws on the findings that are connected to leadership's handling of conflict situations in the Phoenix Circuit. The two key findings relate to Leadership and Conflict.

7.2.1 THE NATURE OF CONFLICT EXPERIENCED IN SCHOOLS BY EDUCATORS

The findings from the questionnaires were that educators' perspectives on conflict were more of a personal attack than focus on the problem. Odetunde (2013:5324) notes that "much research on organizational conflict has focused on causes to include warring egos and personality clashes, poor and ineffective leadership, dissatisfaction caused by management style, inadequate line management, poor communication, weak performance management and heavy workload and bullying and/or harassment, desire to obtain power, lack of openness and so on".

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However, the findings from the interview notes on Mr A posited:

Some of the issues that we as managers are faced with is as follows: late coming, educators not accepting workloads, attendance, corporal punishment and conflict with School Management team (SMT) for various reasons.

Participants revealed that they were victimized by the SMT when conflict was escalated to the upper structures. This is echoed by Rahim and Buntzman (1999:158) who allude to the avoiding style of handling conflict which is associated with low concern for the self as well as for the other party involved in conflict. It has been associated with withdrawal, passing-the-buck, side stepping, or "see no evil, hear no evil, do no evil, speak no evil" tactics. The findings from the interviews support this statement and this was attested to by the DD:

The conflict management strategies employed by myself is first dealt with at the level of management, so things do not escalate to me from the onset and if they do, I actual take it back to them the managers as they are paid as managers to do their job.

The Union leader further reiterated:

Conflict to me is mere a misunderstanding between two people who are either working together or against one another. They may not see eye to eye on an issue and if not properly managed or ventilated may give rise to conflict. It is also not working well together.

Participants did indicate that they were not offered support from their School Management Teams. Adu et al. (2015:367) note that the comprehension of conflict management amongst employees at the work place is one of the essential though neglected areas within organizations. The findings from the interviews revealed that Mrs R averred that:

Conflict in schools are due to jealous. If one person looks beautiful or handsome, there is lot of jealousy and carrying of tales. A lot of negative vibes from SMT and educators. There is a lot of gossiping that causes too much of conflict as well.

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Participants also revealed that there was a lack of communication and trust in management. Karim (2015: 341) explains that "School managers and leaders need to understand what is entailed in conflict management and need high conflict competence to be able to be effective in their schools". The response from the interviews noted that the contention from Mr C was:

> *Conflict is rife among SMT and educators. It is quite difficult to micro manage adults who constantly bicker about small and trivial things. If it is too hot in the kitchen, then they must get out.*

7.2.2 THE CURRENT CONFLICT MANAGEMENT STRATEGIES USED BY SCHOOL MANAGEMENT TEAMS

The findings revealed that School Management Teams lacked Conflict Management Skills. Adu et al. (2015:367) note that: "comprehension of conflict management among employees at work place is one of the essential though neglected areas within organizations". The findings from the data revealed that Mr K had this to say:

> *As a leader, I manage conflict by using the approach that is calm, collected and the listening perspective. There is interacting and engagement which is (verbal). I try to understand the complaint perspective before deciding as to how best I can manage the conflict.*

The data revealed that the School Management Team's approach to the different Conflict Management Strategies at their school were effective and efficient. A study by Riasi (2016) in the USA revealed that "principals' coercive power has a positive correlation with conflict management styles that required low levels of co-operation (ie. avoiding and competing conflict management styles) On the other hand, it was found that principals' legitimate power is positively related to conflict management styles that require high levels of co-operation (i.e. accommodating and collaborating styles)".

The findings from the interviews revealed that Mr L employed a simple yet effective strategy:

> *I try my best to resolve conflict. I use the time out way of resolving the conflict. Time out is important to resolve conflict. Time is where individuals will go and introspect, emotional intelligence comes in. It gives the parties time to*

write down what they feel. They can then tear it into pieces and throw it away. Conflict can be resolved where both parties apologizes and shake hands if possible. Individuals should respect each other.

The data also indicated that the different types of Conflict Management Strategies employed by their Leadership were not effective. Studies by Lee (2006) in Malaysia reveal that "The relationships between conflict handling styles demonstrated that subordinates in Malaysian schools were more satisfied with their superior's style of integrating, compromising and obliging. On the other hand, subordinates perceived their superiors as primarily utilizing a dominating and avoiding style, whom they viewed as incompetent". The findings from the interviews revealed what the union leader had to say:

We normally go into institutions where we will identify that which is conflicting and those who have conflicted.

The findings also indicated that School Management Teams were problem-solvers and listen to all parties concerned. This is supported in a study by of Dincyurek and Civelek (2008) who articulate that conflict helps individuals be better problem-solvers. This is supported by the findings of the interviews. The CES had this to say:

The creation of SMTs at schools are skilled to use their conflict management strategies to either manage or resolve conflict.

The data strongly revealed that School Management Teams could not manage conflict and hence conflict remained unresolved. Candidate Commissioner Training Module 3 (2016: 10) argues that if conflict is not managed well, it could: worsen, exploit or destroy; may never be addressed; one can give up on an opportunity to influence the outcome of the conflict; you may miss an opportunity to improve relationships; and one may miss an opportunity to develop a creative solution to a problem. The response from DCS 4:

By capacitating Senior Management Teams (SMTs) on how to resolve conflict at schools, Unions are also invited to be part of the process, so that there is a resolution that benefits both parties.

The findings also revealed that strategies employed by union officials are indicated by educators as being one of negotiation strategy when resolving conflict.

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Participants also indicated that union officials used the mediation and arbitration strategies. Karim (2015:341) contends that negotiation is one of the most common techniques for creating agreements during conflict situations. Furthermore, Karim (2015) defines negotiation as a type of conflict management characterized by an exchange of proposals and counter proposals as a means of reaching a satisfactory settlement.

