

## CONFLICT MANAGEMENT, HEADS AND SCHOOLS' DEVELOPMENT COMMITTEES: IMPLICATIONS FOR EDUCATIONAL MANAGEMENT

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### ABSTRACT

The study was motivated by conflicts between school heads and their School Development Committees. Such conflicts affected learners' quality of education contrary to the purpose of their (SDCs) creation. Since the purpose of such a study is to improve practice, the study was guided by the pragmatism research philosophy. Pragmatism facilitated the collection of data using methods contingent with the variable being captured. Mixing qualitative and quantitative methods enhanced the validity and reliability of the study findings. The population of the study was composed of teachers and parents who propose and activate school development policies. Data was gathered from a purposive sample of 57 teachers and 93 parents from Nyanga district. Such a sample is statistically large enough for the variables to be normally distributed and findings generalised for similar school environments. Data was captured from a sequence of document analysis, focus group discussions and in-depth interviews. Questionnaires were used to provide a record of conflicts and their solutions. The study found that: the major source of conflict was perceived and real financial misappropriation. This was followed on the rank by learners' low academic performance. School Development Committee members' lack of trust in the School Heads was linked to, School Heads' dominance in decision-making. Party-politics safeguarded conflict environment within the school. The study recommends the training of SDC members and their terms can be a maximum of five years rather than one. There is need for an increased communication between the school and its SDCs. A team-oriented approach can be inculcated for SDCs to co-own their schools. Regular consultative meetings can be used to enhance the teaching and resources for the schools. School Heads and their SDCs can use the party political influences for the infrastructure development. For example, the local MP can be influenced to source funds for a block of classrooms which can be named after him/her.

**Keywords:** Conflict, School management, school head, school development committee

### 1.0 INTRODUCTION

A school is an organisation created by people for the purpose of perpetuating their culture. In Africans formal schools were created by colonial rulers. In Zimbabwe, then Rhodesia, the school curriculum was the prerogative of the church and government who created them. Parents were responsible for providing the learners and paying tuition fees. Tshabalala (2013: p 647) aptly states "Parent's responsibilities were perceived in terms of payment of school fees, attendance school events and fundraising."

After independence, The Zimbabwean government, through the passage of Statutory Instrument 87 of 1997, modified management of schools. One of the strategies was the inclusion of parents in the management of schools. The establishment of School Development Committees (SDCs) in all schools was made lawful by Statutory Instrument 87 of 1997. SDCs included a group of parents voted to represent them in school policy formulation and development in all aspects. Hence, parents' representatives were selected on their popularity rather than expertise.

According to Oyedele and Chikwature (2016), the purpose of the School Development Committee was to enable parents to contribute to the development of schools and to make sure that they actively engage in their children's education. Although it is a good idea to involve parents in school management, the Ministry of Primary and Secondary Education has faced some particular difficulties. In this context, the offices of the Ministry of Primary and Secondary Education are receiving an increase in the number of controversial cases involving school development committees and school heads. Concerned by these events, researchers explore factors leading to the disagreement between the school heads and development committees in the Nyanga District of Manicaland.

## 1.1 Establishment of School Development Committee

Incorporated, the School Development Committee is made up of both elected and non-elected individuals. Thus, elected representatives of parents, guardians, teachers, and other local leaders make up the School Development Committee. Like any other commercial entity, the School Development Committee board is subject to civil and criminal litigation. Parents and guardians of students who attend the school elect the members of the school development committee. The School Development Committee is governed by Chapter 25 of the Education Act of 2006, which is applicable to legal boards.

## 1.2 Roles of the School Development Committees

In accordance with the Education Act of 1991, the School Development Committee's goals are to:

- Do everything in their power to preserve and maintain school property and facilities to promote learning;
- Use funds wisely for the development of the school; and
- Operate, extend, and develop the school in the best interest of current and future students, parents, and teachers.

According to Oyedele and Chikwature (2016), the School Development Committee assigned to parents the authority to collaborate with the school head to enhance the learning infrastructure and take ownership of the curriculum. According to Mupindu (2012), parental participation in school decision-making can significantly boost students' successful academic performance. As stated by Mafa and Nyati (2013), involving parents in school administration is one way to assist the Zimbabwean Educational System to the fullest extent possible. As a result, the Statutory Instrument 87 of 1992 gave parents the authority to gather, manage, and account for additional financial information in a transparent manner through School

Development Committees. In straightforward terms, the administration of school funds depends heavily on the leadership of school administrators and members of school development committees.

