ASSESSMENT OF CONFLICT CONTROL MECHANISMS IN ADMINISTRATION OF JUNIOR SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY (FCT) ABUJA, NIGERIA

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING, DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, AHMADU BELLO UNIVERSITY, ZARIA

JUNE, 2018

DECLARATION

I UMAR MOHAMMED ALHAJI hereby declare that this Dissertation titled "ASSESSMENT OF CONFLICT CONTROL MECHANISMS IN ADMINISTRATION OF JUNIOR SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY (FCT) ABUJA, NIGERIA" has been carried out by me in the Department of Educational Foundations and Curriculum under the supervision of DR A.M JUMARE and DR E.I MAKOJU. The information derived from literatures was duly acknowledged in the text and list of references provided. To the best of the researcher's knowledge, this Dissertation has not been previously presented or submitted by anyone anywhere either in part or whole for higher degree.

_____ _____

Umar Mohammed Alhaji **Date**
Student

CERTIFICATION

This Dissertation titled "ASSESSMENT OF CONFLICT CONTROL MECHANISMS IN ADMINISTRATION OF JUNIOR SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY (FCT) ABUJA, NIGERIA", submitted by UMAR MOHAMMED ALHAJI meets the regulations governing the award of the Masters Degree in Education (Educational Administration and Planning) in the Department of Educational Foundations and Curriculum, Ahmadu Bello University Zaria and is hereby approved for its contribution to knowledge and literature presentation.

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DEDICATION

This Dissertation is dedicated to my beloved wife and children Nurudeen, Sani, Nasiru, Rukayyah and Abdullahi.

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ABSTRACT

This study was conducted on the Assessment of Conflict Control Mechanisms in Administration of Junior Secondary Schools in Federal Capital Territory (FCT) Abuja, Nigeria. The study has five objectives which are to; find out the use of mediation approach in conflict control, examine the use of negotiation mechanisms in conflict control, ascertain the use of consensus decision-making process in conflict control, assess the use of parents' involvement in conflict control and find out the use of community initiative in conflict control in Junior Secondary Schools in (FCT) Abuja, Nigeria. In line with these objectives, five research questions, five null hypotheses and five basic assumptions were formulated. Related literatures were reviewed along with four (4) empirical studies. Survey design was adopted for the study, a total of 357 respondents were sampled from the total population of 4294. A structured questionnaire was used to collect data from the respondents. The data collected were presented in tables and were analyzed using weighted mean to answer the research questions. The five hypotheses were tested using One Way Analysis of Variance (ANOVA) for the null hypotheses at 0.05 alpha level of significance. Frequencies and percentages were used to analyze the bio- data of the respondents. The major findings of the study were among others; Mediation Mechanism is effectively used in controlling conflict in Junior Secondary Schools in FCT Abuja. Negotiation Mechanism is used in conflict control in Junior Secondary Schools in FCT Abuja. Consensus Decision Making Mechanism is used to promote collaboration between teachers and members of the school community thereby reducing conflict to the barest level in FCT Abuja. The following recommendations were made: Refresher courses should be organized regularly for head of schools to make them familiar with various conflict control mechanism that could be used in their schools, School administrators should see the need to negotiate with all parties in conflict in order not to disrupt academic process in their schools, Principals should always create room for robust decision making with their staff in order to ensure smooth running of the school.

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LIST OF ABBREVIATIONS

FCT: Federal Capital Territory

PTA: Parent Teachers Association

UNICEF: United Nations International Children Education Fund

JSCE: Junior School Certificate Examination

GDP: Gross Domestic Product

ANOVA: Analysis of Variance

SPSS: Statistical Package for Social Sciences

OPERATIONAL DEFINITION OF TERMS

Conflict: is a form of disagreement between two individuals or groups which could cause physical assault or the use of unpleasant comment within the school environment.

Control Mechanism: is a problem solving technique or means used by specialist in resolving dispute, disagreement among and within people or group of people living or working in the same setting.

Administration: refers to organization and coordination of material and human resources in the school system in order to achieve the desire educational objectives.

Negotiation: is a problem solving process in which the two parties in dispute or their representative agreed to seat and dialogue on how both can make sacrifices in order to resolve their differences.

Mediation: is a problem solving process in which the two parties in the dispute or their representatives meet face to face to work together to resolve the dispute assisted by a neutral third party.

Consensus Decision: Making is a group problem solving process in which all the parties in the dispute or representatives of each party collaborate and agree on what to do and what not to do in order to resolve the dispute.

Parents Involvement: refers to parent's involvement through PTA or school based management committee in resolving dispute between teachers and the school management.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The fundamental meaning of conflict is disagreement. Conflict is inevitable in any human institution. It is obvious that disagreement, irrespective of the form it takes, is bound to be experienced in most circumstances and situations. Our bodies experience some sort of disagreement in most circumstances. For instance, if someone takes medications and the body reacts to the drugs, there is disagreement between the body and the drugs. Similarly, disagreement arises in the body when we eat and the food comes out immediately as vomit or diarrhea without performing the supposed functions in the body (Tosho, 2013).

In the same way, conflict can also occur as a result of disagreement between teachers and students over disciplinary measures such as corporal punishment and other forms of punishments that ensure discipline in the school. These conflict situations have to be resolve to ensure peace and harmony between the persons and society.

Conflict arises from a discord of needs, drives, wishes, and demands. Conflict in and of itself is not positive or negative. Rather, it is the response to conflict that transforms it into either a competitive, destructive experience or a constructive challenge offering the opportunity for growth. Since conflict is an inevitable part of life, learning how to respond to it constructively is essential. Constructive conflict resolution begins with developing an understanding of conflict and the principles of conflict resolution (Damian, 2014).

Education is the process of transforming the raw human resources to the expected quality and standard, to live and contribute effectively to the development of the society. Since 1842, when the early missionaries established the first school in Nigeria, education has metamorphosed

into a large and complex social organization Yalokun (2012). Predictably, most school systems like other social systems, now experience institutional conflict. Conflict is a recurring decimal in all human relationships, be it in the family, institution or organization.

The school, like any other modern institution is not without potential negative features, incompatible behaviors and conflicts which might be counter-productive and give rise to inefficiency, ineffectiveness or dysfunctional consequences in the achievement of goals and objectives (Atkenson, 1994). The school as a bureaucratic organization with division of labour, line of authority in terms of teacher-principal, subordinate-super ordinate relationships, rules and regulations, communication flow - upward, downward, horizontal, etc is bound to have conflicts.

The conflict control mechanism in junior secondary schools can be through mediation approach, negotiation approach, consensus decision-making process, parent involvement approach and also through community initiative in conflict control in junior secondary schools in Federal Capital Territory (FCT) Abuja, Nigeria. Given that conflict is inevitable in any organization and the school is not an exception, the crucial question is, how to react to, respond to and control conflicts so that positive changes will be realized and negative effects minimized. Poor control mechanism of conflict in school administration may result in deficiencies in the performance of the school both in terms of discipline and academic proficiency (Bridges, 1997).

The word conflict brings to mind images such as antagonism, struggles between parties, opposition processes and threats to cooperation. But not all conflicts come in these forms especially in the school system. They come in form of needs to be met or desires to be satisfied, disagreements to be settled and ideas to be shared that eventually lead to change of attitudes, feelings and perceptions.

Albert (2001) stated that conflicts may be caused by competition for inadequate resources, contradicting value system, psychological needs of group and individuals, manipulation of information and perception. Conflict is part of a school because teachers have varying ideas of mechanism to control the issues arise, they have different backgrounds and their experiences are different. These differences can cause so much damage to the school if they are not properly controlled; hence the importance of conflict resolution strategies to schools administrators. School' administrators are managers and they should be able to have different mechanisms to control conflict effectively rather than suppress or avoid them in junior secondary schools. In controlling conflicts, it is pertinent to know the causes of such conflicts and the influence it will have on the school system.

Fadipe (2000), sees conflict as a form of disagreement in an establishment between two individuals or groups who have cause to interact formally or informally. Similarly, Miller and King (2005), see it as basically a disagreement between two or more individuals or groups over compatible goals. Conflict therefore is a process of incompatible behaviors. It may involve the interference or disruption by one person or group of persons, or in some way or ways which make another action less likely to be effective. According to Deutsch (1973), conflict inevitably means that people are working against each other, in such a manner that what one wants is incompatible with that which another wants.

In Federal Capital Territory (FCT) Abuja, Nigeria. Several types of conflicts can be identified, they are as follows: Conflicts on disagreement over issues relating to religion: Conflicts over the imposition of decision by authority without due consultation with staff and students. Conflicts on personality clash. Conflict over inadequate classroom space: Conflicts over sudden change in school's policies. Conflicts arising from the disagreement over the strict

application of rules and regulations: Conflicts over the allegation of corrupt practices involving members of staff. Conflicts arising from teachers using corporal punishment on students in the schools: Conflicts arising from not paying teachers' salaries regularly. Conflicts arising from students' indiscipline: Conflict over poor transport system to the school. Conflict over the inadequate number of specialist teachers: Conflicts arising from inadequate school plant maintenance and Conflict of mode of dressing.

Therefore, there should be proper mechanism used in controlling this conflict such as mediation, negotiation, consensus decision-making process, parents involvement in conflict and community initiative among others in conflict control in junior secondary schools in Federal capital territory (FCT) Abuja, Nigeria. Negotiation is a problem-solving process in which either the two parties in the dispute or their representatives meet face to face to work together unassisted to resolve the dispute between the parties. Mediation is a problem-solving process in which the two parties in the dispute or their representatives meet face to face to work together to resolve the dispute assisted by a neutral third party called the "mediator". Consensus decision-making is a group problem solving process in which all of the parties in the dispute or representatives of each party collaborate to resolve the dispute by crafting a plan of action that all parties can and will support. This process may or may not be facilitated by a neutral party. Parents' involvement in conflict control is a process by which they separate issues and individuals to see themselves as working side by side, attacking the problem, not each other. Fisher and colleagues state, "Where perceptions are inaccurate, parents' can look for ways to educate. If emotions run high, they can find ways for each person involved to let off steam. Where misunderstanding exists, they can also work to improve communication".

Methods of resolving conflict include compromising, accommodating, collaborating, avoiding and competing (Folger, 2007). Other ways include, dialogue, involving third party, court order etc. The success of every school depends on its mechanism used. This is also essential for the development of any education system and for education to achieve its stated goals for the benefits of a nation.

In order to address the issues stated above there is need to know the effects of all these conflicts mechanisms on each prevailing conflicts in junior secondary schools in Federal Capital territory (FCT) Abuja, whether it will produce positive and sustainable changes or worsen the management of our secondary schools in Nigeria. The researcher therefore, is interested in assessing whether there is appropriate utilization of mechanism such as mediation, negotiation, decision-making process, parents involvement and community initiative in conflict control in Junior Secondary schools in Federal Capital Territory (FCT) Abuja, Nigeria.

1.2 Statement of the Problem

The persistence rise of conflicts in Junior Secondary Schools in the Federal Capital Territory (FCT), Abuja Nigeria is on the increase. There are conflicts that occur between students themselves, students and their teachers, students and school authorities and vice versa, to the extent that school programs are always disrupted or ran behind schedule programs and also being abandoned in some few cases. Conflict has serious consequences on the school system, including the students, the teachers and the school authorities thereby resulting to poor organizational climate. Generally it makes program implementation very difficult, thereby making it impossible to achieve educational goals and objectives. This is seen clearly in students continued poor performance in both internal and external examinations. For instance in recent years, 2012/2013 Junior School Certificate Exam (JSCE) shows that students in the Federal

Capital Territory (FCT) Abuja performed below expectation posting 37% of pass rate and 2013/2014 Junior Secondary School Exam recorded 34.7% pass rate.

In Federal Capital Territory (FCT) Abuja, Nigeria. Several types of conflicts can be identified, they are as follows: Conflicts on disagreement over issues relating to religion: Conflicts over the imposition of decision by authority without due consultation with staff and students. Conflicts on personality clash. Conflict over inadequate classroom space: Conflicts over sudden change in school's policies. Conflicts arising from the disagreement over the strict application of rules and regulations: Conflicts over the allegation of corrupt practices involving members of staff. Conflicts arising from teachers using corporal punishment on students in the schools: Conflicts arising from not paying teachers' salaries regularly. Conflicts arising from students' indiscipline: Conflict over poor transport system to the school. Conflict over the inadequate number of specialist teachers: Conflicts arising from inadequate school plant maintenance and conflict of mode of dressing.

It is based on the aforementioned ugly scenario prevailing in Federal Capital Territory, Abuja that prompted the researcher to investigate the use of conflict control mechanisms such as negotiation, mediation, consensus decision making in management of Junior Secondary Schools in Federal Capital Territory, Abuja.

1.3 Objectives of the Study

The study is designed to assess conflicts control mechanisms in junior secondary schools in Federal Capital territory (FCT) Abuja, Nigeria. Specific objectives are to:

1. Find out the use of mediation approach in conflict control in Junior secondary schools in (FCT) Abuja, Nigeria;

2. examine the use of negotiation mechanisms in conflict control in Junior secondary schools in (FCT) Abuja, Nigeria;
3. ascertain the use of consensus decision-making process in conflict control in junior secondary schools in (FCT) Abuja, Nigeria;
4. assess the use of parents' involvement in conflict control in Junior secondary schools in (FCT) Abuja, Nigeria; and
5. find out the use of community initiative in conflict control in Junior secondary schools in (FCT) Abuja, Nigeria.

1.4 Research Questions

This study therefore seeks to answer the following research questions:

1. Is there any use of mediation approach in conflict control in Junior Secondary schools in (FCT), Abuja?
2. How is negotiation mechanisms used in conflict control in Junior Secondary schools in (FCT), Abuja?
3. How is consensus decision-making process used in conflict control in Junior Secondary schools in (FCT), Abuja?
4. How is parents involvement mechanism used in conflict control in Junior Secondary schools in (FCT), Abuja?
5. Is community initiative used in conflict control in Junior Secondary schools in (FCT), Abuja, Nigeria?

1.5 Research Hypotheses

The following null hypotheses were formulated and tested:

1. There is no significant difference in the use of mediation mechanism in conflict control in junior secondary schools in (FCT) Abuja, Nigeria.
2. There is no significant difference in the use of negotiation mechanism in conflict control in junior secondary schools in (FCT) Abuja, Nigeria.
3. There is no significant difference in the use of consensus decision-making mechanism in conflict control in junior secondary schools in (FCT) Abuja, Nigeria.
4. There is no significant difference in the use of parents' involvement mechanism in conflict control in junior secondary schools in (FCT) Abuja, Nigeria.
5. There is no significant difference in the use of community initiative mechanism in conflict control in junior secondary schools in (FCT) Abuja, Nigeria.

1.6 Basic Assumptions

The study was carried out with the assumptions that:

1. proper use of mediation approach will help in controlling conflict in Junior Secondary Schools in (FCT), Abuja;
2. Proper use of negotiation mechanism will help to reduce the different levels of conflict that exist in Junior Secondary Schools in (FCT), Abuja;
3. If the consensus decision making process is used, the level of conflict in Junior Secondary Schools in (FCT), Abuja will be reduced;
4. parents' involvement in school conflict will definitely help to control the conflict in Junior Secondary Schools in (FCT), Abuja; and

5. Use of community initiative will reduce the level of conflict in Junior Secondary Schools in (FCT), Abuja, Nigeria.

1.7 Significance of the Study

The study will be of significance to many categories of people, for example, the principals, students, Teachers, Government, School authority, Parents, school-based management committee and the society at large.

To students, the study will be of help to them to understand some short comings of indiscipline behaviour that can lead to conflicts.

Teachers and principals will be well equipped on how best to handle or control school conflicts among students in order to carry them along to achieve a better standard of academic excellence.

The school authority will be able to introduce some additional rules and regulations that will improve the governance of the school.

Parents will be better informed on their roles as primary assignment which is to grow and train their children to be able to conform to rules and regulations where ever they find themselves.

The society would also benefit at the end of studying this research in the sense that the study will provide the government with the idea of different mechanisms that can be used in controlling conflicts generally.

The result from this research is expected to open up new mechanisms, dimensions, ideas, and strategies to effectively control conflicts in schools most especially at community and state level.

The results of this study is expected to lead to closer relationship between the teachers, principals, students, parents and host community in the management of conflicts among students in the junior secondary schools in (FCT) Abuja, Nigeria.

The result will bring to the fore the role teachers, principals, students and community play in ensuring social order in secondary school.

Finally, the findings are expected to create awareness for future research work/efforts. It will serve as an added body of literatures in the area of conflicts control mechanisms in junior secondary schools in (FCT) Abuja, Nigeria.

