

ZANELE TSHEHLA DATA ANALYSIS TABLE

4.4 RESEARCH QUESTIONS, THEMES AND SUB-THEMES

QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
<p>1. RQ 1: Research question 1</p> <p>How do principals explain their understanding of conflict?</p> <p>IQ 1: What is your understanding of conflict?</p>	<p>ANSWER: Conflict is when two or more parties do not agree on a particular point and to such an extent they may render the school dysfunctional.</p> <p>We might have a positive conflict and a negative conflict.</p> <p>It has to be identified and analysed whether is a positive or negative conflict.(Principal A)</p>	<p>Conflict is when two or more parties do not agree on a particular point and to such an extent they may render the school dysfunctional.(Principal A)</p> <p>We might have a positive conflict and a negative conflict. (Principal A)</p>	<p>-Disagreement</p> <p>-</p> <p>-Positive and negative conflict</p> <p>-</p>	<p>Theme 1: How principals explain their understanding of conflict</p> <p>Disagreement and differences between two people.</p> <p>Sub-theme 1: Principals' understanding of the concept conflict</p> <ul style="list-style-type: none"> • Conflict explained as a disagreement • Conflict is a relationship with positive or negative effect • Conflict is a misunderstanding
	<p>ANSWER: Conflict can be a misunderstanding between the organization members. Maybe they don't see things the same which will result in conflict. (Principal B)</p>	<p>Conflict can be a misunderstanding between the organization members.(Principal B)-</p> <p>Maybe they don't see things the same which will result in conflict. (Principal B)</p>	<p>Misunderstanding</p> <p>Disagreement</p>	

QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
	<p>ANSWER: This is the phenomenon which occurs when two people or more people do not see things the same way.</p> <p>It has a negative effect if not resolved at an early stage.</p> <p>For conflict to arise it becomes an eye-opener when people argue in an institution.(Principal C)</p>	<p>This is the phenomenon which occurs when two people or more people do not (Principal C)</p> <p>For conflict to arise it becomes an eye-opener when people argue in an institution.(Principal C)</p>	Disagreement	<ul style="list-style-type: none"> Conflict is human nature
	<p>ANSWER: Conflict is an action that occurs when two people have different opinions about something then conflict may arise.</p> <p>We cannot run away from it.</p> <p>It is natural as long as you are dealing with people you will face conflict one way or the other.(Principal D)</p>	<p>Conflict is an action that occurs when two people have different opinions(Principal D)</p> <p>It is natural as long as you are dealing with people you will face conflict one way or the other.(Principal D)</p>	<p>Disagreement</p> <p>Human nature</p>	
	<p>ANSWER: Conflict is a natural phenomenon.(Principal E)</p>	<p>Conflict is a natural phenomenon.</p>	Human nature	

QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
	<p>Conflict might be a disagreement or misunderstanding between two or more people.</p> <p>When it is negative it might affect so many things at school.</p> <p>And if it's good it might encourage engagement and communication between people. (Principal E)</p>	<p>-Disagreement between two or more people.</p> <p>-</p> <p>When it is negative it might affect so many things at school.(Principal E)</p> <p>-</p> <p>When it is negative it might affect so many things at school.(Principal E)</p>	<p>Disagreement</p> <p>Negative effect</p> <p>Positive effect</p>	
	<p>ANSWER: Is where people differ in ideas. Finding that someone is having an opposite idea about the same issue. (Principal F)</p>	<p>People differ in ideas</p>	<p>Disagreement</p>	

QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
<p>RQ 2 What is the role of primary school principals in addressing conflict IQ 1</p> <ul style="list-style-type: none"> What do the principals do to minimise conflict in their schools? 	<p>ANSWER: As a principal, you must devise strategies for resolving conflict to ensure the school returns to its normality or functionality. <u>And be knowledgeable so that you can differentiate the types of conflict and provide staff development to minimize the negative conflict in the school.</u> Principal A.</p>	<p>As a principal, you must devise strategies for resolving conflict to ensure the school returns to its normality or functionality.(Principal A) be knowledgeable so that you can differentiate the types of conflict. (Principal A) Provide staff development to minimize the negative conflict in the school. (Principal A)</p>	<p>-Device strategies</p> <p>-Be knowledgeable about the different types of conflict</p> <p>-Provide staff development</p>	<p>Theme 2: The role of primary school principals in addressing conflict Sub-theme 1: The role played by principals in minimizing conflict in their schools</p> <p>Category 1: Staff development</p> <p>Category 2: Curriculum</p> <p>Category 3: Human resource management</p> <p>Category 4: Physical and financial resources</p> <ul style="list-style-type: none">
	<p>Answer: As the principal, you <u>always conduct developmental meetings whereby you teach about the employment of educators and acts that are involved.</u> Principal B</p>	<p>As the principal, you always conduct developmental meetings (Principal B) teach about the employment of educators and acts. (Principal B)</p>	<p>Staff development</p>	
	<p>Answer: As SMT should <u>make sure that there are enough resources to create a conducive environment so that people can work together and focus on producing results instead of focusing on conflict.</u> Principal C</p>	<p>SMT should make sure that there are enough resources to create a conducive environment. (Principal C)</p>	<p>Provide enough resources</p>	
	<p>Answer: <u>I have to manage well the curriculum, and human</u></p>	<p>I have to manage well the curriculum, and human resources, (Principal D)</p>	<p>-Curriculum and human resource management</p>	

	<p><u>resources, and make sure that everything runs smoothly for learners to receive better education.</u> I have to advise educators on a personal basis.</p> <p>Principal D</p>	<p>. I have to advise educators on a personal basis.(Principal D)</p>	-	
	<p>Answer: In minimizing conflict <u>I ensure that management of curriculum is correctly done and that teaching and learning are happening. And also ensure that human resource is sufficient</u> and everything else that is needed at schools. Also, the question of <u>finances should be well managed and encourage the SGB to ensure that they support the development of the school.</u></p> <p>Principal E</p>	<p>ensure that management is correctly done and that teaching and learning are happening.(Principal E)</p> <p>ensure that human resource is sufficient(Principal E)</p> <p>Finances should be well managed and encourage the SGB to ensure that they support the development of teachers and school. (Principal E)</p>	<p>-Curriculum Management is done correctly</p> <p>-Human resource is sufficient</p> <p>Finance is well managed</p> <p>- Support the development of the school and teachers.</p>	
	<p>Answer: Always <u>ensure that people keep to the resolutions we take as a staff from the beginning to avoid conflict.</u></p> <p>Principal F</p>	<p>Always ensure that people keep to the resolutions we take as a staff from the beginning to avoid conflict.</p>	<p>Keep to the resolution</p>	

QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
<p>RQ 2</p> <p>What is the role of primary school principals in addressing conflict</p> <p>IQ 2</p> <ul style="list-style-type: none"> Have you ever identified any conflict that was happening between any two staff members? 	<p>ANSWER:</p> <p>- Yes,</p> <p><u>It was a dysfunctional conflict, where one staff member did not want to be corrected by another teacher in terms of how the assessment will be conducted, as per the agreement of the meeting.</u> When she/he was corrected he/she took it personally. After resolving that conflict a person started to hold grudges and didn't want to interact with the person who was in conflict, with which created another conflict.</p> <p>So as a principal, you have to know that this person is narrow-minded and does not like corrections from a broad-minded person.</p> <p>Principal A.</p>	<p>It was a dysfunctional conflict, where one staff member did not want to be corrected by another teacher in terms of how the assessment will be conducted, as per the agreement of the meeting. (Principal A)</p> <p>After resolving that conflict a person started to hold grudges and didn't want to interact with the person who was in conflict, which created another conflict. (Principal A)</p>	<p>-Not accepting to be corrected.</p> <p>-Holding grudges</p> <p>Conflict related to work procedures</p>	<p>Sub-theme 2: Examples of conflict situation experienced by the principals</p> <p>Category 1: Conflict related to work procedures</p> <p>Category 2: Conflict related to use of resources</p> <p>Category 3: Conflict related to negligence in performing duty</p> <p>Category 4: Conflict related to change</p> <p>-</p> <ul style="list-style-type: none"> There is a lack of communication between teachers. Teachers do not comply with their duties.
	<p>Answer:</p> <p><u>It happened that teacher A was using the photocopier machine while he was busy, he went out, and then teacher B continued with the machine without asking if teacher A is finished. That started a conflict between the two</u></p>	<p>It happened that teacher A was using the photocopier machine while he was still busy he went out, and then teacher B continued without asking if teacher A is finished. (Principal B)</p>	<p>-</p> <p>Conflict related to use of resources</p>	

	<p><u>of them which lead to my intervention.</u></p> <p>Principal B</p>			<ul style="list-style-type: none"> • Teachers tend to want to own school properties and the subjects that they are teaching. • Not accepting change. • The issue of monitor of learners is a problem because some don't want to comply.
	<p>Answer:</p> <p>In this current school, I never had any conflict because the majority of the teachers are adults. <u>One conflict that once happened was when teachers in the committee argued because someone did not do what they were supposed to do. The issue was about preparing documents for learners who were supposed to go to athletics.</u></p> <p>Principal C</p>	<p>The conflict that once happened was when teachers in the committee argue because someone did not do what they were supposed to do.</p> <p>(Principal C)</p>	<p>Conflict related to negligence in performing duty</p>	
	<p>Answer:</p> <p>Yes, it was between teachers who wanted to own the school's resources. The school must provide soccer balls so that they can be used in education and in sports. <u>Then conflict arose when the sports committee says that the soccer balls cannot be used by anyone who does</u></p>	<p>Then conflict arose when the sports committee says that the soccer balls cannot be used by anyone who does not belong to the sports committee. (Principal D)</p>	<p>- Conflict related to use of resources</p>	

	<p><u>not belong to the sports committee.</u> And those responsible for doing practical subjects using balls also felt entitled to those balls because they are using them during teaching and learning. When all of that happens conflict will develop.</p> <p>Principal D</p>			
	<p>Answer: I will not be telling the truth if I say I did not experience conflict. I used to work in another school where the conflict started when people were sharing the same subjects. <u>When people are sharing they have to teach at the same pace because they are using the same Annual Teaching Plan (ATP).</u> <u>Only to find out that there is a person who is slower than the other one. As a result that will cause a problem. Because formal assessment will expose the slower one.</u> And the matter was reported to the principal because</p>	<p>I was once in another school where the conflict started when people were sharing the same subjects. (Principal E)</p> <p>Only to find out that there is person who is slower than the other one. As a result that will cause a problem (Principal E)</p>	<ul style="list-style-type: none"> -Sharing of subject -Slow pace of working -Miscommunication -Not accepting changes <p>Conflict related to work procedures</p>	

	<p>there was a <u>disagreement that was happening between the two teachers in terms of what to set in the question paper.</u> <u>The issue of miscommunications.</u> <u>currently is another cause of conflict in this school.</u></p> <p><u>When changes are brought to people it becomes very difficult for people to accommodate and accept them positively which automatically causes conflict.</u> (Principal E)</p>	<p>The issue of miscommunications currently is another cause of conflict in this school. (Principal E)</p> <p>When changes are brought to people it becomes very difficult for people to accommodate and accept them positively which automatically causes conflict. (Principal E)</p>	<p>Conflict related to work procedures</p> <p>Conflict as a result of change</p>	
	<p>Answer: <u>It was work-related issue that needed two people to have a common understanding of the ground rule that were set by the office. The issue was about monitoring learners during the break,</u> not something big that could have ended in conflict. Principal F</p>	<p>The issue was about monitoring learners during the break, not something big that could have ended in conflict. (Principal F)</p>	<p>Conflict related to work procedures</p>	

QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
<p>RQ 2 What is the role of primary school principals in addressing conflict IQ 3</p> <ul style="list-style-type: none"> How did you manage the conflict, and what role did you play in addressing it? 	<p>ANSWER: I had to convene a meeting and explain to people that conflict in the school environment is inevitable.</p> <p><u>I then asked a person that they laid a complaint to come to the office and bring a friend so that we can discuss the matter.</u> Principal A.</p>	<p>I had to convene a meeting and explain to people that conflict in the school environment is inevitable. (Principal A)</p> <p>I then asked a person to come to the office and bring a friend so that we can discuss the matter. (Principal A)</p>	<p>- Convene a meeting</p> <p>- Arrange a place for a meeting</p> <p>Hearing from both parties then make the resolution</p>	<p>Sub-theme 3: The role played by the principals in addressing conflict</p> <p>Category 1: Hearing from both parties then make the resolution</p> <p>Category 2: Hearing from both parties and let the parties come with a resolution</p> <p>Category 3: Allowing teachers at a conflict situation to work it out themselves</p> <p>Category 4: What happens after resolving conflict</p>
	<p>Answer: As a principal, I always conduct developmental meetings whereby I teach about the employment of educators' acts and policies in order to limit conflict within the school. I always remind teachers about professionalism and let them know that a school is not a platform for fighting. I had to use the strategy of winning them on my side.</p> <p>And also provide them with professional documents like Educators Labour Relations Act since some of them it is for the first time they see documents that talked</p>	<p>Always conduct developmental meetings whereby I teach about the employment of educators act and policies in order to limit conflict within the school (Principal B)</p> <p>Use the strategy of winning them on my side (Principal B)</p> <p>Provide them with professional documents like Educators Labour Relations Act (Principal B)</p>	<p>-Conduct developmental meeting</p> <p>-Teaching them about policies</p> <p>-Provide professional documents</p>	<p>- The principal must Convene a meeting and Arrange a place for a meeting.</p> <p>- Always Conduct developmental meetings, and teach about policies.</p> <p>-Provide professional documents monitor committees and programs and do a follow-up.</p> <p>-Allow them to solve the problem themselves first by listening to both parties' stories.</p> <p>- Formalize the meeting and allow them to resolve the conflict first.</p>

