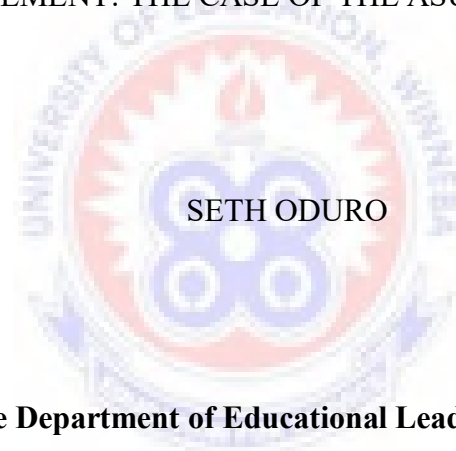UNIVERSITY OF EDUCATION, WINNEBA

MANAGING CONFLICTS BETWEEN THE YOUTH AND COMMUNITY LEADERS
IN CIVIC ENGAGEMENT: THE CASE OF THE ASUNAFO SOUTH DISTRICT

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**A Dissertation in the Department of Educational Leadership, Faculty of Education
and Communication Sciences, submitted to the School of Graduate Studies,
University of Education, Winneba, in partial fulfilment of the requirements for
award of the Master of Philosophy (Educational Leadership) degree**

AUGUST, 2017

DECLARATION

STUDENT'S DECLARATION

I, SETH ODURO, declare that this dissertation, with the exception of quotation and references contained in published works which have all been identified and acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree in this university or elsewhere.

SIGNATURE ……………………………………..

DATE……………………………………………..

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. SAMUEL ASARE AMOAH

SIGNATURE……………………………………............

DATE ………………………………………………….

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Thank you so much.

DEDICATION

To my friend, Mr. Albert lgelmund.

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ABSTRACT

The purpose of this study was to find out the causes and effects of conflict and how it is managed within the Asunafo South District of the Brong Ahafo Region of Ghana. The study adopted the descriptive survey design and employed the explanatory sequential mixed method approach. 100 members of the research population were selected from the four communities used in the study to respond to the research questionnaire and the interview to obtain data for the study. Purposive and simple random sampling methods were used to select the sample for the study. The results were analyzed using SPSS and the summary of results presented in tables. The study revealed that conflict is a daily occurrence in the communities and that it has negatively affected the Asunafo South District. The study also revealed that the relationship among the various participants used in the study was not cordial. The study again found that the existing conflict management strategies employed by the leaders had not entirely curb conflicts in the Asunafo South District. It is concluded that the existing conflict management strategies employed in the communities had not been effective to handle issues of conflict and that is the reason why in spite of all the measures put in place to deal with conflict situations in the district, conflict still existed. It is recommended that Opinion leaders and members from the Paramountcy be given training in conflict management so that they can handle conflicts effectively.

CHAPTER ONE

INTRODUCTION

1.0   Background to the Study

In community civic engagement, conflict is a daily occurrence and since every conflict must not be allowed to persist, it must be resolved. Conflict resolution or management is one of the most frequent functions of leadership in the community (Mankoe, 2007). Conflict is explained as the simultaneous occurrence of two or more mutually antagonistic impulses or motives (Chaplin, 1979). It is also described as an action which prevents, obstructs, interferes with, injures or renders ineffective another action with which it is incompatible. Essentially, conflict connotes disagreement, dispute, or controversy in ideas or viewpoints held by two or more individual groups. Disharmonious interpersonal relationship is often the outcome of conflict.

Conflict management is the process of using interpersonal communication to get parties to a conflict to reduce the differences in their ideas and views so as to arrive at amicable and satisfactory consensual ideas and views through arbitration, bargaining and negotiation. The extent to which a conflict is effectively resolved depends upon the extent to which the parties to the conflict perceive their negotiated gain and losses during bargaining to be relatively equitable (Omaluabi, 2001).

The goal of an effective interaction is to increase institutional capacities for handling conflict. Adeyemi (2009) suggested three characteristics necessary for effective handling of conflict.

1.   Procedures exist for dealing with conflict. These procedures are designed to foster communication and interaction between individuals and groups in the setting.

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2.   Individuals especially those in leadership positions are skilled for interaction processes, e.g. group formation, group leadership and group maintenance functions.

3.   A climate of trust exists, or is developed between and among individuals.

Conflict increases with a number of factors: increased interdependence, increased pressure by external forces which requires compromise on outcome preferences and increased variety in the group involved within an organisation. For individuals, these factors have some definite implications. The nature of the educational process implies interdependence which in turn increases the probability of stress and conflict (Kelly, 1979).

According to (Kelly 1979), educators and citizens have spoken in favour of the increased participation by a wider variety of groups within the educational settings. This is a source of stress acceleration, making the presence of conflict in communities more probable than earlier period of time. The pressure and success of movements for individuals and members' rights are examples of increased conflict. Conflict occurs because of the reason that efforts aimed at changes in the status quo are countered by efforts aimed at maintenance of the status quo. Any particular conflict accordingly, can be analysed or explained only in the context in which it occurs (Dahrendorf, 1959). In institutions, conflicts arise between individuals or between head and some members of staff, or between members of the community over issues as disciplining of members, competing due to limited resources, frustration, autonomy and goal divergence (Mann, 1969).

Discontent with leadership performance could lead to tension and confrontation between head and his/her subordinates. Furthermore, human relationship in some institutions is generally poor. In some instances, powers associated with the office the head occupies are considered as personal power. If a member is in the good book of the head, he condones or sides with him or her and the contrary is the case if the member is objective in his or her comments or views. Such situation leads to opposing groups developing among the staff. As a result, opposing groups tend to create mountain out of mole hills with regard to small administrative mistakes in the institutions (Wilson & Hanna, 1990)

Conflict can be evil in the sense of the word. It however, sets the stage for evaluation and correction and provides valuable opportunities for creative problem-solving synergy and personal growth. It takes education and training to effectively handle conflict to achieve positive returns. In learning to manage our differences for positive gains, we create an environment of optimism and cooperation leading to growth. In order for a head to manage conflict constructively, he/she has to rely on a combination of factors. One of these is the authority inherent in the head's official capacity as chief executive of the institution (Blake & Mouton, 1984). Another is the ability of the head to influence or persuade others because they respect or identify with him or her as the manager. There is expert influence which results from work-related knowledge and skill. It comes to light therefore, that to be an effective administrator, one should be well versed in the dynamics of conflict management. This will enable the leaders to resolve conflict in a way without creating chaos in the process of administering organization (Omaluabi, 2001)

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Conflict resolution in community setting is likened to democracy, citizenship, developing peaceful world, cooperative learning, multicultural education, prejudice reduction, social justice, violence prevention and intervention, critical thinking and problem solving and site-base management (Dennis & Summer, 1989).

The tendency to look to some superior authority to resolve dispute frequently leads to unsatisfactory conclusion (Kelly, 1979). While conflicts are inevitable, it does not have to be destructive. Management experts point out that you cannot assume everyone is happy because no complaints are being carried (Deutsch & Coleman, 2000). Conflict can be seen beneath the surface. Working them out openly can create new opportunities for institutions. The wonderful thing about disputes and conflicts is that, when managed effectively, not only do they help to address many conflicts that can pull you down, but they liberate all sorts of energy. When conflict is constructively addressed, it does not only avoid something that would have been otherwise devastating and difficult but they also usually lead to insight and opportunities that might not otherwise be known (Dennis & Summer, 1989).

According to Hayes (1991), conflict management and resolution must address everyone's needs and concerns at the workplace. Until recently, all conflicts were perceived as negative. He continued that resolution of conflict had one basic strategy: a win or lose scenario since the loser in this scenario inevitably felt resentment. The typical managerial technique for dealing with conflict was to avoid it. This study is therefore to examine Conflict Management strategies adopted by the community to address challenges related to conflicts within the Asunafo South District in the Brong Ahafo Region of Ghana.

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1.1   Statement of the Problem

Conflicts in civic engagement have become daily issues in almost every society in the country of Ghana. Strategies of conflict management within any traditional civic society seem very absolute and therefore need new ways of conflict management. Due to some perceived personal interest existing within the realm of affairs in the Asunafo South District, effort to manage and bargain on conflict yields no result thereby aggravating issues. Traditional leaders seem to have been confronted with negative conflict management effort since some individuals, groups and associations feel reluctant to have common platform for conflict resolution in the Asunafo South District.

On September 23, 2016 the youth in Asunafo South District demonstrated to register their disappointment in the way the Regional Security Council (REGSEC) had handled and resolved the perennial conflict situation in Sankore, a community in the district. (Kapital971.com). The District Chief Executive of Asunafo South District, Hon Osei Bonsu Snr during a town hall meeting organized by MAP International, a Christian Non-Governmental Organisation held on July 6, 2017 emphasizing the need to ensure a lasting peace in the district due to the disturbing nature of conflict said, " We can't develop with violence" (citifmonline.com>2017/07/06). These issues within the district show how rampant conflict is and how it has over the years tempered with the peace and security of the area and have retarded development in the district.

Severally, conflict resolution has taken the centre of resolving issues within an environment. Fruit, C and Rubin, T (1986) explain how conflicts are resolved in schools. Further, Susan (2012) identifies strategies that are used by a manager to resolve workplace, client and policy disputes. However, at the paramountcy especially within

Asunafo South District, not much has been heard on how to manage conflict issues more particularly, due to social pressures be it constituent pressures or ambient social pressures as occur in Asunafo South District. This study therefore, seeks to explore the causes and effects of conflicts within civic engagements and the appropriate strategies to be adopted to manage it in the Asunafo South District.

1.2   Purpose of the Study

The purpose of this study was to find out the causes and effects of conflict within traditional setups and how it is being managed with special reference to civic engagement within the Asunafo South District of the Brong Ahafo region of Ghana.

1.3   Objectives of the Study

The study was guided by the following objectives:

1. To find out the causes of conflict between the youth and traditional leaders in the Asunafo South District.

2. To assess the extent to which conflict has affected the people in the Asunafo South District.

3. To identify conflict managing techniques which have been used by leaders in civic engagement in the Asunafo South District.

4. To assess the effectiveness of the conflict management strategies used by leaders in civic engagement in the Asunafo South District.

1.4   Research Questions

The research sought to answers the following questions

1.   What are the causes of conflicts in the Asunafo South District?

2.   In what ways has conflict affected the people in the Asunafo South District?

3.   What kind of conflict management techniques have been embarked upon by the leader in civic engagement in the Asunafo South District?

4.   How effective are the conflict management strategies used by leaders in civic engagement in the Asunafo South District?

1.5 Significance of the Study

The study will bring to the fore some causes of conflict within traditional setups in the Ghanaian societies specifically the Asunafo South District and make suggestions that can help prevent those incidence that have the potentiality of causing conflict.

The consequences of conflict whether good or bad which the study will bring forth will enable traditional communities within the Asunafo South District have a clearer picture of conflict in terms of its effects.

This work will be appreciated by traditional authorities outside the study area that are part of the Asunafo South District which have also been hit by frequent incidence of conflict.

The study will be useful to any other persons who will show interest in conflict management in any traditional setup and will serve as reference material to those who will take a research on any related topic on conflict management within traditional setups. Also, it is expected to help policymakers to rethink and flatten the organizational

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bureaucracies that tend to weigh against smooth running of organizations and communities.

Finally, the findings of the study and the recommendations to be made will add to the existing body of knowledge on efforts to address the disturbing issue of conflicts in Ghana.

1.6   Delimitations of the Study

It would have been the wish of the researcher to cover the whole of Asunafo South District. However, due to the nature and the extent that in-depth understanding was to be development study was limited to four towns within the district.

1.7   Limitations of the Study

This research work could not have been successfully completed without the researcher encountering any challenges. The major challenge I faced was cooperation from the respondents during data collection. Because I needed some specific people in the communities such as the youth, opinion leaders, members of the Paramountcy and community members in order to gather the appropriate data for the research, there was the need for constant engagement of the people to explain issues to them so that their consent could fully be sought. The people in the communities had issues concerning the rationale behind the research because they felt that by their participation in the study, it meant they were going to expose the ills in their communities to the outside world. This prevented some opinion leaders from taking part in the study.

Furthermore, there were instances l needed to cancel my appointments with some

of the respondents scheduled for interview because they had either gone to farm or attended funeral at different towns. There was an instant where I went to meet the respondents in one of the communities for the focus group discussion and when I got there the youth leader, one of the two opinion leaders selected and the community member were ready for the discussion but the member of paramountcy and the other opinion leaders who were to be participants were not present. When I asked of where they were, I was told they had gone to another community for an equally important exercise. So the interview had to be rescheduled another time because the discussion could not have taken place in their absence. These affected the timelines of the study.

Again, the number of participants engaged in the study had varied perception of the issues of the study hence the data triangulated was affected. More so, in the case of the analysis, some opinions expressed during data collection were difficult to peruse hence it affected the analysis of the views.

1.8   Definition of Terms

Conflict: Disagreement between people on an issue.

Youth: Community members of age group between 15 and 35.

Community: A place where people from different backgrounds stay and carry on with their daily activities (towns selected for the study).

Civic engagement: All the interactions that go on between all stakeholders in the communities.

Opinion leaders: Individuals who lead some identifiable groups such as the Youth Association, Market Women Association, Farmers Association, Local Council of

Churches etc in the community.

Members of the Paramountcy: The chiefs and elders of the communities who are the traditional leaders and are in charge of the traditional administration. .

Asunafo South: It is one of the six districts in the Ahafo part of the Brong Ahafo Region. Kukuom is the capital of the district.

1.9 Organization of the Dissertation

The main body will contain five chapters. The first chapter contains the introduction of the dissertation. This includes the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, research questions, significance of the study, the research limitations and definition of terms. The second chapter contains the Literature Review. Chapter Three contains the research design, sampling technique, procedure for data collection, the population, sample size, the instruments used for data collection, data analysis scheme and the profile of Asunafo South. Chapter four contains the processes for data analysis of the study whilst Chapter Five discusses the findings of the study. Chapter Six will provide a summary of the findings, draw conclusion and make recommendations to improve practice.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1   Introduction

This chapter reviews the literature that is relevant to the study. It gives brief definition of what conflict is and goes on to talk about the conceptual framework of conflict. It also dealt with the different categories of conflict; Role Conflict, Power Conflict, Crisis Conflict, Maintenance Conflict, Goal Conflict, Cognitive Conflict, Affective Conflict and Procedural Conflict. The causes of conflict in organization/communities are also dealt with here. Also included are the effects of conflict in organization/communities, the leadership style, structural methods in conflict management, and techniques of conflict management in Ghana.

2.2   Meaning of Conflict

Conflict is perceived as incompatibility of goals: what one party wants, the other party sees as harmful to its interest. When groups perceive one another's goal as incompatible, it is easy to blame the other group when something goes wrong.

Conflict has been defined by Coser (1956) as a struggle over values and claims to scarce status, power and resources in which the aims of the opponents are to neutralize, injure or eliminate their rivals. Himes (1980) defines social conflict as purposeful struggle between collective actors who use social power to defeat or remove opponents and to gain status, power, resources and other scarce values. Kriesberg (1973) states that, social conflict is a relationship between two or more parties who or whose spokesmen believe they have incompatible goals. Fruit and Rubin (1986) defined conflict as

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perceived divergence interest or belief that the parties' current aspirations cannot be achieved simultaneously.

In a nutshell, the combination of all definitions above gives us two parts to a conflict; its causes and its expression. First, conflict exists in a relationship which parties believe that their aspirations cannot be achieved simultaneously, or perceived a divergence in their values, needs or interest (latent conflict). Second, People purposefully employ their power in an effort to defeat, neutralize or eliminate each other to protect or further their interests in the interaction (manifest conflict)

According to Owens (1987), conflict is a contest of opposing forces or power: a struggle to resist or overcome a conflict exists whenever incompatible activities occur. Two things are essential to any conflict: (1) divergent or apparently divergent views and (2) incompatibility of those views. This incompatibility then produces a dilemma. Conflict then becomes the pursuit of the incompatible or at least seemingly incompatible goals, such that gains to one side come out at the expense of the other.

Burton (1990) defines "conflict as a process of antagonism that occurs when one person or organisational subunit frustrates the goal attainment of another." Conflict then involves the joint occurrence of antagonism and blocked goals. Antagonism may involve both attitudes and behaviours. With regard to the attitudes, the conflicting parties may develop a dislike for each other, see each other as unreasonable, and develop negative stereotypes of their opposites. With regards to the behaviours, the opposing parties may resort to name calling, sabotage or even physical aggression. Frustrated goals often mean that mutual assistance between the conflicting parties is low. Instead of aiding each other

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in goal attainment, each party views its loss as the other's gain. Thus conflict is characterized by high antagonism and low mutual assistance.

Hellriegel, Slocum, and Woodman (1992) explain that, conflict refer to any situation in which there are incompatible goals, thoughts or emotions within or between individuals or groups that lead to opposition. Attitudes and conflict styles play an important role in determining whether conflict will lead to destructive or mutually beneficial outcomes. Costly and Todd (1987) refer to conflict simply as the inability to choose between two or more alternatives. Conflict is a disruptive clash of interests, objectives or personalities between groups (Fruit & Rubin, 1986).

The essence of conflict then is disagreement or incompatibility. Burton (1990), argues that it is actually human to quarrel and complaint and when many people must work together conflict are inevitable. Accordingly, a small amount of conflict can be good thing. It is when there is no end to quarrelling and confrontation that supervisors (leaders) should begin to worry about how good a job they are doing

Kessen (1991) also emphasizes that whenever two or more persons have some mutual interest an organization in effect exists. And whenever an organization exists there is the potential situation but with the numerous differences among individuals both in how they perceive and in the strength of their needs, conflicts among human beings are likely to be common in organizations. Considerably, discord can also stem from difficulties in communication and from differences in the ways organizational members interpret words. These frequently lead to misunderstandings.

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2.3 Stages of Conflict

Rob (2014) has provided five stages of conflict. He mentioned the stages as follows: latent stage, perceived stage, felt stage, manifest stage and aftermath stage

The latent Stage: This according to Rob is the first stage in the five stages of conflict. He states that at this stage people may be in conflict without being aware that they are in conflict. An example could be an Opinion leader giving wrong information purporting to emanate from a member of the Paramountcy to members of the community that the community members publicly show an opposition because he or she (Opinion leader) did not understand the information very well. Here the Opinion leader might think that the miscommunication can be corrected if he or she goes back to correct it but the member of the Paramountcy might not be happy with the situation.

The perceived Stage: this according to Rob (2014), is when the people involved in a conflict become fully aware that there is a conflict. So with the example given above, both the Opinion leader and the member of the Paramountcy are now aware that there is a conflict between them because of the abusive comments community members showered on the member of the Paramountcy as a result of the negligence of the Opinion leader.

The Felt Stage: At this stage, stress and anxiety are felt by one or more of the participants due to the conflict. The Opinion leader does not enjoy causing conflict and the member of the Paramountcy does not enjoy being under scrutiny.

Manifest Stage: Rob (2014) indicates that, at this stage the conflict can be observed. He posits that the Manifest Stage can take a number of shapes including: e-mails, phone calls, phone messages, face-to-face meetings, or any situation in which the conflict could be observed. For example when the member of the Paramoutcy calls the Opinion leader to the palace to ask him or her why he or she did not deliver the correct message, others will perceive the conflict and it has manifested.

The aftermath Stage: This stage according to Rob (2014), takes place when there is some outcome of the conflict such as a resolution to or dissolution of the problem. Here, the member of the Paramountcy advises the Opinion leader on how to be extra vigilant when delivering such crucial messages to the community.