All things considered, the government's financial resources were so stretched that they could no longer sustain the building of new classrooms, teacher houses and the up keep of the existing school infrastructure. Mafa and Nyathi (2013:17) concluded "In our view the challenges in funding the Education Sector adequately gave rise to the Education Act of 1991.

Equally significant, the Education Act of 1991 opened up opportunities for parents' and guardians' involvement in managing and supporting the financial affairs of their school. The choice to include parents in school-based leadership is a positive one, but the tendency towards more conflicts between school heads and school development committees raises concerns. The researchers were motivated to identify the factors that contribute to conflict between School Heads and members of the School Development Committee as well as management strategies to resolve these conflicts as a result of the large number of conflict cases involving School Heads and School Development Committee members.

### 1.3 Statement of the Research Problem

Today, disputes between parent school boards, including those involving School Development Committees and School Heads, have spread like a disease to Zimbabwe and other nations. The Manica Post (July 25, 2014) reported a dispute between the Headmaster or Head Mistress and the School Development Committee? Early in February 2020, the Ministry of Primary and Secondary at Head Office received reports of two incidences of confrontation between School Heads and their Community in Mashonaland West's Chegutu District. The need for this study was brought about by the researchers' observation of the fact that, conflicts have negative effects on learners' education contrary to the intended purpose of the inception of SDCs in schools.

The study seeks answer the following question:

- What contributes to conflict between the School Head and School Development Committee?
- What dispute resolution techniques can be employed to resolve conflicts between school heads and the school development committee?

The study seek to

- Establish the factors contributing to conflicts between the school heads and the School Development Committees.
- Suggest conflict management strategies to reduce disputes between the School Development Committee and the School heads.

### 3.4 Significance of the study

The study is expected to improve school governance and reduce disruption. As a result, the study will be a valuable resource that offers insightful explanations of the dispute between the

School Head and the School Development Committee, their management, as well as a circumstance that will support school growth and the achievement of high-quality education in Zimbabwe. The study's authors also believe it will encourage effective administration in schools.

## 2.0 LITERATURE REVIEW

### 2.1 School Head

In Zimbabwe, a school head is the institution's chief executive officer who is answerable for all school-related decisions to both the community and higher authorities. The School Head is the empowered authority in the school. The School Management Manual, 2009, assigns the ultimate responsibility for the efficient and successful operation of the school to the school head. Hence, a school head is a formal leader who is in charge of the overall operation of the school.

### 2.2 Selection of a school head

In Zimbabwe, school heads are selected from senior teachers who respond to an advert. After being chosen through verbal interviews conducted in the Province, School Heads are appointed by the Public Service Commission through the Ministry of Primary and Secondary Education. Pursuant to the Vacancy Announcement No. 18 of 2019, the following major credentials, expertise, and qualities must be met in order to be promoted to the position of Head:

- Be a certified University Graduate and a holder of Primary /Secondary Teachers 'Certificate/ Diploma
- At least 2 years' experience as Deputy Head
- Through understanding of the Education Act
- Knowledge of Public Service and Education regulations, procedures and policies
- Ability to handle confidential information
- Good Management and leadership skills
- Ability to work as a Team

However, what is important to note here is that all the Vacancy Announcements for school head is they don't require one's experience in conflict management

### 2.3 Duties of a School Head

The Vacancy Announcement Number 7 of 2018, outlines the several duties of a School Head but the following need to be underlined

- Assume the ultimate responsibility of the overall management and operation of the school in accordance with the Education Act, administrative code and school policies and regulations
- Develop, refine and propagate the Vision, Mission and Goals of the school
- Prepare annual budget proposal for the school.
- Manage fundraising efforts by articulating the goals for which funds are being raised

- Serve as an ex-officio member of the School Development Committee
- Maintain accurate personnel, enrolment, financial, schemes of work, and any other school records.

A school head is a bonfire member of the School Development Committee in this regard. As a result, while discussing school matters, he or she is expected to direct School Development Committee members in accordance with Ministry of Primary and Secondary Education policies. Van Wyk (2004) asserts that the School Head's authority to direct School Development Committee members is based on their position of authority within the school and their educational status relative to parents. Additionally, School Heads are the first to get information from educational authorities on matters pertaining to their schools. The school head is generally in charge of managing the institution's operations, keeping an eye on its curriculum, and assigning tasks to both teaching and non-teaching staff.

