

Strategies for Conflict Management Between Schools Administrators and Communities in Secondary Schools of Bindura District, Mashonaland Central

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ABSTRACT

The purpose of this research is to investigate the methods of conflict management that are used by school administrators in secondary schools located in the Bindura District of Mashonaland Central Province, Zimbabwe. Information was gathered via the use of questionnaires that were sent to members of the community, as well as school administrators and district school inspectors. This research method was descriptive in nature. According to the results, critical tactics for decreasing disputes between school administrators and communities include creating open communication lines, encouraging parental involvement, maintaining openness, working together as a team, and exercising leadership. According to the findings of the research, in order to minimise disputes, it is recommended that school administrators and stakeholders get training, as well as training on comprehensive conflict resolution and frequent training on financial and accounting matters. This study makes a contribution to the existing body of knowledge on the management of conflicts in educational institutions and offers insightful information that can be used by policymakers and educators in order to cultivate healthy relationships between school administrators and communities.

INTRODUCTION

Implementing effective conflict management strategies in schools is essential for maintaining strong relationships between school administrators and communities, which in turn fosters a positive learning environment for student's. Schools frequently encounter conflict stemming from their ability to accommodate a diverse array of students hailing from different backgrounds globally. Brewer et al. (2017pp.12) assert that conflict is an inherent and unavoidable aspect of relationships, including those within schools. Achoka (1999), as cited in Wamach, Nasangu, and Injedi (2012 pp.103), posits that a school environment includes diverse values, beliefs, and attitudes, which can result in conflicts among children, parents, teachers, and staff. Conflicts between communities and school administrators are on the rise within the Zimbabwean education system. Dewith et al. (2016) assert that conflict is a prevalent issue in educational institutions, affecting students, educators, administrators, and the broader community

Conflicts between school leaders and communities are a widespread and intricate problem that impacts educational institutions globally. Conflicts may emerge from several origins, such as disputes on educational policy, resource distribution, cultural disparities, and socioeconomic influences Administrators of non-governmental educational institutions, like church schools, are subject to conflict since they report to the Ministry of Primary and Secondary Education, as well as to parents, community leaders, and religious authorities. The Bible states that one cannot serve two masters at the same time (Matthew 6:24). If these disputes are not resolved, they may result in detrimental outcomes including lower student performance, teacher attrition, and disturbances in the neighbourhood. In conclusion, conflicts within educational institutions are inevitable due to the varied values, perspectives, and attitudes of students, parents, and instructors.

Nonetheless, if the battle remains unregulated, it might lead to disorder and anarchy. School administrators are

therefore, called to intervene promptly to prevent this undesirable outcome (Isabu 2017, pp.149). Effective dispute resolution is essential for maintaining positive relationships between communities and school officials,

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thereby fostering a conducive learning environment for students. Brewer et al. (2017) argue that conflict is an intrinsic and inevitable component of relationships, including those within educational settings, highlighting the need for the examination of resolution strategies. Studies show an increase in conflicts between communities and school officials within Zimbabwe's educational system (Dewith et al., 2016). Consequently, school administrators globally are required to demonstrate expertise in conflict resolution to manage complex community dynamics and maintain goodwill. Kondowe & Mwareungula (2018) highlighted that many school administrators lack the necessary professional skills to effectively manage conflicts, despite their importance. This study aims to address the research gap by analysing the conflict management strategies utilised by school administrators in Zimbabwean schools. Conflicts within institutions are a substantial concern in Mashonaland Central, Zimbabwe. As indicated by the Complaint Register for Mashonaland Central (2024) 30 instances of conflict between school administrators and communities were reported to the Provincial Education Director. Consequently, the Ministry of Primary and Secondary Education is alarmed by the increasing frequency of conflict incidents reported to its headquarters. The implementation of intervention strategies in conflict management, as noted by Wamacha, Nasango, and Injendi (2012), is essential for the harmonious functioning of schools, given their detrimental effects on the educational environment. This research was conducted to examine different dispute resolution methods designed to enhance relationships between communities and educational institutions, particularly concentrating on school administrators.

Conflict management strategies defined Rahim (2017:12) makes the assertion that "conflict management strategies are methods and techniques employed to manage and resolve conflicts constructively and effectively." Rahim 2017 cited in Elgoiber et al (2017:pp26 further stated that conflict management involves purposeful actions to address conflict situations either preventing or escalating them. Peters and Kalman (2020:pp557) stated "Additionally conflict management is characterised as resolving disputes emphasising minimising adverse outcomes and prioritising positive results.