2.4 Conceptual Framework of Conflict

Conflict is inevitable, no matter where you work. Sooner or later you are going to find yourself in disagreement with someone. A simple personality conflict between two members of a team can cripple productivity and in the end the entire team will feel angry and betrayed (Burns, 1978).

In an attempt to explain the study diagrammatically, the proximate determinants framework practically explained specifically how conflicts can be managed within the environment where the youth and the community interact for survival. In this model, the role of the Youth, Opinion leaders, members of the Paramountcy and community members as well as the way they interact for civic engagement is explained.

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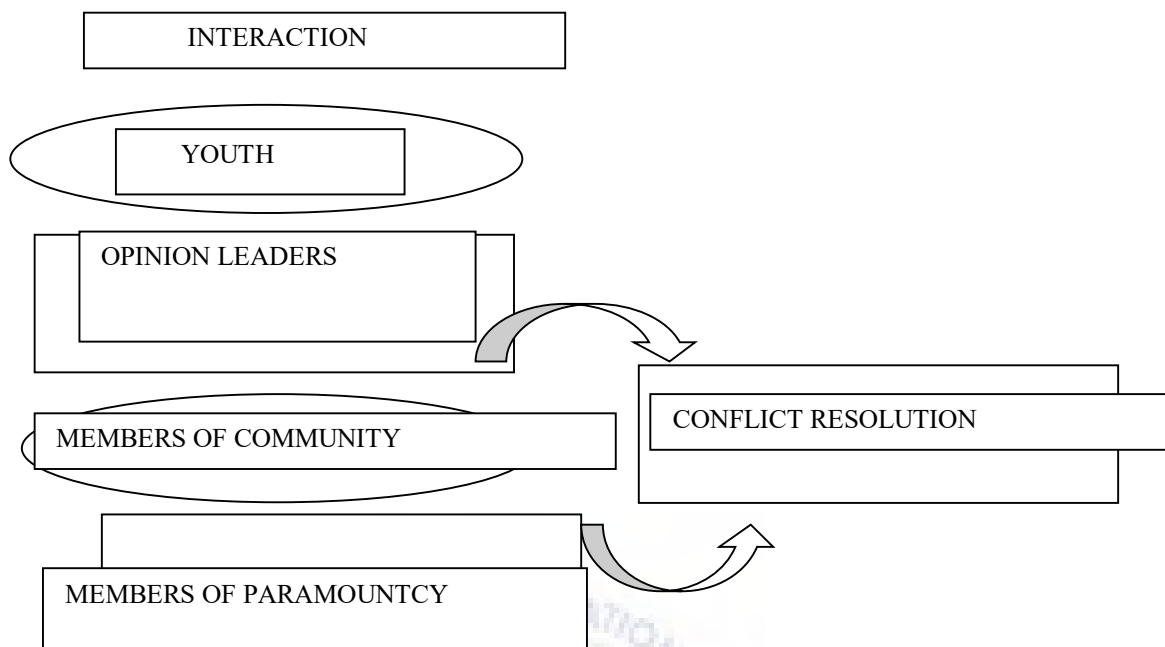
Researcher Frame (2017)

Figure 2.1: The interacting model of conflict management

From Figure 2.1, the interaction between the various segments of the environment collaborates to resolve conflicts. Hitherto the individualized components cannot effectively resolve conflicts unless the entire community decides to do the resolution. The framework seeks to imply that, in a traditional setup where the youth, opinion leaders, community members and members of the Paramountcy interact on daily basis just as the case is in the Asunafo South District, there should always be a collaborative effort to handle issues of conflict. This is because conflict situations happen between the various segments of the community during interactions and as a result conflict management must involve all of them and any attempt to undermine either of the various groups will jeopardize any conflict resolution effort. The frame also emphasizes the critical roles

opinion leaders and members of Paramountcy play in conflict management because of the leadership roles they play in the communities.

Conflict between the youth and community leaders can spring from a number of sources-miscommunication, unmet expectations, feeling that one's contributions have not been acknowledged etc. Conflict and dispute seldom have simple cause but they arise when people choose to make their differences degenerate into disagreement. Conflict occurs naturally in the process of decision making and working with others. Conflict can emerge in any society when disagreement, differences, annoyances, competition or inequalities threat on something of importance. As an individual or group, a clash of interest, values, actions or directions often starts conflict. Reduction of one motivating stimulus involves an increase in another so that a new adjustment is demanded.

A conceptual conflict can escalate into verbal exchange and or result in fighting conflict. Thus intrapersonal conflict, interpersonal conflict, emotional conflict and group conflict among others. For example, conflict within a team may play out the dynamics of conflict in the organization as a whole.

A conflict though bad can be good conflict when the outcome is a win–win resolution. Conflict is strengthened as a result of the conflict resolution method employed (Omaluabi, 2001). Individuals sometimes encounter stress and negative emotions out of an interaction. Whether or not they confront each other about their feelings, whatever choice exists there is potential for agreement. Such differences when handled properly can result in richer, more effective, creative solution and interactions. When disagreement is poorly dealt with, the outcome can be devastating and contentious.

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Thomas (1976) distinguishes between two conflict models both of which focus on conflict handling behaviour of the parties involved. The structural model attempts to understand conflict phenomena; by studying how underlying conditions shape events to identify parameters which influence conflicts. Since these conditions or parameters are relatively fixed or slow changing, they are seen as structural in nature. Typically, the structural model focuses on such factors as personal predisposition, social pressures, negotiation procedures and rules, incentives and their influences on conflict behaviour. The process model on the other hand focuses on the internal dynamics of conflict episodes, studying events and their effects on succeeding events in conflict episodes. Thomas proposed that while the two approaches can be conceptually separated, they are in reality strongly interrelated.

A full understanding of any conflict must then give attention to both structural and process aspects of a relation and how they influence each other. Sources of conflict, conflict behaviour, the perceptions and feelings of the parties involved require attention. Theorists agree that conflict antecedents may be categorized into such groupings as scarce resources, differing goals/values, drives for autonomy, power, authority unbalances, ambiguity or interdependence. Conflict behaviour may take a variety of forms which can be categorized into competing, avoiding, accommodating or collaborating (Ruble & Thomas, 1976).

Conflict between groups sets in motion a series of social and cognitive processes. Unfortunately, these processes usually harden each side's positions and reinforce mutual negative views. Ultimately, conflict may escalate into an attempt at total domination or destruction of the out group. When the out group is morally excluded, power differences

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between the groups may enable one group to try to eliminate the other (Allport, 1954, Hayes, 1991).

2.5   Different Categories of Conflict

Sexton and Bowerman (1979) have come out with four different categories of conflict in institutions. These are Role Conflict, Power Conflict, Crisis Conflict and Maintenance Conflict.

Role conflict – This category is sociological in nature and deals with the role of the person in leadership. Because the leader is forced by his role to be conscious of the institution and its policies, conflict is frequently centred on institutional expectations such as the budget. Therefore, the leader often has to censor the needs of individual members of the staff.

An example of role conflict occurs when the leader is approached by two community members at different times, each with good project ideas that demand money. Budget limitations will not support both of their proposals. The leader can wear his "eagle lens" and deal with this sort of role conflict by negotiating with each of the opinion leaders concerning the cost of their projects or he can put on his "idiographic hat" and go to his superior to negotiate for more money.

Power conflict – Power Conflict is a psychological confrontation dealing with the personalities of the individuals involved. The power-play may be obvious, as in coercive power, or very subtle and potentially even more dangerous.

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An example of power conflict occurs with the head of community seeing himself or herself as the most important person in the community. In this example, the personality of the leader steps beyond the "role" and forces a power psychological confrontation in which there is an upheld view.

Crisis conflict – This kind of conflict usually occurs when external situations are suddenly "dumped upon" the leader and demand accelerated response to reach a solution.

Maintenance conflict – Maintenance conflicts are the scores of everyday internal problems. Community leaders spend a good deal of time in coping with routine matters and resulting in quantities of small irritating conflicts. These include such minor conflicts such as; fight between two members, member and individual in exchange of blows, between two individuals as a result of misunderstanding happening. If the leader is unable to handle the conflict well, it will multiply, gather force and orbit into crises situations.

Hellriegel, Slocum and Woodman (1992) have also categorised conflict into four basic forms as follows:

Goal conflict - In which the desired end states or preferred outcome appear to be incompatible. For example, members of the Paramountcy believe that increasing community member monetary contributions will enable them provide quality services to members so community members should agree to pay more. The Opinion leaders on the other hand also believe that they have a duty to protect poor community members from

paying any amount they cannot afford especially when they (Opinion leaders) know the financial status of some of the community members ; hence a disagreement of a sort.

Cognitive conflict – In which ideas or thoughts are perceived as incompatible. For example, Opinion leaders have a duty to intervene between members of the Paramountcy and members of the community on a new project to be executed in the community which community members view as unacceptable. A thought an Opinion leader may grapple with is how to resolve the impasse. How does he request the Paramountcy to reverse the decision which the Paramountcy is not prepared to, or how does he or she convince community members to accept the decision which they view as unacceptable. This idea produces a cognitive conflict.

Affective conflict – In which feeling or emotions are incompatible that is people become angry with one another. For example, on the new project proposed by members of the Paramountcy, community members will feel the authorities are inconsiderate by unilaterally intending to undertake a project which does not favour them and are consequently angry. Members of the Paramountcy on the other hand may be angry at community members for daring to question their authority.

Procedural conflict – Which the parties differ on the process to use for resolving a conflict. For example, a misunderstanding between Opinion leaders and members of the Paramountcy relating to how community members' Development Levy should be collected. Members of the Paramountcy may decide that community members should pay their levy monthly. Opinion leaders may also be of the view that the dues should be

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collected during the cocoa harvest season where community members will have no difficulties paying their contributions.

2.6 Causes of Conflict in Communities/Organizations

Since organizations are many and of various types and sizes, causes of conflict are obviously many and varied (Deutsch & Coleman, 2000). Wilson and Hanna (1990) identified seven fundamental causes of conflict.

Control over scarce resources – Resources, whether physical or emotional, are essential to survival. The struggle by different parties to appropriate perceived scarce resources to their own selves in order to guarantee self or group survival often engenders conflict. The scarcity is perceived and in relative terms because some individuals or groups feel that their share of the resources does not commensurate to their needs as a result of which they struggle out of greed to appropriate more to themselves than others and thereby creating artificial scarcity.

Incompatibility of values – When parties in a social interaction have different and incompatible values and ideas on the same issue, conflict arises because each party regards its values and ideas as superior.

Belief system – Alternative choices are often present during interpersonal and intergroup interactions. If some members of a group have a strong preference for an alternative choice not preferred by other members of a group, a conflict occurs and harmonious social interaction is jeopardized.

Nature of the relationship between parties – Nelson-Jones (1997), observed that, "people enter relationship with differences in their socio-economic, and possibly, cultural

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backgrounds, sex role expectations, levels of self-esteem, ability to tolerate stress, tastes, interest, social and family networks, and capacity to change and group". These numerous differences which abound in social interaction are veritable sources of conflict in interpersonal and intergroup relationships. Conflicts in communities leading to the breakup of partnership ventures are traceable to these psychological differences among partners.

Status struggle – Need for esteem is basic to most human beings. That is why people struggle for position of high status and prestige when in a group setting. A status in a group is ascribed when it is officially assigned and it is achieved, if it is earned or awarded by group members. Ultimately, members of a group find themselves at different levels in a status hierarchy. Those dissatisfied with their levels in a group precipitate a conflict in the process of trying to dethrone others from their ascribed or achieved levels of positions on the hierarchy. The phenomenon of packing order in comparative psychology exemplifies this form of conflict.

Power influence – Need for power has also been identified as basic for human beings. Power is, however, often used in group settings by group leaders. Conflict arises when members of a group perceive a leader to be abusing his or her power. This trend is typical of Member Leadership in institution, or leader of institution.

 Owens (1987) has classified causes of conflict into three basic types. Competing for scarce resources, autonomy and goal divergence.

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Competing for scarce resources – When organizations' resources are insufficient to meet the requirements of the subunits to do their work, there is competition for scarce resources. For example, budget allocations assigned to the various units of the organization, space or facilities.

Autonomy – When one party seeks to control activities "belonging" to another unit, and the second unit seeks to fend off such "interference", that is the second unit attempts to protect its autonomy.

Goal divergence – When two parties in an organization must work together but cannot agree on how to do so, the cause of the conflict is goal divergence. For example, Opinion leader of a community, members of the Paramountcy and the District Local Government Authority have different procedures as to how issues affecting the welfare of people living in the communities are to be looked at.

Mankoe (2007) said the following situations in institutions can cause conflict

Conditions that influence behaviour – When rules and procedures (written and unwritten, formal and informal) become dysfunctional such that they lead to rigid, repetitious behaviour that does not allow for exceptions (highly bureaucratic) they can cause or exacerbate conflict. Quite often rules and procedures so complicate the processes of working out a relatively simple misunderstanding through direct negotiation that they create conflict.

Government control – For example, the government through its Ministry of Local Government introduces rules and regulations for communities regarding some specific day's communal labour should be organized in the communities; that is two days in every week. Some communities find the rules problematic operating effectively on it because they are executing a project which require that communal labour is organized four times in a week for early completion of the project. Conflicts in various forms may arise.

Burton (1990) has also identified some sources of conflict as follows: interdependence, difference in power, status and culture.

Interdependence – When individuals or subunits are mutually dependent upon each other to accomplish their own goals, the potential for conflict exists. For example, in a community, a Youth leader as a subunit and members of the Youth Association as a subunit of the Association are mutually dependent upon each other. Without members, the Youth leader will have no organized group in which he or she can drive towards goal attainment and without the Youth leader, there will be leadership vacuum. Hence, quite often conflict arises between the Youth leader and members of the Youth Association. Interdependence can set the stage for two reasons. First, it necessitates interaction between the parties so that they can coordinate their interest. Second, each party has power over the other. It is relatively easy for one side or the other to abuse its power and create antagonism. A good example is what happens between Opinion leaders and members of the Paramountcy.

Difference in power, status, and culture – Conflict can erupt when parties differ significantly in power, status or culture.

(a)   Power - If dependence is not mutual but one way, the potential for conflict increases. If party A needs the collaboration of party B to accomplish its goals, but B does not need A's assistance, antagonism may develop. For example, in community setting, community members seem to have total power when it comes to expressing their views. Such views always have to be accepted by the people in authority. In this case, the views so expressed by the community members appear to be at the total mercy of the authority in terms of its acceptance and when the views of community members are always rejected antagonism develops.

(b)   Status – Status differences provide little impetus for conflict when those of lower status are dependent upon those of high status. This is the way organizations are supposed to work, and most members are socialized to expect it. However, because of the nature of the work, there are occasions when those with technically lower status find themselves giving orders to, or controlling the task of higher status persons. In such situations, the higher status persons may have difficulties submitting to the orders of those with technically lower status without recognizing their expertise.

(c)   **Culture** – Culture of an organization or an institution consists of shared beliefs, values, and assumptions within which the institution operates. When two or more very different cultures develop in an institution, the clash in beliefs, values and assumption

may develop. In an established institution, old individuals may have strong belief in maintaining traditional practices in staff and member discipline while the new members will hold a contrary view. For instance, in a community the older generation will have a relationship with the community and its strong links with the founding father while new and young individuals may show much more interest in the new ways of doing things through the use of technology and the link with the outside world through internet. These are clearly different types of culture and their adherents are most likely to clash.

Otite and Albert (1999) are of the view that, the following are factors which cause conflicts.

Different ideas from people – For the success of every organizational process, people bring forward different ideas about the best way to proceed. In education, politicians, policymakers and analysts, educators and consultants put forward ideas about how to run new programmes. After the pros and cons of all the proposed ideas, a selection is made and implemented. However, soon problem may be encountered and then conflict arises.

Unfair allocation of resources – materials, supplies, tools, etc. Since resources are not enough to go round equally, hard decision must be made about who will have what, how much and when. Since in such allocation it is hard to satisfy all factions, quarrels among various organizations arise. For instance in traditional areas, the central government through the Ministry of Local Government is charged with allocation of developmental projects to communities. Equity is hard to achieve. Satellite communities (small communities) within the Paramouncies complain of neglect of project allocation. Some

perceived outspoken chiefs will seem to receive preferential treatment thus generates conflict among the traditional areas within the district.

Expressed disagreement about what is important and what is not- disagreement over issues arise among people placed in authority or decision making positions sometimes as a result of lack of information or misinformation, or because individuals see things differently. In a community, there are always disagreements between the Traditional Authorities and District Chief Executives concerning which projects must have priority over others. For example, the community leaders will put priority on portable water system whilst the D.C.E will prioritize construction of sanitary facilities. Even though the two intended projects may be crucial for rural communities, the mere fact that the two parties do not agree on which project to be executed first is a recipe for conflict.

2.7 Types of Conflict

Ramina and Zhimin (2010) identified the following types of conflict:

1. Man versus man conflict; this occurs when a character (man or woman) has an argument or disagreement with another character.

2. Man versus society conflict; the conflict between man and society takes place when a character disagrees with the societal values, laws, beliefs or norms.

3. Man versus nature conflict; a conflict of man verses nature occurs when a character has a problem with outside forces e.g. weather, animals, land, rain, sun, rivers and the sea.

4.   Man versus self- conflict; this takes place when a character develops an internal struggle between his thoughts and ideas. This can be the result of other conflicts mentioned.

Violetta (2012) has also outlined five types of conflict to include the following.

1.   Man versus man (a conflict between two or more characters)

2.   Man versus self (a conflict within a same character)

 3.   Man versus nature (a conflict between a character and the natural world (whether, plant etc)

4.   Man versus Supernatural (a conflict between a character and another worldly being (witches etc)

5.   Man versus Technology (a conflict between man and a machine)

2.8   Effects of Conflicts on Organisation/Community

Traditionally, there has been emphasis on the negative, dysfunctional aspects of conflict. The definition of conflict, the existence of incompatible goals, thoughts and emotions may portray at once that all conflicts are bad and therefore exert negative impact on organisations and communities. Conflict can be positive and negative.

2.9   Positive Effect of conflict

 Hellriegel et al. (1992, citing Cosier & Dalton) contended that, conflicts in organization can be positive force. The creation and resolution of conflicts often leads to constructive problem solving. The need to resolve conflict can cause people to search for positive change within an organization. The search for ways to resolve conflict may not only lead to innovation and change but it may make change more acceptable.

The positive effects may vary as follows:

(a)   Beneficial effect on productivity – productivity can go up.

(b)   Productions of quality products on time – better relationships are established.

(c)   Increased sensitivity to others.

(d)   Development of better communication methods.

(e)   Constructive organisational change.

(f)   Adoption of more effective control.

(g)   Drawing up of better job description and expectations.

(h)   The problem of groupthink can be reduced if the conflict takes the form of the one or more dissenting opinions.

People in an organization or a community may come to a quite different conclusion on what is fair and ethical in specific situations. The occurrence of conflict encourages people to work out their differences, participate in developing an ethical and fair organization and deal directly with injustices.

Wilson and Hanna (1990) are of the view that, on the good side, conflict may increase organizational involvement and commitment and members of the group in the organization would try resolving the conflict and thereby preserving the integrity of the body. It will also provide alternative viewpoints that were not previously obvious to them.

Deutsch and Coleman (2000) argue that conflict provides an outlet for hostility, pent-up thereby enabling members of the organization to face activities with open minds. According to them, when conflict arises and it is adequately managed, group

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cohesiveness increases. Conflict also prevents the phenomenon of groupthink which has been a major source of very risky decisions by groups within the organization.