The findings also indicated that Departmental officials sent all conflict back to the School Management Teams in Schools to handle. Dana (2000) avers that leaders need to comprehend structure to be able to analyze conflict well. The response from a union official revealed that:

> *On an annual basis, we normally call on the secretaries as foot soldiers. We deploy them to attend to conflict in institutions. We provide them with expertise as to how to handle and deal with issues of conflict. It will depend on the attitude of each leader. If they are unable to be fair and neutral, it will be a problem. To assist them on an annual basis on how they need to deal with conflict, they must act immediately once the matter has been reported to them.*

7.2.3 DOMINANT LEADERSHIP STYLES USED IN THE MANAGEMENT OF CONFLICT

The findings revealed that participants indicated that leadership at their schools used non-aggressive strategies which were helpful in maintaining relationships, building up goodwill and speeding up the settlement of minor disputes. Rahim and Buntzman (1999:158) note that the obliging style involves low concern for self and high concern for the other party involved in conflict. An obliging person attempts to play down differences and emphasizes commonalities to satisfy the concerns of the other party.

The response from the SMT were:

> *My strategies are an open door policy, it is each one teach one, a focus group, if I find a particular line of thinking perhaps with two or three that is causing a conflict in a school. I will do a focus group conflict resolution. If it is one and one, then I call one and one. If it is a group against a group, then I will call a group therapy. At the end of the conflict, I find a solution to the conflict.*

Participants revealed that leadership at their schools retained their aggressive and assertive styles and pursue the win-lose strategies after confrontation. Rahim and Buntzman (1999:158) indicate that the dominating style involves high concern for self and low concern for the other party involved in conflict. It has been identified with a win-lose orientation or with win one's position. One SMT indicated that:

> *I think it has been very developmental because at the end of the day, the persons that has been in conflict with each other would come to me and say mam thank you for giving us the opportunity to discuss this matter and now that we have seen the problem of conflict between us, we are able to resolve it amicably and previously we wanted to go for each other's jugular. For most of the cases, the conflict has been amicably resolved. As far as possible a win – win for both the parties.*

The findings indicated that leadership at the schools need to acquire a theoretical knowledge of conflict handling styles. The data indicated that leadership uses skills and information possessed by different parties to formulate solutions and successful implementations. Dana (2001) avers that critical urgency should be absolutely necessary and that a solution be found in the very near future to prevent disaster?

The findings from the interview revealed that:

> *As a DCS, I have workshopped my school principals on how to handle and resolve conflict within their schools. I have had an induction program where conflict management and resolution was clearly outlined in the document. Every principal was given a handbook to follow as a guide.*

The data also revealed that educators indicated the leadership styles that management uses in terms of management of conflict are autocratic, democratic and transformational. The Induction Training Manual for School Management Teams (SMT) (2018:20) notes that the Principal as a Transformational would cover a variety of notions like charismatic, visionary, cultural etc.

 The Principal should understand and conceptualize change management. Here, the Principal sets the direction for the school through vision, mission, goals and priorities. The Principal would assist members of staff to gradually achieve a paradigm shift. Khasawneh and Futa (2013) note that the "autocratic style describes a leader who dictates work methods, makes unilateral decisions and limits employees participation". This is supported by evidence from the interviews.

However, Mrs S mentioned this:

> *Being a democratic and transformational leader is what educators are happy with in terms of the way the institution is run. The leadership style that is well suited to any institution is being autocratic yet democratic. This is what will ensure that educators tow the line.*

However, the data revealed that trade union leadership styles in the management of conflict are democratic. Khasawnah and Futa (2013:4) describe Democratic Leadership as a leadership style that involves people in decision-making processes while the execution of the decision may be from the leader after facilitating consensus in the group. The management style of conflict was one of mediation. Nurhafizah (2018: 213) notes that the principal is a mediator, in the school environment as an organisation that consists of people who have different backgrounds that can cause conflict. For this, the principal must be a mediator in the conflict.

The union official's response to this was:

> *I am a transformational and transactional leader. I strongly believe that the people we work with have the capacity to lead. They only need to be assisted, given the appropriate time and opportunities to know they are capable of leading. I also believe I need to be approachable and lead in a way that I give people opportunities to demonstrate their capabilities under my watch and leadership so that even if I am away, the institution they will be able to lead without me.*

7.3 CONCLUSIONS

The summary conceptualized the findings of the study in relation to the research questions. The researcher interrogated the literature against the findings. It revealed that leadership handling of conflict in the Phoenix Circuit has to be re-structured. It is important to expose the difference between the factors that need reconstruction by the Department of Education and those that can be dealt with at the level of the school.

The conclusions of this chapter are guided by the three objectives of this study, namely:

- To analyse the nature of conflict experienced by educators in schools;
- To analyse the current conflict management strategies used by school management teams; and
- To determine the nature of leadership styles used in the management of conflict and how it is perceived by educators.

7.3.1 THE NATURE OF CONFLICT EXPERIENCED BY EDUCATORS

One of the findings noted a serious problem between educators and School Management Teams. Educators felt that School Management Teams victimized them and were not able to deal with the problems at hand. However, School Management Teams felt that there were problems with educators. School Management Teams had to deal with educators' late-coming, corporal punishment, conflict with SM and attendance. The researcher notes that the lack of communication is a problem at schools. It is also due to the leadership style that SMTs practice at their schools.

The findings also revealed that educators are victimized by SMT members when conflict is escalated to upper structures. According to the District Director, when conflict is escalated to upper structures it is sent back to the SMT to deal with. The break in communication is noted and the lack of ability to deal with issues at the level of the school is also noted. It is evident that leadership style in such schools is a problem.

It was also noted in the findings that there was a lack of support from SMTs when conflict was rife at schools. SMTs noted that there were various reasons why there was no support. SMTs noted that they did not have the time and capacity to deal with issues when educators bicker and moan about every issue. It is noted that there is a problem with communication and leadership.

7.3.2 CONFLICT MANAGEMENT STRATEGIES USED BY SCHOOL MANAGEMENT TEAMS

The findings revealed that Senior Management Teams lacked conflict management skill. This was noted by educators as not being an effective way of resolving any conflict.