Nonetheless, it is important to acknowledge that the interests, wants, and concerns of all parties involved must be considered when devising efficient conflict resolution approaches. Conflict management strategies must also ensure long-term sustainability and effectively facilitate discussion and dispute resolution. Folger et al. (2018) describe conflict management techniques as strategies and processes used to manage, resolve, and avoid conflict across diverse contexts. Recognising the many causes that contribute to the genesis of the conflict is essential. Conflict management solutions must be customised to match the specific issues and needs of each situation. The primary function of conflict management is to guarantee that conflict resolution skills, including self-awareness and diverse conflict strategies, are available for teachers, parents, and students.

Theoretical Framework:

System theory was the basis for this inquiry. Systems theory was proposed by Bertalanffy, however every theory had a discernible historical lineage. Von Bertalanffy "provided the most comprehensive formulation of the general theory of systems," as stated by Laszlo and Krippner (2018: p. 5). Antony (2017:p100) defines a system as "an object, event, or procedure composed of various components that function collaboratively and independently to achieve specified objectives." A school resembles a system due to the presence of leadership, educators, parents, students, Ministry officials, and members of the Responsible Authority, all united in the shared objective of ensuring access to quality education. Bertalanffy (1966) defines a system as an arrangement of interconnected components that culminate in a certain outcome. A school meets this criterion, especially if it is linked to the theory's second essential element, which asserts that the whole surpasses the sum of its components. According to Steinglass (1998), a system is a compilation of things or components that are interrelated or integrated in a coherent manner. A system has several interconnected components that collaborate and act autonomously to accomplish a singular objective within a complex context (Shrode 1974:p22). Boulding (1985) defines a system as a structure exhibiting pattern and order. We may conclude

that conflict may arise because of the comparable expression of related aspects between them. The collective manifestation of interconnected components suggests that any disruption in the relationship may precipitate conflict. Thus, fostering the relationships between the components might act as the cornerstone for resolving conflicts. Systemic strategies can be used to tackle problems rather than relying on a one-time approach. The resolution of conflicts in schools in this context requires constant monitoring of group dynamics throughout the learning process.

Swindle (1996) contends that the medical model perceives conflict as a malady requiring intervention to avert more harm to the society or organisation. Swindle (1996) asserts that, according to the medical paradigm, conflicts in the classroom signify underlying concerns that require resolution. Resolutions must thus focus on removing the underlying causes of the dispute. Conflicts in schools should not be regarded as commonplace but rather as a cancer that must be excised from the human body. According to Swindle (1981), social contact is constant, hence conflict is inevitable. In this instance, conflict is interpreted by the Friction Model as an essential element of a developing, healthy society. Consequently, it is evident that some social interactions are more likely to incite conflict. Furthermore, Grey and Starke (1990) assert that while challenges and crises ought to be perceived as benign, they are inevitable in all societies. This underscores the inevitability of discord in educational institutions, hence demanding the implementation of conflict resolution strategies.

Conflict Management Strategies

Ajai, (2017) argues that there are numerous conflict management strategies that can be used. In support of this position, Thomas, Fenn- Thomas and Schaubhut (2008) in Chindolia and Anufasious (2020: p457) states “A review of the relevant literature reveals that there are options available for school managers who wish to tackle a school conflict and these can be grouped into five different approaches: avoidance, compromising, collaborating, integrating, forcing – competing and smoothing- accommodating” School administrators’ are therefore advised to apply any or all of the five conflict management strategies as articulated above. In view of this Black and Mouton (1985), in Rahim (2002: p216) also identified five approaches to conflict management and these are forcing, withdrawing, smoothing, compromising and problem solving. According to Talmacui, Maracine and Brancovean (2008; p 129), Thomas (1964) identified five methods of conflict management. Makaya and Ndofirepi (2012) argue that several strategies have been put forward to resolve conflicts. Basically what it means is school administrators’ can use any of the any style as articulated above but what is critical for them is to study the conflict situation first. Rahim (2002), contends that there is no one best style for dealing with different situations effectively. In a nutshell, what determines the effectiveness of the conflict management style is the prevailing situation.