Omaluabi (2001) notes that, conflict sometimes translates into brainstorming, which often has the potential of increasing productivity. He adds that conflict enhances intergroup value and appreciation by making the members of one group able to see the strengths and weaknesses of the other group. Moreover, the known negative consequences of conflict may alert groups to hasten to resolve emerging conflict thereby fostering peace.

The argument that conflict can be functional rests mainly on the idea that it promotes necessary organizational changes. Burton (1990), one advocate of this position models it as Conflict-Change-Adaptation-Survival.

2.10   Conflict – Change – Adaptation – Survival

This means that, for organizations to survive, they must adapt to their environment. This adaptation requires changes that may be stimulated through conflict. For example, think about a new project in a community that relies heavily upon government underfunding, the project can only survive if the community adopts new strategies to produce some basic materials because of lack of frequent of funds. Such a change may only occur after much conflict between the chief, some stakeholder groups and the District Chief Executives.

How does conflict promote change? First, it may bring into consideration new ideas which would not be offered without conflict. In a related way, conflict may promote change because each party begins to monitor the other's performance carefully.

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This search for weakness means that it is more difficult to hide errors and problems from the rest of the organization. Such errors and problems may be a signal that changes are necessary. For example, the leakage of vital community information to a rival community may compel all stakeholders in the community to effect changes to prevent future leakages thereby protecting the image and the integrity of that community.

As Owens (1987) points out, conflict in organizations is now seen as inevitable, endemic, and often legitimate. This is because individuals and groups within the human system are interdependent and constantly engaged in dynamic process of defining and redefining the nature and extent of their interdependence. Important to the dynamics of this social process is the fact that the environment itself is constantly changing. Thus, according to Owens (1987 citing Chester Barnard), inherent in the conception of free will in a changing environment are social patterns characterized by negotiating, stress and conflict.

Conflict, when effectively managed, can lead to outcomes that are productive and enhance the health of the organization over time. It is natural; its impact on an organization and the behaviour of people is largely dependent upon the way in which it is treated (Mankoe, 2007).

Thomas (1976) observed that confrontation of divergent views often produces ideas of superior quality. Divergent views are apt to be based upon different evidences, different considerations, different insights and different frames of reference. Disagreements may thus confront an individual with factors which he had previously ignored and help him to arrive at a more comprehensive view which synthesizes elements of his own and other peoples' positions. Furthermore, according to Thomas,

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there is a growing reason to believe (both from research and expert opinion) that conflict causes people to seek effective ways of dealing with issues resulting in improved organizational functioning.

Deutch et al. (2000) also contended that a conflict within a group frequently helps to revitalize extent norms, or it contributes to the emergence of new norms. In this sense, social conflict is a mechanism for adjustment of norms adequate to new conditions. A flexible society benefits from conflict because such behaviour by helping to create and modify norms, assures its continuance under changed conditions.

Deutch and his colleagues cautioned that rigid systems that suppress conflict smother a useful warming signal, thereby maximizing the danger of catastrophic breakdown. Although few who really understand conflict would advocate its deliberate use in organizational life, fewer still would advocate its elimination or avoidance. Instead of seeking to eliminate all forms of conflict in an organization, it is rather beneficial to apply the concepts of conflict management to minimize its destructive potential and make it as productive, creative and useful as possible.

Referring to frustration as an element of conflict, Costly and Todd (1987) point out that, although frustration is often regarded as undesirable because of its destructive effect, it can produce positive outcomes. It can cause individuals to become more effective in attaining personal and organizational goals. His explanation is that, frustration causes focus on goal attainment and eliminate irrelevant and distracting behaviours. One constructive effect of frustration therefore is to increase the effort required to reach a goal. The goal must, of course, be attainable and there must be

perceived method to overcome the barrier. If the barrier cannot be overcome, then the individual will need to redirect this behaviour to another method or goal.

2.11   Negative Effect of Conflict

Omaluabi (2001) argues that the popular view that conflict is always bad and undesirable is erroneous and that it has both positive and negatives. The negative side or the bad effects he states are that, it induces anxiety, apprehension and anguish in individuals. It also induces rumination and preoccupation which interfere with cognitive functioning of individuals. Again, the disturbed state of mind occasioned by conflict lowers the level of an individual's work performance. He is also of the view that, it prevents consensus in group decision making process and negatively affects group cohesiveness. It may arouse anger, suspicion and mistrust within and between groups. It is also a major source of intergroup quarrelling and violence which can cause the breakup of partnership ventures.

Olowu (2001) notes that frequent and power conflict can have a devastating impact upon the behaviour of people in an organization. Conflict often develops into hostility which also causes people to withdraw physically and psychologically. In the situation, physical withdrawal takes the form of absence and laziness on the part of individuals etc. Psychological withdrawal takes the form of alienation, apathy and indifference. Conflict can lead to outright hostile or aggressive behaviour such as mob actions, property damage and minor theft of property.

According to Olowu (2001), if conflict is not managed effectively, for example, through a hard-nosed policy or punishment for offence, get tough practices in the name of administration, emphasizing the adversarial relationship between individuals and administration, it can create a climate that exacerbate the situation. This climate can develop a downward special of mounting frustration, deteriorating organizational climate and increasing destructiveness.

Costly and Todd (1987) also emphasize that, when frustration persists and an individual's tolerance level is exceeded the individual responds through aggression and withdrawal. Aggression involves a direct attack upon the perceived barrier to achieving the goal. In some instance, the frustrated individual will direct aggression against the person or object that is perceived as the cause of the frustration. For example, if an Opinion leader who plays a special role in the community occupies a dilapidated house, he would obviously feel uncomfortable and therefore request for repair. Such request may be put off for a long time until the house deteriorates beyond tolerance level. If the Opinion leader believes that it is his or her colleague Opinion leader who is unwilling to release money for the repair, he may react aggressively by attacking the fellow verbally and if possible, physically. If a member from the Paramountcy is believed to be the cause of the frustration, the aggression may then be directed towards him.

Mankoe (2007) opines that aggression can however take many other forms including antagonistic behaviour, theft, disobedience, sabotage, absenteeism and interference with the work of others.

Aggression may be displayed toward an object or person who is not directly involved in the situation. For example, the Opinion leader in this case may display an

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aggressive response toward his or her subordinates who have nothing to do with the issue. In this example, the Opinion leader may resort to inflicting various punishments to his/her members or shout at them. As frustration increases and its source become more difficult to identify, the aggression behaviour may increase. In extreme cases, the Opinion leader may begin to attack everything within reach.

Withdrawal is another negative response to frustration as a conflict. Withdrawal may reduce tension, but it is usually dysfunctional since the goal cannot be attained. The Opinion leader who makes persistent request to the Paramountcy regarding the demands of the people he leads without success may decide to withdraw such as not attending community meetings, not attending to the call from the Paramoucy and even if he will attend the meeting he or she will be very late.

2.12   Leadership Style and Conflict Management

A leader provides a force to guide the activities of individuals towards organizational goals and standards (Musaazi, 1982). Essentially, there are three types of leadership styles (Bartel & Marton, 1991). These are Democratic, Autocratic and Laisser-faire.

2.12.1 Democratic Leadership Style

This style of leadership, according to Mankoe (2002), is grounded on the premise that organization is a responsibility of all even though the leader has the primary role of guiding the rest of the group in arriving at the collective mission. Thus, policies are formulated through consultations, discussions and consensus building.

In traditional setting, this type of leadership is suitable and preferred by community members. This is because members of the community in general would want to be involved in the decision making process, especially in issues which relate to their welfare and profession. Community leaders who are more inclined towards democratic style of leadership enjoy greater degree of co-operation from their subordinates.

Afful-Broni (2004) outlines the following advantages of democratic style of leadership.

1. There is respect for all and so people are generally happy with the organizational process.

2. New and better ways of doing things are often found since ideas come from a multiplicity of sources.

3. The need of the majority of employees or staff are known and taken care of.

4. There is mutual trust among staff and members.

By and large, the democratic style of leadership appears more popular; nevertheless, it has some disadvantages. Here are few examples:

(a) Some people may consider the leader as incompetent or administratively weak because he or she consults with them even on trivial issues.

(b) Some people might perceive the participative approach to decision making as an attempt to waste their time and energy

(c) Participation may take considerable time, which can be a source of frustration to an impatient leader.

2.12.2 Autocratic Leadership Style

The autocratic leadership style believes in some amount of coercion and authoritarianism in its administration. The leader always wants to be seen as the boss and therefore gives orders to subordinates. The leader takes most of the decisions on his own: without consulting the subordinates. According to Mankoe (2002), autocratic leadership is characterised by a high degree of inelastic power.

In the social setting, any member would strongly oppose the practice of autocratic leadership, although there are some leaders who can run their institutions this way. In such institutions, the individuals have very little say, and even if there is good governance, it generally exists in name. Some believe that the administration of work through the autocratic means is frequently responsible for riots or violent responses to leadership.

The following may be some merits of autocratic leadership style.

(a)   Autocratic leaders have broad and diversified backgrounds. Such leaders succeed with their style.

(b)   Some community members who are either somewhat submissive, prefer not to be responsible for participating in planning and decision making, tend to respond positively to boss centered leadership.

(c)   It enables close supervision of subordinates work and thus better control of the organization. However, there is usually low morale on the part of subordinates. There is also little initiative on the part of members.

2.12.3 Laissez-Faire Leadership Style

Laissez-faire is a French expression which means "leave it alone". The laissez-faire leader gives the subordinates almost total freedom to select their objectives and monitor their own work. The leader presents tasks to group members who ordinarily work out their own techniques for accomplishing these goals within the framework of organizational objectives and policies.

In this leadership style, there is a lot of indecision, vacillation, and even sometimes indifference on the part of the leader or his or her staff. There is very little accountability and supervision. In this leadership style, the leader does not seem to have any authority as he or she has not delegated them but granted to all who have roles to play. Work is assigned in a vague manner with individual workers/individuals using their own preferred techniques to arrive at the final product. Naturally, there is a lot of anarchy, conflict and chaos in such organizations or communities (Mankoe, 2002).

In spite of the negatives said about Laissez-Fair style of leadership, its major strength is that, its gives the subordinates the opportunity to explore within an organizational structure to come out with individualized innovation to help achieve the organizational goals. Again, the expertise of people is brought to bear towards goal attainment since individuals use their own preferred strategies to arrive at the organizational destination.

2.13   Leadership and Unrest

Abubakar (2005) opines that conflict occurs within the society when there is incompatible interest or agreement of the means of achieving organizational goals. To him, the consequence of the conflict breads disruptive and destructive actions.

Communities protest, according to Abubakar (2005), is associated with psychological and physical needs of human beings. Such developmental needs of the youth as enunciated by Maslow have been broadly categorized into higher order and lower order needs to include needs for food, water, shelter or physical comfort, love and recognition among others. The higher order needs include self-actualization, self-expression, and need for personal satisfaction. When an individual is frustrated or deprived of any of these needs, there is a tendency to react unfavourably.

Denga (1981) posited that, in workplaces, workers consider their values, attitudes and belief systems have been coloured by experience gathered through social interaction with other members of the society within and outside. He identified that some of the causes of the community unrest are to attract attention of the public to the undemocratic style of leaders by not involving them in the administration of the community which they are part of.

2.14   Involving Community Members in Conflict Management

Amoah (2011 citing Agezo) argues that, successful leaders usually delegate some of their authority to capable assistants and other members of the community as they have faith in their competence. Opinion leaders could help in dealing with minor cases such as

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discipline among community members, taking responsibility of members' welfare, and also coordinating of activities

According to Amoah (2011 citing Agezo), community members should be involved in decision making as participatory decision making improves the quality of decisions, increases the understanding of the group and also enhances their commitment to the implementation of the decision.

Conflict involves people (parties) who do not share a common interest or have a diverging view over an issue. This means that, any conflict situation can be best resolved if the conflicting parties are involved in the resolution of the conflict.

Bercovitch, Kremenyuk and Zartman (2009) said that failing to identify and involve all actual or potential disputants in a conflict resolution process is one reason why such processes fail. They further mentioned that, it is desirable to make sure that all the parties who are likely to be affected by a decision are aware of the decision making process and are given the opportunity to participate in that process in some way.

Brecovitch et al. (2009) added that involving the disputants does not mean that all parties must be directly involved in the negotiations. They posited that, it is impossible to have hundreds or thousands or more people sit down together at a negotiating table. However, all the affected groups must feel that they are being adequately represented in the negotiating process. This requires that the people at the negotiating table be accepted by their constituencies as legitimate spokespersons, and that these representatives keep their constituencies well informed about the progress of the negotiations, collect dissenting views, and feeding these views back into the

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negotiating process in a way that allows them to be dealt with adequately. If this is done carefully, thousands or even hundreds of thousands of people can feel that they were actually "involved" in the decision and are likely to support the results of the decision making process.

Bercovitch et al. (2009) were of the view that, if people do not feel they were adequately listened to or represented, they are likely to try to block the negotiations or the implementation of any decision that comes out of them. This according to them might be done legally by challenging a decision in court, it might be done by non-cooperation–by people simply refusing to do what they are asked to do, or it might be met by violence. However, they iterated that, there is an exception to the rule that all potential disputants should be involved in the negotiating process. This is because, to them, if some disputants are so extreme in their views that they are completely unwilling to compromise, and hence completely unwilling to negotiate in good faith, therefore including them in the negotiations may do more harm than good. Bercovitch et al mentioned that sometimes they can be included and turned around. They stressed on the point that sometimes if they are simply given a stage to stand on to make their case they will be satisfied and then will be willing to participate in the process in a more constructive way. In other cases however, Bercovitch et al., (2009) noted that including certain disputants may give them the chance to disrupt the negotiations or take immutable hard-line stances that will prevent any of the parties from making progress. In such cases, Bercovitch and his colleagues think it is usually better to leave these parties out of the process and instead try to so weaken their public credibility that they are unable to do much harm even if they try.

2.15   Effective Channel of Communication

Amoah (2011 citing Agezo) stressed that, there is the need for leaders to establish effective channel of communication with other community members. In this way, he (the leader) will understand community problems generally. This will enable him to have a full picture of activities within the community all the time. The leader will also be able to keep his lieutenants informed of his own plans, policies and programmes and members will be able to communicate with each other. In this way, unnecessary misunderstanding which can arise as a result of ignorance and misleading or inadequate information can be avoided.

2.16   Conflict Management

A conflict is a dynamic phenomenon which consists of five stages: Initiation, Escalation, Controlled Maintenance, Abatement and Termination or Resolution (Hayes, 1991). In the process, peace is the ultimate target expected from conflict, or even violence. Thus the aim of an individual or group in a conflict may not necessarily be achieved but it may be subdued by the conflict through negotiated settlement. (Otite & Albert, 1999)

Conflict is a part of life, often a part of growth and change. We can live with it which implies learning about it, making choices and seeking to transform it in a creative way or we can live in it and allow it to undermine objectives or become destructive (Denga, 1981). Conflict management is therefore a process of utilising available resources to transform conflict to a functional level at which parties concerned can relate at an acceptable level.

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Otite and Albert (1999: p.11) explain that, "conflict management has been broad-based than conflict resolution and conflict transformation". They described conflict management as involving conflict resolution and transformation when necessitated, and it is more of a longer time arrangement involving institutionalized provision and regulative procedures for dealing with conflict when they occur. This idea will be appropriate in the context of the study.

Abubakar (2005) states that, in all organizations, some amount of role conflict can be reduced by careful structuring of task and objective communication among members so as to clarify roles and bring role perceptions as close as possible or role expectations. When these perceptions are accurate, it is important because they affect group effectiveness. Within the Paramountcy, communication is one of the major tools to bring understanding between members. In this wise, per the structure of the study communication will be a major tool to manage conflict.

Kinarshi (1998) explains that some conflicts are inevitable in work or life situations. He further states that, with the use of proper management procedures, most of them can be resolved. He states the importance of increasing flow of information through the organization as one of the effective tools of dealing with conflict. This according to him, encourages employee to sympathize with other people and also appreciates other peoples' problems and views. What Kinarshi (1998) seeks to suggest is that, when information flow is managed appropriately it will enable members within the same setup to be concerned about the welfare of each other. This proposition fits so much in the context of this study.

According to Musaazi (1982), the delegation of work is a process of dividing up total work and conflict. The most important benefit of delegation is that workload is reduced and tasks are performed quickly and critically. Managing conflict means finding appropriate strategies to resolve it. If the occurrence of conflict is an everyday matter, then its management should be a daily affair. Managing conflict is thus a common activity in organizations. Effective conflict management involves more than specific techniques. The ability to understand and correctly diagnose conflict is the first step in managing it (Mankoe, 2007). Mankoe implies that in conflict resolution developing better understanding of issues is critical.

Conflict management consists of diagnostic processes, interpersonal styles, negotiation strategies and structural interventions that are designed to avoid unnecessary conflict, reduce or resolve excessive conflicts or even increase insufficient conflict (Hellriegel et al., 1992). This means that, conflict management should not be done concentrating on just one angle but rather the various issues that are connected to the conflict must be looked at. Within the context of the present study, critically adhering to the issues raised above will facilitate the conflict management process.

2.17   Interpersonal Conflict in Community Management Setting

According to Mankoe (2007), interpersonal conflict involves two or more individuals who perceive themselves as opposing each other over preferred outcomes of goals and attitudes, values or behaviours. For example, a leader (Chief) admonishes the subordinate to work hard to instil discipline among other members but turns around to accuse Opinion leaders (Assemblymen) of being too strict on their colleagues. When the

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community members see the leader as their ally, they may show disrespect to the Opinion leaders. The leader's behaviour conflicts with his role as a number one disciplinarian or role model. In the above example, the opinion leader is the focal person while the leader is the role sender. The opinion leaders might respond to the leader's behaviour by relaxing their strictness on the discipline or might complain to the leader about his behaviour and pronouncement on discipline.

Hellriegel et al. (1992) examined the various ways in which interpersonal conflict can be managed in the following.

2.17.1 Avoidance style

The avoiding style involves behaviour that is unassertive and uncooperative. An individual with this style chooses to stay out of conflict, ignore disagreements or remain neutral. This approach might reflect a decision to let the conflict work itself out or it might reflect an overflow tension and frustrate others. The consistent use of this style usually results in favourable evaluations by others. What it means is that, people who use this style may want to remain unconcerned about an emerging conflict situation and would not want to do anything with it. In community setting, the use of this style will not help in tackling conflict at its initial stage but wait until it escalates because of the view that the conflict will work itself out.

2.17.2 Accommodating style

The accommodating style involves behaviour that is cooperative but not assertive. Accommodating may mean an unselfish act, a long term strategy to encourage others to cooperate or submitting to the wishes of others. Accommodators are usually favourably evaluated by others but are also perceived as weak and submissive.

2.17.3 Collaborative style

The collaborating style involves behaviour that is strongly cooperative and assertive. It reflects a win-win approach in resolving a conflict. Conflicts are recognized and welted by all concerned. The style represents a desire to maximize joint outcomes. This shows that within the context of the study there is bound to be agreeing and disagreeing on views expressed by individuals just to ensure that the issues in the conflict are addressed to the benefit of all parties involved.

2.17.3 Compromising style

The compromising style involves behaviour that is at an intermediate level in terms of cooperation and assertiveness. It is based on give and take and typically involves a series of concession. The main benefit of compromising is the quick way of dealing with a conflict. It does not maximize satisfaction but only a partial satisfaction for each party. This style is suitable within the context of this study in the sense that it makes conflict resolution quicker and also meets some demands of all parties within conflict situations. What it means is that, parties to conflict soften their stance during

settlement for the sake of peace. This is also as a result of the fact that the disputing parties have had their demands met in a way.