	about professional development. Principal B			-Be neutral Implement resolutions.
	<p>Answer: In my school, we have committees that are responsible for different duties. I make sure that if there is a committee that is not doing what they are supposed to do, always make a follow-up with them.</p> <p>I would send committees to go back and revisit their programmes and do what they have planned to do. In that case, we will have less conflict because most of the time conflict is caused by people who are not doing their work.</p> <p>(Principal C)</p>	<p>I would make sure that if a committee is not doing what they are supposed to do, always make a follow-up with them. (Principal C)</p> <p>I would send committees to go back and revisit their programmes (Principal C)</p>	<p>-Monitor committees and their programmes and do a follow-up</p>	<p>Sub-theme 1: How did you manage the conflict, and what role did you play in managing it?</p> <ul style="list-style-type: none"> • Arrange a place where you will hold a meeting and listen to both parties story • Conduct developmental meeting • Provide professional documents and teach about policies • Monitor committees and programs, and do a follow-up. • Allow them to resolve problems themselves first and be neutral • Formalize the meeting and Implement resolutions taken by the meeting. Also, apply alternative mechanisms. • Intervene in the situation by using common sense
	<p>Answer: <u>As a principal when you see that the people are in dispute allow them to work it out themselves first.</u> But if conflict is getting serious that is when you can intervene. I would also employ an</p>	<p>As a principal when you see that the people are in dispute allow them to work it out themselves first. (Principal D)</p> <p>I would also employ an approach where both</p>	<p>-Allow them to solve the problem themselves first</p> <p>Allowing teachers at a conflict situation to work it out themselves</p> <p>-Listen to both parties' story</p>	

	<p><u>approach where both parties tell their side of the story. Sit them both down and explain how conflict affects the school's smooth running.</u></p> <p><u>Let them come up with the solution first before you can intervene.</u> Be as neutral as possible at the end of the day they may find a win-win solution without you influencing them.</p> <p><u>Then as a principal, is when you can conclude by implementing what they have agreed upon.</u></p> <p><u>Always check if the resolution is being implemented or not.</u></p> <p>Principal D</p>	<p>parties tell their side of the story. (Principal D) Sit them both down and explain how conflict affects the school's smooth running. (Principal D) Let them come up with the solution first before you can intervene. (Principal D)</p> <p>Be as neutral as possible at the end of the day they may find a win-win solution without you influencing them. (Principal D) As a principal is when you can conclude by implementing what they have agreed upon. (Principal D)</p> <p>Always check if the resolution is being implemented or not. (Principal D)</p>	<p>- Formalize the meeting</p> <p>-Be neutral</p> <p>Hearing from both parties and let the parties come with a resolution</p> <p>-Implement resolutions</p> <p>-Make follow-up</p> <p>What happens after resolving conflict</p>	<ul style="list-style-type: none"> Remind people of the reason for being at work and keep to the agreement.
	<p>Answer: Policies are measuring tools that should be utilized by</p>	<p>Policies are measuring tools that should be utilized by schools but</p>	<p>-Common sense</p>	

	<p>schools but sometimes I use common sense, more especially when two people are there with you to resolve a matter. <u>Give them an opportunity to listen to their side of the story individually and allow them one by one to talk and be able to gather information.</u></p> <p><u>The input that you can make between the two is to bring them together and become neutral and persuade them in such a way that they should be the ones finding solutions regarding what they have been fighting for.</u> In that way, it will be easier to give them a solution. <u>You will then monitor what they have concluded on if it's working or not. If it's not working you will have to call them again and apply an alternative mechanism that will work for both of them in bringing unity amongst both of them.</u></p> <p>Principal E</p>	<p>sometimes I use common sense, more especially when two people are there with you to resolve a matter</p> <p>Principal E)</p> <p>Listen to their side of the story individually and allow them one by one to talk and be able to gather information.</p> <p>(Principal E)</p> <p>Become neutral and persuade them in such a way that they should be the ones finding solutions regarding what they have been fighting for.</p> <p>(Principal E)</p> <p>You will then monitor what they have concluded on if it's working or not.</p> <p>(Principal E)</p> <p>If it's not working you will have to call them again and apply an alternative mechanism that will work for both of them.</p>	<p>- Listen to their side of the story</p> <p>- Persuade them to find a solution</p> <p>-Monitor the progress of the resolution</p> <p>Hearing from both parties and let the parties come with a resolution</p> <p>-Apply alternative mechanism.</p> <p>What happens after resolving conflict</p>	
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QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
<p>RQ 3: What are the main factors that cause conflict in primary schools?</p> <p>-IQ 1:</p> <ul style="list-style-type: none"> Are there any policies to follow in solving the conflict or not? Anything black and white that is provided by the department to principals. 	<p>ANSWER: No policy provided; we use principles that we learned about at tertiary level. The department procedure says, a person has to go for a hearing when you have solve a problem and it is a difficult process because you cannot start with the hearing. A hearing needs a serious misconduct case so I only use the principle, like trying to resolve the problem first, holding people accountable that is what is assisting me as a principal. We have other policies that we use like punctuality policy, movement register policy that we draft them ourselves. Principal A.</p>	<p>No policy provided; we use principles that we learned about at tertiary level. (Principal A)</p> <p>A person has to go for a hearing when you have solved a problem and it is a difficult process (Principal A)</p> <p>I only use the principle, like trying to resolve the problem first, holding people accountable (Principal A)</p> <p>We have other policies that we use like punctuality policy, movement register policy that we draft them ourselves. (Principal A)</p>	<p>-No policy or book provided</p> <p>-use principles you have learned at tertiary</p> <p>-use policies that are drafted by school</p>	<p>Theme 3: What are the main factors that cause conflict in primary schools?</p> <p>Sub-theme 1: Are there any policies to follow in solving the conflict or not?</p> <p>Category 1: No policy or book provided</p> <p>Category 2: Principals are assisted by university</p> <p>Category 3: They try and solve the problem themselves</p> <p>Category 4: Assist each other within the school or ask other principals.</p>
	<p>Answer: No written policy for managing conflict. As a principal I had to look at the situation and</p>	<p>No written policy for managing conflict. (Principal B)</p>	<p>-No written policy</p>	