Deutsch (1984) posits that a module in conflict resolution may provide people with essential skills for successful conflict management. Education in conflict resolution tactics can mitigate conflict escalation, fostering a calmer and more courteous atmosphere. In this context, teacher colleges should strive to include conflict resolution tactics into their curriculum. Educating people in these strategies may provide them with essential skills to handle disagreements successfully, hence fostering a more peaceful and respectful atmosphere.

Oyelude and Fadun, (2018:p46) states “As leaders in an organization, there is a need to understand that managing conflict is a task that needs to have priority and not to be handled with levity” Leadership skills of any school administrators determine the qualities and skills needed hence their role in managing conflict must not be under-estimated under normal circumstances. Handel, Fich and Galon (2005) are of the opinion that leadership style and the choice of conflict management strategies influence the results of the conflict. Conflicts that are occurring in schools are probably as a result of many factors hence identifying their causes is the best method to handle them. Rahim, (2002: p217) posits that management scholars now agree that there is no one best approach to make decisions to lead and to motivate. Using contingency management approach, it is therefore the approach that the school administrators may adopt as conflict management resolution. Thakore (2013: p8) concludes “Methods of conflict management which are appropriate in one case may not necessarily be appropriate when applied to a conflict generated from another source. According to Rahim (2002), a style is considered appropriate for a situation if its use leads to effective formulation of solution or resolution to the

problem. According to Gordon and Ernest (1996), knowledge of the attitude and expectations of the community enables the School administrators' to put in place educational programs that meet the need of the community. The use of consultative meeting is supported by Sargovani (1980), who opinioned that School Principals can manage conflicts in their schools if they allow the community to be fully engaged in educational programs that are being offered at the school. The community should be made aware of what is happening in the school hence School administrators may work closely with the School Development Committee Members and influential local leaders since these are representatives of the community. The School Development Committee Members and the Local Leaders are important because of their capability in spreading and upholding the community expectations in relation to their much expectations about the school. Gordon (1996), concurs with this view when he says that the School Principals should understand and develop good relationship with the local community that it serves. Levison (2012) posits that educators should refrain from instructing on political matters in the classroom to prevent conflict and provide a secure, courteous, and inclusive educational atmosphere. This method fosters civic involvement abilities in pupils while preserving impartiality. Guethne et al. (2002) discuss the trust issues that occur in educational administration as a result of financial misallocation, highlighting the need for effective monitoring and conflict prevention in schools.

Cambridge Advanced learners Dictionary (2019) defines tolerance as the ability to accept something unpleasant and annoying, or to continue existing despite bad or difficulty conditions. Macmillan Dictionary (2019) sees tolerance as the attitudes of someone who is willing to accept someone else's beliefs and way of life without criticizing them even if you do not agree with them. Leaders who are considered to be tolerant always respect the idea of having people with unique individual styles at a school therefore tolerance may include the following:

1. Working with all people in the community regardless of their political affiliation, and religious beliefs
2. Interacting with the community and respecting its values
3. Considering other people's point of view.

Fapohunda (2013: p10) states "Team building attempts to improve group performance by improving communication, reducing conflicts and generating greater cohesion and commitment among work group members". Accordingly, team building can initiate team work between the school administrators and the community. According to Somech et al (2009) competitive behavior hinders communication, creativity and knowledge sharing which negatively affects the performance of the team. In a nutshell team work is an effective conflict management strategy, Rahim (2001) agreed, saying that transactional analysis, management of differences, team building, intergroup problem solving, and organisational mirroring can train employees in conflict management.

In their research, McDermott et al. (2009) found that schools with more financing had better interactions with parents, including less disputes over fees and other costs. The National Education Association (2019) found that school financing may lessen disputes over fees and costs between parents and school officials. Given above, government funding for schools may greatly lessen parent-school friction. Reducing parents' financial burdens will gradually reduce disagreements over fees, which are another cause of conflict in schools.

School administrators' should always remember that their behavior and their teachers could be the cause of conflict with the community. According to Gorton (1987) the way School administrators and his /her teachers behave including how they handle parents can give rise to conflict. School administrators and their teachers are encouraged to introspect periodically as they continue to interact with the community. Steer (1988) is of the view that changing of behavior and attitude towards the community is one of the best strategies that a School administrators can adopt to manage conflict. If the School administrators and the teachers work on changing their behavior and attitude cases of open conflict are drastically reduced.