2.17.4 Forcing style

The forcing style is a behaviour that is assertive and uncooperative. It reflects a win-lose approach to interpersonal conflict. Those who use this style achieve their own goals without concern for others. This style often involves aspects of coercive power and dominance for any tends to result in unfavourably evaluation by others. Leaders who use this style may threaten or actually use demotion, dismissal, negative performance evaluations or punishments to gain compliance from their subordinate. Over reliance on forcing by leader lessens the employees' work motivation because their interests are not considered. This style seriously focuses on the gains of one side of the disputing parties and not all. It is therefore used for personal gains. Within the context of this study this style will not work. This is because, conflict management in community setting should address the concerns of all for the sake of peace. The use of this style will not encourage lasting peace in the communities because when a party to the conflict assesses his or her loss during the settlement , he/she may try to fight back to get what is due him or her.

2.18   Structural Methods in Conflict Management

The structural method in conflict management is to prevent, resolve or reduce conflict. Hellriegel et al (1992) again describe the following structural methods for resolving conflicts.

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2.18.1 Dominance through Position

Organizational heads may attempt to resolve employee conflict by simply using a directive specifying the course of action subordinates are expected to follow. For example, in dealing with recalcitrant community members and indiscipline in the society, an Opinion leader (Assemblyman) may propose some sanctions. The leader (chief) may propose other sanction for members' misbehavior. What this means is that leaders try to exert their authority in an attempt to resolve conflict. This will not effectively handle conflicts because subordinates may pretend that no conflict exists but deep within their heart the conflict still exists.

2.18.2 Decoupling

An organization can directly reduce interdependence among departments by providing them with independent resources and inventories to decouple them. This structure reduces the likelihood of interdepartmental conflict. For example, communities will be supplied its own set of activities with the corresponding resources. Of course independence may result in duplication of efforts and equipment and this increases costs. This method seeks to empower organizational departments to be independent and not rely on other departments which can be a recipe for conflict in the organization. In the context of this study, resourcing opinion leaders to work independent of each other can help reduce potential situations of personality clashes.

2.18.3 Buffering with inventory

Completely decoupling organizations/communities or making them totally independent may be too costly. Thus an organization may buffer the work flow between members.

2.18.4 Linking pin

A linking pin is an individual assigned to help integrate two departments that have overlapping tasks. This person is expected to understand the operations of both departments and coordinates their overlapping tasks. The linking pin must often remind both departments of their commitments and loyalties to the overall organizational goals. Example, a linking pin can coordinate the tasks in one community and another.

2.19   Techniques of Conflict Management in Communities in Ghana

Conflict is a situation in which two or more human beings desire goals are perceived as being alienable by one or the other but not by both (Adeyemi, 2009 citing Stagner). Conflict occurs anytime there is a disturbance in equilibrium and security of a protective environment.

Adeyemi (2009) explains that, conflict means to occupy the same space at the same time two persons each trying to have his "own way" regarding an important decision. The question then is from the definition, "what are some of the key ingredients in resolving conflict?" Conflict resolution or management could be simple and quick or complex, time consuming and painstaking depending on the conflict management method.

Okotoni and Okotoni (2003) suggest modalities which will be useful for conflict management. First and foremost, they suggested that conflict should be analyzed to determine the remote and immediate causes, the parties involved, the interest of the parties, the attitudes of the parties and the willingness of the parties to have settlement.

An analysis of the immediate and remote causes may reveal what factors may have led to the conflict and for how long the conflict must have been in existence as well as the seriousness or otherwise of the conflict. The analysis may also help identify the parties directly or indirectly involved in the conflict. For instance, a conflict may be between a community member and an opinion leader. After identifying the persons in the conflict, it is useful to communicate their interest and if possible how entrenched those interests are. This will help establish the persons who are really important to the resolution of the conflict. It is also important to note the attitude of the parties towards the conflicts and also their willingness to submit to a settlement.

Adeyemi (2009) suggests a number of methods to facilitate conflict resolution. These include mediation, arbitration, negotiation, adjudication and in an extreme situation, peace enforcing. Mediation is very useful because it allows for a third party's intervention during resettlement even though it may delay conflict resolution because the third party dictates the timelines for the settlement. Arbitration also calls for the intervention of an arbiter where the disputing parties are made to bring their interest to bear. This method does not empower people to handle the conflict on their own even though it ensures some amount of compromise. With negotiation, the disputing parties are made to present their interest for the necessary negotiation. This method does not seem to see to the early settlement of disputes. This is because the resolution depends on

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how their interest is negotiated upon. However, it helps in the identification of the interest of the disputing parties and that can facilitate the resolution process because the demands of the parties are already known. In adjudication, judgment is pronounced at the end of the settlement. It could either be at the law court, a tribunal or at a palace. This method may deepen the conflict since the loser in the conflict will feel bitter while the winner on the other hand will feel vindicated. Extreme force comes in when all the above mentioned methods have failed. Over here, there is a strict application of the law in an attempt to find a resolution. The method though encourages the adherence of the law deepens the pain in the people involved. A critical look at these methods as suggested by Adeyemi (2009) will ensure that within the context of this study mediation, arbitration and negotiation are best suited.

Craig and Pepler (1997) noted that, conflict resolution is the process of attempting to resolve a dispute or conflict resolution usually involves two or more groups with opposing views regarding specific issues and another group of individual who is considered to be neutral in their opinion on the subject. Resolution method always requires third party intervention which is directly between parties with opposing views in negotiation. The implication of this method is that, the third party who intervenes in the resolution process is a neutral person who has no interest in the subject matter and for that reason deals with the issues raised by the disputing parties without any biases. In the context of this study, this method will be useful in that it may avoid all forms of biases on the part of the third party in the settlement process which may have the potentials of thwarting conflict resolution efforts within the communities.

Frans (2000) sees conflict resolution as an important tool for striking a balance among strategic options and competing interests. Conflict resolution seeks to convert conflicting interest into constructive work ration if managed properly. Conflict can be catalysts to achieving a more sustainable means of development through censuses building and joint action. This view means that conflict may present interests which oppose each other and do not facilitate building consensus towards goal attainment. However, with the use of proper management strategies, the conflicting interest can be converted into constructive ventures that can build cohesion among the parties to conflict thereby increasing their efforts to attain the set goals.

On the other hand, conflict management refers to the long-term management of intractable conflicts. It is the label for variety of ways by which people handle grievances. The foremost purpose of conflict resolution which creates a balance among the conflicting parties is the situation, and the consequences of the action to be taken (Kanarshi, 1998). In order to resolve conflict, differences among parties are discussed in an open and transparent manner, and such discussion also promotes culture of active civic engagement in urban issues. The implication of Kanarshi's viewpoint is that, the balance between situations that influence conflict and the subsequent actions taken as a result of the conflict is very critical in the long term resolution of conflict. Discussing the differences of the disputants openly and transparently can promote trust in the resolution process and the parties to the conflict will be ready to accept the outcome.

Adeyemi (2009) one of the advocates on conflict prevention programme developed and implemented a comprehensive programme to address the problem. Today,

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researchers and educators in most industrialized nations recognize bullying as a significant problem, with far reaching consequence if left unchecked.

The following characteristics have been identified as key to successful prevention of conflict.

1.   Using a multi-dimensional approach - a combination of individual.

2.   Incorporating cognitive, effective and behaviour components.

3.   Skills building and active participation in non-violent conflict resolution by all community members.

4.   Changes in policies and procedures dealing with violent incidents with those approaches mentioned above; which leads to effective conflict prevention. (Cueto & Sailies, 1993)

In community administration, members could be educated on peer mediation which imbues items with the requisite knowledge and ideas to the handling of community conflicts. Peer mediation is a specific form of conflict resolution whereby framed individuals act as neutral third parties in the settling of non-violent disputes between community members and Opinion leaders. For instance, community watch dogs have set up a committee in charge of settling disputes and misunderstanding between individuals. The committee is responsible for addressing concerns, grievances and complains from community members so that peaceful environment could be created. This strategy has helped to curb most misunderstanding and conflict that have led to riots and violent demonstrations.

Traditionally, peer mediation has a selected group of community members who are trained in mediation and then offer their services in the playing ground. A peaceful

community environment results in the values such as cooperation, tolerance, positive emotional expression etc. and conflict resolution skill helps to support the culture of the community (Conaway & Coleman, 1984). When people within communities are given the necessary training to deal with issues of conflict it gives them the confidence to tackle conflict situations when they arise. This method is appropriate within the context of this study because of the people involved in conflict.

According to Marshall (1990), mediation also calls for third party in conflict resolution. Here, during the process of conflict reselection, the two parties involved are asked to bring their respective interest to bear. This enables the third party to come to terms favourable to both parties. The third party through negotiation similarly looks at the sacrifices that could be made by parties involved in conflict to arrive at a reasonable conclusion. Managing conflict means finding appropriate strategies to resolve it. The occurrence of conflict is an everyday matter and its management should be a common activity in institutions. Effective conflict management involves more specific techniques. The ability to understand and correctly diagnose conflict is the first step in managing it. Conflict management consists of diagnostic process, interpersonal style, negotiating strategies and structural intervention that are designed to avoid unnecessary conflict, reduce or resolve excessive conflicts or even increase insufficient conflict. (Hellriegel et.al., 1992)

What these issues mean in the context of the present study is that, in finding a resolution to any conflict situation within any traditional setup such as the Asunafo South District, diagnozing the issues in the conflict is the first step. The diagnoses of the issues

will bring to the fore the principal actors in the conflict, the conflicting interests and the management strategies to be employed.

2.20 Summary of Reviewed Literature

In summary, the key issues that have emerged from the literature reviewed are: the different categories of conflict, the causes of conflict in communities, effects of conflict on communities, the importance of involving community members in conflict management and conflict management strategies in communities in Ghana. The reviewed literature talked about the general issues of conflict that pertains in communities and in organizations without making reference to any specific context. In view of this, this study is intended to deal with the disturbing issue of conflict and how it is been managed in civic engagement focusing on the Asunafo South District.
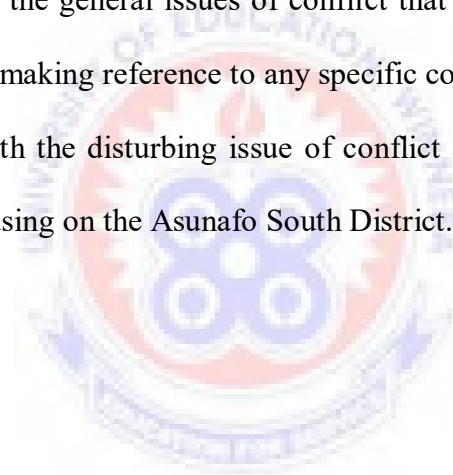
CHAPTER THREE

METHODOLOGY

3.1   Introduction

This section discusses the methodological basis of this research. It also describes the research design of the study, identifies the population and sample size targeted for the study. Additionally, it deals with methods and procedures used in gathering data and the statistical techniques for analyses of the data. For effective analysis of data, Bryman (2001) says a researcher must use a suitable research design notably called paradigms in the conduct of a research. This research adopted a survey design and employed both quantitative and qualitative research approaches to collect the data.

3.2   Research Design

A research design according to Amin (2005) is the plan which the research study follows. It is a series of advanced decisions taken together to make up a master plan or model for a research study. Amin (2005) goes further to state that it is a stated structure and process of conducting a research project, detailing the plan and method for systematically and scientifically obtaining the data to be analyzed.

The present study adopted a descriptive survey design and employed the explanatory sequential mixed method approach. The explanatory sequential mixed method is where verbatim quotation is used to support or interpret the quantitative data (Creswell, 2008). According to Creswell (2003), the sequential explanatory design method is a two phase design where the quantitative data is collected and analyzed first followed by the qualitative data collection and analysis. The purpose of this design is to

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use the qualitative results to further explain and interpret the findings from the quantitative phase.

Triangulation approach was used in collecting the data. Triangulation is a technique involved in collecting and analyzing data from quantitative and qualitative strategies (Amin, 2005). Gay (as cited in Creswell, 2003) defined triangulation as the term for the use of multiple methods, data collection strategies and/or data sources. Kusi (2012 citing Sarantakos) explained triangulation as the practice of employing several tools or instruments within the same research.

According to Ghaffar (2012), Amin (2005) and Kusi (2012), there are different types of triangulation, namely space triangulation, referring to the collection of data at different points in time, places and sites; theoretical triangulation which encourages the use of more than one theory to explain the underlying assumptions in a given study, data triangulation, involves multiple data sources with similar focus to obtain diverse views through a range of data about a given topic and methodological triangulation which involves using multiple instruments to collect data for one or same study. It can be achieved by employing different methods or instruments to collect data when a single research approach is employed for a study.

This study was triangulated in different ways. Firstly, the study did use multiple theoretical frameworks as they formed a good base for the prediction and interpretation of research findings. Also, methodological triangulation was used as the study employed mixed methods of sampling, data collection and data analysis. Purposive and simple random sampling techniques were used to select the communities and the sample for the study. Questionnaire and interview were the techniques employed for the data collection.

According to Creswell, Plano Clark, Guttman and Hanson (2003), three issues need to be considered when designing a mixed methods study. This includes priority, implementation, and integration. Priority refers to which method; either quantitative or qualitative is given more emphasis in the study. Implementation refers to whether the quantitative and qualitative data collection and analysis comes in sequence or in chronological stages, one following another, or in parallel or concurrently. Integration refers to the phases in the research process where the mixing or connecting of quantitative and qualitative data occurs.

The priority in this study was given to the quantitative method followed by the qualitative method, because the quantitative research data collection and analysis were done in the first phase of the study and the qualitative data collection and analysis in the second phase. In other words, I collected and analyzed the quantitative (numeric) data first. The qualitative (text) data was collected and analyzed afterwards to help explain, or elaborate on the quantitative results obtained. The rationale for this approach is that the quantitative data and their subsequent analysis provide a general understanding of the research problem. The qualitative data and their analysis refine and give detailed explanation to the statistical results by exploring participants' views in more depth (Tashakkori & Teddlie, 1998; Creswell et.al., 2003).

3.3 Profile of Asunafo South District

The Asunafo South District can be found in the Brong Ahafo region of Ghana. It is one of the six districts in the Ahafo part of the Brong Ahafo Region. The capital town of the district is Kukuom. The main occupation of the people living in the area is

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farming. The place is an Asante area as the occupants are immigrants from the Ashanti region of Ghana. Even though the population of the Asantes dominates, there are other people from different tribal orientations living there. These settlers are found in the satellite communities in the district. These ethnic grouping comprise the Ewes, Denkyiras, Kussasis and Bimobas. With the settlement making up of people from diverse cultural background, interaction within the settlement is complex as varied values are shared. In resolving the conflicts between their values, there are instances where managing group dynamics become a problem. However, there appears to be cordiality as collaborative activities prevails within the environment but it is the Asante culture that predominates. The chiefs, linguists, assemblymen/women are respected.

3.4   Population

The population for the study was all the youth, opinion leaders, members of the Paramountcy and community members from the four communities in the Asunafo South District selected for the study.

3.5   Sample and Sampling Technique

In this study, the towns were classified into small and large communities. Purposive sampling technique was employed to select the two large towns and the two small towns for the study. The two small communities comprised Dantano and Abuom while the two large towns made up of Nobekaw and Kwapong. The communities with bigger population were classified as large communities and those with lesser population below were classified as small communities. 100 participants out of the research

population were selected from the four communities used in the study to respond to the research questionnaire and the interview.

Purposive sampling method was used to select 12 opinion leaders as respondents and 18 members of the Paramountcy as respondents. 70 members which comprised ordinary community members and the youth members from all the four communities were selected through the simple random sampling technique, using the lottery method due to their homogeneity as respondents.

Two opinion leaders, one member from the paramountcy, one community member and one person representing the youth from each of the towns considered in the study who were among those who answered the questionnaire were selected for the interview for the qualitative aspect of the study. This number was selected due to the fact that qualitative research demands a relative smaller number of respondents (Creswell, 2008).

According to Cridland (2014), usually researchers regard 100 participants as a minimum sample size when the population is large. He emphasized that, most statisticians agree that the minimum sample size to get any kind of meaningful results is 100 and if your population is less than 100 then you really need to survey all of them. Since the representation of the study population was crucial, I considered it appropriate to choose a sample size of 100 for the study. Two opinion leaders, one member from the Paramountcy, one community member and one youth representative from each town, summing up to 20 were interviewed. Heterogeneous or maximum variation sampling method was used to select the members for the interview. This sampling strategy is

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employed when a researcher wants to select participants with diverse characteristics to ensure maximum variability within the primary data (Creswell, 2008).

In selecting the sample size for the study, proportional stratified sampling technique was used because there were four different towns with unequal population and each town had to be represented based on population. In a study if the population is different among study areas/strata but have a common trait using proportional stratified sampling technique is unbiased in terms of representation (Tryfos, 1996).

Table 1:   Sample Selected from each Town

Towns	Sample
Abuom	30
Dantano	40
Kwapong	20
Noberkaw	10
Total	100

Source: Proportional Stratified Sample of the Population.

3.6   Data Collection Procedure

I collected an introductory letter from the Department of Educational Leadership, UEW-K and used it to have access to the selected communities. I visited the participating towns to administer research instruments myself. Copies of the questionnaire were personally administered to the participants. After doing this, I explained the purpose of the study to the participants. The instructions stated on the questionnaire were also read

out to them. The Opinion leaders, members from the Paramountcy and community members (youth inclusive) were given 35 minutes to respond to the questionnaire. All the respondents were literates so they could read and understand the items on the questionnaire. An in-depth focused group discussion and/or interview followed the administration of the questionnaire a month after the administration of the questionnaire. Two opinion leaders, one member of the Paramountcy, one community member and one youth representative from each town were engaged in a four separate discussion/interview sections for a thorough discussion about the topic for the study at different dates and times in the towns involved in the study. Each discussion section lasted for 1:25 minutes. This was done to ask the respondents to provide valuable information that could support and explain those obtained from the questionnaire. I personally administered the instrument.

3.7 Instrumentation

After carefully considering the research questions, the nature of the data needed for the analysis and the prevailing conditions in the research field, it became evident that the best way to collect adequate data for the research would be questionnaire and interview-focus (reflective dialogue) group discussion. The questionnaire (structured and semi-structured) did consist of five different sections namely A, B, C, D and E. Section 'A' consisted of questions on demographic information about the participants. Section 'B' asked participants questions about issues concerning the relationship between community members and opinion leaders. Section 'C' also centered on questions concerning the level of discipline at the community. Section 'D' asked questions bothering on

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administrative style of leaders and section 'E' contained questions on how participants planned their activities on conflict management. The questionnaire was constructed based on a five (5) point Likert type scale or summated rating scale which were Very good= 5, Good= 4, Fair = 3, Poor = 2, and Very Poor =1 as described by Bennete (1992, citing Best and Khan.) Opinions of participants on conflict resolution formed greater part of the instrument. This was assessed in terms of rating 1 -5; where 1 is the lowest and 5, the highest.

The focused group discussion, using semi-structured interview guide, was adopted to elicit the respondents' personal views of what actually informs or determines how conflicts can be managed. Semi-structured interview was adopted because the process had the advantage of making the participants express their own opinions and views in a way that was meaningful. Second, the interview sections gave me the opportunity to seek further clarifications and details on the data obtained from the questionnaire and in the same way challenge them on the authenticity of their opinions. Creswell (2008) stated that, semi- structured interview allows flexibility in how the interviewees seek to explore the meanings and perceptions about ideas to gain a better understanding relevant to a study. It can equally be useful as follow-ups to certain responses respondents may provide in the questionnaires. Even though the semi-structured interview provided some data, the data from the questionnaire constituted major aspect of data collection. This is because the qualitative data provided support and explanation to the quantitative data.