## 2.4 Factors contributing to conflict

Conflict in an organisation might result from a lack of communication, according to Bercovitch (2011). When Shahohamodi (2014) in Tshuma, Ndlovu, and Bhebhe (2016) said that communication results in misunderstanding, they were both in agreement. When Tonder, Havenga, and Visagie (2008) stated that poor communication may culminate in conflict in an organisation, they expressed the same perspective. According to Salleh and Adulpakdee (2012:17), "When there is too little communication, associates will not know each other's intentions, goals, or plans" Salleh and Adulpakdee (2012) highlighted that it is possible that miscommunications may lead to conflict in an organisation if coordination is difficult. Additionally, Okotoni and Okotoni (2003) proved that a failure to communicate promotes conflict. Robbins (2005) in Hener (2010:134), states "Although there is no classification of the sources of conflicts, according to their importance, it is considered that most of the conflicts are due to communication problems." Poor communication between members of the School Development Committee and the School Head could give rise to rumours and gossip that can start an altercation. As has been pointed out, a lack of efficient interaction between a school head and members of the school development committee appears to be one of the underlying reasons of conflict.

Save the Children (2010) reveals that, some individuals want to achieve their political agenda by politicising the activities of School Development Committee. A study carried out by Mlaki (2014) in Tanzania established that most of Educational Institutions in developing countries are to politicised. Thapo (2015) maintained that politicising issues is leading into conflicts in schools. In Zimbabwe the dominance of a political party within a constituency is reflected by the composition of the members selected in the School development. In other words, the election of members into such committee is a micro scale political activity. The choice of members is heavily influenced by political affiliation in some cases although School Heads as civil servants are called by their master to be apolitical. Conflict could, however, result if the school head fails to act with political grace towards their party.

Mapolisa(2014:1) notes "Most of the heads of schools or principals play a major role in the management of all school financial activities which involve collecting and disbursement of the funds ".Contrarily, School Heads have little to no experience of financial management, which

prevents them from being able to account for the money in a compelling manner. To sum up, after failing to account for the use of funds, school administrators frequently face allegations of squandering them, which may drive to conflict in schools. Chikowore, 2012 in Mapolisa (2014:1) said “The number of cases of embezzlement of funds by school heads and misappropriation are quite frightening” The accusations made to school authorities by parents are a sign that people lack confidence in them. Similar to how the absence of confidence between the members of the School Development Committee and the School Head may result in conflict.

By the same token Nyandoro, Mapfumo and Makoni (2013;263) states “Unfortunately the Secretary’s circular number 5 of 2001 revealed that mismanagement of public funds in schools were common as Heads through their bursars and clerks have failed to account for public funds under their custody” .Poor financial skills are a difficulty that frequently contributes to mismanagement of cash in organisations, according to Hall, Jones, Raffo, and Anderton (2010). Therefore, it is appropriate to point out that difficulties with financial management are likely to lead to friction between the school heads and the members of the school development committee, which could result in a conflict.

The rule that a leader's incompetence may cause conflict in an organisation cannot be applied to schools. According to a 2013 study by Dick and Thodlana, the majority of disagreements are caused by the leadership style. Furthermore, Dick and Thodlana (2013) noted that top-down, doctoral inclinations characterise the majority of leadership styles in Zimbabwe. The top-down approach's major drawback is that it rejects other people's points of view. Therefore, disregarding other viewpoints might increase tension, which can result in conflict. Being told what to do is a weakness shared by the majority of people, especially when they feel empowered to participate in the decision-making process. In Tshuma, Ndlovu, and Bhebhe (2016:33), Johadi & Apitree (2012) assert that people do not want to be given orders by strict and dictatorial school administrators. Conflict might arise from such a leadership style with authoritarian tendencies, according to Owusu-Mensah (2015).

Conflicts are a hallmark of underperforming schools, claim Okotomi & Okotomi (2003). In addition, Nyandoro, Mapfumo, and Makoni (2013) found that the school principal's relationships with other members of the School Development committee worsen in schools with a 0% pass rate at Grade 7. Conflict in schools is another key factor in some pupils' poor academic achievement. Another significant factor to keep in mind is that, despite the coming into effect of the revised Curriculum in 2015, Zimbabwe's education system is still primarily concentrated on exams.(IIEP 20001:217) opined “ Passing “O” level examination is a requirement for sixth form selection and tertiary education as well as career pursuit . Ndiziya(2014 :17) affirms “As alluded to earlier on results are due to poor teaching and learning quality which is supposed to be supervised by the school head” In a comparable way, due to low success rates given the important attachment given to exam results, the school parental board is likely to have differences with the school head. Boonla 2013, and Hong 2010 in Sandanda and Makomani, (201:84) further supported “School leadership skills are critical for the success of schools as these have a bearing on teachers’ performance and the overall pass rate of schools. In the same vein, low pass rates are frequently blamed on school administrators. As usual, making allegations is equivalent to starting a fight.