1.8 Scope of the Study

The study focused on assessment of conflict control mechanisms in administration of junior secondary schools in Federal Capital Territory (FCT) Abuja, Nigeria. The study covers all the public junior secondary schools in FCT Abuja. However, for the purpose of this study, the researcher selected public Junior Secondary Schools in Federal Capital Territory (FCT) Abuja, Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter provides the conceptual framework, which have guided the study. It also contains a review of literature related to the study. Specifically this chapter deals with the followings:

- Conceptual Framework;
- Concept of Conflict;
- Conflict Control;
- Mediation in Conflict Control;
- Concept of Negotiation in Conflict Control;
- Concept of Consensus Decision-Making in Conflict Control;
- Concept of Parents' Involvement in Conflict Control;
- Concept of Community Initiative in Conflict Control;
- Theoretical Framework;
- Causes of Conflict in Schools;
- Effect of Conflict on School system;
- Effect of Conflict on Students;
- Effect of Conflict on School Structure;
- Effect of Conflict on School Programme;
- Effect of Conflict on Parents and Society;
- Process and Strategies of Mediation in Conflict;
- Challenges to Mediation Process in Conflict;

- Advantages to Mediation Process in Conflict Control;
- Process and Strategies in Negotiation Process in Conflict Control;
- Challenges to Negotiation Process in Conflict;
- Advantages of Negotiation Process in Conflict Control;
- Process and Strategies in Consensus Decision-making in Conflict Control;
- Challenges to Consensus Decision-making in Conflict;
- Advantages of Consensus Decision-making process;
- Process and Strategies in Parents Involvement in Conflict Control;
- Challenges to Parents Involvement in Conflict;
- Advantage of Parents Involvement in Conflict;
- Process and Strategies in Community Initiative in Conflict Control;
- Challenges to Community Initiative in Conflict;
- Advantage of Community Initiative in Conflict;
- Empirical Studies; and
- Summary

2.2 Conceptual Framework

This research is expatiated under the conceptual framework that includes the following;

2.2.1 Concept of Conflict

To some, conflict is synonymous with violence, but to the United Nations International Children's Education Fund (UNICEF, 1995) conflict is not necessarily synonymous with 'violence' and that conflict occurs not only in situations of violence but conflicts inevitably occur between people over ideas, values, positions and perspectives on a range of issues.

In the opinion of Kerzner (2008) conflicts can occur with anyone and over anything. Seville's statement on violence and human nature (as cited by UNICEF, 1995) nevertheless stated that it is not part of human nature to be violent and that violence is a learned response to conflict and if violence can be learned, other responses are possible and can be learned as well.

The term conflict carries a variety of definitions, depending on the usage and the context of its usage. Thesaurus (2013) defines conflict as synonymous with dissention, antagonism, opposition, disagreement, discord, combat and encounter.

This is echoed by the Advanced Learners' Dictionary of English (2010) which simply puts it as 'being in opposition or disagreement." The view of Rahim (2012) was corroborative: "conflict as an interactive process is manifested in incompatibility, disagreement, or difference within or between social entities (i.e. individuals, groups, organizations etc)".

Conflict refers to tension within the organizational system. One may observe such tension by paying attention to possible incompatibilities among departments, to incompatibilities among staff members or employees, to complexities of the communication network, and even to the organizational structure itself (Dahrendorf, 2009).

Conflict can be seen as "any divergence of interests, objectives or priorities between individual, groups, or organizations or nonconformity to requirements of a task; activity or process" (Gardiner and Simmons, 1992).

Conflict implies some types of hostility and perhaps some desires to do harm which may be considered an extreme case of competition. Conflict is different from competition, although competition may result in conflict. Some believe that conflicts may occur without any specific reference to competition, as it could occur as a result of breakdown in the mechanism of decision-making (Duncan, 2011).

Whenever two people come together, there are bound to be disagreements at times. That's natural. However, sometimes these differences can grow to enormous proportions where they become detrimental to the involved parties and the organization Decenzo (2010). When that occurs conflict is present. A critical analysis of the definition of conflict as "the struggle over resources or ideas, between two or more parties caused by the perceptions of the contending parties that both or all cannot have what they desire", buttresses the idea of conflict as originating from competition. This is in line with Sisk and Williams' (2011) definition of conflict as the process which begins when one party perceives that one or more of its concerns have been or are about to be frustrated by another party. From various points of view, the definition of conflict connotes that a trace of competition cannot be totally ruled out.

Conflict provided both sides of the coin – the negative and the positive side of it. They stated: Conflict is defined as the behaviour of an individual, a group, or an organization which impedes or restricts (at least temporarily) another party from attaining its desired goals. Although conflict may impede the attainment of one's goals, the consequences may be beneficial if they produce new information which, in turn, enhances the decision-making, lengthy delays over issues which do not importantly affect the outcome of the project, or a disintegration of the team's efforts (Thamhain and Wilemon, 2004).

Conflict can be defined as opposition among social entities directed against one another, it distinguished competition and defined it as opposition among social entities independently striving for something of which the resources are inadequate to satisfy all. Competitors may not be aware of one another, while they are parties to a conflict (Quicy Wright, 1990).

Conflict is any relationship between two or more parties who believe they have incompatible goals. Stagner (2005) defines conflict as "…a situation in which two or more human beings desire goals which they perceived as being obtainable by one or the other, but not both… each party is mobilizing energy to obtain a goal, a desired object or situation, and each party perceives the other as a barrier or treat to that goal" (Kriesberg, 2013).

"If disadvantaged groups and individuals refuse to consider open conflict, they deny themselves what sometimes is their most effective means for bringing about needed change" Ross (2014). Rose (2000) therefore saw nothing wrong in conflict, he saw it as a natural and inevitable human experience and as a critical mechanism by which goals and aspirations of individual and groups are articulated, it is a channel for the definition of creative solutions to human problems and a means to the development of a collective identity. What Ross is trying to infer is that without conflict we cannot have change.

Similarly, Laue (1990) tries to disabuse our minds about the dysfunctional perception of conflict. He notes that conflict is not deviant, pathological, or sick behaviour per-se. It is not the opposite of order. There is orderliness in conflict, although conflict can become disorderly. And it can be a very helpful and useful part of society. What to be feared is destructive conflicts (that is, conflict that have started producing negative results) rather than conflict itself.

Conflict is "incompatible behaviour between parties whose interests are or appear to be, incompatible or clashing." Two things could be taken from these simple definitions. The first is that conflict emanates from (social) relationships. The conflicting group must reside in close proximity whether physically or psychologically Attisa (1994) and Meijer (1994). No matter how hard one tries to define the term, one is prone to agree with Sisk and Williams (2011) that,

"conflict is one of those phenomena that are experienced by everyone but that can be defined completely and accurately by no one".

2.2.2 Concept of Conflict Control

Conflict can be controlled by teaching conflict resolution strategies to middle years students to have an effect on their attitudes about conflict. Females may acquire the skills of constructive conflict resolution from day-to-day social interactions, but males seem to require direct intervention to affect their attitudes.

Males have traditionally demonstrated more aggressive and violent behaviours than females. The present study supports the reviewed that the aggressive attitudes traditionally attributed to males can be moderated by instruction. This moderation of attitudes can have an impact on behaviour. Improvement in student attitudes about conflict may have been limited by the nature of the instructional unit. During the learning process, students should be exposed to other mechanism of reacting to conflict used by teachers, parents, peers, principals, and so on. This alternate mechanism of dealing with conflict may or may not have reinforced the ideas promoted by the unit on conflict control. For example, students may be more likely to change their attitudes about conflict if the significant adults in their lives model constructive conflict resolution. If adults in authority use anger, hearts and coercion to manipulate behaviour, students may not believe that conflicts can be controlled to the satisfaction of both parties.

Conflict can therefore be controlled through the following ways:

1. Understanding that people respond to conflict using three main styles: avoidance, aggression and problem solving
2. Ability to identify the advantages and disadvantages of each response style
3. Ability to identify which response style is being used in given conflict situations

4. Understanding that conflicts are caused by attempts to meet basic individual needs

5. Understanding that conflicts result from limited resources or different values

6. Ability to identify the causes and types of conflict

7. Ability to identify actions that can lead to escalation or de-escalation of conflict

8. Understanding that clear communication can be a means of avoiding or resolving conflicts

9. Ability to use active listening techniques and neutral language as a means of maintaining clear lines of communication

10. Ability to understand various points of view

11. Ability to identify problems

12. Ability to resolve conflicts using problem-solving techniques such as negotiation and mediation

2.2.3 Concept of Mediation in Conflict Control

Mediation is an alternative to the traditional disciplinary practices (detention, suspension, among others.) that occur in schools. It is a structured process that enables two disputing students to talk out and resolve their problem with the assistance of a pair of neutral peers. The end result is a written contract. Mediation is a voluntary process. Conflicting parties must agree to try to solve the problem together or may choose to proceed through traditional disciplinary actions, instead. A group of students are selected to be peer mediators. These students should be a representative sample of the larger group in terms of gender, academic ability, general interest, etc. The selection process could be a combination of teacher nomination, student nomination and self nomination.

The mediation group could be organized like a club, managed by a teacher-coordinator. The teacher would match mediators to disputing students appropriately and help the students with their mediation skills. Mediation services would be made available to students by request or by teacher or administrator referral. The teacher-coordinator would decide which disputes will be control with mediation. The process could take place before or after school, at noon hour, or during class with teacher permission. If a contract established through mediation is broken, students could return to mediation or administrative intervention could take place. Peer mediation can be used to control students at the classroom level, with a specific age group such as middle years students, or as an integral part of the discipline cycle of an entire school.

Mediation is another mechanism of conflict control used today in various schools. Bentley (1996) describes mediation as a form of problem solving process where a neutral third party assists disputants to reach a mutually acceptable agreement. Mediation proves as an effective method because it involves a democratic and structured process that enables disputants to resolve their own conflict, with the assistance of trained persons. Deutsch (2005) argues that mediators follow these steps: (a) They establish a working alliance with the parties, (b) they improve the climate between the parties, (c) they address the issues, and that (d) they apply pressure for settlement.

Mediators should adopt the following skills in order to handle conflict:

a. They must be able to establish a working relation with each of the conflicting parties,
b. They must be able to establish a cooperative problem solving attitude among the parties,
c. They must be able to develop a creative group process and group decision making, and
d. They must gather considerable substantive knowledge about the problems around which the conflict centers.

2.2.4 Concept of Negotiation in Conflict Control

It is usually based on the principle of giving and getting. It is hoped that both parties will profit from the outcome of the conflict situation or at least the persons have a sense of a fair settlement. This style of conflict management is based on the assumed goodwill of the persons in conflict. It is assumed that neither party is totally locked into an adversary position. There is room for giving or adapting. Both parties are willing to negotiate either directly or through a third party. It is also assumed that the eventual compromise will result in a better state of affairs for both parties (Williams, 2011).

Thus, negotiation is a direct process of dialogue and discussion taking place between at least two parties who are faced with a conflict situation or a dispute. Both parties come to the realization that they have a problem, and both are aware that by talking to each other, they can find a solution to the problem. The benefits of compromised solution, is believed, outweigh the losses that might arise from refusal to negotiate. The goal of negotiation, according to Jeong (2000) is "to reach agreement through joint decision-making between parties".

This style is a mid way approach for conflict control, it adopts an intermediate course between assertiveness and cooperativeness and it is effective when both parties agree on sacrificing some concerns for achieving a solution. Usually, when a compromise is successfully negotiated for both parties feel somewhat rewarded or satisfied. However, they may not feel completely satisfied, since they both had to give up part of their original ideas or positions/possession to get the other person to go along. Both participants invariably win and lose something they value as a process and contribution to peace-building.

2.2.5 Concept of Consensus Decision-Making in Conflict Control

Consensus decision-making is an alternative to commonly practiced group decision-making processes. Robert's Rules of Order (2010), for instance, is a guide book used by many organizations. This book allows the structuring of debate and passage of proposals that can be approved through majority vote. It does not emphasize the goal of full agreement. Critics of such a process believe that it can involve adversarial debate and the formation of competing factions. These dynamics may harm group member relationships and undermine the ability of a group to cooperatively implement a contentious decision. Consensus decision-making attempts to address the beliefs of such problems. Proponents claim that outcomes of the consensus process include:

- Better decisions: Through including the input of all stakeholders the resulting proposals may better address all potential concerns.
- Better implementation: A process that includes and respects all parties, and generates as much agreement as possible sets the stage for greater cooperation in implementing the resulting decisions.
- Better group relationships: A cooperative, collaborative group atmosphere can foster greater group cohesion and interpersonal connection.

Given the variety of policy considerations for school boards, the decision-making process of the board will vary depending upon the issues addressed, the parties involved, and the organizational interests, operational procedures, time constraints, and personal values of the decision makers. School boards are political organizations with members elected to serve a broad constituency.

Decision-making in this environment is a highly political process in which coalition building, bargaining, competition, and adaptation are common. As with most organizations, it cannot be assumed that school board members are unified actors, and studies of school board decision-making show that individual role interests and social roles often serve as analytical constructs to explain decision-making processes. Local boards typically consist of members who possess divergent individual agendas and a limited set of mutually shared values or beliefs (Johnson, 2013).

Nevertheless, existing school board policies, extant procedures, and regularized customs and practices create and then enforce a unifying culture within the school board that is designed to maintain the status quo and has a relatively conservative perspective. Board meetings follow the policies and procedures traditionally created to manage operations and are often characterized as ritualistic, systematic, and programmed. Although local boards are authorized by state law to adopt their own procedures, they are bound by law to follow those procedures once adopted. For example, procedural rules for establishing a quorum in order to take official action must be followed. A record of minutes of board meetings must be maintained in order that the board documents its deliberations and actions. Notice of meetings must conform to state sunshine laws, and business must be conducted in public, open meetings unless an exception to state law permits an executive session authorizing the board to deliberate in private.

The work of board members is seldom self-selected and is more likely to be defined for them by the superintendent, other professional educators, community leaders, interest groups, or state and federal actors. Despite the importance of policymaking, board members report that day-to-day responsibilities consume most of their time and complain that they seldom have time for reflection, brainstorming, and long-term planning. Despite concerns for educational equity and

quality, boards more often address matters of financial accountability, which tends to enforce a role as steward of the public purse and a perspective of fiscal conservatism.

Models of decision-making emphasize inventing, developing, and analyzing possible solutions before selecting a particular course of action. Selecting a possible course of action is informed by the judgment of the decision maker, the analyses of the alternatives on a logical or systematic basis, and the political bargaining process. A major criticism of decision-making in the context of local school boards is that adequate alternative solutions are not always considered in the decision-making process prior to drafting policies. Educational policymaking is distinctive because of its lack of regular formal procedures for generating alternative proposals to those advanced by professional educators or school officials. School board members are often constrained by limits imposed by existing law and policy and become dependent on school district professionals and administrators for proposals and information (Maxwell, 2011). Some authorities contend that school boards perform the function of legitimating the policies of the school system in the larger community rather than representing the various segments of that community to the school system.

2.2.6 Concept of Parents' Involvement in Conflict Control

Parental involvement is defined by Grolnick and Slowiaczek (2004) as the devotion of resources by the parent to the child within a given domain. According to these researchers, it can be mentioned that there are three types of parents' involvement in children's conflict control in schools such as behavior, cognitive-intellectual, and personal. The first category, the parent's behavior involves participation in activities at school. For example, attending parent-teacher meetings, conferences and school activities. Participation in activities also may be at home, for example, asking about school and helping with homework.

The second category, cognitive-intellectual involvement includes revealing the child to intellectually motivating activities such as discussing about daily events. The third category, personal involvement, is staying informed and knowing about what is going on with the child in school (Apostoleris, 2007).

Parental involvement in their children's schooling has consistently been shown to impact children's school success, and it has been demonstrated across a wide range of age levels and populations (Epstein, 2013; Fehrmann, Keith, and Reimers, 2007; Lee and Green, 2008; Baker, 2009). Parents who have high anti-cipations have positive effects on their children's academic achievement.

2.2.7 Concept of Community Initiative in Conflict Control

The program of community initiative first trains school teachers and administrators to negotiate their own issues in Nigeria in year 2000. During a training seminar, participants learn negotiation from professionals such as negotiation professors and practicing negotiators. After teachers begin teaching negotiation concepts to their students, they continue to attend regular curriculum implementation meetings and are provided with ongoing technical support. Each teacher may request up to three community volunteers, who are recruited by the program, to help implement his or her first negotiation course. A diverse corps of volunteer teaching assistants includes professional negotiators, graduate students, parents, and community leaders. Volunteer teaching assistants make a commitment to attend training seminars and learn and teach negotiation techniques with their partner teachers in junior secondary schools in Federal Capital Territory (FCT), Abuja.

2.3 Theoretical Framework

There are a number of theories on conflict control mechanism of the learners which can be of prime importance to school managers in management of students' conflict in junior secondary schools. Among them, is "Mary Parker Follett theory" (2004). Consider a situation where two people are in dispute over possession of an orange. The dispute may be resolved by one person, grabbing the orange, and fighting off the other (domination) by junior secondary schools student in FCT Abuja. Alternatively someone might cut the orange, and give half to each person (compromise). There is a third way of solving the dispute among students in school which Mary Parker Follett calls 'integration'. In this situation one person may wish to eat the orange, the other to make a cake with it. When making a cake, all that is needed is the peel. So we peel the orange and give the core to one person and the peel to the other. We have found a 'win-win' strategy, where both people's needs are satisfied. In any dispute we should always try to **'peel the orange'**.

Methods of Dealing with Conflict by Mary Parker Follett

There are three main ways of dealing with conflict: domination, compromise and integration. Domination, obviously, is a victory of one side over the other. This is the easiest way of dealing with conflict, the easiest of the moment but not usually successful in the long run, as we can see what has happened since the War (World War 1).

The second way of dealing with conflict, that of compromise, we understand well, for it is the way we settle most of our controversies; each side gives up a little in order to have peace, or, to speak more accurately, in order that the activity which has been interrupted by the conflict may go on. Compromise is the basis of trade union tactics. In collective bargaining, the trade unionist asks for more than he expects to get, allows for what is going to be lopped off in the

conference. Thus we often do not know what he really thinks he should have, and this ignorance is a great barrier to dealing with conflict truthfully.