	<p>think of a positive solution that will assist both teachers so that both sides will be satisfied.</p> <p>Principal B</p>	<p>As a principal I had to look at the situation and think of a positive solution that will assist both teachers so that both sides will be satisfied (Principal B)</p>	<p>- principal I had to look at the situation and think of a solution</p>	
	<p>Answer: I cannot say there is a policy that we can follow as leaders in managing conflict. The department is not providing any policy that principals should follow in managing conflict. People should focus on what they came for, achieving what is expected for a day, conflict will be minimize. We always make sure that people are engaged and deliver what they are supposed to deliver so there is no time for conflict.</p> <p>Principal C</p>	<p>The department is not providing any policy that principals should follow in managing conflict. (Principal c)</p> <p>People should focus on what they came for, achieving what is expected for a day, conflict will be minimize (Principal c)</p>	<p>-The department is not providing any policy</p> <p>-Focus on what you came for.</p>	
	<p>Answer: There is no specific policy that is provided by the department in solving</p>	<p>There is no specific policy that is provided by the department in solving conflict</p>	<p>-No specific policy</p> <p>-Consult one another</p>	

	<p>conflict specifically. What normally assist us as principals is to consult one another as principals so that you get ideas on how to approach the matter that you facing during that time. The methods that I use at home in resolving conflict are the ones that I am using here at school. As a principal you should try and solve the problem yourself where you need assistance you consult. Fortunately, I have never had any conflict that was supposed to be escalated to the high office.</p> <p>Principal D</p>	<p>(Principal D)</p> <p>What normally assist us as principals is to consult one another as principals so that you get ideas on how to approach the matter that you facing during that time.</p> <p>(Principal D)</p> <p>As a principal you should try and solve the problem yourself where you need assistance you consult.</p> <p>(Principal D)</p>	<p>-Try and solve the problem yourself</p>	
	<p>Answer:</p> <p>No I will be lying if I say yes because there is no book specifically that we use in solving conflict. It might be very difficult for government to come up with a resolution for the people who are working in different institution.</p>	<p>No, I will be lying if I say yes because there is no book specifically that we use in solving conflict.</p> <p>(Principal E)</p> <p>It might be very difficult for government to come up with a resolution for the people who are working in different institution</p>	<p>-there is no book</p> <p>-it might be difficult for government to provide such book.</p> <p>-Principals are assisted by university</p>	

	Principal are assisted by universities when they continue furthering their studies. (Principal E)	(Principal E) Principal are assisted by universities when they continue furthering their studies. (Principal E)		
	Answer: No, the department is not providing any book to us. We try and solve the problem ourselves and sometimes we assist each within the school or ask other principal if the issue is persisting even the union do assist us. Principal F	No, the department is not providing any book to us. (Principal F) We try and solve the problem ourselves (Principal F) we assist each within the school or ask other principals (Principal F) the union do assist us (Principal F)	-No book from the department. -solve the problem yourself first -assist each other within the school or ask other principals. -union is assisting also	

QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
<p>RQ 3: What are the main factors that cause conflict in primary schools?</p> <p>-IQ 2: What are the factors that cause conflict in your school?</p>	<p>ANSWER: Its misunderstanding because people will commit a mistake but expect you to support them. Being objective as a principal may also cause conflict at school. A person would administer corporal punishment since it has been repealed and expect you to support them that is problematic. Some teachers would expect you to do favors for them where is not possible. Principal A.</p>	<p>Its misunderstanding because people will commit a mistake but expect you to support them. (Principal A) Being objective as a principal may also cause conflict at school. (Principal A) Some teachers would expect you to do favors for them where is not possible. (Principal A)</p>	<p>-Misunderstanding</p> <p>-being objective</p> <p>-people expect you to do favors for them</p>	<p>Theme 3: What are the main factors that cause conflict in primary schools?</p> <p>Sub-theme 2: What are the factors that cause conflict in your school?</p> <ul style="list-style-type: none"> • Category 1: Misunderstandings between two people • Category 2: Being entitled to subject and resources of the school • Category 3: Being objective by the principal
	<p>Answer: When people do not see things the same that would be the most factor to contribute to conflict. The problem was about the movement of teaching from one grade to another grade. Both teachers were qualifying for teaching the grade that they wanted. They both wanted to move and that was impossible and that situation created conflict. Principal B</p>	<p>When people do not see things the same that would be the most factor to contribute to conflict. (Principal B)</p>	<p>-misunderstandings</p>	
	<p>Answer: If people are idling for a day that</p>	<p>If people are idling for a day that where</p>	<p>-people not having anything to do sometimes</p>	

	<p>where conflict begin because they will start to engage in unnecessary activities. We must make sure that people are engaged and deliver what they are supposed to deliver. Managers needs to be hands on also engage teacher in spending more time in their work. (Principal C)</p>	<p>conflict begin because they will start to engage in unnecessary activities. (Principal C)</p>		
	<p>Answer: The issue of sharing resources at school is the only reason that makes people disagree sometimes. Example, Teachers who are sharing soccer balls during sports and teaching and learning. Those who use them during teaching think they are the ones who are more entitled to them than the ones who are using them during sports visa versa. Principal D</p>	<p>The issue of sharing resources at school is the only reason that makes people disagree sometimes. (Principal D)</p> <p>Those who use them during teaching think they are the ones who are more entitled to them than the ones who are using them during sports (Principal D)</p>	<p>-sharing of resources</p> <p>-being entitled to school resources</p>	

	<p>Answer: The issue of sharing subjects becomes a serious issue among teachers. Teachers think they own the subject that they teaching during that time.</p> <p>Teachers tend to relax when they do their work not sharing with anyone. When start sharing the subject it becomes a problem because the lazy one will be exposed during the assessment. (Principal E)</p>	<p>The issue of sharing subjects becomes a serious issue among teachers..(Principal E)</p> <p>Teachers think they own the subject that they teaching during that time. (Principal E)</p>	<p>-owning subject</p> <p>-do not want share</p>	
	<p>Answer: Misunderstanding of each other is the cause of conflict. People understand things in different ways but when the principals make sure that people understand each other the same way there will less conflict.(Principal F)</p>	<p>Answer: Misunderstanding of each other is the cause of conflict. (Principal F)</p>	<p>-misunderstandings</p>	

QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
<p>RQ 3: What are the main factors that cause conflict in primary schools?</p> <p>-IQ 3: What challenges do you experience as a result of conflict in your school?</p>	<p>ANSWER: The person whom the resolution did not favor will begin to have negative attitude towards you and try and influence other staff member to see you the same as he/she does after that meeting even the people who are not part of the matter. Principal A.</p>	<p>The person whom the resolution did not favor will begin to have negative attitude towards you (Principal A) Try and influence other staff member to see you the same as he/she does after that meeting even the people who are not part of the matter. (Principal A)</p>	<p>-negative attitude towards principal due to conflict results</p> <p>-bad mouthing you</p>	<p>Theme 3: What are the main factors that cause conflict in primary schools?</p> <ul style="list-style-type: none"> • Sub-theme 3: Challenges experiences as a result of conflict in school • Category 1: Negative attitude towards principals. • Category 2: Say unkind remarks about the principal • Category 3: Teachers holding grudges after argument between each other • Category 4: Withdrawal from extra mural activities by teachers
	<p>Answer: The challenge will be two people in conflict will never see things the same in every interaction whenever they are together and they will create lots of problems even in a small event. Principal B</p>	<p>The challenge will be people will never see things the same in every interaction where they are together . (Principal B)</p>	<p>-holding of grudges towards each other</p>	
	<p>Answer: I once had a person who felt that they were not satisfied with the way I handled the matter. That person taught I was taking the side of another teacher. Also when trying to solve a small issue with other</p>	<p>That person taught I was taking the side of another teacher. (Principal C)</p> <p>A person would influence others that I was not being fair on the matter I am favoring other person. (Principal C)</p>	<p>-Person think I was taking side</p> <p>- Influencing others bad about the other person whom they were in conflict</p>	

	<p>teachers that person would influence them that am not being fair on the matter because I am in favor of the other person.</p> <p>Principal C</p>			
	<p>Answer: At the beginning when you talk to a person you will assume that the issue is resolved. But after the conversation, you get some reaction that the person was not satisfied. People pretend that the situation is back to normal of which is not like that.</p> <p>(Principal D)</p>	<p>People pretend that the situation is back to normal of which is not like that.</p> <p>(Principal D)</p>	<p>-pretending that the issue is resolved</p>	
	<p>Answer: During the time of problem-solving, there may not be any problem, until when they start to create meetings outside and that is where they will be gathering some ideas from other people which are not constructive like stop participating in school activities.</p>	<p>During the time of problem-solving, there may not be any problem, until when they start to create meetings outside and that is where they will be gathering some ideas from other people which are not constructive like stop participating in school activities.</p> <p>(Principal E)</p>	<p>-holding meetings after the meeting</p> <p>-becoming friends and gang up against the principal</p> <p>-bad reactions after the meeting</p>	

	<p>A school where there is conflict you will find lot groups formation, people being influence to take a side of the one who was not favored by the resolution during the conflict.</p> <p>It is possible after resolving the matter that someone may not be satisfied and they will not come to you and say you will only see their action afterwards</p> <p>Principal E</p>	<p>A school where there is conflict you will find lot groups formation, people being influence to take a side of the one who was not favored by the resolution during the conflict.</p> <p>(Principal E)</p> <p>It is possible after resolving the matter that someone may not be satisfied and they will not come to you and say you will only see their action afterwards</p> <p>(Principal E)</p>		
	<p>Answer:</p> <p>The person who was reprimanded because of some issue that happen will start to withdraw in extra mural activities that are happening at school but not say anything, which is a result of him/her not being satisfied about the results of conflict resolution.</p> <p>Principal F</p>	<p>A person will start to withdraw in extra mural activities that are happening at school but not say anything,</p> <p>(Principal F)</p>	<p>-withdrawal from extra mural activities</p>	

QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
<p>RQ 4: How do the principals manage conflict between teachers?</p> <ul style="list-style-type: none"> -IQ:1: How do you manage conflict at your school that is caused by Competing? 	<p>ANSWER: Once you see that there is competition do not prefer one teacher over the other in managing conflict. when to people compete and conflict commence, I will appreciate both of them publicly and try to form a team between them so that they work together in promoting quality teaching and learning, school discipline and unity.</p> <p>Principal A.</p>	<p>We appreciate both of them publicly and try to form a team between them so that they work together (Principal A)</p> <p>Once you see that there is competition do not prefer one teacher over the other.</p> <p>(Principal A)</p>	<p>-Have no favorites</p> <p>-Appreciate both of them</p> <p>Being neutral</p> <p>(Category 1)</p>	<p>Theme 4: How principals manage conflict between teachers</p> <ul style="list-style-type: none"> Sub-theme 1: How principals manage conflict at your school in that is caused by Competition <p>Category 1: The principal being neutral in addressing the conflict. Have no favorites and treat them equally when they compete.</p> <p>- Category 2: Setting priority on the task that causes conflict Curriculum should be priority number one.</p> <p>Category 3: Allowing the parties in conflict to came-up with resolution Allow competition do not suppress it.</p> <p>Category 4: Allowing conflict to take please to motivate the teachers Appreciate both of them give them a fair chance.</p> <p>.</p> <p>- Category 5: Competition encourages sharing of resources.</p>
	<p>Answer:</p> <p>Competing is when one is certain on winning. Such people do not cooperate, and they do not take no for their standpoint. When managing conflict I will give both people similar task or same chance to come up with a resolution themselves knowing that no one will agree to be over powered by someone they will both come up with better solution. This is where you give instructions on when</p>	<p>When a managing conflict give both people similar task or same chance to come up with a resolution themselves knowing that no one will agree to be over power by someone they will both come up with better solution.</p> <p>(Principal B)</p> <p>This is where you give instructions on when and how it should be done as well as when it must be completed without considering anyone's input.</p> <p>(Principal B)</p>	<p>-Give same task</p> <p>- Allow them affair chance</p> <p>(Category 3)</p> <p>-Competition should be a motivation tool</p> <p>(Category 1)</p>	

	<p>and how it should be done as well as when it must be completed without considering anyone's input. I also use competing as a useful tool for motivating teachers to strive for excellence by creating a sense of healthy competition whereby parties feel respected and heard.</p> <p>Principal B</p>	<p>I also use competing as a useful tool for motivating teachers to strive for excellence by creating a sense of healthy competition.</p> <p>(Principal B)</p>	(Category 4)	
	<p>Answer: School Managers are faced with a challenge of making quick decision. There was a time where sport members were competing with a librarian teacher who deals with curriculum matters. In terms of competition curriculum should be priority number one. Competition is good but the school should not choose sports over curriculum. Competition will depend on what is the priority of the school during that time.</p>	<p>There was a time where sport members were competing with a librarian teacher who deals with curriculum matters. In terms of competition curriculum should be priority number one.</p> <p>Principal C)</p> <p>Competition is good but the school should not choose sports over</p>	<p>-</p> <p>-</p> <p>(Category 2)</p> <p>Curriculum should be priority no one</p>	