Workshops are an excellent way to resolve disputes in schools, according to Furlong et al. (2001). The best method for resolving conflicts in schools, according to the National Association of Schools Psychologists, (2019) is the utilisation of workshops. Workshops are an effective technique for handling conflict in schools because they provide participants a forum to discuss problems, come up with ideas, and create workable solutions Shava (2015: pp 34) argues that school administrators are crucial at every stage of the school

development process; therefore, they must be accountable for effectively organising staff to promote continuous growth and development through training.

Burns (1978) defines transformational leadership as a dynamic in which both leaders and followers are motivated to attain organisational objective Burns (1978) further claims that transformational leadership improves motivation, morale, and follower performance through various strategies..Ndoziya (2014:p24) argues “ These include, sense of identity and self to the project and the collective identity of the organisation, being role model for followers that inspires them to and make them interested, challenging followers to take great ownership for the work and understanding the strengths and weakness of the followers so the leader can align followers with the tasks that enhances their performance” Through transformational leadership head of school can motivate teachers who are self-centered to become committed teachers resulting in producing high pass rate .Transformational heads of schools see things from a great distance thus they have vision and they always call for change to bring better things to their schools. VanMaurik (2001: p76) states “*without vision and the sense of meaning and purpose, it engenders. Nations, business and people will perish*” Having vision for the school and calling for a change as well correlates with better learning outcomes which communities always cry for. VanMaurik (2001) further encouraged leaders to adopt conflict management approach which inspires trust from among the followers under his locus of control and the rest of the his/her stakeholders .

Roby (2011: p13) proposed the following tactics for conflict management.

1. Use of steady and normal tone voice
2. Refraining from raising voice during the conflict situation
3. Considering information from all parties before making conclusions
4. Giving the correct information to reduce incidents of misunderstanding
5. Monitoring verbal and none verbal cues
6. Using the appropriate body language when dealing with people whom you are in dispute with

A key component of conflict management is good communication, which allows parties to articulate their demands, interests, and concerns in a polite and understandable way (William et al., 2010). Reduced conflicts, improved relationships, and more positive results may be achieved by people and organisations via conflict management practices include good communication.

Skiba (2014) emphasised the need of appointing School Development Committee members who accurately reflect the school community and possess the requisite expertise. Losen (2013) proposed parameters for choosing members of school improvement teams in his research. Establishing criteria for the selection of School Development Committee members will ensure that schools include individuals who are competent and capable of fostering a pleasant learning environment. In conclusion, knowledgeable persons will always avoid disagreements with the school administration.

Research Questions

The study sought to answer the following questions:

1. What is the distribution of conflicts between school administrators and the communities in
2. What management models can be implemented to reduce conflicts between the school administrators and their school communities

Objectives of the study

This study seeks to:

1. Identify the distribution of cases of conflicts between school administrators and the community In Mashonaland Central Province Zimbabwe..
2. Suggest management models that can be used to resolve conflicts between the school administrators and the community

METHODOLOGY

Research strategy

Bryman (2008) defines a research strategy as the manner in which researchers conduct their work. Accordingly, a research strategy is a course of action that specifies how information will be gathered. Research methodologies include experiments, surveys, case studies, action research, grounded theory, ethnography, archival research, cross-sectional studies, and longitudinal studies (Collins and Hussey 2009). Then in this study researchers used a descriptive study method to gather data on ways for resolving conflicts between school administrators and communities. Creswell (2014) defines a descriptive research approach as one that seeks to precisely delineate and summarise the attributes of a certain occurrence, scenario, or population. The descriptive study approach enabled the researchers to establish effective solutions for conflict management and enhancing relationships between school administrators and their communities. Burns and Groove (2003) define population as the totality of units or entities being examined. Bhandaru (2020) defines a population as the whole group that a researcher intends to study. This is the whole cohort of persons with specialist attributes suitable for the investigation. ((Benjerjee and Chaughury 2010: pp. 30). According to Sounders et al. (2009), the population is the whole collection of cases from which a sample is taken. The research population for this study included members of the School Development Committee, School Responsible Authorities, District School Inspectors, and School Inspectors. The Deputy Director of Primary and the Deputy Director of Secondary were also included in the population.

Sampling procedure

According to McMillan and Schumacher, (1994) deliberate sampling enables researchers to choose pertinent samples based on their understanding and insights into a certain topic. Cohen and Morrison (2009) advocate for purposive sampling, asserting that it aids researchers in identifying trustworthy individuals with significant experience. This study used deliberate choice to identify individuals with direct experience about conflicts between school administrators and communities. Participants in this research comprised school administrators, community leaders, and teachers. Parents. District schools inspectors and Deputy Director at Provincial office.