There is a way beginning now to be recognized at least, and even occasionally followed: when two desires are integrated, that means that a solution has been found in which both desires have found a place, that neither side has had to sacrifice anything. Let us take a simple illustration. In the Harvard Library one day, someone wanted the window open, I wanted it shut. We opened the window in the next room where no one was sitting. This was not a compromise because there was no curtailing of desire; we both got what we really wanted. For I did not want a closed room, I simply did not want the north wind to blow directly on me; likewise the other occupant did not want that particular window open, he merely wanted more air in the room.

Bases of Integration

If, then, we do not think that differing necessarily means fighting, even when two desires both claim right of way, if we think that integration is more profitable than conquering or compromising, the first step towards this consummation is *to bring differences into the open.* We cannot hope to integrate our differences unless we know what they are. The first rule then, for obtaining integration is to put your cards on the table, face the real issue, uncover the conflict, bring the whole thing out into the open.

One of the most important reasons for bringing the desires of each side to a place where they can be clearly examined is that evaluation often leads to *revaluation.* We progress by a revaluation of desire, but usually we do not stop to examine desire until another is disputing right of way with it. This conception of the revaluation of desire is necessary to keep in the foreground of our thinking in dealing with conflict, for neither side ever ‘gives in’ really, it is hopeless to

expect it, but there often comes a moment when there is a simultaneous revaluation of interests on both sides and unity precipitates itself.

Follet argues that conflict, as a natural and inevitable part of life, does not necessarily have to lead to deleterious outcomes. Rather, if approached with the right analytical and imaginative tools a conflict can present an opportunity for positive or constructive development (hence the title of paper). Follet's definition of conflict as difference is a bit too parsimonious – difference, in an of itself, does not make a conflict – but this is unimportant as it doesn't detract from her main insights.

According to Follet, there are three ways to respond to conflict: **Dominance, Compromise and Integration**. Dominance means victory of one side over the other. This works in the short term, but is unproductive in the long run (to make her point Follet presciently alludes to the results of "The War" – WWI). Compromise means each party having to give up something for the sake of a meaningful reduction of friction. Far form ideal, compromise often leaves parties unsatisfied – having given up something of value. Finally, integration, the option championed by Follet, means creatively incorporating the parties fundamental desires/interests into the solution.

When two desires are integrated, that means that a solution has been found in which both desires have found a place, that neither side has had to sacrifice anything. Let us take some very simple illustration. In the Harvard Library one day, in one of the smaller rooms, someone wanted the window open. I wanted it shut. We opened the window in the next room, where no one was sitting. This was not a compromise because there was no curtailing of desire; we both got what we really wanted. For I did not want a closed room, I simply did not want the north wind to blow

directly on me; likewise the other occupant did not want that particular window open, he merely wanted more air in the room…. compromise approaches to conflict, Follet writes:

One advantage of integration over compromise I have not yet mentioned. If we get only compromise, the conflict will come up again and again in some other form, for in compromise we give up part of our desire, and because we shall not be content to rest there, sometime we shall try to get the whole of our desire. Watch industrial controversy, watch international controversy, and see how often this occurs. Only integration really stabilizes. But the stabilization I do not mean anything stationary. Nothing ever stays put. I mean only that that particular conflict is settled and the next occurs on a higher level.

Follet is cognizant that integrative bargaining is not always a viable option (she provides the example of two men vying for one woman), and that there are a lot of obstacles that get in the way of cooperative negotiation. These include, on the one hand, a natural distaste for quarreling, and on the other, a fighting zero-sum mentality.

This type of "uncovering", in the context of conflict and productive negotiations, explained Follet, often leads to a "revaluation" of one's desires and interests. Another way of saying this is that uncovering leads people to move from position to interest-based thinking and negotiation.

So if the first step is to illuminate the conflicted parties' desires, the second and related step for Follet is to break up the demands of each party into its constituent parts. Breaking up wholes means paying special attention to the language used in the conflict. What is behind the words – is a desire to go to Europe, for example, really a desire to go to Paris or Barcelona or is it a reflection of a deep need to experience life anew and meet different people? If so, is there

another way to fulfill this need? Once the whole is broken up it needs to be reconstructed anew – with a focus on the essential.

Follet stresses the importance of interrelation in dealing with conflict. She speaks of circular response: A acts, B reacts, A reacts to B's reaction, etc. "The conception of circular response throws much light on conflict", writes Follet, "for now I realize that I can never fight you, I am always fighting you plus me. I have put this way: The response is always to a relations. I respond, not only to you, but the relations between you and me." One is reminded her of social psychologist Morton Deutsch's Crude Law of Social Relations: "The characteristic processes and effects elicited by a given type of social relationship also tend to elicit that type of social relationship."

Returning to the obstacles in the way of win-win outcomes, Follet explains that integrative bargaining entails intelligence and imagination (something that is short supply in general, even more so during times of conflict). Second, our way of life has habituated us to take pleasure in domination. Finding an integrative solution pales in comparison to the excitement generated by fighting with and (trying to) dominate another. (This would have been an interesting place for Follet to give her critique a feminist flavor, but alas she did not). A third obstacle integrative analysis is usually confined to the world of theory. Fourth, Follet points to the way in which we communicate with one another (I have written about this here). In conflict there is a strong tendency to attribute blame to the other. Finally, and Follet thinks this is perhaps the greatest obstacle to integration, misguided education and lack of training among junior secondary school students.

This theory had a narrow physiological focus and very much ignored the importance of psychological and sociological factors in making the stakeholders dischardged his/her duties

effectively towards conflict control mechanism in administration of secondary schools in Federal Capital Territory (FCT) Abuja. For example, in a school system, if the Principal shows appreciation of a teacher's performance and says 'you are doing a good job, well-done' it could make the teacher feel that his contributions are valued and he is therefore encouraged to perform his duties better and therefore create good interpersonal relationship among the staff in the school.

2.4 Causes of Conflict in Schools

Conflicts may be caused by competition for inadequate resources, contradicting value system, manipulation of information and perception, unimpressive conditions of service, administrative incompetence of head teachers, misappropriation or embezzlement of funds, poor academic performance (Albert, 2001).

2.4.1 Misappropriation or Embezzlement of Funds

Some school heads or school accountants have been locked out of their schools due to poor financial accountability. Some school heads are not transparent in their financial matters of their school (Rono, 2001). The school heads/accountants do not discuss financial issues of their school with their boards these further creates conflicts in their schools because of applying wrong managerial skills in planning, budgeting and expenditure control. In some cases, head teachers do not apply proper use of accounting instructions provided by the Ministry of Education. This leads to misallocation of resources resulting to lack of essential commodities and services in junior secondary schools in Federal Capital Territory (FCT), Abuja.

2.4.2 Inadequate Resources

The shortage or inadequate educational resources always stands as a cause of conflict in schools especially financial resources. Some school managers perceived conflicts in educational

administration with absence of needed financial resources. According to Same (2010), shortage of finances makes it hard for the school heads to forge ahead in executing educational programmes. He indicates that school heads have been forced to make ends meet in their schools where there is lack of finance and material resources. The situation is made worse by low student enrolment in some secondary schools. Lack of finance and resources in school sometimes is blamed on the school heads. Once in a while, parents blame the head teacher for not trying to provide the required learning facilities.

2.4.3 Administrative Incompetence of Head Teachers

Rono (2001), indicates that some school head display poor leadership qualities that create conflicts in schools. Conflict in itself is not bad but when are not properly managed well results in various damages to the individuals involved and the school at large.

Gordon (1991) indicates that inexperienced school head sometimes run into serious problems when they fail to use their scarce resources properly. Meager resources available in the school may be used on trivial projects while major ones were untouched.

2.4.4 Contradicting Value System

Federal Capital Territory, Abuja is a state that has a conglomeration of various culture, language, tribes and religion belief hence their value system varies on issues that borders on dressing, beliefs, morals, value and ideology. This is yet another cause of conflict in junior secondary schools in the area as complications arises when decisions are to be made as pertains to students, the school and other stake holders of the school.

2.4.5 Unimpressive Condition of Service

Some of public junior secondary schools in Federal Capital Territory (FCT), Abuja associate conflicts in their schools with poor working conditions and lack of clear work and

remuneration policy by the government. Some public schools face a lot of difficulties in providing the necessary facilities and even teaching materials. Some schools do not have basic facilities including staffroom and teaching materials and other school plants to make teaching and learning effective. Okotoni and Okotoni (2003) indicate that teachers work in de-motivating conditions due to poor pay by the government coupled with lack of clear increments in salaries.

2.4.6 Indiscipline on the Part of Students

Furthermore, indiscipline of students have greatly contributed to a lot of instabilities in controlling of schools conflict. Whenever a case of indiscipline arises in schools, be it improper dressing, disrespect to authority, exam- malpractices, or general misconduct by student, the school head teachers will always be blamed for being insensitive to the students' welfare. In such cases, the schools head are faced with different conflicts from within and that can hamper their job performance and in turn affects the general running of the school or can be transferred as a remedial measure because students demand for removal of such head teacher. In some cases, the students receive the support of ministry of education and teachers in the indiscipline pursuit.

2.4.7 Poor Academic Performance

In school situations, sometimes parents differ greatly with the teachers over academic performance of their children; parents place a lot of pressure on the teachers claiming that they contribute to poor academic performance of the students. Such parents at times agitate for the removal of the head teacher and transfer of teachers to other schools. The students sometimes support the parents in the move and become indiscipline to the extent of physically demanding for the removal of the teachers. This is supported by Okotoni and Okotoni (2003), that poorly performing schools many at times are characterized by a lot of conflicts by the stakeholders.

2.4.8 Indiscipline on the Part of Teachers and Administration

More so, there are teachers who entered into teaching profession as a last resort when other alternatives are absent. These teachers will never settle in their jobs as professionals. They work to earn a salary with the hope that they will soon leave the profession. Foster (2009), affirm this view and indicates that unmotivated teachers will not produce good results. Complaint, laxity, grumbling and fighting the head-teacher characterizes their work. The head teacher will always be in the centre of blame. He or she will not get anything done without running into trouble with the teachers.

Kin gala (2000), concurs with the above author and indicates that men and women who have no calling to teaching vocation take up the training as teachers but have no interest in looking after the young people. These teachers find themselves inside the classroom doing a job they do not like but because they need money, they stick. He also indicates that due to lack of interest in teaching, the teachers become increasingly brutal to the students. Such teachers also become patronize to the politicians and receive protection. A teacher in this category causes trouble to the head teacher because he is sure of protection from the politician who will use the teacher to tilt scales in the political battlefield, some of these teachers are without commitment, cause problems, lack discipline, and are chronic absentees in schools. Some engage in immoral acts with students or incite them against the school administration. Philips (2000) affirms the above views and indicates that there are teachers who take up the noble teaching profession yet they have no interest in it. These teachers display incompetence, laziness and lack interest in students' work. They lack self-discipline and are biased and inconsistent in their application of punishment meted out to students who break school rules. These teachers have no respect for school administration and sometimes incite students against the principal. Some administrators

perceive causes of conflicts in their school as due to lack of commitment to work in their schools. There are things that principals do in their schools that posed a serious challenge to school management. Some of these include absenteeism, perennial lateness, dishonesty, inaccessibility and being autocrat or dictatorial according to Katumanga (2000). He further reveals that some head teachers have been forced to deal with conflicts in their schools which are due to their own making. Some head teachers fail to perform well in educational administration because of frequent absenteeism in their schools.

2.5 Effect of Conflict on School system

The human development curriculum provides the educator with a theoretical overview of the skill area and then gives a number of activities and strategies to engage students in developing a knowledge base and in acquiring these skills. Each activity contains step-by-step procedures to be followed with the students and can be used in a class workshop, team project, learning center, cooperative learning situation, or class meeting.

Six skills are fundamental to the achievement of conflict control on school system: building a peaceable climate, understanding conflict, understanding peace and peacemaking, mediation, negotiation, and group problem solving. The skill areas are described below.

Building a Peaceable Climate: Responsibility and cooperation are the foundation for all other skills in the peaceable school. To manage student behavior without coercion, adults must take the perspective that effective behavior is the responsibility of the student and strive to develop a sense of responsibility in each. Students then begin to make responsible choices guided by their rights and corresponding responsibilities.

Understanding Conflict: For students to engage in successful conflict resolution, they must have a shared understanding of the nature of conflict. The program provides information and

activities that instill a shared understanding of the nature and causes of conflict, the possible responses to conflict, and its potential benefits. The idea that psychological needs are the underlying cause of conflict is useful to students as they seek to resolve disputes through common interests.

Understanding Peace and Peacemaking: Students are taught to observe peacemaking and peace breaking behaviors within the school and classroom. Peacemaking activities help students understand and practice the concept of peace. Students learn that specific behaviors are associated with peacemaking, namely, appreciating diversity, understanding perceptions, empathizing, dealing with emotions, managing anger, countering bias, and communicating. The principles of conflict resolution are also taught as peacemaking behaviors.

Mediation: Mediation is defined as assisted conflict resolution between disputants for use within the classroom and as a school wide vehicle for resolving conflicts. Training activities cover a mediation process that allows students to gain the skills to act as neutral third parties when facilitating conflict.

Negotiation: Disputants learn to resolve their conflicts unassisted by stating their individual needs, focusing on their interests rather than their positions, and generating options for mutual gain, enduring systemic changes vital to the success of a peaceable school approach. The program may be implemented within a school or school district.

Group Problem Solving: Group problem solving is taught as a creative strategy for dealing with conflicts that involve a number of students within the classroom, within groups, and between groups in the school. The group's responsibility is to achieve a consensus decision that, when implemented, will resolve the conflict resolution between disputants.

2.5.1 Effect of Conflict on Students

A violent conflict can affect students' academic achievement through several transmission mechanisms. In this section, the researcher discusses in detail two mechanisms that appear to be particularly relevant in the context of the students' conflict. The first mechanism is the conflict-induced change in the quality of the learning conditions at school. He explores the possibility that the conflict negatively impacts on student's result at the final test by worsening the quality of his/her learning environment. The second mechanism is related to the impact of the conflict on student psychological well-being. Here the researcher reviewed that the exposure to conflict-related violence negatively affects the cognitive and the academic-related capabilities of the student (Mileke, 2014).

The quality of the school is crucial to any student learning activity. To measure that, there are three variables commonly used in the literature and that are included in our dataset on school characteristics. These are: *Average Size of the Classroom, Students/Teacher Ratio* and *Average Overcrowding in the Classroom.*

2.5.2 Effect of Conflict on School Structure

If conflict has its good side then it has a negative side as well. According to Aldag and Stearns (2007), anyone who has ever worked in an school knows that conflict exists and that it can have destructive effects on the structure of the school such as students riot that will result on broken of louvers, school windows, desk and chairs and others physical facilities in the school and the members' activities.

Owens (2001) also opines that frequent and powerful conflict can have a devastating impact on the behaviour of students in the schools in that conflict often develops into hostility which also causes students to withdraw both physically and psychologically from the school. In a

school situation, physical withdrawal can take the form of absence, tardiness and turnover which is often written off by laziness on the part of the teacher. Psychological withdrawal can also take the form of alienation, apathy and indifference. On this score, Jorgensen and Henderson (1990) add that though a solution may be reached in conflict resolution, the means of gaining the solution may cause damages to the school structure and people involved and general weakening of relationships.

2.5.3 Effect of Conflict on School Programme

The most effective school conflict management program is comprehensive, which means the entire school community is knowledgeable about and regularly use "win/win" approaches when attempting to address conflicts. A comprehensive program offers members of the whole school community the opportunity to learn, practice, and model effective conflict management skills (Danladi, 2013).

The peaceable school approach includes the use of mediation, curricular infusion, the peaceable classroom, as well as the entire school community being trained in and utilizing the concepts and skills of conflict management in the daily operations of the school.

The peaceable school approach is complementary to other types of safe and supportive learning environment programs such as restorative justice and bullying prevention. Restorative Justice Models consist of a whole school process that is based upon the philosophy based on the use of reconciliation rather than punishment (Folly, 2011). The Olweus program, as well as other bullying prevention programs, stresses the need for the entire school to be involved in establishing bullying prevention and eliminating bullying cultures.

2.5.4 Effect of Conflict on Parents and Society

In the view of Barr and Dreeben (2009), conflict is an unavoidable part of family life. Because every family is a collection of individuals with distinct personalities in the society, needs and values, it is inevitable that family members will sometimes get in each others' way. Murphy (2006) adds that family conflicts can often be extremely difficult because the people can never get away from each other (they will always be family) and that closeness can lead to very intense conflicts in the society they live. Wilmet and Hocher (2011) explain that conflict can emerge when family members have different views or beliefs that clash. Similarly, Atkinson and Turner (2003) note that family conflict sometimes does occur when people misunderstand each other and jump into wrong conclusions.

This indicates that occasional conflict is normal in parent and society and that it is also normal for family members to disagree with each other from time to time. However, ongoing conflict can be stressful and damaging to a family relationship and it must be accepted that conflict is a part of any relationship such as siblings and cousins within a family context. Because conflict is a nearly universal experience common sources of parent and society conflict can be identified (Murphy, 2006).

2.6 Process and Strategies of Mediation in Conflict

Mediation is a process in which one or more mediators serve as neutral facilitators to help disputants negotiate an agreement. In this process, the mediator creates and maintains an environment that fosters mutual problem solving. During mediation, the mediator uses the six problem-solving steps of conflict resolution:

- Set the stage establish ground rules for problem solving.
- Gather perspectives-listen to each disputant's point of view.

- Identify interests contributing to the conflict.
- Create options that address the interests of both disputants.
- Evaluate these options according to objective criteria.
- Generate an agreement satisfactory to each disputant.

Although the mediator controls the process, the disputants control the outcome. Participation in mediation is voluntary, and the mediator does not judge, impose an agreement, or force a solution. Mediation is powerful because conflicts can only be resolved if the disputants choose to resolve them. Disputants can judge best what will resolve the conflict and are more likely to execute the terms of an agreement if they have authored them.