## 2.5 Conflict Resolution Strategies

Good communication skills can be used as a strategy to manage conflicts in organizations. According to Morse (1996), good communication skills can resolve conflict. According to Isabu (2017:151), a successful communication network should exist both vertically and horizontally within a school system. Taven, Richmond and McCroskey 1998 in Naume (2018: 9) confirmed "System Disagreement or difference in opinion are inevitable but if one is armed with good communication skills then the outcome can be constructive without allowing it to become conflict Hener(2010:134.), alluded "Communication is important in solving conflicts because it can increase understanding and reduce the risk of jumping into conclusion or making generalizations"

According to Gordon and Ernest (1996), leadership can develop programmes that the community can support by having awareness of people's attitudes and expectations. Utilising consultative meetings can help leadership handle conflict by gaining understanding of people's attitudes and expectations. Rahim, 2002 in Thakore, (2013 pp146) states "However most importantly, the strategy should always be drafted keeping ethical values in consideration" According to Sergovani (1980), school administrators can resolve disputes in their schools by involving the local community.

Gordon (1996) emphasised the need of leadership getting to know the community's cultural beliefs and forging strong bonds. In a nutshell, the school head cannot fulfil the aims of any organisation, such as a school, on his or her alone, thus cooperation with the School Development Committee is necessary to prevent the discord that is typically brought on by conflicts. The inclusive approach to challenges that collective leadership embraces ensures the engagement of all members of an organisation. Sergiovanni (1996) asserts that teamwork enables individuals to let go of their egos and effectively resolve conflicts. Murphy and Hallinger (1996), mentioned in Grove (2011), believe that parents, teachers, students, and other stakeholders should be involved in school leadership. Grove (2011) emphasised once more that the ideal leadership style to use when addressing organisational difficulties like conflict is group leadership. Additionally, Shanka and Thou (2017) came to the conclusion that the school principal's leadership abilities can reduce conflict.

More tolerance for dissent needs to be incorporated into our belief system, according to McCroskey (1992), in Thokore(2013, p. 147), in order to prevent conflict. Another crucial thing to keep in mind is that tolerance might make organisational leaders more cautious when making judgements. Consciously making decisions will always minimise instances that could lead to a disagreement. Nauman (2018:9), confirms "This effective management is possible specially when a person shows more tolerance towards disagreement and handles the conflict in a considerate manner" McCroskey (1992) in Nawman(2018 :8) further states "People with high tolerance for disagreement are relatively conflict resistant whilst people with a low tolerance of disagreement are highly conflict prone"

Leaders should be open and honest in how they conduct business, especially when it comes to how they use company funds. Glover 2006 states in Mapolisa (2014:1) that "emphasis on transparency and information sharing among all stake holders is an important characteristic of

the present approach to education management in general and financial admiration specifically." Transparency lessens the likelihood of clashes in this context

It should be made very clear that there should be minimum requirements defined by the government before anyone is able to be elected to the School Development Committee. Actually, voters should support candidates who understand the need to raise the levy to a manageable level and who can ignite parents' interest in their school. Leaders should be transparent in the manner they conduct business especially how they spend organizational funds. According to Glover 2006 in Mapolisa (2014:1) "An important characteristic of the present approach to education management in general and financial admiration specifically is emphasis on transparency and information sharing among all stake holders. In this light transparency reduces chances of conflicting with each other.

The government should minimum standards for people who are selected into School Development Committee not just allowing anyone to be elected into the committee. In reality people should choose people who understand the need to raise levy to a reasonably figure and those who have the ability to motivate parents to have interest in their school.

### 3.0 METHODOLOGY

The study was guided by the pragmatism research philosophy. Both quantitative and qualitative technique was employed by the researchers. The researchers were able to determine a relationship between years of experience and the occurrence of conflict between the School Development Committee and School Heads in schools by using the quantitative approach to collect bio data, in this case the number of years in the service. The ability of the researchers to gather information from the participants—in this case, school heads, members of school development committees, district school inspectors, and schools inspectors—was made possible by the adoption of a qualitative approach in this study. Creswell (1997: 14) states "Qualitative research methods involves the collection of variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meaning in individuals' lives". As a result, the School Development Committee members and School Heads had the opportunity to express their opinions about the causes of disagreements between them and the School Development Committee members as well as conflict resolution techniques. In this instance, a non-quantitative method was applied to acquire bio data.

#### 3.1 Population Sampling

For this study, ten secondary schools were taken into account. Purposive sampling was employed by the researchers based on the information's presumed richness and their prior knowledge of the necessary variable components that contributed to disputes between school heads and the school development committee. A helpful source of information was also found in government policy documents, particularly regarding the management of schools in Zimbabwe and the functions of the School Development Committee and the School Head. So, the District Schools Inspector, School Heads, and members of the School Development Committee were chosen.