Questionnaire as a research tool

The research used questionnaires to collect data on strategies for managing conflict between school administrators and communities. A questionnaire is an effective instrument for collecting data on sensitive topics like conflict, as individuals may prefer to articulate their views in writing rather than in direct conversation. As noted by Fisher (1993). Face-to-face interviews may be influenced by social desirability bias, leading respondents to offer answers they perceive as socially acceptable instead of expressing their genuine feelings. This perspective on bias is further corroborated by Joinson (2001), who indicates that research demonstrates individuals are more inclined to disclose sensitive information in written form compared to face-to-face interactions. Studies indicate that individuals tend to reveal sensitive information more readily in written form compared to in-person interactions. Questionnaires have the potential to mitigate this bias. The team employed questionnaires due to their ease of distribution among a varied group of stakeholders, including school heads, teachers, parents, community members, District School Inspectors, and Deputy Directors at the Provincial Office, thus providing comprehensive insight into the conflict.

Respondents rate of Questionnaire

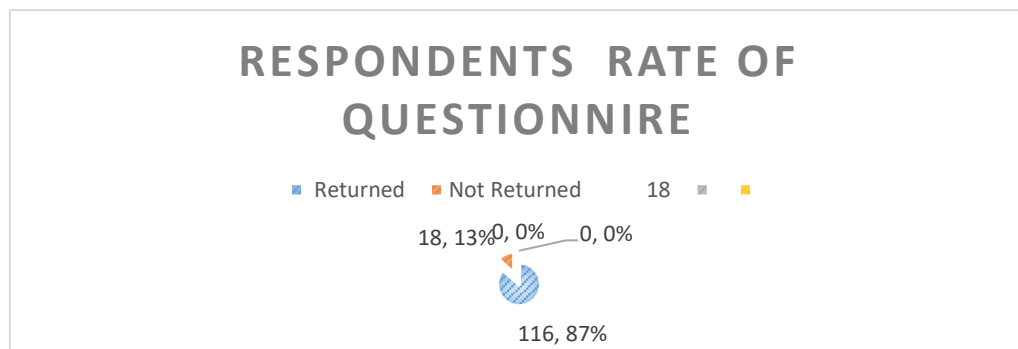


Figure 3.1

A significant proportion of respondents, 116 (87%), as shown by Figure 3.1 completed the questionnaire, demonstrating a favourable response rate. This indicates that the survey was positively received, and participants were inclined to engage. A modest proportion of responders, 18 (13%) as shown by Figure 3.1 above, did not submit the questionnaire. This may result from several factors, including disinterest, demanding schedules, or non-response bias.