3.8.0 Validity and Reliability of the Instrument

3.8.1 Validity

Validity is concerned with the integrity of the conclusions that are generated from a piece of research (Bryman, 2008). The validity was checked by the supervisors and other experts in research in the Department of Educational leadership who cancelled some of the items which were ambiguous, especially the topic of the study, and introduced more appropriate ones. The comprehensiveness, logicality and adequacy of the instrument were seen as they specifically related to the items or questions for which they were designed. The instruments for data collection were checked by the supervisors using face validity. The supervisors made their judgments concerning how well the instrument could measure the intended variables on the face value. In addition, the instrument was pretested or piloted in three towns in the Asunafo South District that were not part of the study. The towns were Sankore, kukuom and Anwiam.

3.8.2 Reliability and Trustworthiness of Instrument

Reliability refers to the consistency of measurement. It is an important indicator that determines a good quantitative research instrument. It also refers to the consistency, constancy or dependability, accuracy and precision with which an instrument measures the attributes it is designed to measure. In addition to these, reliability refers to the consistency, stability, predictability, accuracy, dependency or trustworthiness of the scores obtained; how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Silverman 2006; Amin, 2005).

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Reliability of the quantitative instrument was measured using factor analysis. Since most of the items were multiple scored to be able to identify those items that are specifically related to the study, factor analysis was deemed appropriate. The choice of the factor analysis was made on the merit Ofori and Dampson (2011) who believe that factor analysis helps in selecting only the indicators or those items of the questionnaire instrument that tap the concept you are trying to measure or that are relevant to the research topic in an attempt to improve its construct validity. In other words, factor analysis reduces the number of indicators by selecting only those which actually give an accurate measure of the concept one is trying to measure. It shows that the components could be judged as reliable. Items or statements in the questionnaire that were found irrelevant to the study or those which seemed not to measure concept of the study were discarded after the pre-test. In other words, items in the questionnaire, whose measure of sampling accuracy fell below 0.60 in the factor analysis, were eliminated. This was emphasized by Ofori and Dampson (2011) who indicated that the principal component analysis of the Kaiser Mayer Olkin measure of sampling accuracy (SMA) be greater than 0.50 for each individual variable as well as the set of variables. Thus, the Kaiser-Mayer Olkin measure of sampling accuracy is described as marvelous if it is 0.90 or greater, meritorious if it is 0.80, middling if it is 0.70, mediocre if it is 0.60 and unacceptable if it below 0.50. On the basis of this, I rejected any item of the questionnaire whose SMA was less than 0.60 and did not include it in the questionnaire for the main work. This is because such statements would not be able to measure the concepts the study wanted accurately.

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The trustworthiness or validity of the qualitative research according to Kirk and Miller, "concerns the interpretation of the observations whether or not the researcher is calling what is measured by the right name" (Kirk & Miller, 1986, p.69). Lawrence Neuman (2003) also puts it in a concrete expression, saying validity in qualitative research means 'truthful' referring to the bridge between construct and the data.

Validity of the qualitative part of the study was measured through communicative validation where the findings were evaluated by respondents and respondent validation or member checking- thus taking one's findings back to the subjects, where these people verify one's findings. Respondent validation is a technique used by researchers to help improve the accuracy, credibility, and validity (also known as applicability, external validity or fittingness) of a study. Member checking was done during the interview.

Data Authentication and Trustworthiness

In researches, a way is needed to assess the "extent to which claims are supported by convincing evidence" (Silverman, 2006).To be able to authenticate the trustworthiness of the interview depends on how reliable or valid the subjective nature of the discourse is treated to ascertain the strength of the dialogue.

To authenticate the trustworthiness of any data collection, Yin (2009) thinks that, "if a later investigator followed the same procedures as described by an earlier investigator and conducted the process all over again, the later investigator should arrive at the same findings and conclusion" (p. 45). In other words, do we expect to find about the same findings if we repeated the design and procedures?

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The complex nature of the interviews makes validating the data collected complex. Reflecting on the process and in support of what Silverman, (2006) thinks, I adopted two out of the five criteria for validating action research studies advocated by Heikkinen, Hutunen and Syrjala (2007) to validate the quality of the data collected. The criteria are explained in the next section.

Principle of Reflexivity

The principle of reflexivity according to Heikkinen et al. (2007) is based on the idea of philosophy, where the researcher needs to consciously reflect on his/her pre-insight or analyze his/her ontological and epistemological presumptions. Feldman (2007) agreed to the notion of researchers examining their relationships with their subjects to question their presumptions of knowledge and reality. However, he did not subscribe to a particular reflexive account being necessarily better in quality and being more truthful than any account because clearly, one cannot expect to know the "ultimate truth" that corresponds exactly to an external truth" (p. 28). To address Feldman's opposing views, the study saw a principle of critical exchanges of ideas, claims and counter claims as the participants compared and contrasted plurality of perspectives and used multiple realities. To develop understanding and knowledge, I thus presented the participants' views as I understood what they meant in a systematic and coherent manner as the process outline. This validates the process because the steps in the process are mutually dependent as activities in each are related to the other. A break, for example in the actions phase renders the process ineffective.

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Principle of workability

In short, Heikkinen et al. (2007) believe that the workability of a study is about how the quality of the study gives rise to changes in social actions. But Feldman was concerned with how equal value was given to all interpretations by saying: "where there was the possibility to have desired outcomes, such as lively discussions or an attention to ethical problems that draw upon unchallenged or false assumptions about race, ethnicity, gender or sexual orientation that helped to maintain the status quo rather than leading to emancipation" (p. 29).

3.9 Pretesting/Pilot testing of the Research Instruments

Oppong- Frimpong (2004) stressed the need for a pretesting or piloting of the study because it helps the researcher to decide if the study is feasible and worthwhile to continue. It also provides an opportunity to assess the appropriateness and practicality of the data collection instrument. Gay (1992), agreed with Oppong- Frimpong (2004) when he added that, a pilot test could be used to revise questions in the guide that are apparently unclear or produce negative reactions in subjects. Ofori and Dampson (2011) supported the idea by saying that "pre-test" of the questionnaire or interview schedule could reveal ambiguities, poorly worded questions that are not understood, and could also indicate whether the instruction to the responses is clear.

The questionnaire for this study, as already mentioned, was pre-tested on a sample of 20 participants who were selected. Six opinion leaders and six members of the paramountcy were purposively selected from three neighboring communities. Eight community members were randomly selected from those communities since they

exhibited similar characteristics with respect to their roles in their communities. The participants were subjected to the same condition as planned for the main study. The respondents were similar to those used for the study relative to their roles in the communities. The rational for the pre-test was to validate the instrument for the main study.

3.10   Method of Data Analyses

The data derived from the research were both qualitative and quantitative. As such, qualitative and quantitative methods of analyses were employed in analyzing the data. In explanatory sequential mixed method, qualitative data is normally used to support the quantitative data. Hence with this analysis, verbatim quotations are used to support results found from the quantitative analysis.

3.10.1 Quantitative analysis

The quantitative data was analyzed descriptively using Statistical Package for Social Sciences (SPSS version 16 for Windows). The results were presented in tables, percentages and frequencies. First and foremost, descriptive data analysis was conducted to give the demographical picture of the respondents. Percentages, frequencies and tables were used to answer the research questions in respect of evaluating which factor(s) generate conflict in the communities.

Again, they were used in examining which of the roles of the participants that assisted conflict management. This is because according to Ofori and Dampson (2011), one cannot use only the mean to make accurate judgment regarding the spread of a data.

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Again, the standard deviation measures how well the mean represents the data. Ofori and Dampson (2011) further point out that if the standard deviation represents the data well, then most of the scores will cluster close to the mean and the resulting standard deviation will be smaller relative to the mean.

In cases where there was/were factor(s) with the same mean value with different standard deviation, the mean value with the least standard deviation was used to determine the factor that was higher than or superior to the others. According to Ofori and Dampson (2011), the chances of the factor with the lowest standard deviation not being able to influence is greatly reduced.

3.10.2 Qualitative analysis

3.10.2.1 Recording and Transcribing

The interview was audio recorded during the focus group discussion on conflict management among individuals in the Asunafo South District. Tape recording to Powney and Watts (1993) supports getting verbatim views expressed by participants in a study. The interviews recorded were transcribed promptly and personally as it was fresh in my mind.

3.10.2.2 Extracting the Themes

I used the participants' own words to support the argument raised during the interaction. This according to Creswell (2003) will help bring up the relevant meaning as one would need to look at each case and draw meaning from it, as well as looking at a categorical aggregation from a collection of instances. The themes were extracted from the objectives. Thematic analysis technique was used to analyze the qualitative data.

In his work, developing a reflective collaborative practices model for individual development: the four factors in a Ghanaian case, Amoah (2011, citing Creswell), indicated that the within-case analysis informs the cross-case analysis. This allowed me to be intimately familiar with each participant's view about the phenomenon, which in turn allowed the identification of the distinctive patterns and also accelerated the cross-case analysis process Amoah (2011 citing Eisenhardt).

3.11   Ethical Consideration

Ethical issues which touch on the credibility of this research were considered. I took the appropriate steps or measures to protect stakeholders. An ethical issue like consent was considered to ensure that the study meets up with internationally accepted standards.

The participants' expressed consent was sought before they were involved in the research. Again, the respondents and traditional authorities were adequately made aware of the type of information needed from them. Also, the reason the information was being sought, what purpose it would be used, how the participants were expected to participate in the study and how it would directly and indirectly affect them were all dealt with prior to the study and that the information received from the participants were used strictly for the benefit of the study. Incentives were not given to participants because they could serve as inducements making the study unethical (Silverman, 2006).

CHAPTER FOUR

FINDINGS OF THE STUDY

4.0   Introduction

This chapter deals with the presentation and analysis of data collected through interview schedules, observation and questionnaire administered to the community members.

4.1 Bio-Data of Respondents

Table: 1.0: Bio-Data of Respondents

Category	Frequency	Percentages (%)
Opinion Leaders	12	12
Members from the Paramountcy	18	18
Community members	70	70
Total	100	100

Source: Fieldwork data (2014)

From table 1.0, it can be seen that the community members which the youth were part are in the majority. This is so because members of the paramountcy in most cases are chosen from the royal families of their respective communities. This automatically prevents many people from becoming members of the paramountcy. The few number of the opinion leaders may also be due to the fact that the community members themselves do not have the trust and interest in a lot of people to become their opinion leaders. It is only few people who have distinguished themselves as outstanding personalities and for that

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reason command the respect as opinion leaders. In some cases, individuals may set themselves aside because they believe that their way of doing things are in contravention to the members of the paramountcy. They sometimes accused members of the paramountcy for being biased.

Table 2.0: Gender of Respondents

Gender	Opinion Leaders	Members of Paramountcy	Community members
Male	8	12	60
Female	4	6	10
Total	12	18	70

Source: Fieldwork data (2014)

From table 2.0, few women participated in the study. Most of the women did not make themselves available due to the fear of victimization. They feared that their husbands may pick up grudges with them for expressing views other than that of theirs. In most of the non-Akan tribes found in the area, their standard practice has been that the woman can respond to such studies only with the permission from her husband. Gender issues were considered because I wanted to ensure balance in the data obtained. What this meant was that in most of the cases women are marginalized during conflict resolutions except in cases where the women were themselves the culprits which were also the likely event.

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Table 3.0: Ages of Respondents

Age	Opinion Leaders	Members of Paramountcy	Community members
21-30 years	2	1	30
31-40 years	2	3	35
41-50 years	5	14	3
51-60 years	3	1	2
Total	12	18	70

Source: Fieldwork data (2014)

Table 3.0 shows that majority of the community members are in the age range of 21 – 40 years. This is a very youthful age characterized by a lot of exuberance. Most of the opinion leaders and members of the paramountcy can also be found in the age range of 50 – 60 years. The age difference between the youth and the elderly is itself another source of conflict. There has always been a dichotomy between what the elderly see right and what the youth considers proper. The youth are of the view that their concerns and sentiments will be overpowered by that of the elderly. Especially in a typical Akan setting where the elderly never goes wrong, the youth are optimistic that they will not be given a fair hearing during any resolution attempt. This different age groupings were considered in order not to give undue advantage to a particular age group.

Table 4.0: Experiences of Opinion Leaders, Members of Paramountcy and Community members

Years	Opinion Leaders	Members of Paramountcy	Community members
1-3	4	2	42
4-6	2	8	10
7-10	6	8	18
Total	12	18	70

Source: Fieldwork data (2014)

Table 4.0 shows that many of the opinion leaders and members of the paramountcy have had about 7 – 10 years of experience unlike the little experience of the youth community members for just a little of 1 – 3 years. Working experiences in this sense refers to the number of years the respondents have engaged in community activities and the respective roles they play in the community. In managing conflict, the experience of the people who mediate is very important. Experience will tell you that it is not all the cases that one needs to determine who won and who lost. This is because in the traditional settings, conflicts are mediated such that the once friendly relationship that existed between the two factions is still maintained. It is not surprising that in most of the cases the youth tend to disagree with the verdict of the elderly in conflict resolutions.

The experiences of the respondents were further explained by participants during the Focus Group Discussion sections. These are found in the following quotations from the qualitative data:

"I am an elder in the palace supporting the chief to oversee what goes on in this community. I have been an elder for eight years now and we the leaders help the chief at the palace". (MP4)

"I am an opinion leader in this community specifically, an assemblyman. I am in my second term now so let's say five years now. I represent the people in my electoral area and the entire community at the district assembly. Apart from that I also serve as a middleman between the chiefs and the people. I help in resolving issues such as conflict and so on". (OPL)

"I am a member in this community even though I am not from here. I have stayed here for more than two years and have taken part in most of the things that go on in this community. As a community member, I help the leaders to manage this community. I also help in resolving issues that arise in the community". (CM18)

Table 5.0: Respondents' Understanding of Conflict

Response	Opinion Leaders	Members of the Paramouncy	Community members
Misunderstanding	1	3	40
Disagreement between people	8	8	20
Fight between people	3	7	10
Total	12	18	70

Source: Fieldwork data (2014)

Table 5.0 shows respondents' understanding of conflict. It could be seen that the ordinary community members as well as both opinion leaders and members of the Paramountcy perceived conflict to be misunderstanding and disagreement between people. This shows that majority of the respondents are aware of what conflict is or what it means and since they know what it is, they would be able to identify conflict of any kind if it takes place in their communities. Most of the community members believe that everyday misunderstandings are the real conflicts because that is what they often experience. On the other hand, the opinion leaders and the members of the Paramountcy see conflicts beyond everyday misunderstandings. For them, it may include disagreements perhaps not all the misunderstandings between individuals becomes public knowledge. Some of the misunderstandings are in most cases resolved without the notice of a general household.

It can be deduced that those respondents who are in the minority would have problems with people because they consider an argument as an issue of conflict and therefore would address it as such. Such respondents could have relationship problem with

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their colleagues and other people they may come into contact with. This is because to them any expression of ideas or merely arguing one's ideas out on any issue could be considered to be conflict.

During the Focus Group Discussion, the interviewee expressed varied views in their understanding of conflicts to support those obtained from the quantitative data. These variations in their views clearly demonstrate how they would respond to conflict situations in the communities. This is seen in the following quotations:

"I see conflict to be a misunderstanding between people over an issue" (MP4)

"Conflict is disagreements between people. When two people are doing something and they do not understand each other". (OPL1)

"My understanding of conflict is when two or more people are fighting over something". (CM12)

It can be seen from the discussion that these variations in the understanding of the respondents relative to conflict will mean that some of them may find it difficult to resolve conflict because they would not see it brewing as a serious matter or dangerous situation at its initial stage of development. This shows that the people who come under the authority of such respondents could experience psychological problems which do not involve physical assault or any overt actions. This also shows that these respondents do not know much about conflict and its management.

Table 6.0: Existence of Conflicts in Community

Response	Opinion leader	Members of the Paramountcy	Community Members
Yes	10	11	60
No	2	7	10
Total	12	18	70

Source: Fieldwork data (2014)

It could be clearly seen from table 6.0 that most of the respondents agree that there is existence of conflicts in their respective communities. The few respondents who said conflict does not take place in their communities seem to lack understanding of what conflict is. It could also mean that they did not want to expose the problems in their communities.

During the interview, some of the interviewees indicated the existence of conflict in their communities though a few of the participants expressed contrary views. This is seen in the following quotations from the qualitative data obtained.

"As for conflict, it occurs in this community. It is not only here that we witness conflict. When you tune your radio to Fm stations in Ahafo here you hear of a fight in one community or the other (CM 18)
Conflict is all over here rampant. People like fighting in this community so *conflict really exists". (OPL 10)*

"Yes it is true that there are occasions where people disagree among themselves but I will not say it is conflict. As for these little misunderstandings they are everywhere. Even married couples disagree on issues that do not mean they are fighting". (MP4)

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It is evident from the narration that conflict exists in the communities within the Asunafo South District. This information indicates that conflict is natural in any human situation of which the community sector in the Asunafo South District is no exception. However, some people may find it difficult identifying issues that can generate into serious conflict situations. This is because to them conflict is where people physically exchange blows.

4.2   Answers to the Research Questions

Research Question 1: What are the Causes of Conflicts in the Asunafo South District?

Research question 1 sought to find out the causes of conflicts in the Asunafo South District. It is to analyze the causes of conflicts between Community Members and Opinion Leaders, conflict between Community Members and Members of Paramouncy, conflict between Members of Paramountcy and Opinion Leaders, conflict among Community Members, conflict among Opinion Leaders, conflict between the Youth and members of the Paramountcy and conflict between the Youth and Opinion Leaders.

Table 7.0: Rank of Conflicts in the Community

Response	Percentage (%)	Rank
Conflicts among community members	25	1
Conflicts between the Youth and Members of the Paramountcy	19	2
Conflicts between the Youth and Opinion Leaders	16	3
Conflict between Community Members and the Opinion Leaders	15	4
Conflict between Community Members and Members of the Paramountcy	10	5
Conflicts among Opinion Leaders	10	5
Conflicts between Opinion leaders and members of the paramountcy	5	6
Total	100	

Source: Fieldwork data (2014)

According to table 7.0, conflicts among the community members are the highly ranked and the most frequent occurring conflicts in the community. This suggests that community members have issues against themselves which makes them engage one another in an unfriendly manner resulting in rampant conflicts. Conflicts between the youth and members of the paramountcy are ranked second in conflicts situations in the communities. This is as a result of injustices and the perception of the youth that they may not get fair hearing due to favouritism and partiality on the part of the members of the paramountcy during conflict resolutions.

Again, conflicts between members of the youth and Opinion leaders are the third highly ranked conflict in the communities. Factors accounting for these conflicts may be the inability of the Opinion leaders to seek justice for their youth. In most of the cases,

the youth believe that the Opinion leaders had connived with the members of the paramountcy, on whom all traditional powers are vested, to deny them of justice.

From the clarification and explanation sought from the respondents during the interview on the rank of conflict in the communities to support the quantitative data, it came out very clearly that some causes of conflict are considered to having a more effect on the individuals. This suggests that the causes are ranked. From the data the following quotations confirm this assertion;

> *"Within the community conflicts are always experienced. We have some cases where there is conflict between community members and leaders in the community. But conflict among community members is what we mostly experience even though there are some other types of conflict". (OPL1)*

> *"Within any environment, if there is no conflict then there are no people living there, but the influence of conflict is graded since managing is very crucial. It is the community members that fight most". (CM5)*

Based on these assertions, it can be concluded that really conflict are graded as to how it influences behaviours. This clearly shows that conflict occurs in the communities in the Asunafo South District and is between the various stakeholders in the communities.