Peer mediators usually work in pairs. If possible, each mediator should be selected to represent the same gender and/or interest as each of the disputants. Peer mediators follow a set process. This process can be adjusted according to the maturity of the students. The following are guidelines for middle year students:

1. Open the session

- introductions

- establish rules

- overview of process for disputants

2. Gather information

- each disputant takes a turn explaining the problem

- mediators summarize both sides using neutral language

3. Focus on common interests

- mediators find out what each person wants

- mediators encourage disputants to imagine what the other disputant wants

- mediators summarize common interests

4. Problem Solving

- disputant brainstorm options

- mediators encourage by asking each disputant what she/he could do to help resolve the problem

5. Resolution

- disputants select from the brainstormed list

- mediators write up an agreement.

2.6.1 Challenges to Mediation Process in Conflict

Peer mediation programs should be among the most widely chosen types of conflict resolution programs in junior secondary schools. Where by young people can become effective mediators and to understand their peers, make the process age appropriate, empower their peers and command their respect, and normalize the conflict resolution process. It has been observed by the researcher that, most young people can not connect with their peers in ways that adults do. Peer mediators can frame disputes in the perspective, language, and attitudes of children. Young people should perceive peer mediation as a way to talk out problems without the fear of an adult judging their behavior, thoughts, or feelings. Peer mediators should be respected because they uphold the problem-solving process and honor the disputants in the way they should conduct the mediation sessions.

The self-empowering process appeals to children and fosters self-esteem and self-discipline. When children solve their own problems, they feel they are in control and can make a commitment to the solutions they have created. In 2-hour sessions over several weeks, whereas training for junior secondary school students might be done in full-day sessions. Peer mediation

training should take a minimum of 12 to 20 hours with ongoing opportunities to develop the skills of the mediators**.** Respect for diversity and cultural competency should also teach to peer mediators.

Incorporating simulations with cross-cultural themes and social justice issues into training activities effectively prepares peer mediators for conflicts deriving from diversity. Developing skill in the mediation process is a lifelong activity. Peer mediators should be encouraged to practice and use their training in conflict resolution as often as possible and to take refresher classes.

2.6.2 Advantages to Mediation Process in Conflict Control

Mediation Program: A conflict resolution education program in which selected individuals (adults and/or students) are trained in the principles and foundation abilities of conflict resolution and in the mediation process in order to provide neutral third-party facilitation to assist those in conflict to reach a resolution. The mediation process is a mechanism for resolving conflicts that can be used within schools, the community, youth-serving organizations, and juvenile justice settings. Within these settings, mediation programs are established to:

- Reduce the number of disciplinary actions, such as detentions, suspensions, and lockdowns.
- Encourage more effective problem solving.
- Reduce the time adults or youth leaders spend dealing with conflicts between youth.
- Improve school or agency climate.
- Provide youth and staff with an alternative forum for problem solving.

Mediation programs can help manage and resolve conflicts between young people, between young people and adults, and between adults. The principal, teachers, or other adults can be trained as mediators to help young people and adults resolve their disputes. For example, an

adult mediator can assist adults in resolving conflicts such as work problems between staff members, disciplinary actions disputed by parents, and disputes over the development of appropriate programs for children with special needs. Youth mediators help resolve disputes between peers involving jealousies, rumors, misunderstandings, bullying, fights, personal property, and damaged friendships. In addition, youth and adults may co-mediate conflicts such as personality clashes, issues of respect and behavior, and other conflicts that damage youth-adult relationships. Youth-adult mediations are usually an outgrowth of established peer mediation programs or adult mediation programs.

2.7 Process and Strategies in Negotiation Process in Conflict Control

Negotiation is a problem-solving process in which either the two parties in the dispute or their representatives meet face to face to work together unassisted to resolve the dispute between the parties. Some of the processes in negotiation are:

Describe what you want. *"I want to use the book now."* This involves using good communication skills and defining the conflict as a small and specific mutual problem.

Describe how you feel. *"I'm frustrated."* Disputants must understand how they feel and communicate it accurately and unambiguously.

Describe the reasons for your wants and feelings. *"You have been using the book for the past hour. If I don't get to use the book soon, my report will not be done on time. It's frustrating to have to wait so long."* This step includes expressing cooperative intentions, listening carefully, separating interests from positions, and differentiating before trying to integrate the two sets of interests.

Take the other's perspective and summarize your understanding of what the other person wants, how the other person feels, and the reasons underlying both. *"My understanding of you is . . . ."* This includes understanding the perspective of the opposing disputant and being able to see the problem from both perspectives simultaneously.

Invent three optional plans to resolve the conflict that maximize joint benefits. *"Plan A is . . . Plan B is . . . . Plan C is . . . ."* These are creative optional agreements that maximize the benefits for all disputants and solve the problem.

Choose the wisest course of action and formalize the agreement with a handshake. *"Let's agree on Plan B!"* A wise agreement is fair to all disputants, maximizes joint benefits, and strengthens disputants' ability to work together cooperatively and resolve future conflicts constructively. It specifies how each disputant should act and how the agreement will be reviewed and renegotiated if it does not work.

2.7.1 Challenges to Negotiation Process in Conflict

As organizations strive to achieve their goals, they are often met with challenges they must overcome as a team. Challenges leave room for conflict between members, other organizations, communities and other parties involved in the organization's mission. While "conflict" often has a negative connotation, the effects of conflict within an organization can be positive and negative (Murphy, 2006).

Mental Health Concerns: Conflict within an organization can cause members to become frustrated if they feel as if there's no solution in sight, or if they feel that their opinions go unrecognized by other group members. As a result, members become stressed, which adversely affects their professional and personal lives. Organization members may have problems sleeping, loss of appetite or overeating, headaches and become unapproachable. In some instances,

organization members may avoid meetings to prevent themselves from experiencing stress and stress-related symptoms.

Decrease in Productivity: When an organization spends much of its time dealing with conflict, members take time away from focusing on the core goals they are tasked with achieving. Conflict causes members to focus less on the project at hand and more on gossiping about conflict or venting about frustrations. As a result, organizations can lose money, donors and access to essential resources.

Members Leave Organization: Organization members who are increasingly frustrated with the level of conflict within an organization may decide to end their membership. This is especially detrimental when members are a part of the executive board or heads of committees. Once members begin to leave, the organization has to recruit new members and appoint acting board members. In extreme cases, where several members leave or an executive board steps down, organizations risk dissolution.

Violence: When conflict escalates without negotiation, intense situations may arise between organization members. It's unfortunate, but organizational conflicts may cause violence among members, resulting in legal problems for members and possibly the organization.

Inspire Creativity: Fortunately, some organization members view conflict as an opportunity for finding creative solutions to solve problems. Conflict can inspire members to brainstorm ideas, while examining problems from various perspectives.

Share and Respect Opinions: As organization members work together to solve conflict, they are more willing to share their opinions with the group. Conflict can also cause members to actively listen to each as they work to accomplish the organizations' goals.

Improve Future Communication: Conflict can bring group members together and help them learn more about each other. From learning each others' opinions on topics relevant to the organization's growth to understanding each member's preferred communication style, conflict within an organization can give members the tools necessary to easily solve conflicts in the future.

Identify New Members: Within organizations members actively participate in each meeting, enjoy serving on multiple committees and have an opinion on each topic the group discusses. There are also members who seemingly contribute little to the group and observe more than talk. Conflict within an organization can inspire typically silent members to step up and demonstrate their leadership skills by offering meaningful solutions to the problem the group is facing.

2.7.2 Advantages of Negotiation Process in Conflict Control

In disagreeing with the notion that conflict is inherently destructive, Robbins (2000) instead asserts that a certain amount of conflict in an organization is healthy as it prevents the organization from stagnating and from producing myopic decisions. From this perspective, Larson and Mildred (2000) believe that when conflicts are effectively managed through negotiation process, it can lead to outcomes that are productive and can enhance the health of the organization overtime. Thus, conflict in itself is neither good nor bad in value terms; it is natural. They explain that its impact on an organization and the behaviour of the people in it is largely dependent on the way it is treated. Jennings and Wattam (2005) also agree to the assertion that Negotiation Process in Conflict Control is a necessary agent to stimulate change and innovation and that problems and inefficiencies in working will be highlighted by conflict whereas attempts to eliminate conflict can lead to such matters being "swept under the carpet".

2.8 Process and Strategies in Consensus Decision-making in Conflict Control

Decision making at the strategic level hinges on the ability of decision-making teams to forge consensus for action. No team can succeed unless it is strong enough to sustain decisions through bureaucratic politics, interest group resistance, media criticism, and implementation. Consensus acts as the "power plant" within the national security decision making system, or the private sector, to sustain policy decisions through implementation either in the government bureaucracy, or in the market place (Nkpa, 2012).

Strategic decision-making teams work to build consensus in conflict control. Some of the processes critical tasks requiring consensus decision making in conflict control are:

- Assessment of the strategic situation
- Identification of critical policy issues
- Articulation of policy objectives
- Determination of a strategy
- Execution of strategy.

A strategic team's goal is to make decisions that best reflect the thinking of its members, thus 'forging' consensus of decision making in conflict control. One can easily confuse what consensus is and isn't. Here are some guidelines (Scholtes, 2010):

1. Consensus is both process and outcome. Consensus is a process in which everyone has their say. Divergent views are fully addressed and resolved by the group. A satisfactory level of convergent individual opinion emerges in the search for general agreement.
2. Consensus is agreement, but not necessarily complete agreement. It is an outcome which is "close enough" to be acceptable. All or most team members can support it, and few or no

members totally oppose it. Usually, when a team achieves general agreement, no one is completely satisfied, but everyone accepts or "lives with" the group's prevailing view.

3. Consensus is not authoritarian, perfect, conformist, or bland.
4. Consensus is not the team leader imposing decisions and tem members complying, as in a command situation. Hierarchical decisions do not reflect the thinking of the group. Hierarchical decisions usually do not implement the alternative that all members agree is best and that everyone can support.
5. Consensus is not a perfect team agreement representing first priorities of all team members. Everyone will not be totally happy with the consensus.
6. Consensus is not a unanimous decision. This essentially gives each team member veto power.
7. Consensus is not majority vote. This is faulty consensus, since it only reflects what the majority is happy with. The minority is forced to comply with a decision it doesn't want, which is not what consensus is all about.
8. Consensus is not "groupthink," the desire of cohesive teams to conform and make close-minded decisions, disregarding critical examination, divergent opinions, or debate.
9. Consensus is not a bland, watered-down proposal having no substance, and entailing no risks.
10. Effective consensus falls somewhere on a continuum between perfect agreement and total discord. Poor strategic decisions emerge at either extreme (Priem 1990).
11. Some teams get bogged down trying to achieve perfect consensus, essentially giving each member veto power over any team decision, wasting time and provoking harmful interpersonal conflict. In many cases within government, teams find themselves at the other extreme-their search for consensus produces bland, watered-down initiatives that have little impact on strategic problems.

12. A consensus decision is one that all team members can support. It may be, but is not necessarily, the alternative most preferred by all members. When true consensus is reached through a process in which everyone participates, the output is usually a superior quality decision. Moreover, it is a decision having widespread acceptance and support for implementation. Most important, team members are motivated to see the decision through to completion (Brilhart and Galanes, 2009).

2.8.1 Challenges to Consensus Decision-making in Conflict

Strategic decision makers regularly use teams to solve urgent problems such as in the drug wars where both civil and military assets and federal and state resources are jointly employed. Most strategic-level decision-making teams exist for brief periods to resolve a major problem or to develop national policy and strategies to meet future challenges. While these teams carry great responsibilities, they are often "ad hoc" in nature.

A team leader has two overriding responsibilities: First, the leader is accountable for the effective functioning of the team. The leader monitors team performance and takes action to improve team effectiveness. Teams tend to perform best when responsibilities are shared and leadership tasks are distributed among members. Empowered team members are more likely to take responsibility for team success. Second, the leader is responsible for developing a stable leadership structure. Many decision-making teams tend to be more effective when the framework for leadership is clear. These teams tend to work more efficiently, have fewer interpersonal problems, and produce better outputs.

Common observations of the strategic decision making process that contribute to the leadership challenge include:

- **Diverse Team Membership**. There are often several agencies involved, each having different terminology, goals, and priorities. Members may lack understanding of various agency roles and contributions to the issues. And, members have different perceptions about how the government works.
- **Lack of Policy Guidance.** Strategic-level decision-making teams often are not given clearly defined policy guidance from above due to politics or concerns about media scrutiny. This often leads to involvement in undesirable arenas.
- **Low Team Authority.** The framework for getting things done is either ambiguous or nonexistent. Nobody is in charge of the process. The "lead agency" concept is confusing and agencies are designated without specific guidance. Standard military formats and structures are not useful.
- **Internal Politics.** Bureaucratic bias impedes team performance. Team member mindsets emphasize agency goals and programs at the expense of overall government objectives. There is a strong preference for agency autonomy due to narrow budget constraints and rigid resource controls. A powerful bias against adapting and integrating operations precludes coordinated implementation.
- **Organizational Inertia**. There is strong inertia toward familiar situation assessments and courses of action. Members resist change or divergence from existing policies.
- **Lack of Integration**. Sub-groups produce uncoordinated products because they work in parallel, even when dealing with sequential tasks. There is no coordination mechanism to integrate subgroup work while in development. In the end, the team staples together disconnected subgroup products for implementation.

- **Gaps and Ambiguities**. In interagency teams, the economic component and the private sector often have no spokespersons. The resource dimension security is often lacking, and team assessments in this area are absent, weak, or wrong.

Given these difficulties, it should be no surprise that team meetings can be a journey into foreign territory for each team member. By adopting a "consensus style" of leadership, some of these problems can be eliminated (William, 2015).

2.8.2 Advantages of Consensus Decision-Making Process

Why the concerned about consensus team decision making at the strategic level? What is so important about that approach to policy making? Consensus decision making offers the benefit of using more fully the experience, judgment, perceptions, and thinking of a team of people. To those who have not participated in consensus decision making, the process may seem frustrating. But, mastery of small group consensus decision making processes may be the key to achieving a successful resolution of whatever crisis appears in this complex environment. Because of the nature of modern issues in the global environment, strategic decision makers must rely on teams to solve problems and to make policy recommendations. A high performing team can be a positive force in assessing strategic situations and formulating national policy.

Some of the other advantages of consensus decision-making process are as follows:

Long-Term Vision: Effective strategic leaders employ a strategic team to help them in the visioning process. This team "sees" the strategic environment from various frames of reference, visualizing the effectiveness of proposed strategies over time. Teams help leaders to understand a complex situation and gain insight into how to achieve long-term objectives, allocate resources and integrate operational and tactical decisions into strategic plans.

Consensus Style: Effective strategic leaders know how to get everyone involved in policy making and build consensus in the process. Within large complex organizations, whether public or private, consensus is the engine that sustains policy decisions. No strategic leader can succeed unless he or she can build such consensus. Thus, the search for consensus among peers, allies, and even competitors becomes a requirement for shared commitment to a national policy, and to corporate, business policy.

Team Building: Successful strategic leaders use their knowledge and skills to structure and lead high performing teams. Strategic teams that perform with unity of purpose contribute to the creation of strategic vision, develop long-range plans, implement strategy, access resources, and manage the implementation of national policy. Given the nature of the strategic environment and the complexity of both national and global issues, strategic leaders must use teams. They cannot do it alone.

2.9 Process and Strategies in Parents Involvement in Conflict Control

Parents' involvement in conflict control is the process of attempting to resolve a dispute or a conflict in a school system. Successful conflict resolution occurs by listening to and providing opportunities to meet the needs of all parties and to adequately address interests, so that, each party is satisfied with the outcome (Weaver, 2003).

Conflict practitioner's talk about finding the win-win outcome for parties involved, versus the win lose dynamic found in most conflicts. While 'conflict resolution' engages conflict once it has already started , the important of involving parents in a school 'conflict is to prevent' aims to end conflicts before they start or before they lead to verbal, physical, or legal fighting or violence. Conflict itself has both positive and negative outcomes (Fillipo, 2000).

The art of conflict control or conflict management is grounded on the fundamental principles of management processes as outlined by Fredrick Taylor (Taylor, 2011). Conflict management as a process entails assembling of activities of planning and monitoring the performance of a process, especially in the sense of a conflict resolution process. It involves the application of knowledge, skills, tools, techniques and systems to define, visualize, measure, control, report and improve processes with the goal to a harmonious environment of co-existence.

Methods of resolving or controlling conflict include compromising, accommodating, collaborating, avoiding and competing (Folger, Poole and Stutman, 1997) also we have communication, third party, storytelling lawsuit and Direct Command Resolution Style (Government). The processes and strategies of parents involvement in conflict can be includes:

Communication: Conflict can occur at a number of levels of human functioning. Conflict in your head between opposing motives or ideas is shown by your "internal dialogue" and is at the intrapersonal level. In such occasions, it would be best to seek a way to let go of the anxiety through communicating with other people. Eventually, when you find yourself out of the situation, you can become more empowered as a person. Thus, the experience evoked a positive change which will help you in your own personal growth.