Gender distribution of respondents

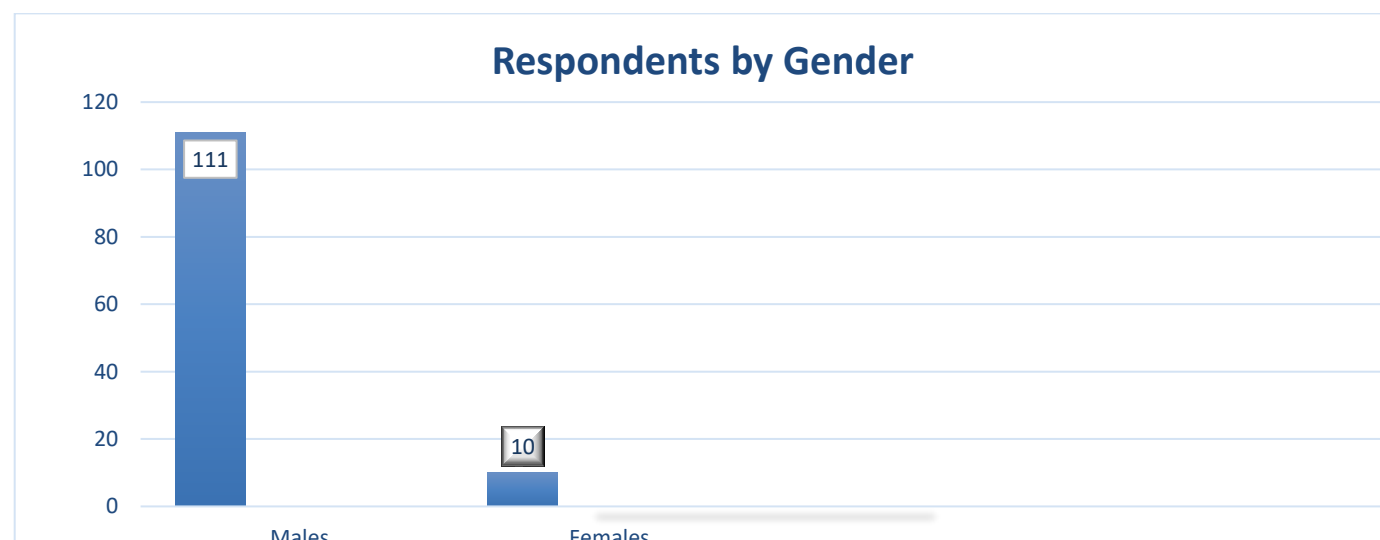


Figure 3.2

The number of men was 111 (95.5%) higher than the number of women, as shown in Figure 4.2. Male viewpoints had a greater influence on the study's findings than did female viewpoints. The survey indicates that males constitute the predominant demographic among the leading Education Managers in the Ministry of Primary and Secondary Education.

Qualification of the respondents

Table 3.4

Qualification	Frequency	%
Masters Level	24	20.7
First degree only	90	77.6
Secondary Education	2	1,7

Table 3.4 indicates that 90 respondents (77.6%) possessed a Bachelor's degree, while 24 respondents (20.7%) held a Master's degree. Only 0% possess a Doctorate. Consequently, it can be deduced that the majority of School Administration has at least the minimum qualifications necessary to enter the teaching profession.

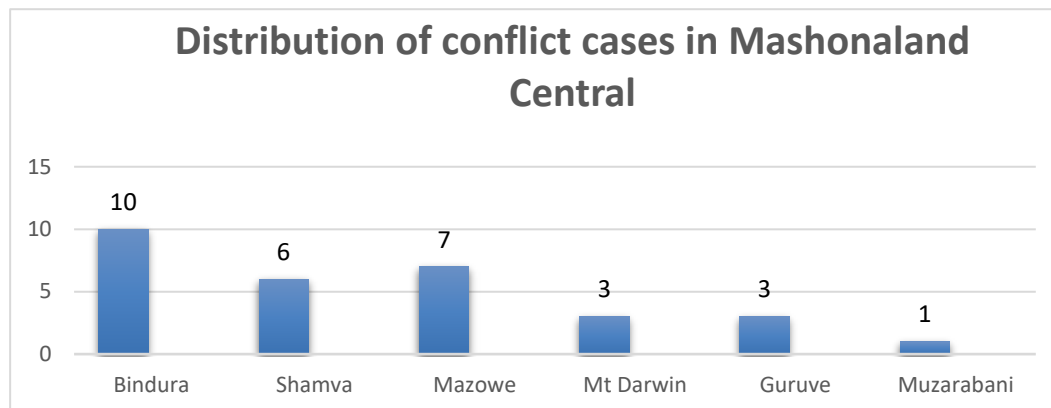


Figure 3.5.

Distribution of Conflict Cases in Mashonaland Central Province

According to Figure 3.5 above Bindura reports 10 cases (33.3%), representing approximately one-third of the total. Mazowe follows with 7 cases (23.3%), accounting for nearly a quarter of the total cases. Shamva: 6 cases (20%) represent a substantial portion, constituting one-fifth of the overall total. Mt Darwin: 3 cases (10%) represent a relatively small proportion of the total reported cases. Guruve 3 (10%) exhibits a comparably low number of reported cases, akin to Mt Darwin. Muzarabani 1 (3.3%) reports the lowest number of cases, with a single incident recorded.

According to the statistics, above disputes between communities and school administrators are most common in Bindura, Mazowe, and Shamva. Mt Darwin, Guruve, and Muzarabani exhibit a lower incidence of reported cases, suggesting either improved relationships between school administrators and local communities or potential underreporting of incidents. The province should prioritise addressing the underlying causes of conflicts in Bindura, Mazowe, and Shamva to enhance relationships between school leaders and communities.

What strategies may be employed to handle disputes between school administrators and communities in educational institutions?