	Principal C	curriculum. Competition will depend on what is the priority of the school during that time.		
		(Principal C)		
	Answer: This strategy can be used depending on the situation that time. If teachers are competing for something that will benefit the school, as the principal I will not suppress it instead I will allow it to happen so that the school can benefit but there is conflict I must make sure that at the end there should be a solution about conflict. When I manage conflict, I will not stop them but allow them to compete in a positive way. Principal D	This strategy can be used depending on the situation that time. If teachers are competing for something that will benefit the school, as the principal I will not suppress it instead I will allow it to happen so that the school can benefit but the end there should be a solution about conflict. (Principal D) When I manage conflict I will not stop them but allow them to compete in a positive way. (Principal D)	-Do not suppress competition -Allow competition (Category 4) (Category 1)	
	Answer: Competition is good at work. When two teachers want use certain resource at the same time conflict will be developed. When resolving it I will give	Competition is good at work. When two teachers want to be using a certain resource at the same time conflict will be developed.	-Competition is good -Give both of them a chance - Competition encourages sharing of resources (Category 4)	

	<p>teachers time to draft their schedule and submit to the office so that they will be allocated the resources. The due date has to been mentioned for submission of their schedule so that the first one to submit will be allocated those resources first in that way you will be making them to compete but in good way because they will have to share the resources. When there is competition, they will make sure that they both submit to be allocated but at the end as the principal you must make sure that they are sharing those resources.</p> <p>. (Principal E)</p>	<p>When resolving it I will give teachers time to draft their schedule and submit to the office so that they will be allocated the resources.</p> <p>The due date has to been mentioned for submission of their schedule so that the first one to submit will be allocated those resources first in that way you will be making them to compete but in good way because they will have to share the resources.</p> <p>(Principal E)</p> <p>(Principal E) When there is competition, they will make sure that they both submit to be allocated but at the end as the principal you must make sure that they are sharing those resources.</p> <p>(Principal E)</p>	<p>(Category 1)</p> <p>(Category 4)</p> <p>(Category 1)</p>	
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	Answer: No response, participant no longer interested. Principal F	(Principal F)		
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QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
RQ 4: How do the principals manage conflict between teachers? -IQ:2 How do you use power in conflict management?	ANSWER: Power: I use power to develop people. I do not use power to criticize people and make them to feel inferior. Power should be used to clarify what policy say so that people can be empowered as result you will get into a win- win solution. Principal A	I use power to develop people. (Principal A) Power should be used to clarify what does policy say so that people can be empowered as result you will get into a win- win solution (Principal A)	-Use develop people -Achieve a win-win solution	<ul style="list-style-type: none"> Sub-theme 2: How do you use power in conflict management Category1: Power is used for development of others. Category2: Power is used to influence the outcome and secure an agreement in order to pass judgement Category3: Power is used to create a win-win solution and establish a way forward. Category4: Power can used to implement and enforce policies.
	Answer: I enforced power to acquire the gate way to influence the outcome of a conflict. As a school manager when resolving conflict, after listening to both sides of argument I will use the power vested in me to pass judgement (with policy as a reference) and thereafter set up strategies and ways that will be followed going forward in a structured manner. Principal B	I enforced power to acquire the gate way to influence the outcome of a conflict. (Principal B) I will use the power vested in me to pass judgement (with policy as a reference) and thereafter set up strategies and ways that will be followed going forward in a structured manner. Principal B	-Influence the outcome -Pass judgement	
	Answer: I usually use power to ensure that there is agreement from sub-ordinates, especially	We usually use power to ensure that there is agreement from sub-	-Secure agreement - Policy supports power.	

	<p>in issues of Policy. If there is non-compliance, then there are consequences of disciplinary measures. The conflict between the teachers is resolved by the use of the Policy which governs. Policy is used as a tool to administer Power on the teacher.</p> <p>Principal C</p>	<p>ordinates, especially in issues of Policy. (Principal c)</p> <p>The conflict between the teacher and the DH is resolved by the use of the Policy which governs.</p> <p>(Principal C) Policy is used as a tool to administer Power on the teacher. (Principal C)</p>		
	<p>Answer: You cannot use power as a personal weapon but policies will assist you to have more power even when you resolve the matter between the two people. When you use personal power that you are the principal it will showing that you don't know your policies and it will look like abuse at work.</p> <p>Principal D</p>	<p>You cannot use power as a personal weapon but use power to implement policies when you resolve the matter between the two people. (Principal D)</p>	<p>-Power can be use as a personal weapon</p> <p>-Policy assist in exercising power</p>	
	<p>Answer: Power can be used by the principal when taking a decision if two people do not want to</p>	<p>Power can be used by the principal when taking a decision if two people do not want to come to a</p>	<p>-Use power in taking decision</p>	

	come to a conclusion based on the conflict that is happening by that time. (Principal E)	conclusion based on the conflict that is happening by that time. (Principal E)		
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QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
<p>RQ 4: How do the principals manage conflict between teachers?</p> <p>-IQ:3 How do you use collaboration in managing conflict at your school ?</p>	<p>ANSWER: I use collaboration as a development strategy. I don't take people as knowing all including myself, I ask others to assist and come up with the solution that could prevent another conflict.</p> <p>Collaboration assists in developing all of us so that teachers can share their strength and the area where they are lacking.</p> <p>Principal A.</p> <p>Answer: This kind of management entails engagement with all stakeholders at school. As a manager can delegate responsibilities to other people to assist in management of conflict to show trust in that way they will be collaborating.</p> <p>Principal B</p>	<p>I use collaboration as a development strategy. I don't take people including myself as knowing all, I ask others to assist and come up with the solution that could prevent another conflict.</p> <p>(Principal A)</p> <p>collaboration assists in developing all of us so that teachers can share their strength and the area where they are lacking.</p> <p>(Principal A)</p> <p>This kind of management entails engagement with all stakeholders at school. As a manager can delegate responsibilities to other people to assist in management of conflict to show trust in that way they will be collaborating.</p> <p>(Principal B)</p>	<p>-Use as a development strategy</p> <p>-Allows participation in decision making</p> <p>Engagement with other stakeholders.</p>	<p>Theme 4:</p> <p>How do the principals manage conflict between teachers?</p> <ul style="list-style-type: none"> • Sub-theme 3: <p>- How do you use collaboration in managing conflict at your school ?</p> <p>Category 1: Use as a development strategy</p> <p>Category 2: allowing participation in decision making</p> <p>Category 3: Collaboration will allow engagement of all stakeholders.</p> <p>Category 4: Make peace between people and work together.</p>
	<p>Answer: A post was allocated by the District office and both DH for languages wanted the post to be allocated to their department. Collaboration was used to take decisions in employing a teacher</p>	<p>Collaboration was used to take decisions in employing a teacher especially if one teacher is needed in languages. The languages departmental heads worked together to check which subject is over</p>	<p>-Decision taking</p>	