Beyond that, the primary concern here is with social conflict, that is, conflict between people whether they are acting as individuals, as members of groups, or as representatives of organizations or nations. Interpersonal conflict occurs when two people have incompatible needs, goals, or approaches in their relationship. Communication breakdown is often an important source of interpersonal conflict and learning communication skills is valuable in preventing and resolving such difficulties. At the same time, very real differences occur between

people that cannot be resolved by any amount of improved communication. "Personality conflict" refers to very strong differences in motives, values or styles in dealing with people that are not resolvable. For example, if both parties in a relationship have a high need for power and both want to be dominant in the relationship, there is no way for both to be satisfied, and a power struggle ensues. Common tactics used in interpersonal power struggles include the exaggerated use of rewards and punishments, deception and evasion, threats and emotional blackmail, and flattery or ingratiation (Fisher, 2000).

Third party/ Mediator: Mediation is another process that parents can be involves in conflict control. Bentley (1996) describes mediation as a form of problem solving process where a neutral third party assists disputants to reach a mutually acceptable agreement. Mediation proves as an effective method because it involves a democratic and structured process that enables disputants to resolve their own conflict, with the assistance of trained persons. Deutsch (2005) argues that mediators follow these steps: (a) They establish a working alliance with the parties, (b) they improve the climate between the parties, (c) they address the issues, and that (d) they apply pressure for settlement.

Mediators should adopt the following skills in order to handle conflict:

e. parents must be able to establish a working relation with each of the conflicting parties,
f. Parents should be able to establish a cooperative problem solving attitude among the parties,
g. parents must be able to develop a creative group process and group decision making, and
h. Parents should be able to gather considerable substantive knowledge about the problems around which the conflict centers.

Avoiding: This process of conflict control is seen when one or two of the parties are advised to avoid one another, avoid talking about the issue at conflict. This avoidance strategies can be a very useful, constructive resolution tool, when words between individuals may become so heated that a period of avoiding one another could lead to reducing the intensity of the conflict; and by avoidance, the individuals could think more clearly and possibly come together in a more friendly way after their feelings have settled down.

Collaborating: Collaborating strategies is opposite of avoiding and is characterized by both assertiveness and cooperativeness. This strategy focuses on satisfying the needs of both parties involved. In this both parties agree on working together. A collaborative approach to conflict management, we argue, may enhance levels of trust and cooperation between the president and the board. Collaboration may be an especially useful strategy for resolving and/or regulating conflicts and loosening the grip of dissension where confrontation involves parents with differential power and resource.

Accommodating: Accommodating is a conflict control strategy that is characterized by both unassertiveness and cooperativeness and it is the opposite of competing conflict process which parents has to be involved. In this process an individual gives up some of his concerns so as to accommodate the needs of his adversary. This method is very helpful when it comes to various team work, group work, and departmental works within the same organization. Here conflicts should be resolved using accommodating technique in order to absorb the ideals and contributions of the other teams and collaboration on the other hand, to work together with others to achieve a common goal getting it right and faster. For instance in preparing for school events where different talents of the school would be showcased to parents and other stakeholders all groups namely the dance troop, debate club, music group, sports team etc must accommodate

and collaborate with each other to make the day a success because it would be a collective success/victory.

Competing: A critical analysis of the definition of conflict as "the struggle over resources or ideas, between two or more parties caused by the perceptions of the contending parties that both or all cannot have what they desire", buttresses the idea of conflict as originating from competition. This is in line with Sisk and Williams' (1991) definition of conflict as the process which begins when one party perceives that one or more of its concerns have been or are about to be frustrated by another party which may involve parents. From various points of view, the definition of conflict connotes that a trace of competition cannot be totally ruled out. Competing strategy characterizes assertiveness and uncooperativeness and it occurs when the parties involved work for their respective gains at the expense of opposite party. This strategy is described as power-focused conflict style and might is right approach can best summarize this approach.

Compromising:

It is usually based on the principle of giving and getting. It is hoped that both parties will profit from the outcome of the conflict situation or at least the persons have a sense of a fair settlement. This style of conflict management is based on the assumed goodwill of the persons in conflict. It is assumed that neither party is totally locked into an adversary position. There is room for giving or adapting. Both parties are willing to negotiate either directly or through a third party. It is also assumed that the eventual compromise will result in a better state of affairs for both parties.

Thus, negotiation is a direct process of dialogue and discussion taking place between at least two parties who are faced with a conflict situation or a dispute. Both parties come to the realization

that they have a problem, and both are aware that by talking to each other, they can find a solution to the problem. The benefits of parent involvement through compromised solution to ant conflict, is believed, outweigh the losses that might arise from refusal to negotiate. The goal of negotiation, according to Jeong (2000) is "to reach agreement through joint decision-making between parties."

Direct Command Resolution strategy (Government): This type of conflict control strategy occurs when a legitimate official or group of parents settle a conflict situation by the power and dominance stemming from State or ecclesial authority (e.g. the ministry of education). It may be verbal or written. When using this method, care should be exercised as it may be counterproductive especially when the person or group of persons exerting the authority does so in a manner that may increase the conflict. This situation may arise when a command is given without any apparent consultation, concern or interest for the individuals involved in the conflict. The issue of the command may bring resolution or could heighten feelings of anger/rebellion which could lead to a more serious conflict situation in the future. However, direct command method could be a very veritable and effective strategy of conflict control when parents using it have the respect of those involved in the conflict situation. This happens when authority is exercised with an apparent concern for the individuals involved in the conflict. Through the use of this strategy, growing conflict between individuals can be brought to a swift and positive resolution. Such a resolution can lead to a sense of secure leadership bringing about a sense of strength within an organization and can ignite a post conflict peace-building.

2.9.1 Challenges to Parents Involvement in Conflict

A variety of family issues may create or heighten conflict. According to Jasman and Lieberman (2002) and Stocker, Burwell and Rigg (2002) some common challenges to parent's involvement in conflict are:

1. A maturing child forms his own opinion and values which may clash with the views held by his or her parents.

2. The child wants more independence than the parents are willing to grant.

3. Older children and teenagers do not bend to discipline as easily as younger children and are more likely to stand their grounds.

4. The opinions, values and needs of parents change as they age.

5. Some parents feel worried, threatened or confused by their children's rapid emotional and physical changes during puberty.

6. Family changes such as separation, divorce or arrival of a new baby.

2.9.2 Advantage of Parents Involvement in Conflict

Parental involvement is defined by Grolnick and Slowiaczek (2004) as the devotion of resources by the parent to the child within a given domain. According to these researchers, it can be mentioned that there are three types of parents' involvement in children's conflict control in schools such as behavior, cognitive-intellectual, and personal. The first category, the parent's behavior involves participation in activities at school, for example attending parent-teacher meetings, conferences and school activities. Participation in activities also may be at home, for example, asking about school and helping with homework. The second category, cognitive-intellectual involvement includes revealing the child to intellectually motivating activities such as discussing about daily events. The third category, personal involvement, is staying informed

and knowing about what is going on with the child in school. Conflict itself has both positive and negative outcomes (Fillipo, 2000).

Parental involvement in their children's schooling has consistently been shown to impact children's school success, and it has been demonstrated across a wide range of age levels and populations (Epstein, 2013; Fehrmann, Keith, & Reimers, 2007; Lee & Green, 2008; Stevenson & Baker, 2009). Parents who have high anticipations have positive effects on their children's academic achievement.

2.10 Process and Strategies in Community Initiative in Conflict Control

The peaceable school strategies support the school community in addressing specific elements that will help to control the school conflict. These elements are not a developmental sequence but entry points to initiating a peaceable school program. The peaceable school emerges in stages, coming to fruition once all transformations have taken place. The strategies in community initiative in conflict control in junior secondary schools include:

- Instituting conflict resolution training for children.
- Designing behavior expectations and management systems in concert with conflict resolution theory.
- Building cooperation by incorporating cooperative learning and interaction activities into the classroom.
- Developing the scope and sequence of conflict resolution skills taught to students.
- Providing opportunities for an age-appropriate understanding of conflict—definitions, origins, needs, resources, values, choices for response, consequences of choices, and opportunities— and of peace and peacemaking.

- Providing opportunities for an age-appropriate understanding of the principles of conflict resolution based on integrative negotiation theory. These principles include separating people from the problem; focusing on interests, not positions; inventing options for mutual gain; and using fair criteria.
- Providing opportunities for each student to learn and practice problem-solving strategies of negotiation and/or consensus decision making within the classroom
- Providing opportunities for students to serve as mediators in their classrooms to help peers resolve issues that they choose not to resolve or cannot resolve through negotiation or consensus decision making.
- Providing mediation training for those who want to become mediators in the school wide program.
- Developing an evaluation process to reach the goal of becoming a peaceable school.

2.10.1 Challenges to Community Initiative in Conflict

A variety of community issues may create or heighten conflict. According to Jasman and Lieberman (2002) and Stocker, Burwell and Rigg (2002) some common challenges of community initiative in conflict control are; that when child's are matured, child forms his own opinion and values which may clash with the views held by his or her parents. The child will also wants more independence than the parents are willing to grant, older children and teenagers do not bend to discipline as easily as younger children and are more likely to stand their grounds, the opinions, values and needs of parents change as they age, some parents feel worried, threatened or confused by their children's rapid emotional and physical changes during puberty, family changes such as separation, divorce or arrival of a new baby (Brender, 2013). According

to the authors, these factors are the basic or potential challenges of conflict that will lead to community initiative in controlling conflict.

2.10.2 Advantage of Community Initiative in Conflict

In creating peaceable schools, school administrators and teachers play a critical role in reaching out to leaders and families in the community to engage them in conflict resolution strategies. The peaceable school expands into the peaceable neighborhood through extension to parents, police, churches, and neighborhood coalitions. The following IIDR youth and community activities mobilize youth, parents, community activists, agencies, and organizations to help create peaceable schools and neighborhoods:

- Peer education. High school youth are recruited to form a Youth Peace Corps trained to teach conflict resolution strategies, including anger management, to their peers and to middle and elementary school students. This group must represent a cross section of the entire student body. These highly trained youth provide strong role models for younger students because they teach these skills in the school and use their skills in the neighborhood. The conflict resolution training provided our staff with skills and processes for real and effective collaboration.
- I do not think we have ever worked together so well. We are able to make decisions that address our goals and interests without feeling threatened or angered by change. We are reaching consensus and making new commitments. Principal, Chicago, Illinois Other Areas of Development The CPS program includes three additional areas of outreach:

(1) Intensive professional development (training, coaching, and technical assistance for administrators, teachers, and support staff),

(2) Parent education, and

(3) Community initiatives.

Professional Development; Professional development as an opportunity to create a learning community among teachers, administrators, and support staff in which members help and support each other. Part of this process includes examining their handling of conflict in their private and public lives, particularly in their relationships with students. The community initiative conflict program emphasizes the need for introductory workshops with follow-up strategic planning and technical support. IIDR consultants provide onsite follow-up in schools to support school staff—teachers, administrators, and support personnel—as the peaceable school program is being implemented. Professional development includes a range of activities such as demonstrating teaching methods in the school.

- **Community training**: Positive youth development is supported by the establishment of partnerships with youth-serving organizations and those who encounter youth in conflict. Conflict resolution training may be provided for police departments, park districts, Boys & Girls Clubs, the Urban League, and other interested agencies and organizations that work with youth. The program recruits specific personnel from these agencies and organizations to attend community training.
- **Police-youth-community dialogs:** Afterschool sessions on site and Saturday retreats in the country bring youth, police, and community members together to learn about one another and practice conflict resolution skills. In working sessions, participants play a series of team games designed to demonstrate how teams can solve problems together. These activities lead to a common vision and allow participants to confront their differences as well as their interdependency.

2.11 Empirical Studies

Few research studies have been conducted on "Assessment of Conflict Control Mechanisms in junior Secondary Schools in Federal Capital Territory Abuja, Nigeria". And such studies have been reviewed in the subsequent pages of this study.

Mohammed (1998), conducted a research on influence of ethnic conflicts to educational developments in Nigeria. to achieve the purpose of the study, five objectives were formulated subsequence to the research questions and the hypotheses such as; to find out and determine the federal, state, and local government's responsibility in ethnic conflict and education, to find out and determine the problems of ethnic crisis within Nigeria, and to explain the ethnic crisis and it's influence to educational development.

The study employed survey research design. The population of the study is three hundred (300) students in and around Zaria. The sample of the study involves only students of undergraduate from the three faculties that is, education, social science and arts.

Questionnaire was the instrument for data collection from the three faculties in the school. The instrument was validated by the researcher supervisors. Pilot study was conducted with the reliability of 0.81 which shows that the instrument was reliable. The researcher use bar chart to represent the data collected for the analysis.

The finding revealed that. Government should incorporate discipline in the Nigeria society by being discipline via democratic policies and institutional frame work.

Government should check the economic arguments such as inflation, unemployment and the Gross Domestic production (G.D.P) growth and it is also seen as essentially relevant in improving them to/or taking care of the welfare of the people, it will also improve the economy in return, but a pre-requisite to this accepted and democratically virile and stable government.

Government should upgrade the standard of high institutions to meet the world standard in improving the facilities and updating them.

In the light of the findings of these studies the researcher recommends that adequate measures must be taken to eradicate social evils in our society;

1. Decree to that effect can be promulgated to take care of less dominant ethnics groups.
2. Socialization among various forms is to be effected.
3. Adequate care must be taken on some crises bread ethnicity.
4. Tribal sentiments should be disabused.

The past study is of relevance to the current study as it talks about conflict in Nigeria; this conflict influence will enable the school management and government teachers to know the various ways of resolving any conflict that arise in the management of secondary schools in Kaduna State, Nigeria as the case may be.

Alabi (2000), conducted a research on conflicts in Osun state secondary schools: causes and management. The study focuses on conflict between individuals and between groups as a universal phenomenon of management and organizational behavior.

To achieve the purpose of the study five research questions developed were tested with the hypotheses. A descriptive research of the survey design was used in the study.

The study employed survey research design. The population of the study is thirty three thousand hundred (33000) students in and around Ede education zone. The sample of the study involves selected students in some secondary schools in the area. Questionnaire was the instrument for data collection from the three secondary schools. The instrument was validated by the researcher supervisors. Pilot study was conducted with the reliability of 0.67 which shows

that the instrument was reliable. The researcher use bar chart to represent the data collected for the analysis.

The finding revealed that. Specifically, these conflicts are caused by factors such as limited resources, differences in perception, autonomy drives, role conflict, and political and national issues.

The paper further revealed the nature and causes of conflicts within the secondary schools system and suggests some strategies to minimize the harmful effects of conflicts.

Conflict potentials in the secondary schools are varied. Hence the need for all the groups within the school system to recognize these potentials and deliberately make concerted efforts to curtail the negative consequences of conflicts. This curtailment could be achieved through meaningful interactions and effective communication; resourcefulness and resource management; and cooperation between the universities and the state. All these measures would culminate in drastic reduction in negative conflict potentials and consequent high goal attainment potential. In the light of the findings of these studies the researcher recommends the following:

It is unrealistic and in fact impossible to completely eliminate conflicts within the secondary schools in Nigeria, especially since conflicts have both positive and negative dimensions. The real managerial challenge therefore, government should find some methods of managing them from becoming debilitating, while still retaining the full positive potential of competition, creativity, growth and improved job satisfaction and morale.

The educational administrators and others stakeholders should be able to promote and encourage students on the implication of conflict to the school management and society. These include a focus on the problem rather than personal or emotional issues, consideration of a wide range of alternative solutions, a cooperative climate, an organized and orderly process, and

avoidance of artificial conflict-reducing devices such as voting or relying on a leader to make the final decision.

From the findings of this study, it was also recommended that government at all level should Focusing attention on super-ordinate goals that are shared by parties in conflicts in order to help defuse hostility and lead to more cooperative behavior. Providing Valid Information and Avenue for Expression of Views Information is also needed to avoid blocking of communication flow that may lead to differences in perceptions. Effective management information system (MIS) is essential to provide requisite information which minimizes delays and ensures maximum utilization of resources.

Rebecca (2001), conducted a research study on impact of conflict on the administration of secondary schools in Abia State, Nigeria. The study was designed to find out the major types and cause of conflicts in secondary schools in Abia state, to find out the method of resolving those conflicts, to examine the types of conflicts and the methods used in resolving them, and to find out the impact of those conflicts on the management of secondary schools in Abia state.

A descriptive research of the survey design was used in the study. The total population of the study comprises of three hundred and ninety (390) while the sample consisted of one hundred (100) respondents. Multistage, stratified and simple random sampling techniques were used to select the sample. The instrument used for the study was structured questionnaires. The instrument was validated by the researcher supervisors. Pilot study was conducted with the reliability of .91 which shows that the instrument was reliable. The data gathered were subsequently analyzed and interpreted with simple count frequency and chi-square.

From the finding, the study revealed that economic and political leaders should be stopped from using any kind of power to manipulate and divide school administration and peasants by playing on their ethnic sentiments.

The study also revealed that government should incorporate discipline in the administration of secondary schools in Nigeria by being discipline via democratic policies and institutional frame work. Secondary schools administrators should be encourage in upgrading and updating themselves to the standard of education in Nigeria. Inter school competition such as sport, debate quiz etc should be encouraged by the secondary schools administration in Abia State.

A study conducted by Margaret, (2007) Title "Conflict in Primary Schools and its Effects on Teaching and Learning: A Case Study of Ejisu-Juaben District-Ashanti Region, Ghana". Human beings form groups through voluntary means (clubs, societies) and involuntary means (families, ethnic groups). Conflict is basically the misunderstanding between two or more persons or a group of people. Conflict can therefore be grouped under four categories – intrapersonal conflict, interpersonal conflict, intra-group conflict and intergroup conflict. It is obvious that people understand quality education to be how efficient teachers are, availability of teaching and learning resources, infrastructure and the ability of the pupils to absorb lessons and reproduce when needed.