The respondents were asked to provide their thoughts on techniques that School administrators might use to minimize conflict in their respective schools. Many strategies were proposed by responders as seen in Figure 3.6

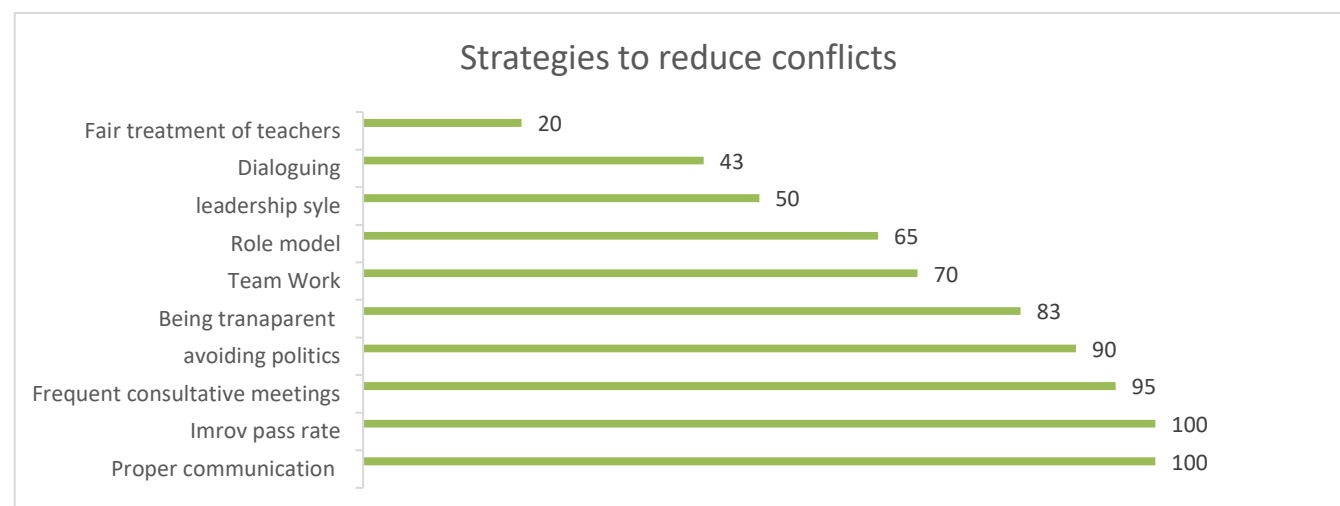


Figure 3.6

All respondents as shown by Figure 3.6 above, agreed that open communication channels are essential for reducing disagreements. William et al. (2010) claimed that effective communication is crucial for conflict management. Ninety-five percent of respondents indicated that parental engagement in decision-making processes reduces conflicts. Sargivani (1980) developed the notion of parental involvement in school activities as a strategic strategy in his research. Of those surveyed, 95% said that in order to avoid conflict, school administrators should not take on political duties. In order prevent conflict, Levison (2012) advises teachers to avoid talking about politics in the classroom. Eighty percent of respondents emphasised the need of openness in conflict resolution. Pandy and Wheeler (2011) also observed this result about transparency as a tactic for conflict management. Seventy percent of participants stated that teamwork fosters conflict prevention. Fapohunda (2013) and Rahmn (1978) proposed that team building may function as a tactic for conflict resolution. School administrators should demonstrate leadership within their community's Sixty-five percent of respondents agreed that school leaders should embody and uphold the ideas they promote. Sixty-five percent of respondents agreed that school leaders should exhibit and embody the ideals they promote. Ndoziya (2014) underscored the significance of teachers serving as excellent role models within the community. Numerous respondents claimed that school administrators need to refrain from participating in social scandals, such as pursuing sexual relationships with married women in their communities, in order to exemplify successful role model. Seventy-five percent of respondents said that the Ministry of Primary and Secondary Education must expedite the settlement of disputes related to inappropriate affiliations and the misappropriation of school finances. Guethne (2002) also determined that preventing the misappropriation of money may serve as a technique to avert disputes. Forty-five percent of participants emphasised the importance of cultivating good ties with the community. Steer (1988) posits that one of the most effective conflict management strategies for school administrators is their conduct and attitude towards the community

How can the Ministry of Primary and Secondary Education assist to reduce conflicts between the School administrator and the Community?