It was also revealed that SMTs lacked effective conflict management strategies and were unable to resolve conflict. It is noted that the approach used by the SMT is not effective, hence conflict remains unresolved. SMTs lack in- depth knowledge on how to manage and resolve conflict in their institution. SMT relies on general knowledge to lead them in managing and resolving conflict.

There are various steps involved with regard to dealing with conflict that is less complicated to more complicated issues. It was also revealed that there was a need for union intervention at schools when conflict arose. The lack of trust and faith in SMTs is evident when educators or SMTs get the union involved to manage and resolve conflict.

7.3.3. LEADERSHIP STYLES USED IN THE MANAGEMENT OF CONFLICT

The findings revealed that the majority of SMTs used the autocratic assertive style of leadership and pursued a win/lose strategy. SMTs also lacked theoretical knowledge of conflict handling styles. In the post-apartheid era, for SMTs to still use the authoritative style of leadership is a serious concern. The leadership styles that emerged from the findings were autocratic, democratic and transformational. It is noted that as an SMTs one's type of leadership style will vary depending on the situation at hand. However, the autocratic type of leadership is something that should not be used. This was also noted in terms of union leaders' style of leadership which indicated democratic and transformational. The leadership style used by union leaders is in keeping with the post-apartheid era. As leaders in an organization, it is mandatory to be level-headed when leading.

7.4 RECOMMENDATIONS

This study has argued that leadership handling of conflict in the Phoenix Circuit has been a huge challenge since 2013. The approach by the Departmental Officials and School Management Teams (SMT) has been found to be wanting and lacking in terms of leadership and handling of conflict. Intervention in leadership and conflict handling situations is needed to capacitate and empower School Management Teams (SMT) and ensure that educators also benefit in the process. It is crucial to set up a new terrain in the education domain.

(a) Communication at different levels of Senior Management

There must be clear, concise and precise prescripts on how educators need to communicate at their schools. Firstly, as indicated in the PAM document of 2016, the role functions of an HOD/DP/ Principal have to be workshopped on an annual basis at school. Every educator must have a copy of the role functions in their files. It has to be a 'bible' that every educator carries and is familiar with. The SMT needs to have the school site representative present when any issue or problem arises. At the level of the Departmental Head, the matter has to be dealt with before this escalates further. SMTs that have been appointed or newly appointed need to be skilled and trained on an annual basis at the level of the school and at the level of the Department of Education. There must be a policy for effective communication amongst stakeholders at every school.

(b) CONFLICT MANAGEMENT KNOWLEDGE/ SKILLS AND STRATEGIES

Capacity building and empowerment should be the order of the day in any school with regard to managing and resolving any conflict. New skills, knowledge and strategies should be disseminated and capacitated amongst all educators and SMTs. This could be done through a number of ways, namely:

- All newly appointed and appointed SMT and Departmental officials should undergo intense training with regard to knowledge, skills and strategies. This training should not be a one-day workshop that is currently run by the Department.
- It should be a comprehensive skills developmental programme run by the Department for more than just a single day.
- Union Officials should play a key role in also skilling and workshopping their members on conflict handling situations. This should be an ongoing process.
- Every school should have a policy on Conflict Handling Situations at their schools.

Continuous workshops and seminars should be held at every school and unions. NGO's and Departmental Officials should be part of this.

(c) LEADERSHIP STYLES

The current leadership styles used in schools is interesting as many school SMTs are still practicing the autocratic way of leading in the post-apartheid era. This type of leadership style should not be allowed in any school.

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It is the responsibility of the Department of Education to ensure that all managers are skilled and updated as to how they should lead and manage their schools. The Transformational and Democratic type of leadership should be reinforced at all schools. At the level of the school, there should be ongoing team-building exercises in order to build good strong relationships amongst level one educators and SMT. Union leaders should capacitate all members on how to lead and manage at their school.

7.5 PROPOSED MODEL FOR THE PREPARATION OF EFFECTIVE LEADERSHIP AND CONFLICT HANDLING SITUATIONS IN THE PHOENIX CIRCUIT

The main aim of the study was to investigate the leadership and conflict handling situations in the Phoenix Circuit. Based on the outcomes of the study, a model for the revised change has been proposed. The key recommendations of this study are summarized as follows:

FIGURE 7.1: PROPOSED LEADERSHIP-CONFLICT HANDLING MODEL

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                      ┌─────────────────────────┐
                      │    EVALUATION STAGE     │
                      └─────────────────────────┘
                                  │
                                  ▼
                      ┌─────────────────────────┐
                      │   DISSEMMANATION STAGE  │
                      └─────────────────────────┘
                                  │
                                  ▼
                      ┌─────────────────────────┐
                      │   IMPLEMENTATION STAGE  │
                      └─────────────────────────┘
                                  │
                                  ▼
```

SUPPORT	MONITORING	EVALUATION
BY SMT/UNION LEADERS	DEPARTMENT OF EDUCATION/ UNION LEADERS	DEPARTMENT OF EDUCATION/ UNION LEADERS
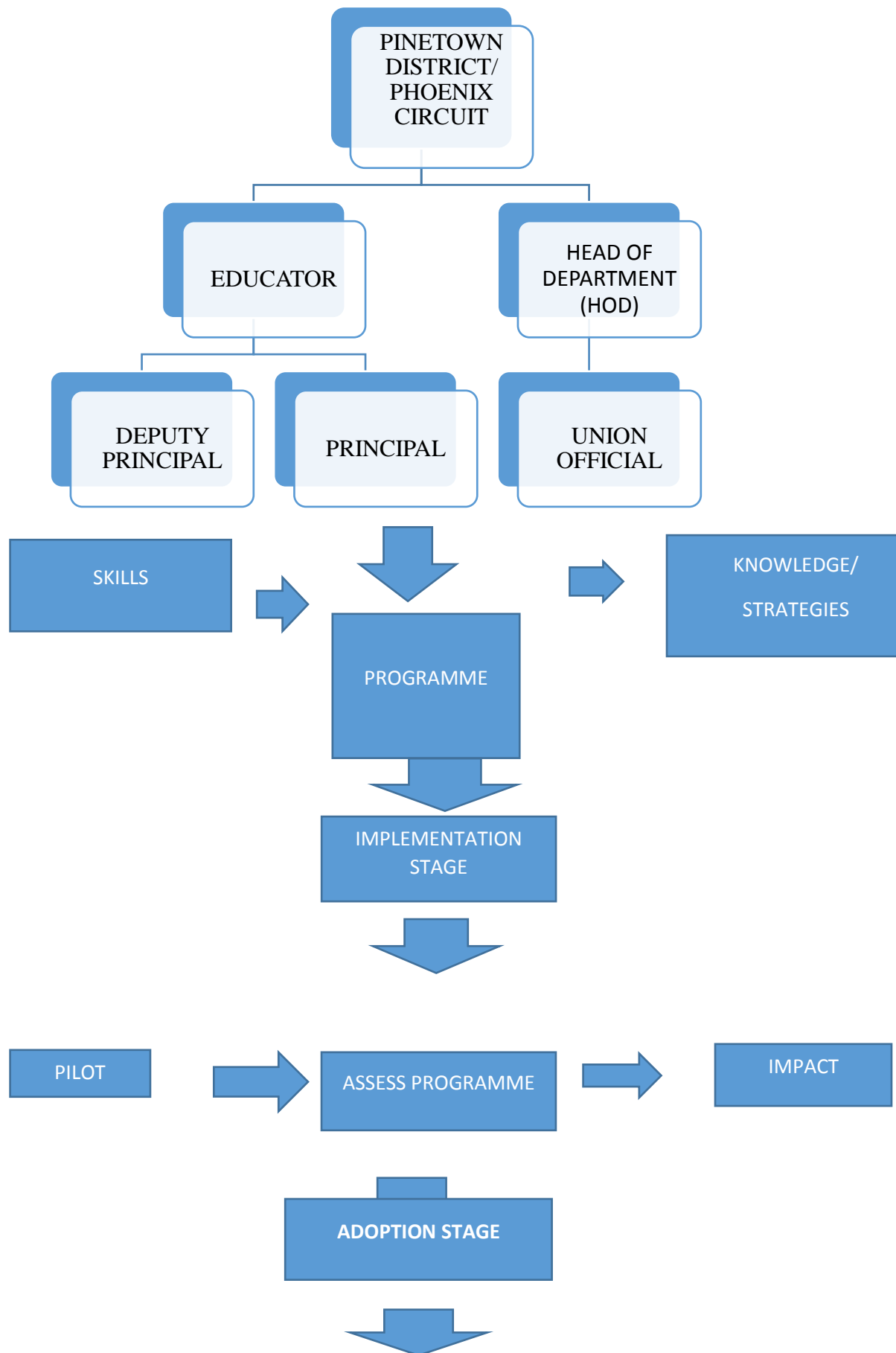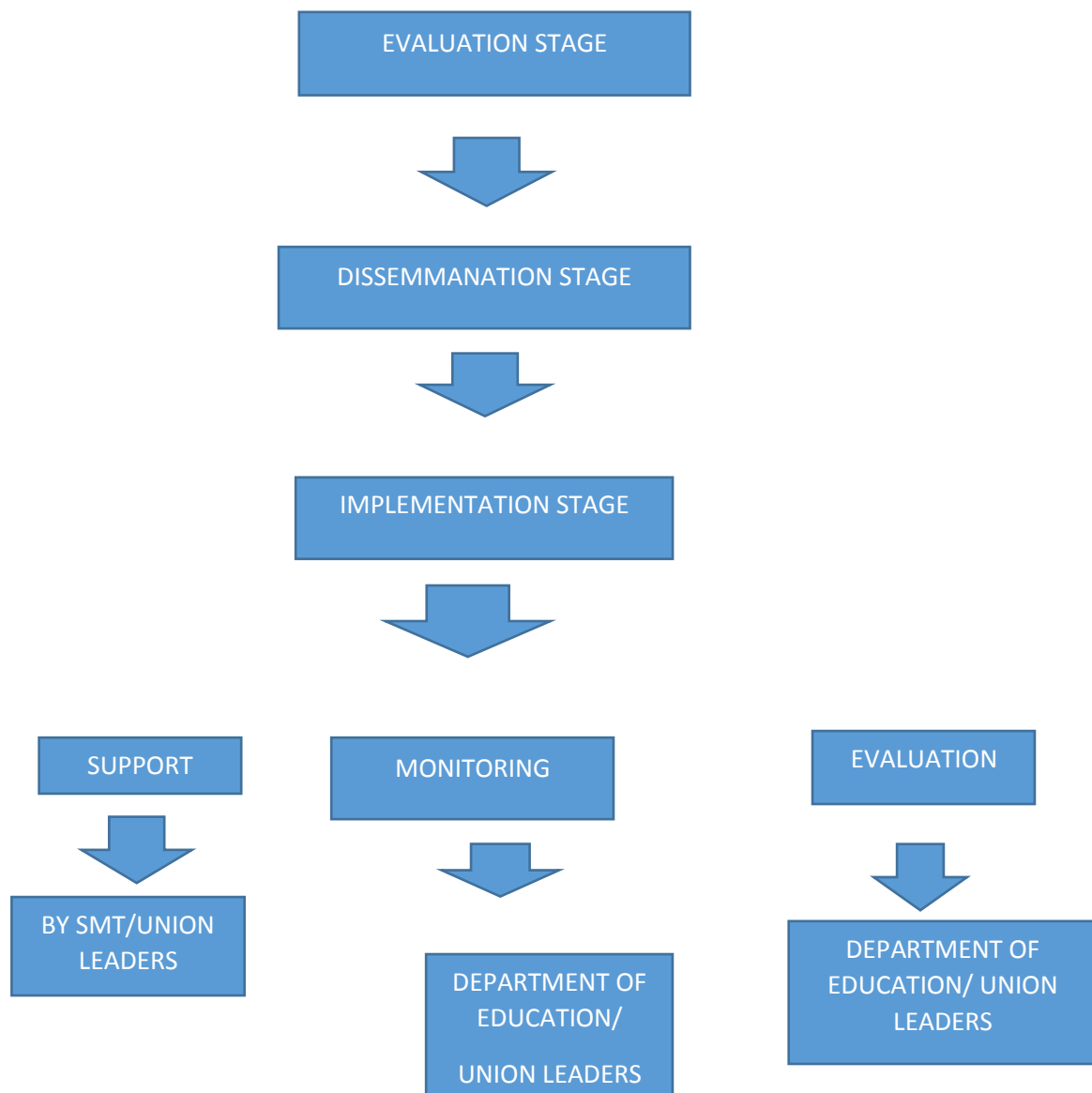
Source: Self-generated by the researcher (Leaderships' Conflict Handling Model)

The model in figure 7.1 begins with the relevant stakeholders in Education in terms of the leadership and conflict handling, which includes critical personnel from the Pinetown District, Phoenix Circuit, School Management Teams, Educators and Union Leaders undergoing intense training in leadership and conflict handling. The model proposes that the team that has undergone intense training in the decision making stage will deliberate and argue on specific content, skills and strategies to map the way forward.

The adoption stage will look at key designers, being the union leaders, who must consider knowledge, skills and strategies that will be need to be developed in order to capacitate and empower all stakeholders.

The evaluation stage will focus on the effective program that should be generated for all educators and School Management Teams (SMT)

During the evaluation process, piloting the new program will enable designers and implementers to assess the needs analysis and the impact before it will be done. The pilot process will indicate and red flag any danger to the program. The pilot program will aim to find out:

- How the program will be implemented in all schools and by whom?
- What changes will school SMTs and educators make?
- How will the different policies on Leadership and Conflict Handling be designed and ratified at the level of the school?
- Who will be part of the policy making at the level of the school?
- How will SMTs include site stewards from the unions into the programme at the level of school?

In the dissemination stage, all stakeholders should undergo intense training before the program goes to the stage of implementation. The support, monitoring and evaluation stage is crucial. According to the model, all stakeholders would have to support and guide School Management Teams (SMTs) and educators in order to work together for the betterment of the institution. Support, Monitoring and Evaluation by all Departmental Officials and Union Leaders can be achieved at a high level. The support to SMTs and educators should not be once-off, rather on an ongoing basis.

Leadership at schools should be a process whereby the leader listens to the voices of the educators and works together to resolve issues at the level of the school. Conflict will occur, but how it is handled at the level at the school will be what Department Officials and Union Leaders will monitor and evaluate on a regular basis.

7.6 LIMITATIONS OF THE STUDY

The following limitations of the study are indicated in order to map the road for future research:

- The study was done only in one district, the Pinetown District.
- The research focused on Educators, School Management Teams and Departmental Officials.
- Interviews had to be scheduled by special arrangements with Departmental Officials and School Management Teams to avoid disruptions at the workplace. The researcher, being an educator, could not leave school during instruction time.
- Arrangements were made after school hours to conduct interviews. This may have made some people reluctant to participate. Fortunately, there was an adequate number of participants to obtain rich data.

7.7 CONCLUSION

For change to take place in schools with regard to leadership handling of conflict, there has to be a paradigm shift. The inability for School Management Teams (SMT) and educators to work together could have serious consequences for effective curriculum delivery and the progress of the school at large. The paradigm shift needs to encourage both educators and School Management Teams (SMT) to reform in terms of being developed, skilled and capacitated in leadership styles and handling of conflict so that conflicts could be resolved and managed at the level of the school. There must be effective communication between the educators and SMTs.

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APPENDIX A

LETTER OF CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, _____ (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,

- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.

- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.

- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.

- I may, at any stage, without prejudice, withdraw my consent and participation in the study.

- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____   _____   _____   _____

Full Name of Participant   **Date**   **Time**   **Signature / Right**
Thumbprint