Conflict in the basic schools affects teaching and learning especially when it occurs between a teacher and a pupil. It is in the interest of the researcher to identity types of conflict in the basic schools, their causes and how to mitigate their effect on teaching and learning and suggest measures to reduce conflict in the primary schools in Ejisu - Juaben district in the Ashanti Region of Ghana.

The researcher employed qualitative method throughout this work. A number of libraries were also visited to review literature related to the study. Because the population was wide, the researcher sampled thirty- three percent (33%) of the total number of primary schools in the district. Three research tools (questionnaire, interview and observation) were used to solicit information from the field. The instrument was validated by the researcher supervisors. Pilot study was conducted with the reliability of 0.57 which shows that the instrument was reliable. The outcome of the study revealed that conflict among pupils where rampant and occurred almost everyday in the basic schools in the Ejisu- Juaben district. It was also found that, teacher-parent conflict was mostly caused by pupils. Again the study brought to the fore that pupils were not aware of conflict resolution mechanism in their respective schools, again most schools did not have defined conflict resolution mechanism and the existing ones were not effective enough.

Upon the outcome of the research, the researcher recommends that guidance and counseling unit in most basic schools in the district needs reinforcement to equip them with conflict resolution strategies to educate pupils on better ways to handle conflict. Communication link between teachers and parents needs to be strengthened so that relationships between these key persons in education will cordial to reduce intractable problems of conflict in the school. The researcher here again recommends that pupils should be informed and involved in conflict resolution bodies and procedures in the school since it concerns them and how to channel their grievances through them. Schools that have not established conflict resolution unit should as a matter of urgency form one to reduce issues of conflict in their schools to promote effective teaching and learning.

The previous study is of relevance to the current study as it talks about conflict management in secondary schools; this conflict impact will enable the school management and

government teachers and parents to know the various ways of resolving any conflict that arise in the management of secondary schools in Kaduna State, Nigeria as the case may be.

2.12 Summary

The term conflict carries a variety of definitions, depending on the usage and the context of its usage. Thesaurus (2013) defines conflict as synonymous with dissention, antagonism, opposition, disagreement, discord, combat and encounter. Conflict can be controlled by teaching conflict resolution strategies to middle years students to have an effect on their attitudes about conflict. Females may acquire the skills of constructive conflict resolution from day-to-day social interactions, but males seem to require direct intervention to affect their attitudes.

Mediation is a voluntary process. Conflicting parties must agree to try to solve the problem together or may choose to proceed through traditional disciplinary actions, instead. A group of students are selected to be peer mediators. These students should be a representative sample of the larger group in terms of gender, academic ability, general interest, etc. Consensus decision-making is an alternative to commonly practiced group decision-making processes. Robert's Rules of Order, for instance, is a guide book used by many organizations. Albert (2001) stated that conflicts may be caused by competition for inadequate resources, contradicting value system, manipulation of information and perception, unimpressive conditions of service, administrative incompetence of head teachers, misappropriation or embezzlement of funds, poor academic performance. The most effective school conflict management program is comprehensive, which means the entire school community is knowledgeable about and regularly use “win/win” approaches when attempting to address conflicts.

Decision making at the strategic level hinges on the ability of decision-making teams to forge consensus for action. No team can succeed unless it is strong enough to sustain decisions

through bureaucratic politics, interest group resistance, media criticism, and implementation. Parents' involvement in conflict control is the process of attempting to resolve a dispute or a conflict in a school system. Successful conflict resolution occurs by listening to and providing opportunities to meet the needs of all parties and to adequately address interests, so that, each party is satisfied with the outcome (Weaver, 2003).

The strategies in community initiative in conflict control in junior secondary schools include; Instituting conflict resolution training for children and Designing behavior expectations and management systems in concert with conflict resolution theory. The previous researches related in subsequence to this study were reviewed in the empirical studies. Finally, the conflict control mechanism in junior secondary schools can be through mediation approach, negotiation approach, consensus decision-making process, parent involvement approach and also through community initiative in conflict control in junior secondary schools in Federal Capital Territory (FCT) Abuja, Nigeria.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodological procedure employed in carrying out this research work. The chapter is presented under the following Sub-headings:

3.2 Research Design;

3.3 Population;

3.4 Sample and Sampling Techniques;

3.5 Instrumentation;

3.5.1 Validity of the Instrument;

3.5.2 Pilot of the Study;

3.5.3 Reliability of the Instrument;

3.6 Procedure for Data Collection; and

3.7 Procedure for Data Analysis

3.2 Research Design

The study assessed Conflict Control Mechanisms in Junior Secondary Schools in Federal Capital Territory, Abuja (FCT). Therefore the appropriate design for the study is descriptive survey. Survey research design according to Agber (2003) and Yabo (2007) is concerned with finding, describing and interpreting an existing phenomenon, condition or relationship between or among a segment of people or items considered to be representative of the entire group. This research design is found to be appropriate because the study is on a selected group of subjects considered to be representative of the entire population. The researcher decided to use the survey research method because only a part of the population is studied and findings from this can be generalized to the entire population.

3.3 Population of the Study

The study population is made up of principals, teachers and Parent Teachers Association (PTA) officials in Junior Secondary Schools in the FCT, Abuja. There are two hundred and twenty four (224) principals, three thousand, six hundred and fifty (3,650) teachers and four hundred and twenty (420) Parent Teachers Association officials. Making a total of four thousand, two hundred and ninety four (4294). Universal Basic Education Board, Federal Capital Territory (FCT) Abuja,(2016).

Table 1: Population of Study

S/N	Respondents	Populations
1.	Principals	224
2.	Teachers	3650
3.	Parent Teachers Association	420
Total		**4294**

Source: ***Universal Basic Education Board, Federal Capital Territory (FCT) Abuja, 2016***

3.4 Sample and Sampling Techniques

The sample size for this study is 357 out of a population of 4294, the sample size comprise 18 principals, 305 teachers, and 34 Parent Teachers Association Officials (PTA). In arriving at this sample size, the researcher relied on the table of research advisor (2006). From the table of Research Advisor a population of 5000 has the corresponding sample size of 357, the researcher therefore adopted the sample size based on the population of the study. This is presented on table.

Table 2: Sample of the Study

S/N	Respondents	Populations	Samples
1.	Principals	224	18
2.	Teachers	3650	305
3.	Parent Teachers Association	420	34
Total		**4294**	**357**

3.5 Instrumentation

The research instrument used for data collection was a Structured Questionnaire designed by the researcher. The questionnaire was tailored around the five points Likert rating scales, which provided for respondents to indicate their level of agreement or disagreement with a statement requiring their responses. The response options of Strongly Agree, Agree, Undecided, Strongly Disagree, and Disagree was used to collect data from the respondents. The questionnaire was made up of seven sections. Section A contains the demographic information of the respondents such as Gender, Status, School location, Qualification and years of working experience. Section B, C, D, E, and F was structured items statement based on Conflict Control Mechanism in junior secondary schools. Each section B to G was made up of 10 items each, giving a total of 50 items. The five point Likert rating scale response pattern consist of:

SA Strongly Agree - 5 points

A Agreed - 4 points

UD Undecided - 3 points

D Disagree - 2 points

D Strongly disagree - 1 point

3.5.1 Validity of the Instrument

In order to ensure that the instrument for data collection is valid, content validation of the questionnaire was carried out by the researcher's supervisors alongside other experts in the Department of Educational Foundations and Curriculum to confirm the adequacy and appropriateness of the items of the questionnaire in order to provide answers to the research questions and hypotheses. Corrections were pointed out by the supervisors and effected by the researcher.

3.5.2 Pilot Study

A pilot study was conducted in Junior Secondary School Kubwa and Gwagwalada to ascertain whether the instrument would be able to measure what is meant to measure. Thirty (30) copies of the questionnaire were distributed to principals, teachers, and PTA officials. The questionnaire consists of sections such as the request letter; Bio data; and item statement section to test the opinions of the respondents based on the hypotheses of the research. A test re-test method was used in the administration of the instrument at an interval of two weeks. The Pearson Product Moment Correlation (PPMC) 0.05 level of significance was used to test the level of significance of the calculated alpha.

3.5.3 Reliability of the Instrument

Reliability of the study was ascertained based on the results of a pilot test to determine the internal consistency and stability of the items in the instrument. In testing the reliability of the instrument, Alfa Cronbach was used and yielded reliability co-efficient of 0.84. The instrument was therefore found reliable to be used.

3.6 Procedure for Data Collection

In this study, the researcher personally visited each of the sampled schools and administer the questionnaire on the respondents. The completed questionnaire was collected from the principals, teachers and Parent Teachers Association by the researcher. This method facilitated high rate of return and effectiveness in the administration of questionnaires. Data generated from the completed questionnaire was subjected to analysis. The questionnaire consisted of fifty (50) items.

3.7 Methods of Data Analysis

Information collected through the questionnaire was analyzed using Descriptive Statistics to generate simple percentage and frequency for the Bio-data. However, weighted mean of 3.0 was used as a bench mark to determine acceptance or rejection of the research questions. Inferential statistic of One Way Analysis of Variance (ANOVA) was used to test the five hypotheses at 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

The researcher presents the analysis and interpretation of results in this chapter. The analysis of data focused mainly on the respondent's opinions on Assessment of Conflict Control Mechanism on the Administration of Junior Secondary Schools in Federal Capital Territory (FCT) Abuja. The Data analyzed were based on the personal data of the respondents, the research questions and the null hypotheses. A total number of three hundred and fifty seven (357) copies of a questionnaire were distributed and successfully completed and retuned at 100%. Table of frequency and percentage was used to analyze personal data of the respondents. Weighted mean of 3.0 was used to answer the research questions. By implication, a bench mark of 3.0 and above was set for agree and a score of less than 3.0 was set for disagree. One way Analysis of Variance was used for the Analysis at 0.05 level of Significance

4.2: Analysis of Personal Data of the Respondents

Table 2 presents the distribution of personal data of the respondents in frequency and percentages.

Table 3: Bio-Data of Respondents

S/N	Bio-Data	Category	Frequency	Percentage %	Cumulative Percentage
1	Status	Principal	18	5.0	5.2
		Teacher	305	85.4	90.4
		PTA officials	34	9.5	100
2	Gender	Male	235	65.8	65.8
		Female	122	34.2	100
3	Qualification	M.ED	63	17.6	17.6
		B.ED	130	36.4	54
		NCE	164	45.9	100

Table 3.1 shows that 18 principals, 315 teachers, 34 PTA officials representing 5.0%, 85.4%, and 9.5 respectively took part in the study. A total of 235 respondents representing 65.8% were male while 122 representing 34.2% were females. On qualification, 63 had M.ED, 130 had B.ED, and 164 had NCE with respective percentages as 17.6%, 36.48%, and 45.9%.

4.3 Answers to Research Questions

The researcher used 3.0 as the mean (weighted mean) otherwise known as decision mean since the instrument was structured along a modified five point Likert scale to take decision on whether to accept or reject the research questions. Therefore, a mean score of 3.0 and above indicate positive responses to the research question and showing acceptance; while a mean score below 3.0 indicate negative answer to the research question implying rejection. This is shown below.

SA = 5 points
A= 4 points
UD= 3 points
D= 2 points
SD= 1 point

$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.0$$

4.4 Research Question One: What is the extent to which mediation approach is used in conflict control in Junior Secondary schools in (FCT), Abuja?

Items 1-10 of the Questionnaire on Mediation Mechanism of Conflict Control were used to respond to this Research Question. Frequency, Mean and Standard Deviation were used to analyse responses to the questions as presented in Table 4.

Table 4: Mean Score of Respondents on the Opinions of Respondents on the Use of Mediation in Conflict Control in Junior Secondary Schools in FCT Abuja.

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
1	Mediation is used by principals to solve problems between staff	Principals	6	10	-	-	2	18	4.0
		Teachers	95	210	-	-	-	305	4.3
		PTA	10	18	-	4	2	34	3.9
2	Mediation can prevent break down of law and order in the school	Principals	6	10	-	-	2	18	4.0
		Teachers	105	200	-	-	-	305	4.4
		PTA	8	20	-	6	-	34	3.9
3	Mediation creates enabling environment for the parties to resolve their differences	Principals	5	10	1	1	1	18	5.3
		Teachers	139	160	-	-	6	305	4.2
		PTA	19	15	-	-	-	34	4.6
4	Through mediation, parties identify and arrive at common grounds	Principals	3	7	3	2	3	18	3.3
		Teachers	89	158	15	26	17	305	3.9
		PTA	10	13	-	6	5	34	3.5
5	Effective mediation creates room for sound school climate	Principals	7	6	2	1	2	18	3.8
		Teachers	88	138	5	29	45	305	3.6
		PTA	9	11	6	4	4	34	3.5
6	The school authority call community members to participate in mediation process in junior secondary school	Principals	6	12	-	-	-	18	4.7
		Teachers	154	138	-	-	-	305	4.5
		PTA	10	14	3	7	-	34	3.8
7	Mediation brings about conducive teaching /learning environment to improve school climate	Principals	2	7	1	2	6	18	2.8
		Teacher	67	159	7	35	24	305	3.8
		PTA	14	8	-	5	7	34	3.5
8	Mediation would reduce number of disciplinary actions like detention, suspension and others in school	Principals	8	6	1	-	3	18	3.9
		Teachers	71	214	1	4	2	305	4.2
		PTA	15	6	2	5	6	34	3.6
9	Mediation would provide students and staff with alternative form of problem solving	Principals	10	6	-	1	1	18	4.3
		Teachers	92	190	-	5	5	305	4.2
		PTA	10	20	-	3	1	34	4.0
10	Mediation approach can save school plant from damages through student's riot.	Principals	2	8	4	2	2	18	3.3
		Teachers	63	91	15	65	58	305	3.1
		PTA	15	10	-	4	5	34	3.8.

From table 4, item 1 revealed that it was retained by all the respondents with principals having mean score of 4.0, teachers 4.3 and PTA officials 3.9. This implies that Mediation is used by principals to solve problems between staff. Item 2 showed that principals have mean score of 4.0, teachers 4.3 and PTA 3.9 which indicate that the item statement was accepted by all the respondents. It shows that Mediation can prevent break down of law and order in the schools. Item 3 was also accepted by all the respondents with the mean score for principals 5.3, teacher 4.4 and PTA 4.6. This implies that Mediation creates enabling environment for the parties to resolve their differences. Item 4 was further accepted with the mean scores of 3.3, 3.9 and 3.5 for principals, teachers and PTA. Representatively this implies that tthrough mediation, parties identified and arrived at a common ground. Item 5 had mean score for principals 3.8, teachers 3.6 and PTA 3.5 which implied that, it was accepted. This means that, Effective mediation creates room for sound school climate. Item 6 showed that principals had mean score of 4.7, teachers 4.5 and PTA 3.8 which was accepted, implying that The school authority call community members to participate in mediation process in junior secondary school. Item 7 was rejected by principals but was accepted by teachers and PTA with the respective mean scores of 2.8, 3.8, and 3.5. Item 8 have the mean score of 3.9, 4.2 and 3.6 for principals, teachers and PTA accordingly, indicating that Mediation would reduce number of disciplinary actions like detention, suspension and others in school. Item 9 have the means scores of 4.3, 4.2 and 4.0 for principals, teachers and PTA respectively and was accepted. Similarly, item 10 was accepted with the corresponding mean scores of 3.3, 3.1 and 3.8 for principals, teachers and supervisors. By this analysis, it was revealed that Mediation Mechanism is an effective means of controlling conflict in Junior Secondary Schools in FCT Abuja.

Research Question Two: Is Negotiation Mechanisms used in Conflict control in Junior Secondary Schools in (FCT), Abuja?

Items 11-20 of the Questionnaire on Negotiation Mechanism of Conflict Control were used to respond to this Research Question. Frequency, Mean and Standard Deviation were used to analyse responses to the questions as presented in Table 5.

Table 5: Mean score of Respondents on the Opinions of Respondents on the Use of Negotiation Mechanism in Conflict Control in Junior Secondary Schools in FCT Abuja.