4.2.1 Causes of Conflict among community members

Conflict among the community members were as a result of community members not being abreast with community regulations and the perception that their ideas are not incorporated in the day to day activities of the community.

The following came up as some of the factors which also bring conflict between community members:

❖ Bullying 30%; it was observed that those who have served longer in the communities and are the seniors sometimes bully the new comers.

❖ Teasing 40%; this shows that teasing is one of the causes of conflict among Community members. Some of the Community members had given their colleagues nicknames whilst some also tease other community members when they are reprimanded by their Members of Paramountcy.

❖ Stealing cases 10%; Stealing is also one of the causes of conflict among Community Members. It was noted that some Community members complain to the Members of Paramountcy about their stolen items like monies, food items, and clothing.

❖ Offensive language from both sides 5%; when Community Members are annoyed they use offensive languages on each other.

❖ Gossip 10%; Community Members gossip a lot among themselves.

❖ Fighting over the use of equipment 5%; 1 noticed that some of the seniors of the communities, both males and females fight over the use of resources. This can affect their contributions towards community activities and it will not give them sound mind to work.

During the interview, participants made some statements to confirm and better explain the responses obtained from the quantitative data. These statements can be found in the following quotations from the qualitative data:

> "People mostly fight in this area because their friends tease them. You see we are all from this town and we know ourselves from infancy. There are names we used to call people when we were young but now they do not want people to call them by those names and

when those names are mentioned to tease them they become angry and they fight". (OPL16)

"Issues such as stealing, gossiping, the use of offensive language and others cause conflict here. Sometimes you go to your farm and you see that the plantain you have grown for a long time is stolen you become angry. People also like gossiping about people. All these cause conflict". (CM12)

Most occurring conflict among Community members

The study revealed that teasing cases are the type of conflict that occur most among the community members obtaining 40% of all types on conflict. This information suggests that community members do not know how to control themselves and are also not shown the proper way of addressing their grievances during community engagements. This accounts for the reason why conflict among community members is so rampant in the community.

Table 8.0: Rate of Occurrence of Conflict among Community members

Rate of occurrence	Opinion leaders	Members of paramountcy	Community members
Everyday	10	14	52
Almost everyday	1	2	10
Once in a while	1	2	8
Totals	12	18	70

Source: Fieldwork data (2014)

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Table 8.0 shows the rate at which conflict occurs in the community among the various stakeholders. Majority of the respondents asserted that conflict is a daily occurrence in their communities, and in particular among the community members and also among the youth on one side and the opinion leaders and members of the paramountcy on the other side.

This means that community members in the Asunafo South District experience conflict every day. This could be attributed to the fact that the community members take active participation in community engagements and for that matter may step on each other's toes very frequently. There are other stakeholders who witness conflicts once every week or once a while. The variation in perception about the frequency of occurrence of conflicts could mean that different issues cause conflict situations in different communities.

During the Focus Group Discussion, it became clear that the Asunafo South District is confronted with persisted conflict and the communities use considerable amount of time to deal with issues of conflict because of regular and frequent community member engagements. The following quotations are confirmation to that assertion obtained in the quantitative data:

> "As for fighting and misunderstanding we see some everyday.
> We are always around doing everything together so there is always
> misunderstanding. We are human beings so whatever be the case we
> will fight" (CM16).

> "We have a big problem when it comes to conflict. Sometimes we have
> to stop serious community duties and settle disputes. Two days cannot

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pass on and we have not heard of people fighting or exchanging word".
(MP10)

From the interview, it could be seen that the constant and regular engagements among community members in the Asunafo South District result in the persistent conflict in the area.

Table 9.0: Causes of Conflict between Members of Paramountcy and Community members

Causes	Members of paramountcy	Frequency Community members	Totals
Punishing of community members	13	60	73
Community members disrespect to members of paramountcy	2	4	6
Poor communication	1	3	4
Favoritism	2	3	5
Totals	18	70	88

Source: Fieldwork data (2014)

Table 9.0 shows the causes of conflict between community members and members from the Paramountcy. The results indicate that punishing of community members is the most of all the causes of conflict among the participants. Some members of the Paramountcy were of the view that community members' disrespect towards members of Paramountcy and poor communication caused conflict among the two group. Community members' disrespect to the paramountcy suggests that there is some misunderstanding which might be caused by lack of communication or community

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members break the rules very frequently and the paramountcy does not hesitate to apply the appropriate sanctions.

The frequent punishment of community members which brings conflict between members of the Paramountcy and community members suggests that most of the community members disregard the rules in the communities and therefore warrants the punishment the Paramountcy meted out to them.

The following were discovered as the causes of conflict between the members of the Paramountcy and the community members in the communities: punishing of community members, disrespect to members of the Paramouncy, poor communication between the members of the Paramouncy and the community members and favoritism. During the interview, it became clear that punishment of community members by the Paramountcy is an issue. This is because it was realized that community members were punished very frequently for various offences in the communities. Also some community members misconstrued the reason for their punishment to mean that the Paramountcy dislike them. This is seen in the following quotations:

> *"Sometimes the leaders punish the youth not because they have done anything wrong but just because some people have gone to the palace report falsely especially during communal labour. I am not saying nobody should be punished in this community but my point is that people should be punish for offences they have commitment and not based on hearsay. If that goes on it will always bring misunderstanding between the community members and the Paramountcy". (CM12)*

> *"The community members especially the youth sometimes do not understand why we punish. There are certain offences if you*

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allow the people to go unpunished it will motivate others to do same. But when you punish them they think you hate them. It is not only the youth and the community members who are punish. There are occasions the opinion leaders are also punished by the Paramountcy. I will however, admit that it is mostly the youth who are punished". (MP16)

It is observed from the interview that members of the Paramountcy believed that punishing community members when they break the rules of the community will serve as a deterrent to other people but community members see this action by the Paramountcy to mean dislike.

4.2.2 Causes of Conflict between Opinion Leaders and Community members

Conflicts between Opinion leaders and community members accounted for about one-third of all conflict situations in the communities. Responses from the subjects suggest that conflicts between Opinion leaders and community members arise because neither the Opinion leaders nor community members are equipped with conflict management skills to effectively deal with issues of conflict. As most of the Opinion leaders interact regularly with the community members, it is very easy for one to step on the toes of the other but if this is not communicated and resolved, any negligible issue may produce conflict.

This can also be that both the Opinion leaders and the community members may not understand each other and therefore pick up unnecessary conflict with each other. Cases where Opinion leaders are too harsh on community members also bring conflict between them. Punishment of community members emerged as a leading cause of conflict between Opinion leaders and community members in the Asunafo South

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District. Quarrelling also contributes to the causes of conflict between Opinion leaders and community members.

During the interview, participants made some statements to confirm the data obtained from the questionnaire to the effect that purnishing of community members was a major cause of conflict between the opinion leaders and the community members. The following quotations from the interview support this finding.

"We are in the community with the members and by virtue of what we do as leaders we interact with the people regularly so misunderstanding is bound to happen between us and the people. Sometimes when we are relaying information to them they do not understand it and as a result they direct their anger at us but we are just the carrier of the message. The community members have problems with us because we have punished them for an offence they have committed but they forget that we receive the instructions from the Paramountcy to carry those punishments". (OPL14)

"The leaders do not inform us on issues properly and that is why we fight them. If you want me to do something that concerns me then I should be well informed and if not there will always be misunderstanding. Again, unnecessary punishment of community members brings conflict between us. Some of the leaders also have a very bad language. We made you leaders but when they are talking to you it is as if we are nothing. This brings quarrelling between us. Some of them are also hash when they are talking to us". (CM18)

Table 10: Existence of Youth and Community Leadership Conflict

	Frequency		
Responses	Opinion leaders members	Members of paramountcy	Community
Yes	10	15	47
No	2	3	23

Source: Fieldwork data (2014)

The fact that a greater majority of the respondents from all categories (opinion leaders, members of the Paramountcy and community members) admitted that conflict exists between the Youth and Leaders in the community means that urgent attention must be given to the problem and pragmatic measures must be put in place to handle it since the communities are dominated by the youth in terms of population.

4.2.3 Causes of Conflict between Opinion Leaders and the Youth

Conflict between Opinion leaders and the Youth is an indication that there are serious issues between the Youth and their Opinion leaders in their engagements. The responses from the respondents indicated that the causes of conflict between the Youth and Opinion leaders were as follows: non- involvement of youth in the community administration, imposition of decisions on the youth by Opinion leaders and Opinion leaders disrespecting the youth. This is better explained in table 11 below

Table 11: Causes of Conflict between the Youth and Opinion Leaders

	Frequency		
Causes	Opinion leaders	Members of paramountcy	Community members
Non-involvement in comm. administration	10	14	52
Imposition of decision	1	2	10
Disrespect of opinion leaders	1	2	8

Source: Fieldwork data (2014)

Table 11.0 shows that respondents in all the categories indicated that, non-involvement of the youth in the administration of the community is the major cause of Youth- Opinion Leader Conflict. Some of the respondents opined that the imposition of decisions on the Youth was also another cause of conflict between the two parties while others attributed conflict between the Youth and Opinion leaders to Opinion leaders' disrespect to the Youth. This clearly shows that the cooperation that should exist between Opinion leaders and the Youth to harness community development is not there.

From the interview conducted, it became clear that the leaders of the various communities thought by virtue of the special roles they play in the communities as leaders they have it as a duty to take decisions if they think those decisions can help in the community. They also saw the involvement of the youth in taking critical decisions in the communities as sharing their authority and therefore would prefer taking these decisions on their own. The following quotations support this claim.

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"Anytime we are taking major decisions we do not mostly consult the youth because even then they come it is only what pleases them they say. We are the leaders and we should manage the communities. As leaders it is not every decision we should consult our followers. They know our capabilities and that is why they have placed us in leadership roles". (OPL11)

"The youth and community members sometimes do not get any opportunity to express their views on certain things. If you hear something and you go to the leaders and ask them they will say the leaders have taken decision on it. The decisions they take affect us so we should be aware of whatever they are doing". (CM 18)

It is clearly seen from the interview that community leaders do not involve the youth and community members in the administration of the communities in the Asunafo South District and that could be a recipe for consisted misunderstanding. When community members, especially the youth are involved in the administration of their communities they will be ready to cooperate with leaders.

4.2.4 Causes of Conflict between Opinion Leaders and Members of Paramountcy

Conflicts between Opinion leaders and members of Paramountcy accounted for 5% of all conflict situations in communities. This suggests that the relationships between heads of the various stakeholder groups and their members of the Paramountcy are generally good but need further improvements. If such conflicts are displayed in the community sector, unnecessary tensions can be experienced in the community. It came to light that such conflicts happened because the members of the Paramountcy did not run an open administration and where lack of transparency, inadequate communication and

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interpersonal skill exist conflict is inevitable. The following quotations from the qualitative data support the finding from the quantitative data.

"We do not have frequent conflict with the opinion leaders. Where we sometimes have problems with them is when they try to know everything that goes on at the palace. As a chief you should have a heavy mouth. It is not everything you see that you should talk about. Even when we are swearing, we swear to keep some secretes but when the opinion leaders want to get some information and they are not given they disagree and there is misunderstanding". (MP4)

"The major issue that brings conflict between us and the members from the Paramountcy is lack of transparency and inadequate communication. There are certain things they do not tell us and even if they tell us it is when the thing has already been done". (OPL1)

Table 12.0: Relationship between Opinion Leaders and Members of Paramountcy

Relationship Status	Frequency		
	Opinion leaders	Members of paramountcy	Community members
Very Good	8	15	60
Good	2	1	5
Fair	1	2	1
Poor	1	-	4

From table 12.0 majority of the respondents in all categories indicated that the relationship between the opinion leaders and the members of the Paramountcy was

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extremely good. Other respondents indicated that they had a fair relationship with their Opinion leaders. Very few community members indicated that there was a poor relationship between them and the Opinion leaders.

It can be found that there are differences in the relationships that exist among Opinion leaders and members from the Paramountcy in the Asunafo South District. These differences have come about because there are incompatible interests or means regarding how certain things should be done. The quantitative data obtained is supported by the following quotations obtained from the interview:

"Sometimes when we are doing something, the Assembly members want to inform the DCE before they side with us but these politicians they will delay and by the time they come it is too late. There are certain things that have to be done very fast because of their seriousness and if we should allow the District Assembly to accept before we deal with them it will worsen the situation. Our relationship with the opinion leaders is good". (MP 16)

"As Assembly members, if we do certain things without telling the Assembly people before we start when we go and tell them later that the community needs this or that they will say you did not tell them anything before doing it so the District Assembly cannot help but when we tell Nananom this they do not agree with us. I would not want to be embarrassed in front of my colleagues during Assembly meeting. In spite of this, we have a nice relationship with the Paramountcy". (OPL 4)

It can be seen from the interview data that even though there is some cordial relationship between the Opinion leaders and their members of the Paramountcy in the Asunafo South

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District, their interest clash sometimes regarding the procedure to use to solve community issues. They have differences regarding how to approach certain activities the communities undertake.

Capozzli (1995) said communication involves the interchange of facts, thoughts, value judgments and opinions and communication process may take many forms; face and face, conversations, telephone calls, informal and formal meetings, conferences, memoranda, letters etc.

Table 13.0: Respondent Rating of Effectiveness of Communication at the Paramountcy

Communication effectiveness	Frequency		
	Opinion leaders members	Members of paramountcy	Community
Very Good	2	6	10
Good	1	12	2
Fair	2	2	-
Poor	7	-	55

Source: Fieldwork data (2014)

Table 13.0 shows how the different categories of people in the community perceive the effectiveness of communication. Majority of the community members were of the view that communication is very poor between them, the paramountcy and the opinion leaders. The community members believed that most decisions taken during conflict resolution processes are not communicated to them. In most instances, some community members are not heard before judgment is handed down to them. Likewise,

the opinion leaders also perceived the level of communication between them and the members of the paramountcy as poor. Some opinion leaders opined that they were only informed about decisions in conflict solutions after punishments had been delivered to culprits.

On the other hand, the members of the paramountcy believed that there is a very effective communication mechanism between them, the opinion leaders and the community members. The members of the paramountcy would not have thought of anything different because they tend to benefit from any resolution process. For instance, in the chief's palace, whether you won or lost a case in the resolution process, you were made to pay something to the members of the paramountcy.

It came out during the interview that there was lack of communication between the Opinion leaders, community members and the members of the Paramountcy and delay in relaying information to community members on time are worrying developments and that is partly responsible for the occurrences of conflict in the Asunafo South District. The following quotations from the data obtained confirm this proposition.

> *"We are supposed to be the middle men between the chiefs and*
> *the community members and it is good that every information*
> *should come to us so that we can also let the community*
> *members know but there are a lot of things that they do not tell*
> *us. And when the community members hear about something*
> *going on and they are not happy with when they come to me l*
> *tell them they should go to the chief and ask. I must admit that*
> *there are instances they inform us on certain decisions but I am*
> *sure communication should improve". (OPL 10)*

"Every decision they take affect us but when they take those decisions they do not tell us well. There are some things which are good for the community but because they do not tell us early enough people make a lot of noise about it and when they explain it to us we see it is good. Some of the opinion leaders too some times Nananom give the information to them but they sit on it and that brings confusion". (CM 5)

It is evident from the discussion that communication plays a critical role in the development of every community like the Asunafo South District. Communication at the Paramountcy needs a lot of improvement. A break in communication can warrant misunderstanding and degenerates into serious conflict. When people are not given information on time they are tempted to disregard the content of that information but when they are informed on issues they will cooperate.

4.2.5 Causes of Conflict among Opinion Leaders:

Conflicts among Opinion leaders also accounted for about 10% of all conflict situations in the communities in the Asunafo South District. Probing further, it was discovered that offensive languages, back biting, personality clashes were some of the causes which breed conflict among Opinion leaders.

This type of conflict arises because they are colleagues. Offensive languages take 35% of the factors which bring conflicts among the Opinion leaders. Some words or languages which some Opinion leaders use on their fellow Opinion leaders are so offensive that it brings conflict among them. Backbiting accounts for 40% of the incidence of conflict among Opinion leaders. Personality clashes accounts for 25% of conflict situation among opinion leaders. Some Opinion leaders because they always

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wish to have favour from the Paramountcy, community members and other colleague Opinion leaders say things which are untrue about their fellow Opinion leaders which brings conflict between the Opinion leaders.

During the Focus Group Discussion, some statements were made by some Opinion leader participants to confirm and explain some of the causes of conflict among Opinion leaders obtained from the quantitative data. The following quotations confirm that.

"I will blame the Opinion leaders ourselves. During community meetings instead of us respecting ourselves it is there that you see us using offensive language on each other but we are all leaders so l will not allow you to undermine me. When you insult me in public l will also not respect you and if the community members see this they will not also respect us". (OPL 4)

"Until we stop the backbiting there will always be misunderstanding between us. Some of us go to the palace to report other Opinion leaders to the Chiefs because they want favour from them. I am not saying no Opinion leader should go to the Chiefs but my point is that do not go and paint your colleague black". (OP 6)

It is observed clearly that Opinion leaders are very essential in community development which the Asunafo South District is no exception. They serve as mouthpiece for their communities but they are sometimes at loggerheads with each other just because they want favour from higher authority. They also backbite their colleagues, have personality clashes and also offer abusive language on each other in the Asunafo South District. These bring conflict among them.

4.2.6 Causes of Conflict between the Youth and Members of the Paramoutcy

Conflicts between the youth and members of the Paramountcy account for 19% of all conflict situations and the second highly ranked conflict in the Asunafo South District. Conflict between the youth and the Paramountcy at that magnitude suggests the danger the subject matter possess to the development of the communities. It also indicates the perception of the youth regarding the administration the Paramountcy is offering in the communities. Probing further, the following were identified as some of the factors which bring conflicts between the youth and the Paramountcy: non-involvement of the youth in the administration, punishment of the youth, imposition of decision on the youth, the attitude of the youth towards the Paramountcy. This suggests that the issues that caused misunderstanding and conflict between the youth and the leadership in the communities are similar.

During the Focus Group Discussion, participants expressed various views to buttress the information they had provided in the questionnaire. The views expressed by interviewees are seen in the following quotations obtained from the qualitative data.

> *"The reason why we have conflict with the Paramountcy is that, they impose decisions on us, we also suffer a lot from all forms of punishments from them. If you have a case and you go to the palace and you do not make your case well judgment is made against you and you are punished subsequently. A lot of the youth members come to make such complains to us. We on our part try to do what we can but as we all know if you are dealing with Nananom you need to be extra careful" (YL1)*

> *"If you want the Paramountcy to involve you in what we do then you should be mindful of your attitude. Every chief wants to see*

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development in their communities so there is no way if you are a youth or a member in the community and you go to Nananom to offer any suggestion it will not be taken but if you will not come but will sit somewhere and criticize then it is not proper. Some of the young men and women are not respectful and no one will want to have anything to do with a disrespectful person". (MP10)

Table 14: Causes of Conflict in the community sector of the Asunafo South District

Causes of Conflicts	Factors
Community Members – Community members	Teasing, stealing, offensive languages, gossip
Paramountcy – Community members	Punishing community members, disrespect , poor communication, favouritism
Opinion Leaders- Paramountcy	Poor communication, autocratic rule, poor accountability, lack of transparentcy
Opinion Leaders – Opinion Leaders	No respect, offensive language, back biting, personality clashes
Paramountcy – Youth	Non-involvement of youth, punishment of youth, imposition of decision , attitude of youth towards the Paramountcy.

