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ANALYSING THE VARIABLES THAT CAUSE CONFLICT AMONG SECONDARY SCHOOL TEACHERS: AN INTERPRETIVISTS PERSPECTIVE

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ABSTRACT

Conflict is an unavoidable human phenomenon as where there is interaction there is a possibility of conflict arising. Conflicts are neither wholly constructive nor entirely disparaging, but the ways they are managed make them either beneficial or detrimental. Schools, like other workplaces, are not immune to conflicts. The goal of this exploratory work was to look at the elements that contribute to teacher conflict in selected secondary schools in an Eastern Cape educational province in South Africa. The researcher employed an interpretivist technique. An interview was conducted to collect data from ten teachers and five principals who were sampled for the study. The findings of this study demonstrate that conflicts are caused by unhealthy and unmanaged competition, poor communication in the schools amongst the teachers and school management teams, teacher workload and the leadership styles of principals. Finally, a synopsis of recommendations was made to assist the policy makers, departmental officials, the school Governing Bodies (SGBs) together with the School Management Teams (SMTs), principals, teachers, and parents in the proper management of conflict in secondary schools.

Keywords: Conflict, Resistance, Cliques, Interpersonal Relations, and Leadership Styles.