I, _____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

_____   _____   _____

Full Name of Researcher   **Date**   **Signature**

_____   _____   _____

Full Name of Witness (If applicable)   **Date**   **Signature**

_____   _____   _____

Full Name of Legal Guardian (If applicable) Date   **Signature**

LETTER OF INFORMATION

Title of the Research Study: Perspectives of Educators on Leaderships' Handling of Conflict in Schools in the Phoenix Circuit.

Principal Investigator/s/researcher: Deshini Pillay, M. Ed in Teacher Education and Professional Development

Co-Investigator/s/supervisor/s: Dr S. Govender, PHD

Brief Introduction and Purpose of the Study: The focus of this study is on Perspectives of Educators on Leaderships' Handling of Conflict in Schools in the Phoenix Circuit. The purpose of this study is to investigate secondary and primary school educators' perspectives of prevailing leadership styles when resolving conflicts within the school context. The research objectives of this study will be to analyse the nature of conflict experienced by educators in schools, to analyse the current conflict management strategies used by school management teams, to determine the nature of leadership styles used in the management of conflict and how it is perceived by educators. This study uses transformational leadership theory to address the complexity around leaders and the Co-operation and Competition theory to address the issues underpinning conflict management. The perceptions of educators will be explored using a combination of interview schedules and survey questionnaires. A random sample of 25 schools will be selected from 54 schools in the Phoenix Circuit. The schools selected will be used to interpret the diverse viewpoints informing individual perspectives about the existence of leadership and handling of conflict within the school context

Outline of the Procedures: As a participant it is your responsibility to firstly read the "informed consent" document. It explains details about the research project and your rights as a participant in this research project. When you have finished reading it, please sign it in the space indicated to show that you have read, understood and agree to the terms of your participation. Your role in this research project is critical, as the researcher will have to investigate the perspectives of educators on leadership and conflict management, I would like to firstly interview you for approximately 60 minutes in a place that is suitable for both you and me. I will consult with you via the telephone to set up an appropriate date, time and venue. There will be no cost to you in any way. If you are unable to make it to the interview, I will set up another date, time and venue when you are most available. You will be given the interview schedule in advance as

this will give you ample time to go over the questions. A survey questionnaire will be given to participants at different institutions and not the same participants. All interviews will be tape recorded and interviews will be transcribed by me the researcher and given back to the participant for checking and comments.

Risks or Discomforts to the Participant: This research is pure interview and answering a survey questionnaire. There will be no risks or discomforts to the participants in any way.

Benefits: As a participant in this research project both you and me (researcher) will benefit through our collaborative investigation on perspectives of educators on leadership and conflict management in schools in the Phoenix Area. You will leave the interview empowered through your participation. As a researcher I will be able to publish articles based on the outputs from you the participants.

Reason/s why the Participant May Be Withdrawn from the Study: As a participant you may withdraw from the study if you feel your rights have been violated by the researcher. However, due notification should be submitted to the researcher so that the researcher will be able to identify other participants for the study.

Remuneration: As a participant you will not be remunerated, however as the researcher I will make sure that you are covered for any travelling to and from our set venue by me. I will also make certain that if you require any additional (food and water) I will remunerate you.

Costs of the Study: As a participant there will be no cost for you to cover in any way.

Confidentiality: All interview transcripts and survey questionnaires will be kept under secure lock and key, and will be protected by a password (known only to me) on my computer. I would however, like your permission to let me show sections of the transcripts to my supervisor, as I need guidance and support in the process of data collection and analysis At no stage will your real name appear in any document that is made public as a result of this research without your permission. This will ensure that no one recognises you if they ever get to read my thesis, or any publication that I write as a result of this work. You may request copies of the transcripts of all your interviews should you wish.

Research-related Injury: This research project only requires a participant to answer questions. Based on this there will be no research related injury.

Persons to Contact in the Event of Any Problems or Queries: If you do experience any problems: Prof C.E. Napier – Acting Director: Research and Postgraduate Support. Contact number is 031 3732577 or carinn@dut.ac.za

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APPENDIX: C