Source: Fieldwork data (2014)

Research Question 2: **In what ways has conflict affected the people in the Asunafo South District?**

The Research Question 2 sought to find out how conflicts have affected the relationships in the communities in the Asunafo South District of Ghana.

Table 15.0: Effects of Conflicts

Effect	Frequency		
	Opinion leaders	Members of paramountcy	Community members
Negative	10	17	60
Positive	2	1	10

Source: Fieldwork data (2014)

Table 15.0 shows respondents' view on the effects of conflicts on the community. Majority of all respondents were of the view that conflicts have a rippling negative effect on the community. The fact that an overwhelming majority of all the respondents categories (Opinion leaders, Members from the paramountcy and Community members) agreed to it that conflict in the community has negative effects on their communities suggests that there is a great danger or threat to the future of the youth. More conflict suggests possible destruction to properties and community unrests. This situation has both short and long term implications on the community folks and future livelihood of the youth.

During the interview, respondents shared their sentiments on the disturbing issue of conflict within the Asunafo South District. They agreed that conflict had negative effects and to support this assertion, the following quotations make claims to this fact;

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"As for conflict everybody will agree with me that it has bad effects. There are a lot of instances where the community decided to do certain things like using communal labour to build schools and toilet facilities but because of small misunderstanding you will see that everybody will relax and sit unconcerned". (MP 6)

"Conflict is bad in this area because it affects us so dearly. When you are a leader here, you will not even have time to sit down and eat. People always come and report to us what their colleagues have done to them. It has retarded development in this community. It has also made this district look bad in the eyes on people in Ahafo here". (OPL1)

It can be seen from the narrative that conflict affects the communities in the Asunafo South District. This is because conflict breaks the unity and cohesion that should exist among the people which is a useful force towards the development of the communities. Contrary to the view that conflict has negative effects, some of the interviewees during the Focus Group Discussion stressed that conflict has positive effects in their communities in the Asunafo South District. The following quotations attest to this fact.

"Conflict sometimes helps us when we are taking decisions in this community. There are certain things the leaders keep to themselves without telling us and when we hear of them and confront them, they bring us on board to deliberate on the issue". (CM 12)

"Everybody is saying conflict is bad but as for me l do not see it that way. What l have seen is that in this community is that the only thing our leaders afraid of is aggressiveness. When they are doing something and you sit

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down and allow them to do what they like they will take you for granted but
if you hot them then they call you and try to listen to your issue". (CM 18)

It is observed from the findings that conflict is a good and an effective tool for some people within the Asunafo South District even though it is the view of the minority. This is because it allows them to express their views in their community and more importantly, enables them to participate in the development of their communities.

Research Question 3: What kinds of Conflict Management Techniques have been embarked upon by the leaders in civic engagement in Asunafo South District?

Research question 3 also sought to analyze the conflict management tools or techniques which have been embarked upon by the community leadership in the Asunafo South District.

Table 16.0: Presence of Conflict Resolution Mechanism

Responses	Frequency		
	Opinion leaders members	Members of paramountcy	Community
Yes	11	16	65
No	1	2	5

Source: Fieldwork data (2014)

Table 16.0 shows the views when respondents were asked whether there were any mechanisms of resolving conflict in their respective communities. Majority of the respondents in all categories said their communities have always had some means of addressing conflict. The respondents asserted that the communities have always had a way of addressing and managing conflicts. Some of these management strategies may

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not be formal but the traditional communities always have their way of doing their own things guided by their customs and by laws.

Few of the respondents said they were not aware of any conflict solution mechanisms in their communities and believed that if the communities even had measures of resolving issues of conflicts, then it meant that the existed means of resolving conflict were not effective or the community members were not well informed about the existing channels of resolving conflicts.

During the interview, some of the participants highlighted some of the Conflict Resolution Mechanisms employed in their communities. This can be seen from the following quotations.

> *"Sometimes when there is a conflict between community members, Opinion leaders etc. we call them here and listen to their problem and we try to solve them. We also sometimes ask the respective family heads of the disputing parties to handle it". (MP10)*

> *"Yes sometimes we have situations whereby people try to resolve misunderstanding between people. But it depends on the nature of the case. If the case is not serious people from this community like family head try so solve it but if it is a serious matter the chiefs sit on it and sometimes people who are not from here are invited to come and help solve it". (OPL 16)*

From the interview, it is found that the communities in the Asunafo South District use mediation as a conflict resolution tool where a third party is normally introduced to mediate in the conflict. Some respondents however, had issues with the delays in the conflict management process due to the third party intervention.

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Table 16.1: Disciplinary Committees

	Frequency		
Responses	Opinion leaders	Members of paramountcy	Community members
Yes	10	14	52
No	2	4	18

Source: Fieldwork data (2014)

Table 16.1 shows the respondents answer to whether their communities have disciplinary committees as part of measures used to resolve conflicts in the communities. Majority of respondents in all categories answered in the affirmative.

On the other hand, few of the respondents in all categories reiterated that they have not experienced the work of the disciplinary committee. The presence of the disciplinary committees in the communities within the Asunafo South District was further substantiated in the following quotation during the interview sections.

"Yes when people break the regulations the case is dealt with at the palace and those who are found culpable are disciplined. They are made to pay some fine to pacify the gods if the offence has effects on the entire community. The police are also informed to let the laws take their due course." (MP 18)

"We have disciplinary sections in the community which punish people who go contrary to the rules but I have some issues with the activities of the committee. Why is it that they always punish community members but when it comes to the opinion leaders and members from the community we do not see them apply the same sanction? If they apply the law on "A" then it should be applied to be. That bias in what they do is the reason why people do not trust them." (CM 5)

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It can be concluded that, though there are disciplinary measures within the communities in the Asunafo South District, the community members were of the view that those disciplinary measures are mostly intended to punish community members when they break the laws and not to resort to other means of correcting them. This also confirms the reason why conflict exists between community members and their leaders.

Table 16.2: Alternative Dispute Resolution (ADR) mechanism

Responses	Frequency		
	Opinion Leaders	Members of paramouncy	Community members
Yes	10	14	34
No	2	4	36

Source: Fieldwork data (2014)

Table 16.2 shows that when there are problems between community members the leadership of the community calls such cases to settle it amicably. A sizeable number of all respondents indicated that there are Alternative Dispute Resolution (ADR) mechanisms in their community. However, a few of the respondents said they do not have ADR mechanisms in their communities.

During the interview, some participants mentioned that it is good to have other means of resolving conflict when conflict seems unsolvable. The participants confirmed and supported the data obtained from the quantitative data by mentioning that their communities had some ADR mechanisms to manage conflict. They were however, quick to point out that there were shortfalls in those mechanisms. This is found in the following quotations:

"Yes, we have some other ways that we use to resolve conflict when they become unsolvable. Sometimes the chiefs and the elders sit on cases between people either at the palace or outside the palace. It however, depends on the magnitude of the case. When the issue is serious then we report to some bigger chiefs like Kukuomhene, Sankorehene etc to help solve it the matter". (MP16)

"It is true that when conflicts occur in the community some measures are put in place to solve them. One thing l have seen is that some of these conflicts when they start they can be settled by Opinion leaders and even we community members but they wait until the chiefs are roped in which by then the issue might have been out of hand. Another point is that, here we are under Kukuom Manhene so we report to him and if you report a case to him you cannot do anything about it again but to wait until the matter is resolved from that point". (CM 18)

It is observed from the interview that Opinion leaders in the Asunafo South District have challenges with conflict management though it appears they have certain measures in place to resolve conflict situations. This challenge makes them to look up to some superior authorities for conflict management and that has not helped their efforts to resolve conflict.

Table 17: Resolution of conflict between the Youth and Community Leadership

Resolution of Conflict	Frequency		
	Opinion Leaders	Members of paramountcy	Community members
Demonstration	5	8	60
Withdrawal	5	5	5
Disciplinary committee	1	5	5
Mediation	1	-	-

Source: *Fieldwork dat*a

Table 17 shows responses the respondent gave when they were asked to indicate how conflict between the Youth and community leadership was resolved. Most of the community members said that it was only through demonstration that they get their issues resolved.

The opinion leaders and members of the paramountcy were also of the view that conflict between the youth and community leadership was resolved through the community disciplinary committee. The following quotations from the qualitative data obtained explain the findings as obtained from the questionnaire data.

> *"The youth use demonstrations when there is a problem between them and their leaders. When they demonstrate we call them and listen to their case. Sometimes when we listen to their case you will see that it is not something they should demonstrate about. Sometime it takes a lot of time to resolve the conflict". (MP18)*

> *"The youth withdraw their services in the community when we are not happy with the way things are going on in the community until they call us to discuss our issues. That has really helped us because if we do not*

do that they will always undermine us. But as we are here if somebody
comes into the community to misbehave they will call us". (YL2)

It can be seen that, mediation is the resolution tool used in settling of disputes between the youth and their leaders. Even though the youth uses reactive measures such as demonstration and withdrawal, these measures are not the end unto themselves as far as conflict resolution is concerned. They are the means to an end. This also suggests that, the frequent use of these reactionary measures will retard development. This is because such methods prevent the youth to contribute their part towards community development.

Research Question Four: How effective are the conflict management strategies used by leaders in civic engagement in the Asunafo South District?

Research question 4 sought to solicit the opinion of the respondents on the effectiveness or otherwise of the conflict management strategies employed by leaders to curb the disturbing situation of conflict in the Asunafo South District. The ability to say that a particular conflict situation is dealt with depends on the effectiveness of the management strategy employed to ensure that parties to the conflict are satisfied with the outcome of the resolution. The effectiveness of the management strategy depends on the assessment of the disputing parties in relation to their negotiated gains and losses. When parties see that there is equilibrium in the gains and losses during settlement they are likely to assess the management strategy as effective and the contrary is the case when parties feel their losses outweigh their gains. The consistent occurrence of conflict after an application of a particular management method means that, the conflict management strategy employed is not effective. On the other hand, conflict management strategies

that are able to handle situations of conflict without future reoccurrence of those situations can be said to be effective.

Table 18: Effectiveness of Conflict Resolution Methods

	Frequency		
Effectiveness	Opinion Leaders	Members of paramountcy	Community members
Very effective	4	12	10
Effective	2	2	5
Fairly Effective	1	2	10
Not Effective	5	2	45

The members of the paramountcy believed that the conflict resolution methods they have been using have been very effective. This opinion has sharply been contrasted by the opinion leaders and the community members. The members of paramountcy cannot criticize the very system they are part of. The members of the paramountcy cannot assess their own performance and so it is not surprising for them to say that their conflict resolution mechanisms have been successful.

The opinion leaders and the community members may not have been satisfied with certain outcomes of some resolution processes. They may feel cheated and think that justice has eluded them. The community members were of the view that though there were some conflicts management methods used by leaders in their communities those methods are not as effective as they should have been. The fact that as high as 45% of the community members have serious issues regarding the effectiveness of the conflict

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management methods used in their communities suggests that those methods employed have not been able to curb conflict. This is because, the evidence from the study shows that, conflict among community members ranked the highest in terms of all conflict situations in the Asunafo South District and for that matter if the methods to handle conflict were effective, community members would still not have conflict within them. The following quotations from the data obtained during the interview support those obtained in the quantitative data.

"The conflict resolution methods we use in this community to resolve conflict l will say are very effective. When there are issues between people we try as much as possible to be neutral and handle the issue the way it is supposed to be handled. Sometimes when there is the need to call people privately and talk to them we do that. Sometimes too when there is the need to rebuke people for what they have done we do not relent on it. I know we will not get everybody to say everything we do is correct. I will admit that there are one or two instances where the approach we used to resolve conflict did not help but largely we are doing our best". (MP10)

"I will say that the leaders try their best to deal with conflict situations when they occur in this community but the issue is that whether the conflict will persist or stop depends on the people fighting. Sometimes when the leaders try to solve the matter you will see that the people stop but after sometime then the conflict resurfaces. The management methods we use are quiet okay but l think we can do more". (OPL16)

"I will simply say that the conflict management methods used by leaders are not effective. If it is effective why is it that always they solve issues of conflict but day in day out people fight in this community? We have some people in this community who have been in land litigation for so many

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year, the leaders have sat on it severally but no resolution. Sometimes the people they robe in to help them resolve the issues also delay the process. I think they should do well and deal with the issues by themselves and stop the over reliance on some people. It is true that they try to resolve conflict in the community but their methods have not effectively handled the issue of conflict and that is why we have persistent conflict". (YL3)

It can de deduced from the interview that, while community members and opinion leaders see the conflict management methods used in the communities by the leadership as ineffective, members from the Paramountcy are largely satisfied with those methods. The expression of these opposing views means that both groups have entrenched positions relative to the effectiveness or otherwise of the management methods. This could also mean that some community members will have difficulties accepting the outcome of the conflict resolution process because they already have a preconceived idea that there are problems with the management strategies. It could again mean that, leadership is very comfortable with their management methods though maybe problematic. They are not prepared to vary their strategies to entirely curb the disturbing issue of conflict.

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CHAPTER FIVE

DISCUSSION

This study revealed that, in spite of the general acceptance of the fact that conflict has a negative effects on the communities, some people within the communities in the Asunafo South District think conflict has positive effects even though from the findings those respondents constitute the minority. This is because, according to them, conflict helps them to express their views in the community and more importantly, encourages them to participate in the development of their communities. It also increases the involvement and commitment of members in the administration of the communities. This assertion is emphasized by an interviewee, "conflict sometimes helps us when we are taking decisions in this community. There are certain things the leaders keep to themselves without telling us and when we hear and confront them, they bring us on board to deliberate on the issues." (CM12). This finding is supported by Wilson and Hanna (1990) who were of the view that, on the good side, conflict may increase organizational involvement and commitment and members of the group in the organization would try resolving the conflict and thereby preserving the integrity of the body. The finding also reconciles with Thomas (1976) who posits that confrontation of divergent views often produces ideas of superior quality.

The study revealed that, conflict occurs in the communities in the Asunafo South District and the type of conflicts having the highest number of the responses was conflicts between community members themselves while the type of conflicts having the least responses was conflicts between Opinion leaders and members of the Paramountcy. This finding is expatiated by an interviewee, "conflict is all over here rampant, people

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like fighting in this community so much." (MP10). The Opinion leaders, community members and members from the Paramountcy had divergent opinions that the type of conflicts having the highest responses was conflicts between community members while the type of conflicts having the least responses was conflicts between members of the Paramountcy and the Opinion leaders. The findings agreed with the findings of previous researchers (Achoka, 1990; Yaa-Yeboah, 2009) that conflict occurs most among community members but disagreed with the findings of others such as Gharffar (2012) and Iravo (2013) who found in their studies that conflicts occur more frequently between community members and opinion leaders.

The findings from the quantitative analysis agreed with the suggestions of the interviewees as they retorted: "within the community conflicts are always experienced. We have some cases where there is conflict between community members and leaders in the community but conflict among community members is what we experience most." (OPL1).

The study revealed that the most occurring conflict within the communities in the Asunafo South District is the conflict among community members. This evidence is found in the views of the interviewee as retorted, "Within any environment, if there is no conflict then there are no people, but conflict is graded since managing it is very crucial. It is the community members who fight most" (CM5). This finding also supports the findings of Owens (1987) which indicated that conflict in organization is now seen as inevitable, endemic, and often legitimate. This is because individuals and groups within human systems are interdependent and constantly engaged in dynamic process of defining and redefining the nature and the extent of their interdependence. Again, the

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finding of the study that conflict among community members ranked the highest in all conflict situations in the Asunafo South District confirms Okotoni and Okotoni's (2003) suggestion that the type of conflicts that occur in communities is conflicts between community members and their immediate colleagues. This finding further agrees with Arubayi (as cited in Owusu-Mensah, 2007) who reported that, most community members experience conflict with their fellows. This finding again concurs with Ramani and Zhimin's (2010) assertion that most community members experience conflicts with their fellow colleagues no matter how close they are.

The findings from this study indicated that, conflicts occurring between community members and community leadership (Opinion leaders and members of the Paramountcy) were in consonance with those of Rayeaki and Bryant (1994), Cappozzli, (1995) and Akinnubi (2002) who found in their studies that conflicts occur between the community members and those in authority. This finding is also consistent with the finding of experts like Akinnubi (2002) who posited that, conflicts arise between community members and their leaders. The finding again concurs with Otite and Albert (1999) who asserted that, communities are places where community members interact with their leaders making it inevitable for conflicts to arise between them. This finding however, is in contrast with the findings of Ramani and Zhimin (2010) who found that conflicts hardly occur among members close to Paramountcy. Similarly, Yaa-Yeboah (2009) also found that, conflicts that occur between community members and opinion leaders flout authority.

Furthermore, the study found that, conflict exists in the Asunafo South District as expressed by the interviewees, "within any environment if there is no conflict

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then there is no people……." (OPL1). This finding confirms Violetta (2012) who posits that, conflicts do occur among identified groupings within any community. In the case of this study, conflict among community members, Opinion leaders, the youth and members of the Paramountcy. This findings is also supported by Abubakar's (2005) assertion that conflicts are in any environment where humans are present. The finding again confirms Wamocha, Nasongo and Injendi (2012) study who stated that, conflicts are natural part of life and therefore a natural part of the community life. This finding however, does not support Ramani and Zhimin's (2010) assertion that conflicts are noted primarily in the field of business, sociology and psychology but not in the community. An overview of this finding shows that the Opinion leaders, community members and members of the Paramountcy were candid in their responses regarding the existence of conflict in the communities in the Asunafo South District.

The study again revealed that, issues such as teasing, bullying, gossiping, stealing are some of the causes of conflict among community members in the Asunafo South District. This confirms Yaa-Yeboah's (2009) findings that, most community members experience conflicts with their fellow community members due to issues relating to jealousy, theft, rivalry, betrayal, hatred and gossiping.

The study further revealed that, communication within the Paramountcy in the Asunafo South District is not as effective as it should be even though it is keen in managing conflict. Opinion leaders and community members shared similar sentiment. This position is indicated in the views as expressed by an interviewee, "every decision they take affects us but when they take those decisions they do not tell us well. There are some things which are good for the community but because they do not tell us early

enough people make a lot of noise about it and when they explain you see it is good….” (CM5). This finding is supported by Amoah (2011 citing Agezo) assertion that, leaders should establish an effective channel of communication with other community members. This finding further supports Womacha et al., (2012) who opined that, communication between individuals within an environment is very crucial when dealing conflict. Similarly, Strans and Cobin (1998) pointed out that poor communication is a major cause of conflict within any community. The finding is again supported by Adebayo's (2001) study which found that conflict occurs as a result of poor communication between members within the same community.

The study also revealed that, non-involvement of community members and the youth caused a lot of misunderstanding between the community leaders and their subjects within the Asunafo South District. Majority of respondents from the community members, opinion leaders and members from the Paramountcy shared similar responses. This finding is further stressed in the views as emphasized by an interviewee, “Anytime we are taking major decisions we do not consult the youth because even when they come it is what pleases them that they say. We are the leaders and we should manage the communities…..” (OPL11).   This finding concurs with Amoah (2011 citing Agezo) who thinks that community members should be involved in the decision making process as participatory decision making improves the quality of the decisions, increases the understanding of the group and also enhances the commitment to the implementation of the decision.