	<p>especially if one teacher is needed in languages. The languages departmental heads worked together to check which subject is over loaded so that they can assign that post to where there is shortage.</p> <p>Principal C</p>	<p>loaded so that they can assign that post to where there is shortage</p> <p>(Principal c)</p>		
	<p>Answer: Collaborating is good even after resolving the matter let people who were in conflict work together, they will end up being friend at the end of the day. If there is conflict between the two allow them to work together, in solving conflict themselves let them collaborate in many things.</p> <p>Principal D</p>	<p>Collaborating is good even after resolving the matter let people who were in conflict work together, they will end up being friend at the end of the day (Principal D) If there is conflict between the two let them work together, they solve the conflict themselves let them collaborate in many things. (Principal D)</p>	<p>-Make peace between people</p> <p>-Working together</p>	
	<p>Answer: Collaboration is used as when people come together in order to reach agreement about the process of finding solution. With</p>	<p>Collaboration is used as when people come together in order to reach agreement about the process of finding solution. (Principal E)</p>	<p>-Reach an agreement</p> <p>-Negotiate a solution until everyone is happy</p>	

	collaboration people listen to each other and be able to negotiate solution until everyone is happy (Principal E)			

QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
<p>RQ 4: How do the principals manage conflict between teachers?</p> <p>-IQ:4 When do you compromise as principal in a conflict situation at your school?</p>	<p>ANSWER: Compromising: I compromise when people choose not to listen to the solutions that I am raising when I interact with them. I normally shelve the matter so that it can be deliberated on some other time. When compromising don't be judgmental to those who are not gifted in reasoning, they will notice it and use their potentials elsewhere and forget about your compromise. Principal A.</p>	<p>I compromise when people choose not to listen to the solutions that I am raising. (Principal A)</p> <p>When compromising don't be judgmental to those who are not gifted in reasoning, (Principal A)</p>	<p>-When people decide to ignorance</p>	<p>Theme 4: How do the principals manage conflict between teachers?</p> <ul style="list-style-type: none"> • Sub-theme 4: When do you compromise as principal in a conflict situation at your school? <p>Category 1: We compromise when people decide to be ignorant.</p> <p>Category 2: There is willingness to participation and work together.</p> <p>Category 3: The situation is above my shoulders.</p> <p>Category 4: No compromising at work unless there will better results out of it.</p>
	<p>Answer: For example, a good educator wants to coordinate School Based Support Team(SBST) because s/he has not been given a chance before. As a leader you can listen objectively to such an educator and if need be, allow them to coordinate such a committee. You are in a way compromising your initial standpoint to accommodate the pleads of your employees for the benefit of the institution. Principal B</p>	<p>For example, a good educator wants to coordinate SBST because s/he has not been given a chance before. As a leader you can listen objectively to such an educator and if need be, allow them to coordinate such a committee. You are in a way compromising your initial standpoint to accommodate the pleads of your employees for the benefit of the institution. (Principal B)</p>	<p>-There is willingness to participation</p>	

	<p>Answer: I normally compromise when the situation is above my shoulders and see that whatever decision that I have to take have to satisfy both parties. One educator did not do his work because he was assisting an absent educator about his work. I had to understand and we had to come up with another arrangement.</p> <p>Principal C</p>	<p>I normally compromise when the situation is above my shoulders and see that whatever decision that I have to take have to satisfy both parties..</p> <p>(Principal c)</p>	<p>-The situation is above my shoulders.</p> <p>-To achieve better results</p>	
	<p>Answer: You cannot compromise when it comes to solving the problem because you will be used to it. I always use policies and take relevant decisions.</p> <p>Principal D</p>	<p>You cannot compromise when it comes to solving the problem because you will be used to it. I always use policies and take relevant decisions.</p> <p>(Principal D)</p>	<p>-No compromising at work</p> <p>-</p>	
	<p>Answer: When both teachers want computer class. I will have to engage both teachers they can agree that they will draw schedule on who will be using it when, but on that day someone has to sacrifice and compromise</p>	<p>When both teachers want computer class. I will have to engage both teachers they can agree that they will draw schedule on who will be using it when, but on that day someone has to sacrifice and compromise based on the schedule..</p>	<p>People are willing to work together</p>	

	based on the schedule. The people who are compromising are the ones in conflict. It is good to use compromise because the work will be going on without anything to stop it. (Principal E)	(Principal E)		

QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
<p>RQ 4: How do the principals manage conflict between teachers?</p> <p>-IQ:5</p> <p>when would you use an avoiding method in a conflict situation at your school?</p>	<p>ANSWER: I use avoiding method when people are angry in a meeting for some reason and allow the matter to cool down for that day. I also issue to win the situation. When there is an issue to cause drama, you just avoid that matter. For the progress of the solution and seeing that a person does not understand I just refer the problem to the next meeting so that i can have time to research. I also avoid to have enough opportunity to investigate the matter . avoiding strategy is the best strategy that is working for us as principals especially if we don't have answer</p> <p>Principal A.</p>	<p>I use avoiding method when people are angry in a meeting for some reason and allow the matter to cool down for that day. I also issue to win the situation. (Principal A) For the progress of the solution and seeing that a person does not understand I just refer the problem to the next meeting so that I can have time to research (Principal A)</p>	<p>-When people start to be angry</p> <p>-To postpone resolving the conflict</p> <p>To have opportunity to investigate the matter.</p>	<p>Theme 4: How do the principals manage conflict between teachers?</p> <ul style="list-style-type: none"> • Sub-theme 5: When would you use an avoiding method in a conflict situation at your school? <p>Category 1: When people start to be angry</p> <p>Category 2: To have opportunity to investigate the problem, and find the situation</p> <p>Category 3: Postpone solving the problem</p> <p>Category 4: used in resolving conflict on issues already agreed upon.</p> <p>Category 5: Avoid used in cases of teachers who always complain.</p> <p>Category 6: - Avoidance not considered as a conflict management strategy</p>
	<p>Answer:</p> <p>Avoiders deliberately ignore or withdraw from a conflict rather than face it. As a principal, I would choose to avoid conflicts emanating from issues that have</p>	<p>As a principal, I would choose to avoid conflicts emanating from issues that have been agreed upon in harmony and which are written in black and white and have specifics of how to deal with them</p>	<p>- used in resolving conflict on issues already agreed upon.</p>	