A SURVEY QUESTIONNAIRE

TOPIC: PERSPECTIVES OF EDUCATORS ON LEADERSHIPS' HANDLING OF CONFLICT SITUATIONS IN SCHOOLS IN THE PHOENIX CIRCUIT

NAME OF RESEARCHER: DESHINI PILLAY

CONTACT DETAILS: MOBILE NUMBER (0718959286)

E MAIL ADDRESS: deshini.pillay@webmail.co.za

SUPERVISOR: DR S. GOVENDER

DEAR PARTICIPANT

The purpose of this survey questionnaire is to gather information that will shed light on your understanding of leaderships' handling of conflict in your institution. Kindly complete the following questionnaire to the best of your knowledge. The information you give here is strictly confidential and will be used only for the purposes mentioned above.

Thank you

Deshini Pillay (Researcher)

SECTION A: BIOGRAPHICAL DETAILS (EDUCATOR)

1. Gender: Male / Female _____
2. Race: (for statistical purpose) _____
3. Age: (tick in the appropriate block)

20-24	
25-34	
35-44	
45-54	
55-65	

4. QUALIFICATION (tick the appropriate blocks)

Higher Certificate	
Advanced Certificate	
The National Professional Diploma in Education	
Advanced Diploma	
Higher Diploma	
Bachelor's Degree	
Bachelor's Honours Degree	
Post Graduate Certificate in Education (PGCE)	
Master's Degree	
PhD, Doctorate	

5. Geographical location of your institution: Rural/Urban/Peri Urban _____
6. Type of Institution: Independent/ Government _____
7. Rank held at your institution: _____
8. No of years of service: _____

2. SECTION B:

2.1 MANAGEMENTOF CONFLICT BY LEADERS IN SCHOOLS

STATEMENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
2.1.1 Leadership at your school understands the term conflict management.					
2.1.2 Leadership at your school are skilled and developed in order to manage conflict.					

		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
2.1.3 Leadership at your school are biased in terms of conflict management.						
2.1.4 Leadership at your school applies their position of power when dealing with conflict.						

2.2 CONFLICT MANAGEMENT STRATEGIES AT SCHOOLS

No	STATEMENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
2.2.1	Leadership at your school implements different types of conflict management strategies.					
2.2.2	Leadership at your school implement non- confrontational strategies such as avoiding disagreements when conflict arises.					
2.2.3	Leadership at your school uses the control strategy to manage conflict by arguing persistently for one's position and uses non – verbal messages to emphasize one's demands.					
2.2.4	Leadership at your school uses a solution – orientated strategy which is a combination of what has been referred to as "compromising", "collaborating" or "integrating" strategies.					
2.2.5	Leadership at your school understand tense situations and is able to maintain harmony.					
2.2.6	Leadership at your school works with all parties toward one mutual acceptable resolution.					

2.3. Describe the various types of conflict handling situations at your school?

_____

_____

_____

2.4 Can you provide one example to demonstrate how conflict management has impacted on leadership and management practices?

_____
_____
_____

3. SECTION C:

3.1 THE NATURE OF CONFLICT EXPERIENCED BY EDUCATORS IN SCHOOLS

No	STATEMENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
3.1.1	Educators experience conflict on a daily basis at your school.					
3.1.2	Educators morale at your school is low due to ongoing conflict at your school.					
3.1.3	Educators are victimized when conflict is escalated to upper structures.					
3.1.4	Educators seek union intervention to resolve conflict.					
3.1.5	Educators are not offered support from management when conflict arises at your school.					
3.1.6	Educators lack trust in management at your school.					

3.2 In terms of conflict what are some of the challenges that educators at your school experience? Name them.

_____
_____
_____

3.3 How does your leader at your school deal with the challenges in terms of conflict mentioned above?

_____
_____
_____

3.4 In terms of conflict management, what skills does your leader display at your school? Describe them.

_____
_____
_____
_____

3.5 How has your leader assisted you with regard to conflict at your school? Explain.

_____
_____
_____
_____

4. SECTION D:

4.1 THE CURRENT CONFLICT MANAGEMENT STRATEGIES USED BY SCHOOL MANAGEMENT TEAMS

STATEMENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
4.1.1The leadership at your school implement different strategies in handling conflict.					
4.1.2The leadership at your school are subjective in their approach to handling of conflict.					
4.1.3 The leadership at your school lack conflict management skills.					
4.1.4 The leaders approach to the different conflict management strategies at your school are effective and efficient.					

4.5 Generally, how would you describe the different types of conflict management strategies employed at your school?

_____
_____
_____

4.6 What are some of the advantages and disadvantages of the particular conflict management strategies employed at your school?

_____
_____
_____
_____

4.7 What are some of the conflict management strategies union officials employ?

_____
_____
_____
_____

4.8 How does circuit managers, the CES of Mafukuzela Gandhi Circuit or the District Director of Pinetown respond to conflict matters at your school?

_____
_____
_____
_____
_____

5. SECTION E:

5.1 DETERMINE THE NATURE OF LEADERSHIP STYLES USED IN THE MANAGEMENT OF CONFLICT AND HOW IT IS PERCEIVED BY EDUCATORS

Rate the following statements

STATEMENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