The following three indicators were used to calculate saturation point in a study that sought to identify variables and tactics for handling conflict between school heads and members of the school development committee:

- The group diversified in terms of its features and dimensions, demonstrating its richness in information about the necessary variable elements leading into disputes.
- The school heads and the members of the School Development Committee failed to provide new or important data experiences.

## 3.2 Instruments

Researchers served as the primary data collection tools in this study. The importance of the researcher as a significant tool in a study is emphasised by Lincoln (2011). The researcher designed and distributed an open-ended item questionnaire to School Heads, District Schools Inspectors, and Schools Inspectors to get their thoughts on what may trigger friction between the School Heads and the School Development Committees and what potential solutions would be. Since all of the respondents were literate, the questionnaire made it easier to gather data from 10 school heads, one district official of the Ministry of Primary and Secondary Education, and a schools inspector. Focused group discussion was also used to gather data from School Development Committee members. The focus group discussion was used to get data from the Members of School Development Committee since possibilities were high that some of the School Development Committee members could not read and write hence chances of responding to a questionnaire were slim.

## 3.3 Data collection

The members of the school development committee and the heads of the schools were picked as excellent sources. The following questions were put forth to start interviews with school heads and school development members:

- What function do school heads serve in school administration?
- What function do members of the school development committee have in school administration?
- In your opinion, what are the root reasons of disputes between the school's head administrator and the school development committee?
- What tactics can be employed, in your opinion, to resolve disputes between school administrators and School Development Committees?
- What tactics can be employed, in your opinion, to resolve disputes between school administrators and School Development Committees?

Finally, a conversation on the issues generating conflict between the Head and the School Development Committees was conducted with some education officials from the Zimbabwe Ministry of Primary and Secondary Education. These discussions helped provide light on the topic under consideration.

## 4.0 FINDINGS AND DISCUSSION

### 4.1 Personal profile of respondents

The gender distribution of participants' is shown on Figure 4:1 below

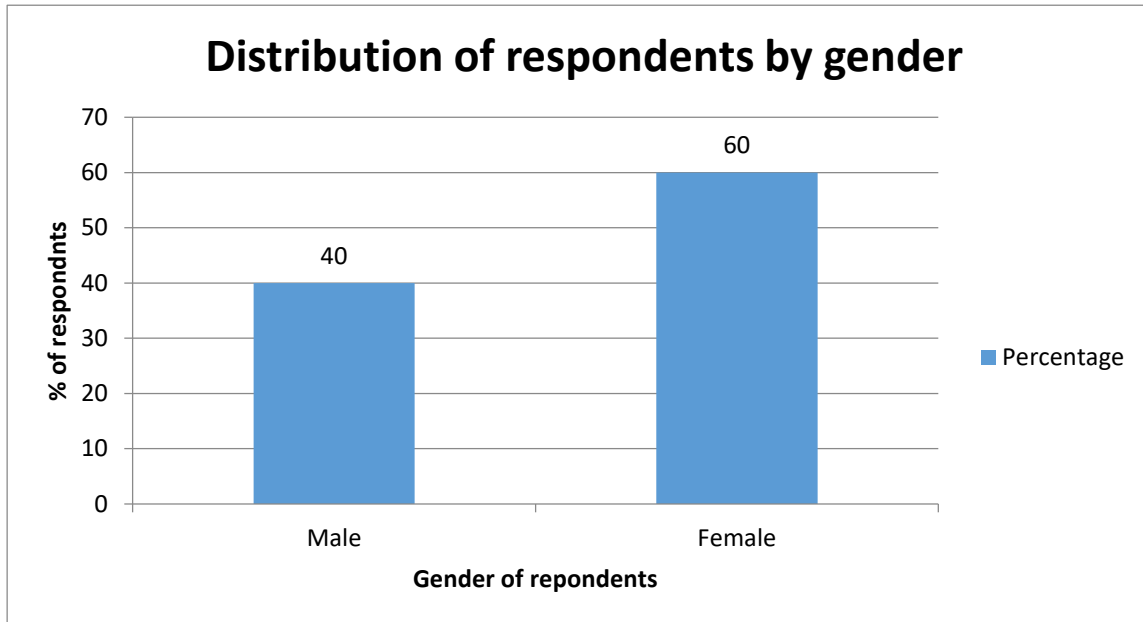
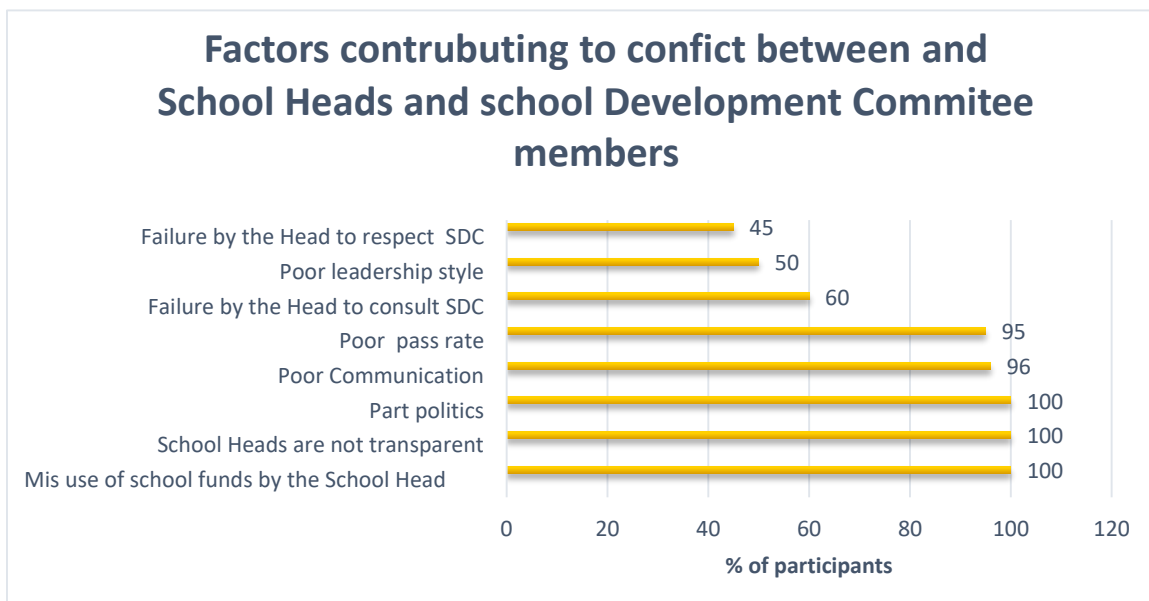