	<p>been agreed upon in harmony and which are written in black and white and have specifics of how to deal with them.</p> <p>Principal B</p>	(Principal B)		
	<p>Answer: There are instances in a school environment when one is confronted with teachers who are always complaining about everything those I avoid. Nothing is working for them and if you give them attention the progress of the school is derailed. Those I usually avoid in order to concentrate on those who want progress.</p> <p>Principal C</p>	<p>when one is confronted with teachers who are always complaining about everything those I avoid.</p> <p>(Principal C)</p>	-Avoid used in cases of teachers who always complain.	
	<p>Answer: Avoiding is not good because you will end up not resolving the matter. Try and face situation if you felt that it will be beyond your powers ask for some help from other people never avoid a situation.</p> <p>Principal D</p>	<p>Avoiding is not good because you will end up not resolving the matter. Try and face situation if you felt that it will be beyond your powers ask for some help from other people never avoid a situation.</p> <p>(Principal D)</p>	- avoidance not considered as a conflict management strategy	

	Answer: When you see that the situation has escalated and is not manageable. Avoid the problem so that later you will deal with it. (Principal E)	When you see that the situation has escalated and is not manageable. avoid the problem so that later you will deal with it. (Principal E)	When people start to be angry	

QUESTIONS	RESPONSES	SEGMENTS	CODES	THEMES/SUBTHEME
<p>RQ 5: What are the strategies used by principals to address challenges they faced in managing conflict?</p> <p>-IQ 1: What strategies do you use to address the identified challenges?</p>	<p>ANSWER: In terms of conflict management, there is a rule called audi alterum partem, the principle of natural justice that I use most of the time. When someone has come and complained I don't conclude to say the other person is wrong. Whatever information that you get from a certain party is still circumstantial it must be tested like a hypothesis and then you get the validity of the matter. If there is a complaint you must listen to both parties in order to establish facts and come up with an amicable solution. I don't just jump to the conclusion to say someone is wrong. Principal A.</p>	<p>In terms of conflict management, there is a rule called audi alterum partem, the principle of natural justice that I use most of the time. (Principal A)</p> <p>When someone has come and complained I don't conclude to say the other person is wrong. (Principal A) If there is a complaint you must listen to both parties in order to establish facts and come up with an amicable solution. I don't just jump to the conclusion to say someone is wrong. (Principal A)</p> <p>Whatever information that you get from a certain party is still circumstantial it must be tested like a hypothesis and then</p>	<p>Using the principle of natural justice- <i>Audi alterum partem</i></p> <p>-</p> <p>Using the principle of natural justice- audi alterum partem</p>	<p>Theme 5: The strategies used by principals to address challenges they faced in managing conflict Sub-theme 1: Strategies used to address the identified challenges Categories1: Using the principle of natural justice- <i>Audi alterum partem</i> Category 2: Professional development of teachers Category 3: Using shared values, vision, and mission as a guide Category 4: Using code of conduct Category 5: Use of policy and other guiding documents Category 6: Keeping the resolution as a point of reference Category 7: Follow-up unfinished conflict</p>

		<p>you get the validity of the matter. (Principal A)</p> <p>Listen to both parties in order to establish facts and come up with an amicable solution. (Principal A)</p> <p>If there is a complaint you must listen to both parties in order to establish facts and come up with an amicable solution. I don't just jump to the conclusion to say someone is wrong (Principal A)</p>		
	<p>Answer: Prevention is better than cure. One of strategy is to be deeply involved in human resource development by utilizing their talents, potentials</p>	<p>Prevention is better than cure. One of strategy is to be deeply involved in human resource development by utilizing their talents, potentials and ideas and formulating</p>	<p>Professional development of teachers</p>	

	<p>and ideas and formulating team spirit among teacher. Shared values and mission. Remind teachers about the vision of the school. Also, educate people about the teacher's conduct of conduct.</p> <p>Principal B</p>	<p>team spirit among teacher. (Principal B) Shared values and mission. Remind teachers about the vision of the school (Principal B).</p> <p>Also, educate people about the teacher's conduct of conduct. (Principal B)</p> <p>Remind teachers about the vision of the school. (Principal B)</p> <p>Educate people about the teacher's conduct of conduct. (Principal B)</p>	<p>Using shared values, vision, and mission as a guide</p> <p>Using code of conduct</p>	
	<p>Answer: I always follow up on matters at the end of any discussion that took place. I am a very loud person who does not keep quiet about the issue that happens. (Principal C)</p>	<p>Always follow up on matters at the end of any discussion that took place. (Principal C)</p> <p>Remember that we are professionals in terms of the code of</p>	<p>-Do a followup on all matter</p> <p>Using code of conduct</p>	

	<p>We must always remember that we are professionals in terms of the code of conduct we have to protect the teaching profession.</p> <p>Principal C</p>	<p>conduct we have to protect the teaching profession</p> <p>Principal C</p>		
	<p>Answer: As a manager, I try to remain as calm as possible when I am faced with challenges . I follow guiding documents when I take resolution Remember conflict can be interpersonal, where a person can be having personal issues.</p> <p>Principal D</p>	<p>Follow up on matters at the end of any discussion that took place. (Principal D)</p> <p>As a manager, I try to remain as calm as possible when I am faced with challenges . I follow guiding documents when I take resolution (Principal D)</p>	<p>-Do a follow up on matter</p> <p>Use of policy and other guiding documents</p>	
	<p>Answer: It depends on the institution and what strategies might work for them. I always network with other principals instead of consulting my senior because they may lose faith in me. The principal can use any strategies that work for them. I normally use the</p>	<p>I always network with other principals instead of consulting my senior (Principal E)</p> <p>I normally use the situation strategy that is relevant to the school depending on the situation by that time. (Principal E)</p>	<p>-Seek help from fellow principals</p> <p>-Situation strategy that fits the school.</p>	

	<p>situation strategy that is relevant to the school depending on the situation by that time.</p> <p>Principal E</p>			
	<p>Answer: I always refer to the agreement and remind each other people about what we have agreed upon. I also try and listen to both of the stories if there is a problem between two people. It is important to give people a chance to talk when you resolve a matter. That will also minimize gossip in the workplace.</p> <p>Principal F</p>	<p>I always refer to the agreement and remind each other people about what we have agreed upon (Principal F)</p> <p>I also try and listen to both of the stories if there is a problem between two people. It is important to give people a chance to talk when you resolve a matter. (Principal F)</p>	<p>-Keeping the resolution as a point of reference</p> <p>Using the principle of natural justice- audi alterum partem</p>	