5.1.1 School leadership is important as leaders lead their organisations with different leadership styles.					
5.1.2 Different leadership styles are likely to have different impact on employees' involvement .					
5.1.3 Leadership styles within the SMT are different at your school.					
5.1.4 Leadership style is relatively consistent with the					

pattern of behaviour that characterizes a leader.				
5.1.5 Leadership stimulates and inspires educators at the school to achieve beyond expectations at institutions.				
5.1.6 Leadership style at your school shows consideration and understanding for educators.				
5.1.7 Leadership style fosters open communication among all employees at all levels.				
5.1.8 Leadership at your school uses the consultation process hence educators can express their views or perspectives.				
5.1.9 Leadership at your school are likely to ignore suggestions made by educators.				
5.1.10 Leadership at your school empowers educators by mentoring, coaching and guiding them to become effective leaders.				

5.2. How would you describe each of the following in relation to the nature of leadership styles used in the management of conflict and how it is perceived by educators?

5.2.1 The School Management Team

_____
_____
_____
_____

5.2.2 The educators

_____
_____
_____
_____

5.3   In terms of leadership styles used in the management of conflict employed within your school, which would you say is the most effective and why?

_____
_____
_____
_____
_____

SECTION 6:

6.1 KNOWLEDGE OF CONFLICT, LEGISLATION AND POLICY RELATING TO CONFLICT MANAGEMENT

Rank your manager/s in terms of interpreting their behaviour in your school

STATEMENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	STRONGLY AGREE	AGREE
6.1.1 Effective communication is exhibited.					
6.1.2 Friendliness, helpfulness and lessened destructiveness.					
6.1.3 Coordination of effort and division of labour.					
6.1.4 Recognizing and respecting others by being responsive to other's needs.					
6.1.5 Willingness to enhance the other's power.					

6.2 LABOUR RELATION'S ACT 66 OF 1995: According to the Labour Relations Act, has your manager/s appraised the staff on the following:

STATEMENT	STRONGLY DISAGREE	DISAGREE	NEUTRAL	STRONGLY AGREE	AGREE
6.2.1 Functions of the Labour Relation Act.					
6.2.2 Codes of good practice.					
6.2.3 Representation of employees/ employers.					
6.2.4Confidentiality with regard to labour issues.					
6.2.5 Schedule one offence.					
6.2.6 Schedule two offence.					
6.2.7 Schedule three offence.					

6.3 LEGISLATION THAT DEALS WITH CONFLICT MANAGEMENT: CONCILIATION , MEDIATION AND ARBITRATION .

STATEMENTS	STRONGLY DISAGREE	DISAGREE	NEUTRAL	STRONGLY AGREE	AGREE
Leadership at your school has excellent knowledge on conciliation, mediation and arbitration.					
Leadership at your school has adequate knowledge on conciliation, mediation and arbitration.					
Leadership at your school has no knowledge on conciliation, mediation and arbitration.					

6.4 TRADE UNION MANUAL: AS A UNION MEMBER DO YOU UNDERSTAND WHAT THE FOLLOWING DEAL WITH?

6.4.1 What is a complaint ?

_____
_____
_____

6.4.2 What is a grievance ?

_____
_____
_____

6.4.3 What is a dispute ?

_____
_____
_____

6.4.4 What is the role of the ELRC?

_____
_____
_____
_____

THANK YOU

APPENDIX: D

SEMI – STRUCTURED INTERVIEW SCHEDULES

Note that the questions are a guide to direct the Principal/SMT towards leadership and conflict handling situations. Your answers will be not judged as right or wrong. As the researcher I will appreciate clear and frank answers. Made- up answers to protect some individuals or institutes will skew this research. Do not use names in the discussion or answer to give up a person's name. Your name answers may refer to yourself and your opinion or to a consensus answer.

SEMI – STRUCTURED INTERVIEW SCHEDULE 2: FOR DISTRICT DIRECTOR/CES/CIRCUIT MANAGEMENT

Note that the questions are a guide to direct the District director/CES/Circuit manager towards leadership and conflict handling situations. Your answers will be not judged as right or wrong. As the researcher I will appreciate clear and frank answers. Made- up answers to protect some individuals or institutes will skew this research. Do not use names in the discussion or answer to give up a person's name. Your name answers may refer to yourself and your opinion or to a consensus answer.

1. What position did you hold pre- 1996? _____
2. Where you part of the office based establishment   pre - 1996? _____
3. Male/female? _____
∙∙∙

SECTION A: DISTRICT DIRECTOR/CES/CIRUIT MANAGEMENT : Nature of conflict experienced by educators in schools
∙∙∙

1.1 As a departmental official what is your understanding of the term conflict?
1.2 Does the Department of Education have different policies and documents that addresses conflict in schools?
1.3 Have you been workshopped on these policies and documents? If yes, explain.
1.4 As a departmental official list some of the cases that you intervened at schools?
1.5 Can you list three serious cases of conflict experienced by educators in the schools you manage? Discuss.
1.6 What types of conflict do you view as serious cases?
1.7 As a departmental official, have the unions been part of conflict management in schools?

1.8 Describe the levels of conflict in schools you manage?

1.9 How have you developed the leaders at the schools you manage with regard to conflict management?

Section B: The current conflict management strategies used by District Director/CES/Circuit Manager