Figure 4.1:

Figure 4.1 above demonstrates that 60% of respondents were female and 40% were male. It is safe to say that more women than males are involved in school leadership in Nyanga District based on Figure 4.1 above. Since female members make up the majority of the Nyanga District's School Development Committee, their decisions greatly influenced the research's findings. The male members' replies were required since they offered a male perspective on the elements that contribute to disputes between school heads and school development committees.

#### 4.2 Factors contributing to conflict between the School Heads and SD



## Figure 4.1

All of the participants indicated theft of funds by school heads as one of the issues leading to conflict between schools heads and members of the school development committee, as shown by Fig. 4.1 above. According to one of the members of the School Development Committee who was questioned, the majority of school heads misuse school finances, which makes parents unhappy. The findings support the observations made by Hall, Jones, Raffo, and Anderton (2010:211), who also noted that disagreements between the School Head and members of the School Development Committee frequently originate from improper handling of school funds. Conflict can result from poor management of school funds, as proven by Chikowore (2012) in Mapolisa 2014 and Nyandoro, Mapfumo, and Makoni (2013).

In accordance with Figure 4.1 above, every participant expressed the opinion that school heads are not open when speaking with the school development committee, particularly when it comes to financial matters. One of the attendees brought up the subject of Party politics (see Figure 4.1) above. According to the participants, the majority of disagreements between school heads and members of the school development committee were sparked by party politics. According to the research, some members of the School Development Committee refer to the majority of school heads as "sell outs" who support the opposing party. Save the Children (2010:9) noted that some of the people chosen for School Development Committees intend to advance their political agendas. According to Mupindu (2012), schools are being exploited for political purposes. Mlako (2014) and Thapo (2015) came to the same conclusion that schools in developing nations are overly politicised and prone to conflict. According to Figure 4.1 above, the other reason contributing to disputes between school heads and members of the school development committee was poor academic achievement, which was reported by 95% of the participants.