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
11	In negotiation, parties involved have interest in conflict settlement	Principals	10	5	-	1	2	18	4.1
		Teachers	108	181	-	2	1	305	4.3
		PTA	15	13	2	4	-	34	4.0
12	In negotiation, the parties involved consider communication as crucial to conflict resolution	Principals	5	3	-	7	3	18	3.0
		Teachers	185	49	7	21	30	305	4.2
		PTA	11	10	3	7	3	34	3.6
13	In negotiation, each party attempts to defend its interest first	Principals	2	3	-	6	7	18	2.3
		Teachers	40	71	3	141	37	305	2.8
		PTA	8	11	-	13	2	34	3.2
14	In negotiation, each party attempts to educate each other on their needs and interest	Principals	2	2	2	6	6	18	2.3
		Teachers	32	41	-	129	90	305	2.3
		PTA	10	12	-	11	1	34	3.5
15	Peaceful resolution of conflict can be achieved through negotiation process	Principals	6	10	2	-	-	18	4.2
		Teachers	130	107	5	35	15	305	4.0
		PTA	19	12	-	3	-	34	4.4
16	Negotiation will end in joint decision making between parties involved	Principals	4	12	-	2	-	18	4.0
		Teachers	200	76	-	11	5	305	4.6
		PTA	13	15	-	5	1	34	4.0
17	The goal of negotiation is to reach agreement between parties involved	Principals	8	7	-	3	-	18	4.1
		Teachers	159	94	9	25	1	305	4.3
		PTA	17	14	-	3	1	34	4.4
18	The parties believe by talking to each other so that they can find solution to their problem	Principals	-	14	-	4	-	18	3.6
		Teachers	159	120	3	9	1	305	4.5
		PTA	10	13	2	8	1	34	3.7
19	The parties involved are aware that they have problem	Principals	4	12	-	2	-	18	4.0
		Teachers	59	207	2	15	10	305	2.1
		PTA	15	14	-	5	-	34	4.1
20	Negotiation can involve direct process of dialogue and discussion between the parties involved	Principals	10	9	-	-	-	18	4.8
		Teachers	121	162	2	4	3	305	2.7
		PTA	11	17	-	5	1	34	2.0

From table 5, item 11 revealed that it was retained by all the respondents with principals having mean score of 4.1, teachers 4.3 and PTA 4.0. This implies that in negotiation, parties involved have interest in conflict settlement. Item 12 showed that principals have mean score of 3.0, teachers 4.2 and PTA 3.6 which indicate acceptance and; In negotiation, the parties involved consider communication as crucial to conflict resolution that. Item 13 was rejected by two of the respondents with the mean score for principals 2.3, teachers 2.8 and accepted by PTA with the mean score of 3.2. Item 14 was further rejected by two respondents principals and teachers with the mean scores of 2.3, 2.3 and accepted by PTA with mean score of 3.2. This indicates that in negotiation, each party does not attempt to educate each other on their needs and interests. Item 15 had mean score for principals 4.2, teachers 4.0 and 4.4 which implied that, it was accepted and that Negotiation ends in joint decision making between parties involved. Item 16 showed that principals had mean score of 4.0, teachers 4.6 and PTA 4.0 which was accepted, implying that the goal of negotiation is to reach agreement between parties involved. Item 17 was accepted by all the respondents with the respective mean scores of 4.1, 4.3, and 4.4 implying that the goal of negotiation is to reach agreement between parties involved. Item 8 have the mean scores of 3.6, 4.5 and 3.7 for principals, teachers and PTA accordingly; indicating acceptance of the item statement. Item 19 have the means scores of 4.0, 2.1 and 4.1 for principals, teachers and PTA respectively. Item 20 was accepted by principals but rejected by both teachers and PTA the corresponding mean scores of 4.8, 2.7 and 2.0 for principals, teachers and PTA. By this analysis, it was revealed that Negotiation Mechanism can involve direct process of dialogue and discussion between the parties involved is used in conflict control in Junior Secondary Schools in FCT Abuja.

Research Question Three: To what extent is the consensus decision-making process used in conflict control in Junior Secondary schools in (FCT), Abuja?

Items 21-30 of the Questionnaire on Consensus Decision Mechanism of Conflict Control were used to respond to this Research Question. Frequency, Mean and Standard Deviation were used to analyse responses to the questions as presented in Table 6.

Table 6: Mean score of Respondents on the Opinions of Respondents on Consensus Decision-making in Conflict Control in Junior Secondary Schools in FCT Abuja.

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
21	Decision making can promote collaboration between principal and PTA.	Principals	6	11	-	1	-	18	4.2
		Teachers	129	160	-	14	2	305	4.3
		PTA	17	15	-	3	-	34	4.4
22	School community can relate better with the school through decision making mechanism	Principals	10	5	-	3	-	18	4.2
		Teachers	170	125	-	5	5	305	4.5
		PTA	13	16	-	5	-	34	4.1
23	Students indiscipline can be controlled through consensus decision making mechanism	Principals	3	4	-	-	11	18	2.3
		Teachers	195	89	5	6	10	305	4.5
		PTA	15	16	-	3	-	34	4.3
24	Students indiscipline can be controlled through consensus decision making mechanism	Principals	4	12	-	2	-	18	4.0
		Teachers	105	87	7	60	49	305	3.5
		PTA	21	10	-	-	3	34	4.4
25	Compliance with school rule and regulations can be achieved through consensus decision making mechanism	Principals	3	10	-	2	3	18	3.4
		Teachers	110	178	5	7	5	305	4.2
		PTA	13	18	-	3	-	34	4.2
26	School should involve community members in consensus decision making to resolve conflict	Principals	4	8	-	6	-	18	3.5
		Teachers	164	115	4	5	2	305	4.5
		PTA	11	18	2	3	-	34	4.1
27	Consensus decision making brings about conducive teaching /learning environment	Principals	4	10	-	2	2	18	3.8
		Teachers	186	124	8	16	4	305	4.3
		PTA	11	17	-	7	2	34	3.6
28	Consensus decision making reduces disciplinary actions such as suspension, detention.	Principals	4	14	-	-	-	18	4.0
		Teachers	186	103	3	-	-	305	4.5
		PTA	11	20	-	3	-	34	4.9
29	Consensus decision making provides students and staff with alternative form of problem solving	Principals	2	14	-	-	2	18	3.2
		Teachers	39	248	-	5	-	305	4.1
		PTA	9	22	-	3	-	34	4.0
30	Consensus decision making saves school plants from damage through student's riot	Principals	2	3	-	6	7	18	2.2
		Teachers	74	114	6	98	-	305	3.6
		PTA	5	9	3	9	8	34	2.8

From table 6, item 21 revealed that it was retained by all the respondents with principals having mean score of 4.2, teachers 4.3 and PTA 4.4. This implies that Decision making can promote collaboration between principal, and PTA. Item 22 showed that principals have mean score of 4.2, teachers 4.5 and PTA 4.1 which indicates acceptance by all the respondents and further shows that School community can relate better with the school through decision making mechanism. Item 23 was rejected by principals with the mean score of 2.3, but accepted by both teachers and PTA with respective mean scores of 4.5 and 4.3 it implies that, students indiscipline can be controlled through consensus decision making mechanism. Item 24 was further accepted by principals, teachers and PTA with the mean scores of 4.0, 3.5 and 4.4 accordingly. This shows that students indiscipline can be controlled through consensus decision making mechanism. Item 25 had mean score for principals 3.4, teachers 4.2 and PTA 4.2 which implies that, it was accepted and that compliance with school rule and regulations can be achieved through consensus decision making mechanism. Item 26 showed that principals had mean score of 3.5, teachers 4.5 and PTA 4.1 which was accepted implying that school should involve community members in consensus decision making to resolve conflict. Item 27 was also accepted by principals, teachers and PTA with the respective mean scores of 3.8, 4, and 3.6 indicating that Consensus decision making brings about conducive teaching /learning environment. Item 28 has the mean scores of 4.0, 4.5 and 4.1 for principals, teachers and PTA accordingly, meaning that Consensus decision making reduces disciplinary actions such as suspension, detention. Item 29 has the means scores of 3.9, 4.1 and 4.0 for principals, teachers and PTA respectively and was accepted by all the respondents which revealed that Consensus decision making provides students and staff with alternative form of problem solving. However, item 30 was rejected by principals and PTA but accepted by the teachers with the corresponding mean scores of 2.2, 2.8

and 3.6. By this analysis, it was established that consensus decision making promotes collaboration between principals, teachers and members of the school community thereby reducing conflict to the barest level in FCT Abuja

Research Question Four: How do the parents involvement used in conflict control in Junior Secondary schools in (FCT), Abuja?

Items 31-40 of the Questionnaire on Parent Involvement Mechanism of Conflict Control were used to respond to this Research Question. Frequency, Mean and Standard Deviation were used to analyse responses to the questions as presented in Table 7.

Table 7: Mean score of Respondents on the Opinions of Respondents on the Use of Parents Involvement in Conflict Control in Junior Secondary Schools in (FCT), Abuja

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
31	Parent involvement can reduce tension between community and school authority	Principals	4	10	-	4	-	18	3.6
		Teachers	95	179	1	5	12	305	4.2
		PTA	11	18	-	-	2	34	3.8
32	Students unruly behaviour can be curtailed through parents involvement in conflict control	Principals	2	4	-	6	6	18	2.4
		Teachers	79	189	10	9	5	305	4.1
		PTA	15	13	-	6	-	34	4.1
33	School and community land dispute can easily be resolved through parent involvement mechanism	Principals	3	2	-	10	3	18	2.6
		Teachers	79	64	4	141	4	305	3.3
		PTA	6	10	1	9	8	34	2.9
34	Students riot can be drastically reduced through parent involvement	Principals	2	3	-	6	7	18	2.3
		Teachers	29	102	15	120	26	305	2.5
		PTA	10	10	-	14	-	34	3.5
35	School-community relationship is promoted through parents involvement mechanism	Principals	4	10	-	2	2	18	3.4
		Teachers	90	131	11	40	20	305	3.8
		PTA	10	15	-	6	4	34	3.7
36	Parents involvement would help in solving student's learning difficulties	Principals	2	8	-	3	5	18	2,9
		Teachers	91	121	12	49	19	305	3.7
		PTA	9	10	5	7	3	34	3.4
37	Parents involvement brings about conducive teaching / learning environment	Principals	2	4	3	8	1	18	2.9
		Teachers	70	130	13	44	35	305	3.5
		PTA	10	6	2	11	5	34	2.0
38	Parents involvement can reduce number of disciplinary action such as detention, suspension.	Principals	2	1	-	10	5	18	2.2
		Teachers	35	57	3	168	29	305	2.7
		PTA	8	-	-	23	3	34	2.6
39	Parents involvement provides students and staff with alternative form of problem solving	Principals	-	4	-	12	2	18	2.3
		Teachers	21	34	5	44	88	305	1.5
		PTA	9	6	-	15	4	34	3.0
40	Parents involvernent can save school plant from damages through student's riots	Principals	2	2	-	10	4	18	2.3
		Teachers	43	79	-	170	-	305	2.4
		PTA	4	8		4	6	34	2.8

From table 7, item 31 revealed that it was retained by all the respondents with principals having mean score of 3.6, teachers 4.2 and PTA 3.8. This implies that Parents involvement can reduce tension between community and school authority. Item 32 showed that principals had mean score of 2.4, teachers 4.1 and PTA 4.1 which indicated acceptance by teachers and PTA but rejected by the principals this implies that students unruly behaviour can be curtailed through parents involvement in conflict control. Item 33 was retained by teachers with the mean score of 3.3 but rejected by both principals and PTA with the mean scores of 2.6 and 2.9. This indicated that school and community land dispute cannot easily be resolved through parents involvement mechanism. Item 34 was further rejected by both principals and teachers with the mean scores of 3.5, 2.3 and 2.5 respectively, this implies that Students riot can be drastically reduced through parents involvement. Item 35 had mean score for principals 3.4, teachers 3.8 and PTA 3.7 which implies that, it was accepted by all the respondents which is also an indication that School-community relationship is promoted through parents involvement mechanism. Item 6 showed that principals had mean score of 2.9, teachers 3.7 and PTA 3.4 respectively implies that Parents involvement would help in solving student's learning difficulties. Item 37 was rejected by principals and PTA with the respective mean scores of 2.9 and 2.0 but accepted by teachers with the mean score of 3.5 the implication is that Parents involvement brings about conducive teaching / learning environment. Item 38 had the mean scores of 2.2, 2.7 and 2.6 for principals, teachers and PTA accordingly, which implies rejection and that Parents involvement can reduce number of disciplinary action such as detention, suspension.. Item 39 had the means score of 2.3 and 1.5 for principal and teachers which shows rejection and 3.0 for PTA which shows acceptance, this implies that, Parents involvement provides students and staff with alternative form of problem solving. However, item 40 was rejected by principals, teachers and PTA with

the corresponding mean scores of 2.3, 2.4 and 2.8. By this analysis, it was revealed that parental involvement brings about effective school community relationship thereby avoiding unnecessary conflict.

Research Question Five: What is the extent to which Community Initiative is used in Conflict control in Junior Secondary Schools in (FCT), Abuja, Nigeria?

Items 41-50 of the Questionnaire on Community Initiative Mechanism of Conflict control was used to respond to this Research Question. Frequency, Mean and Standard Deviation were used to analyze responses to the questions as presented in Table 8.

Table 8: Mean score of Respondents on the Opinions of Respondents on the use of Community Initiative is in Conflict control in Junior Secondary schools in (FCT), Abuja.

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
41	Community initiative can be used to solve conflict between principals and teachers in the school	Principals	2	5	-	8	3	18	2.7
		Teachers	51	68	3	155	16	305	2.9
		PTA	15	2	-	16	1	34	3.5
42	Community initiative involve a process of dialogue between the school and community	Principals	10	-	-	6	2	18	3.6
		Teachers	98	40	-	93	61	305	3.1
		PTA	23	-	-	8	3	34	3.9
43	Community initiative brings about peaceful co-existence between community and the school	Principals	6	10	-	2	-	18	4.1
		Teachers	138	81	10	39	24	305	3.9
		PTA	10	12	-	10	2	34	3.5
44	Students truancy is reduced through community initiative	Principals	1	7	-	10	-	18	2.9
		Teachers	56	148	5	46	37	305	3.5
		PTA	15	10	-	9	-	34	3.9
45	Student use community initiative in conflict control in their schools	Principals	3	9	6	-	-	18	3.8
		Teachers	99	21	2	145	25	305	3.1
		PTA	15	10	-	8	1	34	3.9
46	School authority involves community members in conflict control	Principals	14	2	-	1	1	18	4.5
		Teachers	91	88	-	69	42	305	3.4
		PTA	10	9	-	15	-	34	3.4
47.	community initiative brings about conducive teaching/ learning environment	Principal	4	6	3	3	2	18	3.3
		Teacher	121	88	3	45	35	305	3.7
		PTA	13	17	-	3	1	34	4.1
48	Community initiative reduces the number of disciplinary actions such as detention and suspension	Principals	6	10	-	2	-	18	4.1
		Teachers	67	113	5	62	45	305	3.3
		PTA	7	18	-	8	1	34	3.6
49	Community initiative can provide students and staff with alternative form of problem solving	Principals	-	2	-	14	2	18	1.6
		Teachers	35	31	2	159	65	305	2.4
		PTA	-	9	-	25	-	34	2.5
50	Community approach will save school plant from damages through students riots	Principals	5	-	-	10	3	18	2.6
		Teachers	45	44	7	167	28	305	2.7
		PTA	7	5	-	20	2	34	2.9

From table 8, item 41 revealed that it was rejected by principals and teachers having mean scores of 2.7 and 2.9, but was accepted by PTA with mean score of 3.4. This confirms that Community initiative can not be used to solve conflict between principals and teachers in the school. Item 42 showed that principals have mean score of 3.6, teachers 3.1 and PTA 3.9 which indicates acceptance by all the respondents, meaning that Community initiative involves a process of dialogue between the school and community. Item 43 was accepted by principals, teachers and PTA with the mean scores of 4.1, 3.9 and 3.5 this indicates acceptance of the item statement and by implication, Community initiative brings about peaceful co-existence between community and the school. Item 44 was further accepted by teachers and PTA with the mean scores of 3.5 and 3.9 but was rejected by principals with mean score of 2.9. This implies that Students truancy is reduced through community initiative. Item 45 had mean score for principals 3.8, teachers 3.1 and PTA 3.9 which implied it was accepted and that Students use community initiative in conflict control in their schools. Item 46 showed that principals had mean score of 4.5, teachers 3.4 and PTA 3.4 which also implied acceptance. This further shows that School authority involves community members in conflict control. Item 47 was accepted by principals, teachers and PTA with the respective mean scores of 3.3, 3.7 and 4.1. Item 48 was also accepted by all the respondents with mean scores of 4.1, 3.3 and 3.6 for principals, teachers and PTA accordingly. This implies that Community initiative reduces the number of disciplinary actions such as detention and suspension. Item 49 have the means score of 1.4, 2.4 and 2.5 which indicates rejection, by the principals, teachers and PTA. the implication of this is that Community initiative cannot provide students and staff with alternative form of problem solving. Item 50 was rejected further by all the respondents with the corresponding mean scores of 2.6,

2.7 and 2.9. By this analysis, it was revealed that Community approach will save school plant from damages through student's riots.

4.4 Hypotheses Testing

In this section, all results and outcome of the null hypotheses raised and tested in line with the objectives of this study were summarized and presented. Data obtained as responses from the respondents (principals, teachers, and Parents Teachers Association (P.T.A) officials from the questionnaire administered were tested. The test of hypotheses was carried out using one way Analysis of variance (ANOVA). This was determined at 0.05 level of significance and statistical package for social sciences (SPSS) version 21 was used to analyze the data. In all, five hypotheses were tested and acceptability or rejection of the Null Hypothesis was determined by comparing the p-value against the significant set by the study (F-value at 0.05). Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study.

HO_1: There is no significant difference in the use of Mediation Mechanism in Conflict control in junior Secondary Schools in (FCT) Abuja, Nigeria.

The responses of the respondents on the use of mediation mechanism in conflict control was collected and analyzed, the summary of data analyzed in respect of null hypothesis one is presented in table 9.

Table 9: Summary of Analysis of Variance (ANOVA) on the use of Mediation Mechanism in Conflict Control in Junior Secondary Schools in (FCT) Abuja, Nigeria.

Mediation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.264	2	2.132	4.935	0.008
Within Groups	147.319	341	.432		
Total	**151.583**	**343**			

From table 9, the F-value is 4.935 and the P-value is 0.008 at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significance difference in the use of Mediation approach in Conflict control in junior Secondary Schools in (FCT) Abuja, Nigeria.

Table 10: Result of the Schefffe post-hoc test on the mean score of the respondents on the use of mediation mechanism in Conflict control in junior Secondary Schools in (FCT) Abuja, Nigeria.

Sceffe test Mechanism

mediation

(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Teacher	-.07504	.15963	.895	-.4675	.3174
	PTA	-.43954	.19159	.073	-.9106	.0315
Teacher	Principal	.07504	.15963	.895	-.3174	.4675
	PTA	-.36450*	.11911	.010	-.6573	-.0717
PTA	Principal	.43954	.19159	.073	-.0315	.9106
	Teacher	.36450*	.11911	.010	.0717	.6573

*. The mean difference is significant at the 0.05 level.