2.1 What are your thoughts on conflict management? Explain.

2.2 Has the changes post 1996 (with the 'new Constitution', South African Schools Act 1996, SACE Code of Conduct) affected how you manage conflict at your schools? Explain.

2.3 How has the creation of SMT at your schools affected you in managing current conflict management strategies or styles if one can use the term?

2.4 How do you manage conflict at schools?

2.5 Does the conflict management strategies change often? Explain.

2.6 What procedures are in place to manage conflict at your schools? Explain.

2.7 What are your thoughts on union involvement in managing conflict at schools?

SECTION C: THE DOMINANT LEADERSHIP STYLES USED IN MANAGEMENT OF CONFLICT

3.1 How would you describe your leadership style?

3.2 Has this type of leadership style allowed you to manage conflict effectively?

3.3 Do you think department procedures allow different leadership styles to be used to resolve conflict?

3.4 Have you been workshopped on leadership styles?

APPENDIX: E

INTERVIEW SCHEDULE 3: SEMI STRUCTURED INTERVIEW SCHEDULE FOR UNION LEADERS

Note that the questions are a guide to direct the Union Leaders towards leadership and conflict handling situations. Your answers will be not judged as right or wrong. As the researcher I will appreciate clear and frank answers. Made- up answers to protect some individuals or institutes will skew this research. Your name answers may refer to yourself and your opinion or to a consensus answer.

Did you serve in the union structure pre – 1996? _____
What is your current position in the union? _____
Male/Female _____

SECTION A: NATURE OF CONFLICT EXPERIENCED BY EDUCATORS IN SCHOOLS

1.1 What is your understanding of the term "Conflict"?

1.2 How many cases of conflict management have you dealt with in the past three years? Explain.

1.3 With regard to educators experiencing conflict at schools. How has the union addressed these matters?

1.4 What measures are there in place for union leaders to address conflict at schools?

1.5 How many unresolved conflict cases are there from 2013 to date? Explain

SECTION B: The current conflict management strategies used by union leaders

2.1 Has the changes post 1996 (with the 'new Constitution', South African Schools Act 1996, SACE Code of Conduct) affected how union leaders manage conflict at schools? Explain.
2.2 What type of conflict management strategies do you use? Explain.
2.3 Has this type of strategy worked for you? Explain.
2.4 How many unresolved conflict cases are there? Explain.
2.5 What is the role of the ELRC in resolving conflict situations?
2.6 Do you believe that conflict management is taking place at schools effectively? Explain.
2.7 Have you been workshopped on the Code of Ethics, policies, legislation, etc. If so explain how these documents have helped you with regard to conflict management?

2.8 Are union members workshopped on how to manage conflict appropriately. What is the union' stance on conflict at schools?

SECTION C: The dominant leadership styles used in management of conflict

3.1 How do you describe your leadership style if one can use that term?

3.2 Has this leadership style allowed you to manage effectively?

3.3 As a union leader explain the procedures regarding how your leadership styles are used to address conflict situations in the Phoenix SADTU branch?

APPENDIX: F

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma   Tel: 033 392 1041   Ref.2/4/8/1156

Mrs D Pillay
15 George Sewpersadh Street
Verulam
4340

Dear Mrs Pillay

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "PERSPECTIVES OF EDUCATORS ON LEADERSHIP AND CONFLICT MANAGEMENT IN SCHOOLS IN THE PHOENIX AREA", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 03 February 2017 to 07 June 2019.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

   Pinetown District

Dr. EV Nzama
Head of Department: Education
Date: 10 February 2017

...Championing Quality Education - Creating and Securing a Brighter Future

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APPENDIX: G

Institutional Research Ethics Committee
Research and Postgraduate Support Directorate
2nd Floor, Berwyn Court
Gate 1, Steve Biko Campus
Durban University of Technology

P O Box 1334, Durban, South Africa, 4001

Tel: 031 373 2375
Email: lavishan@dut.ac.za
http://www.dut.ac.za/research/institutional_research_ethics

www.dut.ac.za

10 October 2018

IREC Reference Number: **REC 141/17**

Mrs D Pillay
15 George Sewpersadh Street
Verulam
4340

Dear Mrs Pillay

PERSPECTIVE OF EDUCATORS ON LEADERSHIPS' HANDLING OF CONFLICT IN SCHOOLS IN THE PHOENIX CIRCUIT

The Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tool.

Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the IREC acknowledges receipt of your gatekeeper permission letter.

Please note that FULL APPROVAL is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Yours Sincerely,

Professor J K Adam
Chairperson: IREC

<u>EDITING LETTER</u>

<div align="right">

696 Clare Road

Clare Estate

Durban

4091

27 September 2020

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To: Whom it may concern

Editing of PhD: Deshini Pillay

PERSPECTIVES OF EDUCATORS ON LEADERSHIPS' HANDLING OF CONFLICT IN SCHOOLS IN THE PHOENIX CIRCUIT

This letter serves as confirmation that the aforementioned thesis has been language edited.

Any queries may be directed to the author of this letter.

R

MP MATHEWS

Lecturer and Language Editor: DUT

mercillenem@dut.ac.za

APPENDIX I: TURNITIN

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