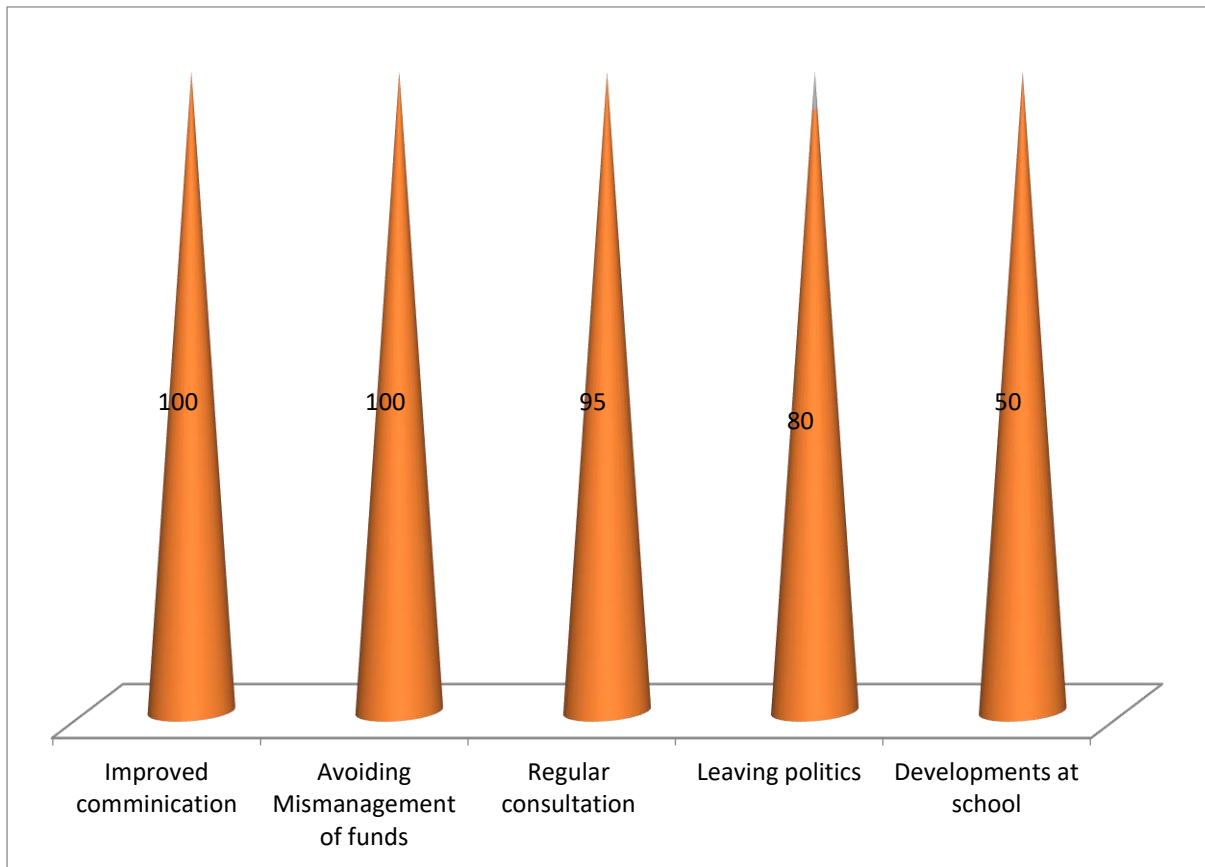
One member of the School Development Committee publicly stated: "The School Development Committee members blame the School Head for failing to manage his or her teachers when the school is not producing good results." Members of the School Development Committee stated that they put a lot of pressure on the school head for not managing his or her teachers as a result of the poor performance.

This finding is consistent with those made by the Republic of Kenya in 2001, which found that low pass rates cause problems between parents and teachers in the classroom. In their research, Okotomi & Okotomi (2003) and Nyandoro, Mapfumo, and Makoni (2013) found that schools with weak academic achievement have higher disputes. The School Development Committee members detest the School Heads' propensity to dominate discussions of school development issues, according to 50% of the participants, as shown by Figure 4.1 above. Conflict results from Owusu-Mensah's (2015) leadership style, which contains characteristics of a dictatorship. This result is in line with those of Dich & Thodlana (2013) and Tshuma, Ndlovu & Bhebhe (2016), who came to the same conclusion that conflict outbreaks in most organisations, including schools, are influenced by leadership style.

According to Figure 4.1 above, 45% of the participants mentioned the issue of respect. Despite being a part of the school leadership, one participant publicly stated that school heads do not respect them. Lack of communication was highlighted by 62% of the respondents as another

issue contributing to conflict between members of the School Development Committee and school heads in the Nyanga District, as shown by figure 4.2 above. Despite being a part of the school leadership, one participant publicly stated that school heads do not respect them. Lack of communication was highlighted by 62% of the respondents as another issue contributing to conflict between members of the School Development Committee and school heads in the Nyanga District, as shown by figure 4.2 above. In their studies, Tonder, Havenga, and Visigie (2008) and Lin and Yazdanfard (2012) also recommended that a lack of communication can quickly result in conflict. It has also been demonstrated by Bercovith (2011), Tshuma, Ndlovu, and Bhebhe (2016), Okatami & Okatami (2003), Sallah & Adulpakdde (2012), and Bercovith (2011) that poor communication is a major cause of conflicts.