The finding of the study indicated that, members of the paramountcy and opinion leaders agreed that paramountcies within the Asunafo South District use mediation as an

Alternative Dispute Resolution (ADR) method. This finding reconciles with Marshall (1990) which indicated that mediation calls for a third party in conflict resolution. Contrary, the study revealed that, majority of the community members think they have no such conflict resolution methods because they have not felt the impact of Alternative Dispute Resolution method used in the paramoutcy. This view is retorted by an interviewee, "……one thing l have seen is that some of these conflicts when they start they can be settled by the opinion leaders and even we community members but they wait until chiefs are roped in which by then the issue might have been out of hand……" (CM18). This finding is supported by Kelly (1979) who asserted that, the tendency to look to some superior authority to resolve disputes frequently leads to unsatisfactory conclusions.

The study again indicated that, community members, Opinion leaders and members of the Paramountcy had diverse views regarding the effectiveness of the conflict management methods employed in the communities. Whilst community members and opinion leaders see the management methods as ineffective, members from the paramoutcy see those methods as largely effective.

The study further found that, conflict occurs among opinion leaders because of personality clashes. This finding is consistent with those of Kipkemboi and Kipruto, (2013) and Adeyemi (2009) who found in their studies that conflicts resulted from personality clashes between those in community authority. Further, Okotoni and Okotoni (2003) assert that one of the causes of conflicts among community leaders is personality clashes. In this study, it could be deduced that the caliber of the Opinion leaders differ hence the issue of conflicts become very critical in their deliberations especially with the

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issue of who wields more authority in the community. This finding again affirms Vanderveer and Menefee (2010) who pointed out that, personality is the sum total of ways in which an individual reacts to and interacts with others which makes it inescapable for conflict to occur especially when diverse views are expressed as occurred between the Opinion leaders.

The study more so revealed that, the dominant disciplinary measure the community leaders use as part of resolving conflict is punishing community members when they break the rules .This means that community leaders apply some level of strict application of the rules of the communities so as to instil discipline in the communities. This finding reconciles with Ikoya and Akinseinde (2009) who stated that, the Principal Opinion leaders interact on daily bases with the community members and may require occasionally a few compulsion to obtain the necessary discipline for effective understanding.

Variations or differing views within any interactions is expected since the complex nature of the interaction presents a very challenging environment, hence researchers need varied complex skills to organize such an interaction as occurred in the study. To be able to decipher actions in-depth to offer appropriate options because the participants felt the process was an evaluation activity, there was the need to strategize to diffuse such a perception.

Even though collaborative interactions has been criticized as allowing complex group dynamics to influence interaction (Rarieya, 2005), it allows researchers to understand the social world of the participants. As they seek for clarifications to create a "deep mutual understanding" in order to gain deeper knowledge about their practices

from the outside world (Miller & Glassner, 2004). The opportunity allows them to consider numerous options. The participants used their tacit knowledge about the concept under investigation, the interest in how deeply they understood their individual standings within the community because without a deeper understanding of an issue, individuals will have the difficulty in articulating acquired knowledge confidently. Whilst I sought ways by asking questions for clarification, explanation and to develop better understanding, each question asked raises other questions which also in turn raised other questions. Even though issues emanating through conflicts clouded the interactions, the rapidity and the lively exchanges between the participating members put this ahead of other methods as the ability of the participants were equipped with the necessary reflection 'tool' to diagnose activities and offer appropriate options.

The participants' support for each other actually supports Morissette's (2001) assertion that, conflicts occur as a result of poor discussion management between interacting members. This also vindicates Wamocha et al., (2012) who stated that, an interaction management style which incorporates democratic process and share power with each other can increase compliance level through increased satisfaction of members' need, a reduction in community members feeling controlled and increased motivation and engagement.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

The context of the study was conflict management in civic engagement within the traditional setups in the Asunafo South District. The purpose of the study was to find out the causes and effects of conflict within the Paramountcy of the Asunafo South District and how it could be managed. The study sought to answer these four questions:

1. What are the causes of conflict in civic engagement in the Asunafo South District?

2. In what ways has conflict affected the people in the Asunafo South District?

3. What kind of conflict management techniques have been embarked upon by leaders in civic engagement in the Asunafo South District?

4. How effective are the conflict management methods used by leaders in civic engagement in the Asunafo South District?

The study population was all the youth, opinion leaders, members of the paramountcy and community members. Purposive and simple random sampling techniques were used to select 100 respondents for the study. The study adopted the descriptive survey design and employed the explanatory sequential mixed method approach. Questionnaires and Focus Group Discussion were used to collect data for the study. Simple percentages, frequencies and tables and the thematic analysis techniques were used to analyze the data quantitatively and qualitatively respectively.

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6.2 Major Findings

The study revealed that conflict is a daily occurrence in the community in the Asunafo South District. The study identified the types of conflict prevalent in the area as:

- Conflict among Community members

- Conflict between Community members and Members of the Paramountcy

- Conflict between Members of Paramountcy and Opinion Leaders

- Conflict between Opinion Leaders and Community members

- Conflict between the Youth and Opinion Leaders

- Conflict among Opinion Leaders

- Conflict between the youth and members of the Paramountcy

Research Question 1 sought to find out the causes of conflict in the Asunafo South District. The question also sought to investigate the issues that bring conflict among the various stakeholders in the district.

Some of the causes of conflict which were identified were the following - theft, teasing, insult, punishing community members, favoritism, gossip, poor communication, disobedience, disrespect, offensive language among others.

Research Question 2 was to find out the effects of conflict in the Asunafo South district. It also sought to find out how conflict has affected the relationships among the stakeholders in the district. Tough conflict has a lot of side effects on the work output in every community in the country of Ghana, it also has some good sides. It was found out that conflict is a pivot around which change takes place in the communities. It allows for participation in the communities. It also defines the

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important issues which need to be treated in the community. Conflict is also said to be the useful force in communities and if it is managed correctly, it can be a potential force for innovation and change. The bad side of conflict, when not dealt with very well can have great effect on the work output in the community. It was revealed that when authorities do not manage conflict very well it can break unity and cohesion among community leaders and their subjects.

The environment as a social institution groups together people (Community Members, Members of the Paramountcy and Opinion Leaders) from different environments and backgrounds with individual peculiarities and experiences. Yet, for the community to achieve its objective and increase output, it becomes obvious that there is the need to establish a cordial working relationship amongst the Members of the Paramountcy, Community Members and Opinion Leaders.

Relationships in the Community

Community -Community Relationship

The study revealed that the relationship among the community members is not cordial and that is the reason why conflict among community members ranked first in all the conflict situations.

In the community or society, there is the need for the existence of cordial relationship among the community members. The community members despite the fact that they come from different environments with distinctive backgrounds have to develop love and affection as if they all come from one home.

Paramountcy – Community Relationship

The study revealed that the relationship between the Paramoutcy and the community is not cordial due to the fact that community members are punished regularly for various offences in the community.

The Paramountcy – Community Members relationship is a very important factor in community adjustment. How the leader and the subjects relate to each other in the community is the almost unconscious feelings they have when they meet or think of each other. There may be the feeling of scorn or resentment. To be able to accommodate all these feelings, the Paramountcy should maintain a good relationship with subordinates.

Youth - Community Leadership Relationship

The study found that the relationship between the youth and community leaders (Opinion leaders, members of the Paramountcy) is problematic because the leadership does not involve the youth in the administration of their communities.

The relationship between the youth and the community leadership is very crucial in the development of every community especially where the Youth dominate in number. The growth of such communities depends on how the Youth is integrated into the administration. Such integration will enable the community leadership to properly direct the energies of the youth toward community development. The involvement of the Youth in the administration of their communities will erase all perceptions either good or bad about people in the helm of affair. Assigning some of the Youth leadership roles will minimize the potential youth agitations which sometimes are not healthy for community

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growth. For this to be achieved there is the need for cordial working relationship between the Youth and leaders in communities.

Opinion leader - Paramountcy Relationship

The study revealed that there appears to be some cordiality between the Paramountcy and the opinion leaders within the Asunafo South District. For the activities of any community to progress successfully, there should be a cordial working relationship between an opinion leader and the members of the Paramountcy and also among the opinion leaders themselves. The process of establishing a cordial relationship in most cases results in different tones in the community. The study however, revealed that there are sometimes clashes of interests regarding the procedure to use in taking some decisions in the community between opinion leaders and members of the Paramountcy and this sometimes makes the two parties have relationship problems. In other words there are situations of procedural conflict between opinion leaders and members from the paramountcy.

Opinion leader-Opinion leader Relationship

The study further found that, the opinion leaders experience personality clashes, they backbite their colleagues with the view of getting favour from the Paramountcy and also use abusive language on the colleagues and these cause a lot of friction between them. This is a clear indication that the relationship between opinion leaders is not cordial. This can also affect the development in the communities because opinion leaders are expected to work hand in hand to facilitate the development of their communities.

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Communication at the Paramountcy

The study found out that communication at the Paramountcy is not as effective as it should be. Communication is very critical in community engagements. How information gets to its target group and the frequency of information flow regarding major decisions to be taken in a community determine how much people will accept it. Leaders should be able to effectively communicate their vision to their subordinates and if that is not done it will create room for some speculations. When subordinates are well informed about the decisions and programmes in their community, they are likely to participate fully when those programmes are rolled out.

Conflict Management Methods

Research Question sought to find out the conflict management techniques which have been used by leaders in civic engagement in Asunafo South District.

To be able to manage conflict effectively, there is the need to employ multiple strategies. Such strategies may include using adjudication and mediation. Conflict management must ensure that the disputing parties go back to their former state before the conflict began and that should employ multiple measures of resolution. The study revealed that the conflict management methods used in the Asunafo South district were disciplinary committees, mediation and Alternative Disputes Resolution Mechanisms (ADR). Though these measures to manage conflicts exist in the communities those strategies have not yielded the needed result to curb conflict entirely. It came out in the study that, the leaders look to higher and superior authorities to manage conflict in the

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communities and that contributes to the escalation of some issues which otherwise could have been dealt with at their initial stages.

Effectiveness of Conflict Management Methods

Research question 4 sought to assess the effectiveness of the conflict resolution methods used in civic engagement in the Asunafo South District.

Finding a lasting resolution in any conflict situation largely depends on the effectiveness of the management methods employed. If efforts are made to find a resolution to a conflict and yet conflict persists and does not see an end to it, then it means that, the management methods been used are ineffective. The study reviewed that, members of the paramountcy assess their methods of resolving conflict as satisfactory and effective whilst majority of the community members had a contrary view. The daily occurrence of conflicts in the communities in the Asunafo South District after several efforts made to handle conflicts have proved futile means that those methods are not effective.

6.3 Conclusions

It is evident from the study that, the Asunafo South District faces a number of challenges among which is persistent conflict. The causes of these conflicts include lack of involvement of community members, backbiting, lack of communication and the use of offensive language. Of these challenges, conflict is seen to have a negative effect on the development of the communities within the District. It is therefore in the interest of the leaders to involve the community members and the youth in the administration of the

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communities, use effective communication at the paramountcy, to be courageous enough to confront conflicts in the communities and avoid over reliance on superior authorities for resolution. Conflict among community members ranked the highest in all conflict situations in the Asunafo South District and for that reason community members should appreciate the need to avoid the issues that can cause conflict among them. The existing conflict management strategies employed in the communities have not been effective to handle issues of conflict entirely and that is the reason why in spite of all the measures put in place to handle conflict situations in the district, conflict still exists.

6.4 Recommendations

1. As conflicts in societies are inevitable, so are the people in leadership positions. This means that a community is bound to face conflict. Since the communities in the Asunafo South District experience conflict daily and more importantly among community members, it is recommended that community members avoid issues that cause numerous conflicts and relate to each other peacefully.

2. Again, conflict has impacted the communities in the District so negatively. It has delayed the implementation of some major decisions. It is therefore recommended that members of the Paramountcy and opinion leaders constantly engage community members and educate them on the effects of conflict.

3. Experienced community members should take it upon themselves to play a critical role in managing conflict within the communities. This will effectively deal with pockets of conflict at early stages to avoid escalation. Opinion leaders and members from the Paramountcy should be given training in conflict management

so that they will be well equipped to handle conflicts in the communities and avoid over reliance on superior authorities.

4. Effective conflict management methods are critical in the conflict resolution process. The effectiveness of a conflict management method is assessed by how it is able to find a resolution to a conflict situation. It is therefore recommended that, community leaders frequently assess the management methods they use to know how effective they have been to entirely deal with conflict in the district since the methods employed have not been able to deal with conflicts completely.

5. Opinion leaders and members from the Paramountcy should not fail to involve the community members in the running of the affairs of the community. Communications in the community must be improved. Members of the Paramountcy must take time to explain issues to the subordinates to the best of their understanding.

6. The Youth must be provided the environment that will promote their participation in decision making. Opinion leaders and members of the Paramountcy should ensure that information is delivered to community members on time and accurately.

6.5 Suggestion for Further Studies

It can be inferred from the results that, the towns within the study context are very few. Therefore doing an in-depth study like this study in other parts of the District will bring out other issues that did not come up in the present study.

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APPENDIX A

University of Education, Winneba
Department of Educational Leadership

QUESTIONNAIRE FOR RESPONDENTS

Dear respondent, I am an MPhil (Educational Leadership) Student of the University of Education Winneba, and conducting a research on the topic Managing conflict between the Youth and Community Leaders in Civic Engagement: The Case of Asunafo South District.

I will therefore need your maximum cooperation and assistance by providing your responses to the questions on the questionnaire. The research is strictly for academic purposes and you are assured of anonymity and utmost confidentiality.

Thank you

Introduction

Please **Tick** [√] or **Circle [**O**]** the response that is an appropriate response to the questions as demands ticking or circling. Where you have to write please do so legibly.

 SECTION A: PERSONAL DATA

1. Age .... …………………..

2. Sex .... …………………..

3. Status at the community...

4. Level of experience in community engagements. (Indicate years)……………………...

SECTION B: RELATIONSHIP BETWEEN COMMUNITY MEMBERS AND OPINION LEADERS.

4. What is the relationship between opinion leaders and members of the Paramountcy?

A. Very good

B. Good

C. Fair

D. Poor

E. Very Poor

4. Do you support youth participation within the community?

Yes [ ]

No [ ]

5. If yes, in what ways have the leaders been helpful to you in running the
   Community?

6. If no, why don't you involve the youth in the administration of the community?

SECTION C: DISCIPLINE IN THE COMMUNITY

7. What is the general level of discipline in the community?

   A. Very good

   B. Good

   C. Average

   D. Poor

   E. Very Poor

8. Do the leaders have sufficient authority to control their colleagues?

A. Yes

B. No

9. Do you have disciplinary committees at your place?

A. Yes

B. No

SECTION D: ADMINISTRATIVE STYLE OF LEADERS

10. Are the youth involved in the administration of the community?

 A. Yes

 B. No

11. If yes, in what ways? Please explain

12. If no, why? Please give your reasons

13. How do you communicate to your leaders and youth?

14. Is your mode of communication very effective?

 A. Very good

B. Good

C. Fair

D. Poor

E. Very poor

SECTION E: CONFLICT MANAGEMENT

15. Do you understand conflict?

A. Yes

B. No

16. What is your understanding of conflict?

A. Misunderstanding

B. Disagreement between people

C. Fight between people

17. Does conflict exist in your community?

  A. Yes

  B. No

18. Which of the following types of conflict occur in your community?

A. Conflict among community members.

B. Conflict between members of paramount and community members.

C. Conflict between opinion leaders and community members.

D. Conflict between opinion leaders and members of the paramount.

E. Conflict among opinion leaders.

F. Conflicts between the youth and members of the paramountcy.

G. Conflict between the youth Opinion leaders

19. Name three causes of conflict?

1.

2.

3.

20. What is the rate of occurrence of conflict among community members?

A. Everyday

B. Almost everyday

C. Once in a while

21. What are the causes of conflict between members of paramoutcy and community members?

A. Punishing community members

B. Poor communication between members of Paramountcy and community members.

C. Disrespect to members of Paramountcy.

D. Fovouritism on the part of members of Paramountcy.

22. What is the most occurring conflict among members?

23. What are the causes of conflict among community members? Give three

1.

2.

3.

24. Write three causes of conflict between the youth and members of the paramountcy.

1.

2.

3.

25. How does conflict affect your community?

A. Negative

B. Positive

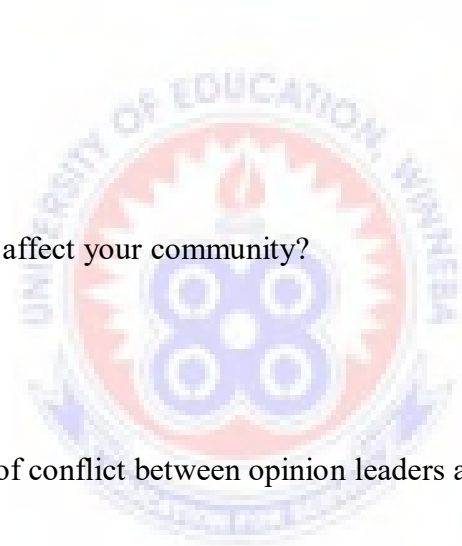26. Give three causes of conflict between opinion leaders and community members?

1.

2.

3.

27. Can you identify four causes of conflict between opinion leaders and members of the Paramountcy?

1.

2.

3.

4.

28. Mention three causes of conflict among opinion leaders

1.

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2.

3.

29. What are three causes of conflict between community Sector and communities?

1.

2.

3.

30. Does conflict between the youth and opinion leaders exist in your community?

Yes

No

31. What are the causes of conflict between the youth and opinion leaders? State three

1.

2.

3.

32. Does your community have a disciplinary committee?

Yes [ ]

 No [ ]

33. How is conflict between youth and community leaders resolved in the community?

34. How is conflict between the community leadership and community members resolved in the community?

35. Do you have Conflict Resolution Mechanism at your place?

Yes

 No

36. Do you have an alternative resolution mechanism in your place?

Yes

No

37. How effective are the conflict management methods used by leaders in your community?

A. Very effective

B. Effective

C. Fairly effective

D. Not effective

THANK YOU

APPENDIX B

University of Education, Winneba
Department of Educational Leadership

INTERVIEW GUIDE FOR RESPONDENTS

Dear respondent, I am an MPhil (Educational Leadership) Student of the University of Education Winneba and conducting a research on the topic Managing conflict between the Youth and Community Leaders in Civic Engagement: The Case of Asunafo South District. I will therefore need your maximum cooperation and assistance by providing your responses to the questions on the questionnaire. The research is strictly for academic purposes and you are assured of anonymity and utmost confidentiality.

Thank you.

SECTION A: COMMUNITY LEADERSHIP- COMMUNITY MEMBERS RELATIONS

1. What is the relationship between the community members and community leaders?

2. To what extent does this relationship promote effective development?

3. Suggest some two ways in which relationship can be improved in the communities in Asunafo South District.

4. In what way(s) do you support in the development of your community?

SECTION B: CONFLICT RESOLUTION IN THE COMMUNITY

5. What do you understand by conflict?

6. How is the conflict like in your community?

7. How do you rank conflicts in your community?

8. What are the causes between community members and members of the Paramountcy?

9. What are the causes of conflict among opinion leaders?

10. How is the conflict between the community members and community leaders resolved?

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11. In your opinion what has been the causes of conflict in the community?

12. Do you have a professional person to resolve conflicts in the community?

13. If no, is it important for your community to have a professional person to support resolution of conflicts?

14. Does your community have a disciplinary committee?

15. How do conflicts affect your community?

16. Does conflict exist in your community?

17. How often does conflict occur?

18. What is the most occurring conflict among members in this community?

19. What are the causes of conflict among community sectors?

20. Are the conflict management methods used by leaders in your community effective to deal with conflict?