There is no significant difference in the use of mediation mechanism in conflict control in JSS in the FCT Abuja. The difference is between principals and the PTA officials and between principal and teachers.

HO_2: There is no significant difference in the use of Negotiation Mechanism in conflict control in junior secondary schools in (FCT) Abuja, Nigeria.

The responses of the respondents on the use of mediation mechanism in conflict control was collected and analyzed, the summary of data analyzed in respect of null hypothesis one is presented in table 11.

Table 11: Summary of Analysis of Variance (ANOVA) on the use of Negotiation Mechanism in Conflict Control in junior Secondary schools in (FCT) Abuja, Nigeria.

Negotiation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.616	2	.808	1.479	0.229
Within Groups	186.336	341	.546		
Total	**187.952**	**343**			

From table11, the F-value is 1.479 and the P-value is 0.229 at 0.05 level of significance. Since the P-value is more than the level of significance set for the study, the hypothesis is therefore accepted, thus, there is no significance difference in the use of Negotiation Mechanism in Conflict control in junior Secondary Schools in (FCT) Abuja, Nigeria.

HO_3: There is no significant difference in the use of consensus decision making in conflict control in junior secondary schools in (FCT) Abuja, Nigeria.

The responses of the respondents on the use of consensus decision making conflict control was collected and analyzed, the summary of data analyzed in respect of null hypothesis one is presented in table 12

Table 12: Summary of Analysis of Variance (ANOVA) on the use of Consensus Decision making in Conflict Control in junior Secondary Schools in (FCT) Abuja, Nigeria.

Decision-making	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.724	2	2.862	5.044	0.007
Within Groups	193.509	341	.567		
Total	**199.233**	**343**			

From table 12, the F-value is 5.044 and the P-value is 0.007 at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significance difference in the use of consensus decision making in conflict control in junior secondary schools in (FCT) Abuja, Nigeria.

Table 13: Result of the Schefffe post-hoc test on the mean score of the respondents on the use of consensus decision in Conflict control in junior Secondary Schools in (FCT) Abuja, Nigeria.

					95% Confidence Interval	
(I) Status	**(J) Status**	**Mean Difference (I-J)**	**Std. Error**	**Sig.**	**Lower Bound**	**Upper Bound**
Principal	Teacher	.53390*	.18295	.015	.0841	.9837
	PTA	.33235	.21958	.319	-.2075	.8722
Teacher	Principal	-.53390*	.18295	.015	-.9837	-.0841
	PTA	-.20155	.13651	.337	-.5372	.1341
PTA	principal	-.33235	.21958	.319	-.8722	.2075
	teacher	.20155	.13651	.337	-.1341	.5372

The result of the Scheffe post-Hoc test indicated that the observed significant difference was between, teachers and PTA; principals and PTA; there was no significant difference between principals and teachers.

HO_4: There is no significant difference in the use of parental involvement mechanism in conflict control in junior secondary schools in (FCT) Abuja, Nigeria

The responses of the respondents on the use of parental involvement mechanism conflict control was collected and analyzed, the summary of data analyzed in respect of null hypothesis one is presented in table 14.

Table 14: Summary of Analysis of Variance (ANOVA) on the use of parental involvement mechanism in conflict control in junior secondary schools in (FCT) Abuja, Nigeria

Parents involvement	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.669	2	2.335	2.991	0.052
Within Groups	266.161	341	.781		
Total	**270.831**	**343**			

From table 14, the F-value is 2.991 and the P-value is 0.052 at 0.05 level of significance. Since the P-value is equal the level of significance set for the study, the hypothesis is therefore neither rejected nor retained thus, there is equality in the use of parental involvement in conflict control in junior secondary schools in (FCT) Abuja, Nigeria

HO_5: There is no significant difference in the use of community initiative in conflict control in Junior Secondary Schools in (FCT) Abuja, Nigeria.

The responses of the respondents on the use of parental involvement mechanism conflict control was collected and analyzed, the summary of data analyzed in respect of null hypothesis one is presented in table15.

Table 15: Summary of Analysis of Variance (ANOVA) on the use of community initiative in conflict control in junior secondary schools in (FCT) Abuja, Nigeria.

Community Initiative	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	3.637	2	1.818	1.152	0.317
Within Groups	538.281	341	1.579		
Total	**541.917**	**343**			

From table 15. the F-value is 1.152 and the P-value is 0.317 at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore accepted, thus, there is no significance difference in the use of community initiative in conflict control in junior secondary schools in (FCT) Abuja, Nigeria.

4.5 Summary of Hypotheses Testing

The summary of the five Null Hypotheses tested for this study is hereby presented in table 16.

Table 16: Summary of Tested Null Hypotheses

S/N	H0 Statement	Statistical Tool Used	Result	Level of Sig.	Decision
1	There is no significant difference in the opinions of respondents on the use of mediation approach in conflict control in junior secondary schools in (FCT) Abuja, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 4.935, While the p-value is 0.008	0.05	H01 was rejected. this mean that there is significant difference in the opinions of respondents
2	There is no significant difference in the opinions of respondents on the use of Mediation approach in conflict control in junior secondary schools in (FCT) Abuja, Nigeria. .	Analysis of variance (ANOVA)	F-ratio is 1.479, While the p-value is 0.229	0.05	H02 was retained. this mean that there is no significant difference in the opinions of respondents
3	There is no significant difference in the opinions of respondents on the use of consensus decision making in conflict control in junior secondary Schools in (FCT) Abuja, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 5.044, While the p-value is 0.007	0.05	H03 was rejected. this mean that there is significant difference in the opinions of respondents
4	There is no significant difference in the opinions of respondents on the use of parental involvement in conflict control in junior secondary schools in (FCT) Abuja, Nigeria	Analysis of variance (ANOVA)	F-ratio is 2.991 While the p-value is 0.052	0.05	H04 was neither retained nor rejected. this mean that there is equality in the opinions of respondents
5	There is no significant difference in the opinions of respondents on the use of community initiative in conflict control in junior secondary Schools in (FCT) Abuja, Nigeria.	Analysis of variance (ANOVA)	F-ratio is 1.152, While the p-value is 0.317	0.05	H05 was retained. this mean that there is no significant difference in the opinions of respondents

4.6 Summary of the Findings

The findings of the study revealed that**;**

1. Mediation Mechanism was used in controlling conflict in Junior Secondary Schools in FCT Abuja;
2. Negotiation Mechanism was used in conflict control in Junior Secondary Schools in FCT Abuja;
3. Consensus Decision Making Mechanism was used to promote collaboration between teachers and members of the school community thereby reducing conflict to the barest level in FCT Abuja;
4. Parental involvement mechanism was used to bring about effective School Community relationship thereby avoiding unnecessary conflict; and
5. Community Initiative mechanism was a powerful tool used for conflict control in Secondary Schools in FCT Abuja.

4.7 Discussion of the findings

Findings from hypothesis one revealed that mediation mechanism is used by most principals to resolve conflict between staff and used to prevent breakdown of law and other in the school. The hypothesis was rejected because there was significant difference in the use of mediation mechanism by school principals in controlling conflict. This is in agreement with the opinion of Bentley (1996) when he identified mediation as a form of conflict control used in various schools. He further asserts that mediation has proved to be effective method because it involves a democratic and structure process that enables disputants to resolve their own conflict with the assistance of a mediator.

The findings further revealed that school administrators believe in the use of negotiation mechanism to solve internal conflict in their respective schools in FCT Abuja. This mechanism enables the parties involved to express their feelings, their understanding of the cause of the conflict. This finding is in agreement with the opinion of Jeong (2000) when he posit that the goal of negotiation is to reach agreement through joint decision- making between parties. Both parties come to the realization that they have problems, and both are aware that by talking to each other, they can find a solution to the problem.

Also, the finding shows that consensus decision making mechanism promotes collaboration between principals and PTA officials. It was revealed from the study that this mechanism is used to control some indiscipline problems in the schools. This finding is in line with the finding of the study conducted by Alabi (2000) when he asserted that school conflict can be curtailed through meaningful interactions and effective communication between staff and school administrator. It was further discovered that this mechanism creates conducive teaching and learning environment.

This study also finds out that unruly behaviour of students is curtailed through the use of parent involvement mechanism. It also fosters school- community relationship. A study conducted by Epstein (2013), Fehrmann, Keith and Reimers (2007); Lee and Green (2008); Baker (2009) all agreed that parents involvement in their children's school success, and it has been demonstrated across a wide range of age levels and population. By involving parents, they become informed and knowledgeable about what is going on with the child in the school. Findings of this study revealed that the use of community initiative mechanism has brought about peaceful- co-existence between communities and the schools. This mechanism has also shown to have reduced students truancy in JSS FCT Abuja.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENTDATIONS

5.1 Introduction

This chapter is presented under the following sub- headings: Summary, Conclusions, Recommendations and Suggestions for further study.

5.2 Summary

This study was conducted on assessment of conflict control mechanisms in administration of junior secondary schools in Federal Capital Territory (FCT) Abuja, Nigeria. In order to achieve the objectives of the study, five specific objectives were raised, in line with these objectives, five research questions and five null hypotheses were formulated. Among the objectives are to find out the use of mediation approach in conflict control in Junior Secondary Schools in (FCT) Abuja, Nigeria, examine the use of negotiation mechanism in conflict control in Junior secondary schools in (FCT) Abuja, Nigeria and ascertain the use of consensus decision-making process in conflict control in junior secondary schools in (FCT) Abuja, Nigeria. Related literatures such as mediation approach in conflict control, negotiation mechanisms in conflict control, consensus decision making process, parent involvement in conflict control and use of community initiative in conflict control in junior secondary schools in (FCT) Abuja, Nigeria were reviewed along with three (3) empirical studies. Descriptive survey research design was adopted for the study, a total of 357 respondents were sampled from the total population of 4294. A structured questionnaire was used to collect data from the respondents. The data collected were presented in table and were analyzed using weighted mean to answer the research questions. The five hypotheses were tested using one way analysis of variance (ANOVA) for the null hypotheses at 0.05 alpha level of significance. Descriptive statistic was used to analyze the

bio- data of the respondents. The major findings of the study were; It was revealed that Mediation Mechanism is an effective means of controlling conflict in Junior Secondary Schools in FCT Abuja. It was also revealed that Negotiation Mechanism is used in conflict control in Junior Secondary Schools in FCT Abuja. It was further established that Consensus Decision Making promote collaboration between teachers and members of the school community thereby reducing conflict to the barest level in FCT Abuja.

5.3 Conclusions

Based on the findings of this study, it can be concluded that:

1. The use of mediation has helped to avert series of conflicts that would have interrupted the administration of junior secondary schools in FCT Abuja.
2. Negotiation has been the potent tool used to settle conflicts between NUT and Government representatives in FCT Abuja
3. Consensus decision making has helped in establishing smooth relationship between school authority and the staff of the schools
4. Parental involvement has fostered harmonious relationship between the school management and PTA of the schools in FCT Abuja
5. Community initiative has helped in no small way to curb or reduce incidences of students' indiscipline in junior secondary schools in FCT Abuja.

5.4 Recommendations

In view of findings, the following recommendations were made:

1. Refresher courses should be organized regularly for head of schools to make them familiar with various conflict control mechanisms that could be used in their schools;

2. School administrators should apply conflict control mechanism that suits the nature and circumstance of the conflict in their school;
3. Principals should always create room for participatory decision making with their staff in order to ensure smooth running of the school;
4. Parents should be meaningfully engaged in school affairs through PTA. This will help to reduce students indiscipline and will ensure better school- community relationship; and
5. School administrator should take school based management committees seriously by involving responsible community members.

5.5 Suggestions for Further Studies

The researcher suggested the following areas for further studies

1. Similar research should be conducted in other part of the country in order to affirm or debunk the findings of this study
2. Study should be conducted to evaluate prevailing conflict control mechanisms used in private secondary schools in FCT Abuja.

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APPENDICES

ASSESSMENT OF CONFLICT CONTROL MECHANISMS IN ADMINISTRATION OF JUNIOR SECONDARY SCHOOLS IN FEDERAL CAPITAL TERRITORY (FCT) ABUJA, NIGERIA.

QUESTIONNAIR FOR PRINCIPALS, TEACHERS, STUDENTS, AND PARENTS TEACHERS ASSOCIATION (PTA) OFFICIALS

Department of educational
Foundations and Curriculum,
Faculty of Education.
Ahmadu Bello University,
Zaria

Dear Respondents,

REQUEST LETTER

I am a student of the Department of Educational Foundations and Curriculum, Ahmadu Bello University Zaria, pursuing a master degree in Educational Administration and Planning.

This questionnaire is aimed at collecting information that represents your opinions in the quest to achieve the best way to manage our secondary schools through the assessment of conflict control mechanism in junior secondary schools in Federal Capital Territory, Abuja.

Your response and co-operation will contribute a lot to the success of this research study and all information given will be as strictly confidential.

Thanks for your cooperation.

Yours faithfully,

Umar Mohammed Alhaji

SECTION A: BIO-DATA

Instruction: please tick (**)** in the appropriate box that relates to you

1. **Status**:
   a. Principal ( )
   b. Teacher ( )
   c. PTA officials ( )

2. **Gender**:
   a. Male ( )
   b. Female ( )

3. **Location of school**
   a. Urban ( )
   b. Rural ( )

3. Qualification

a. M.ED ( )
b. B.ED ( )
c. NCE ( )

NOTE: Besides each statement are possible options: Strongly agree (SA), Agree (A), undecided (U), Disagree (D) and Strongly Disagree (SD)

SECTION B: Opinions of respondents on the use of Mediation in Conflict Control in Junior Secondary Schools in FCT Abuja.

S/N	Item statement	SA	A	UD	D	SD
1	Mediation is used by principals to solve problems between staff					
2	Mediation can prevent break down of law and order in the school					
3	Mediation creates enabling environment for the parties to resolve their differences					
4	Through mediation, parties identify and arrive at common grounds					
5	Effective mediation creates room for sound school climate					
6	The school authority call community members to participate in mediation process in junior secondary school					
7	Mediation brings about conducive teaching /learning environment to improve school climate					
8	Mediation would reduce number of disciplinary actions like detention, suspension and others in school					
9	Mediation would provide students and staff with alternative form of problem solving					
10	Mediation approach can save school plant from damages through student's riot.					

SECTION C: Opinions of Respondents on the use of Negotiation in Conflict Control in Junior Secondary Schools in FCT Abuja.

S/N	Item statement	SA	A	UD	D	SD
11	In negotiation, parties involved have interest in conflict settlement					
22	In negotiation, the parties involved consider communication as crucial to conflict resolution					
13	In negotiation, each party attempts to defend its interest first					
14	In negotiation, each party attempts to educate each other on their needs and interest					
15	Peaceful resolution of conflict can be achieved through negotiation process					
16	Negotiation will end in joint decision making between parties involved					
17	The goal of negotiation is to reach agreement between parties involved					
18	The parties believe by talking to each other so that they can find solution to their problem					
19	The parties involved are aware that they have problem					
20	Negotiation can involve direct process of dialogue and discussion between the parties involved.					

SECTION D: Opinions of Respondents on the use of Consensus Decision Making in Conflict Control in Junior Secondary Schools in FCT Abuja.

S/N	Item statement	SA	A	UD	D	SD
21	Decision making can promote collaboration between principal and PTA.					
22	School community can relate better with the school through decision making mechanism					
23	Students indiscipline can be controlled through consensus decision making mechanism					
24	Conflict can be resolved through the use of decision making mechanism					
25	Compliance with school rule and regulations can be achieved through consensus decision making mechanism					
26	School should involve community members in consensus decision making to resolve conflict					
27	Consensus decision making brings about conducive teaching /learning					

	environment					
28	Consensus decision making reduces disciplinary actions such as suspension, detention.					
29	Consensus decision making provides students and staff with alternative form of problem solving					
30	Consensus decision making saves school plants from damage through student's riot					

SECTION E: Opinions of Respondents on the use of Parents Involvement in Conflict Control in Junior Secondary Schools in FCT Abuja.

S/N	Item statement	SA	A	UD	D	SD
31	Parent involvement can reduce tension between community and school authority					
32	Students unruly behaviour can be curtailed through parents involvement in conflict control					
33	School and community land dispute can easily be resolved through parent involvement mechanism					
34	Students riot can be drastically reduced through parent involvement					
35	School-community relationship is promoted through parents involvement mechanism					
36	Parents involvement would help in solving student's learning difficulties					
37	Parents involvement brings about conducive teaching / learning environment					
38	Parents involvement can reduce number of disciplinary action such as detention, suspension.					
39	Parents involvement provides students and staff with alternative form of problem solving					
40	Parents involvernent can save school plant from damages through student's riots					

SECTION F: Opinions of Respondents on the use of Community Initiation in Conflict Control in Junior Secondary Schools in FCT Abuja.

S/N	Item statement	SA	A	UD	D	SD
41	Community initiative can be used to solve conflict between principals and teachers in the school					
42	Community initiative involve a process of dialogue between the school and community					
43	Community initiative brings about peaceful co-existence between community and the school					
44	Students truancy is reduced through community initiative					
45	Student use community initiative in conflict control in their schools					
45	School authority involves community members in conflict control					
47	community initiative brings about conducive teaching/ learning environment					
48	Community initiative reduces the number of disciplinary actions such as detention and suspension					
49	Community initiative can provide students and staff with alternative form of problem solving					
50	Community approach will save school plant from damages through students riots					