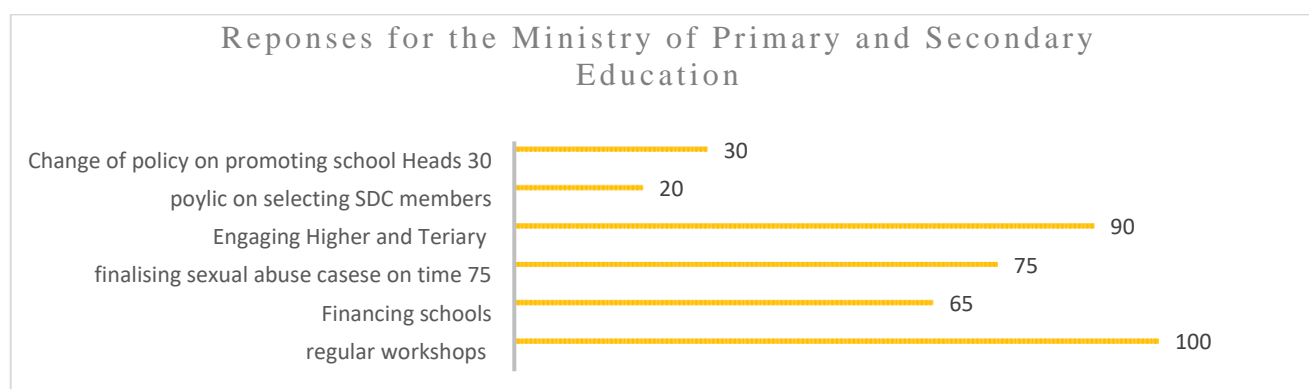


Fig 3.7

All respondents concurred that the Ministry of Primary and Secondary Education ought to provide regular seminars for school administrators and School Development Committee (SDC) members to improve their conflict management competencies. This conclusion aligns with Furlong et al. (2001), who also underscored the use of workshops as a way to mitigate disputes. The Association of School Psychologists emphasised the necessity of conducting workshops to provide individuals with essential skills. Ninety percent of respondents recommended that the Ministry of Primary and Secondary Education collaborate with Teachers Colleges to integrate conflict management into their curriculum. Deutssh (1984) emphasised the necessity for Teachers College to have a comprehensive program on conflict management. Sixty-five percent of respondents advocated for the Ministry of Primary and Secondary Education to McDeemott et al. (2009) shown in their research that government sponsorship of schools helps mitigate violence The National Education Association (2019) underlined that government financing is essential to reducing classroom violence in order to provide substantial financial support for all educational institutions, particularly those located in economically disadvantaged areas.. Thirty percent of respondents contended that the Ministry of Primary and Secondary Education ought to reassess and modify its protocol for choosing school administrators to guarantee their alignment with the cultural standards of their local contexts. Twenty percent of respondents indicated that the

government ought to establish educational qualifications for SDC members to guarantee their selection is conducted with integrity. The matter of establishing conditions for the selection of SDC members was also addressed by Skiba (2014) and Losen. Both advocated for the establishment of criteria for the appointment of SDC members.

The study revealed the following findings

1. In order to lessen the number of disagreements that arise between school administrators and communities, it is necessary to have open communication lines.
2. The participation of parents in the decision-making process diminishes the likelihood of confrontations.
3. The need of maintaining openness in the process of dispute resolution.
4. Working together to solve problems helps to avoid conflict.
5. Those in positions of authority in educational institutions should exemplify and maintain the values that they advocate for.
6. When it comes to human relations, dispute resolution, and financial management, school administrators are required to undergo training.
7. The participation of the community in the administration of the school is essential for the reduction of disputes.

In the face of the above findings and conclusions the researcher is recommending the following management strategies for reducing conflicts between the School administrators and the Communities:

1. The Ministry of Primary and Secondary Education should offer comprehensive training programs for school administrators on dispute resolution, financial management, and human relations.
2. School administrators should develop open communication channels with parents, teachers, and community members to avert problems.
3. School officials should involve parents in decision-making processes to prevent disputes.
4. School administrators should provide openness in dispute resolution and financial management.
5. School administrators should develop collaboration among teachers, parents, and community members to avert disputes.
6. The Ministry of Primary and Secondary Education should offer leadership development programs for school administrators to boost their leadership abilities.
7. School administrators should include community people in school administration to prevent disputes.
8. The Ministry of Primary and Secondary Education should evaluate its policies on dispute resolution and budget management to ensure they are effective and efficient.
9. The Ministry of Primary and Secondary Education should create a monitoring and evaluation mechanism to examine the success of conflict resolution initiatives in schools.

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