### 4.3 Conflict management strategies



**Figure 4.2**

As seen in Figure 4.2 above, every participant mentioned increased communication as a tactic that schools can use. This study suggests that school administrators should permit open communication in order to prevent the spread of rumours, which frequently result in disputes. In their research, Kehinde and Obsibango (2011) also recommend using effective communication techniques to resolve disputes. It has also been consistently stated by Morse (1996), Isabu (2017), Traven, Richmond, and MaCrosky (1998), Naume (2018), and Hener (2010) that effective communication skills can be utilised to manage conflict. The participants unanimously agreed that the best way to handle conflict in schools was to prevent the misuse

of school finances (see figure 4.2 above). Additionally, according to 90% of respondents, school heads should regularly engage parents to prevent imposing their ideas. Grove (2011) found in his research that having regular consultations with parents lessens conflict. Working cooperatively, such as idea sharing between the school head and the school development committee, was mentioned by 95% of the participants as one of the strategies to utilise when resolving conflict. When people work together amicably, as established by Sergiovanni (1996) and Rahim (2002) in Thakore (2013), there is limited potential for conflict. The results of this study concur with Grove's (2011) finding that collaborative leadership is effective in handling workplace conflict. In order to prevent imposing ideas, 90% of respondents to the study's questions said that heads of schools should regularly consult parents. In his study, Grove (2011) also found that having regular consultations with parents lessens disagreements. 95% of participants said using a collaborative approach—commonly known as sharing ideas between the school head and the school development committee—was one of their go-to methods for handling conflict. When people collaborate, they work together harmoniously, which leaves minimal possibility for conflict, according to Sergiovanni (1996) and Rahim (2002) in Thakore (2013). The findings of this study concur with those of Grove (2011), who also showed the value of collaborative leadership in resolving workplace conflict.

## 5.0 CONCLUSION

Poor academic results in some schools were found to be one of the main reasons for disagreement between the School Heads and the School Development Committee in Nyanga District, according to the study. Conflict between the school heads and the members of the school development committee in Nyanga District has also been linked to poor management of school funds, it has been noted. The survey also showed that the School Heads and the members of the School Development Committee in Nyanga District are at odds with one another due to poor communication skills. When debating school expenditure issues, disputes between the heads of schools and members of the school development committee in the Nyanga District were also attributed to party politics.

The study established that one of the major causes of conflict between the School Heads and the School Development Committee in Nyanga District was poor academic performances in some schools. Poor management of School Funds was also highlighted as the other cause of conflict between the School Heads and the School Development Committee members in Nyanga District. The study also revealed that poor communication skills are leading into conflict between the School Heads and the School Development Committee members in Nyanga District. Party politics was also cited as another contributory factor leading to conflicts between the Heads of Schools and School Development Committee members in Nyanga District. This study also revealed that some of the problems in Nyanga District are a result of the low pass rate. Conflicts in Nyanga District are also attributed by the study to inadequate communication. This study also revealed that most school heads lack transparency, particularly when talking about financial matters at the institution. This study also showed that school administrators should make sure teachers attend all classes so that students receive sufficient and high-quality assignments, which will eventually increase the pass rate. The study found that school heads should make sure there is an open exchange of information to encourage the sharing of ideas. It also showed that school heads should collaborate with the school development committee and make sure they regularly consult with its members.

This study also revealed that School Heads should ensure that Teachers attend all the lessons during learning so that learners are given adequate and quality work which will eventually improve the school pass rate. The research established that School Heads should ensure that there is free flow of information to allow exchanging of ideas, It also emerged from this study that School Heads should work as team with School Development Committee and ensure that they consult members of School Development Committee regularly. The study also showed that school heads shouldn't get involved in party politics to prevent conflicts with members of the school development committee. This study also revealed that school administrators should start new initiatives to prevent conflicts with the developmentally inclined members of the School Development Committee.

## 6.0 Recommendations

Given the conclusion drawn above,

- It is advised that in order for the school heads to effectively manage school funds, they should receive financial training through in-service workshops.
- Additionally, it is advised that members of the School Development Committee be briefed on their responsibilities, those of their respective heads, and the ministry's expectations of them all.
- Heads of Schools should give members of the School Development Committee the opportunity to voice their opinions on how the school should develop.
- Heads of Schools should communicate with the School Development Committee's members using clear language that all of the committee members can understand. They should also employ efficient lines of communication.
- Heads shouldn't censor members of the School Development Committee's opinions

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