# ASSESSMENT OF APPLICATION OF CONFLICT MANAGEMENT TECHNIQUES IN SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

**BY**

**YUSUF Audi Bala**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,**
**FACULTY OF EDUCATION,**

**AHMADU BELLO UNIVERSITY,**

**ZARIA – NIGERIA**

**DECEMBER, 2019**

# ASSESSMENT OF APPLICATION OF CONFLICT MANAGEMENT TECHNIQUES IN SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA

**BY**

**YUSUF Audi Bala**

**P16EDFC8003**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF EDUCATION (M.Ed.) DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY,**

**ZARIA – NIGERIA**

**DECEMBER, 2019**

## DECLARATION

I Yusuf Audi Bala declare that this dissertation titled, "Assessment of Application of Conflict Management Techniques in Secondary Schools in Kaduna State, Nigeria" has been conducted by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

---------- ----------

Yusuf Audi Bala **Date**

## CERTIFICATION

This dissertation titled "ASSESSMENT OF APPLICATION OF CONFLICT MANAGEMENT TECHNIQUES IN SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA"by YUSUF Audi Bala meets the regulations governing the award of Master of Education (M.Ed.)Degree(Educational Administration and Planning) of the Ahmadu Bello University Zaria, Nigeria and is approved for its contribution to knowledge and literary presentation.

---------- ----------
Dr. M. I. Harbau Date
Chairman, Supervisory Committee

---------- ----------
Dr. R. S. Ahmed Date
Member, Supervisory Committee

---------- ----------
Dr. M. I. Harbau Date
Head of Department

---------- ----------
Prof. Sani Abdullahi Date
Dean, School of Postgraduate Studies

## DEDICATION

This dissertation is dedicated to my late beloved mother Malama Hafsat Auwal and my late beloved wife, Malama Khadija Abubakar. May Allah shower His immeasurable forgiveness and mercies on them and make Al-Janna-tul- Firdaus thier final destination (Ameen).

## ACKNOWLEDGEMENTS

All my praises and adorations are due to Almighty Allah, who is the Creator of all created creations and the Sustainer of all nations, for His infinite favours, blessings and mercies upon me in all my life endeavours. Indeed, the blessings of Allah upon my life is immeasurable,among which is the successful completion of this research work.

My profound gratitude goes to my supervisors,Dr. M.I. Harbau and Dr. M.M Ibrahim for their kindness, cooperation, useful comments and criticisms throughout the period of the research study. I also thank all the lecturers in the department of Educational Foundations and Curriculum (Administration and Planning Section), Ahmadu Bello University, Zaria for their guidance, kindness and encouragement throughout my study, particularly, the kind of gesture and encouragements given by my able mentor, Dr. M.I. Harbau, worth commendations.

My special appreciation goes to my parents, Malam Bala Abdulkadir, Malama Hafsat Auwal and Malama Ramatu Hamza for their parental guidance, prayers, encouragements, moral and religious training given to me. I pray to Almighty Allah to forgive their shortcomings, have mercies on them and make paradise the highest of rank their final destination. I also wish to acknowledge the efforts of my lovely wife Fatima Abubakar and my children, for their encouragements and patience during the period of my programme.

Finally, I really appreciate the prayers, advice and cooperation of my relatives, and friends; their names which are too numerous to mention will remain in my mind as indelible sources of my encouragement. To them all, I say, May Allah reward them abundantly and makes the sky not their limit but a starting point of success (Ameen).

## ABSTRACT

*This research study assessed the Application of Conflict Management Techniques in Secondary Schools in Kaduna State. Six (6) objectives were raised to guide the study which include to assess the application of accommodation technique between teachers and students in Secondary Schools in Kaduna State and toexamine the application of competition technique among teachers in Secondary Schools in Kaduna State. Six research questions and six research hypotheses were also formulated which were in line with the stated objectives. Descriptive survey design was used for the study.The population of the study was 8,270 respondents which consists of 7, 634 senior secondary school teachers, 407 principals and 229 school supervisors in Kaduna State. The sample of the study was 365 respondents which consists of 299 teachers, 36 principals and 30 school supervisors. Questionnaire was used to collect data for the study. The instrument was validated by the researcher's supervisors and experts in the field of Measurement and Evaluation and the reliability index of the instrument stood at 0.79 using Cronbach's Alpha Formula.Frequency counts and simple percentage were used to analyze the bio-data of the respondents while One Way Analysis of Variance (ANOVA) was used to test the formulated hypotheses at 0.05 level of significance. All the six (6) null hypotheses formulated were retained. The findings of the study revealed that the application of accommodation technique such as establishing good interpersonal relationship and mutual respect helps to reduce conflict between teachers and students in secondary schools in Kaduna State. It also revealed that the application of competition technique such as establishing healthy rivalry in school and commensurate work habit with reward reduces conflict among teachers in secondary schools in Kaduna State. The study recommendedamong others that secondary school teachers should be a good role model to the students by exhibiting good moral conduct, treat every student equally, accommodate and easily accessible to students for academic and moral guidance and making their teaching interesting. This will not only help on effective classrooms management but will also help to reduce conflict between teachers and students in secondary schools.*

## TABLE OF CONTENTS

## LIST OF TABLES

## LIST OF FIGURE

## LIST OF ABBREVIATIONS

| | |
|---|---|
| ANOVA | Analysis of Variance |
| B.Ed. | Bachelor of Education |
| ACOMTISS | Application of Conflict Management Techniques in Secondary Schools |
| FRN | Federal Republic of Nigeria |
| ICJ | International Court of Justice |
| M.Ed. | Master of Education |
| NCE | Nigeria Certificate in Education |
| NPE | National Policy on Education |
| Ph.D | Doctor of Philosophy |
| SPSS | Statistical Package for Social Sciences |
| SSCE | Senior Secondary School Certificate Examination |
| UNICEF | United Nation International Children's Emergency Fund |

## OPERATIONAL DEFINITION OF TERMS

**Conflict.** This refers to any divergence of interests, objectives, or priorities between individuals, groups or organizations.

**Management.**This refers to an activity concerned with facilitating the accomplishment of the objectives of an organization through a systematic and careful utilization of the available limited human and material resources.

**Conflict Management**. This refers to the practice of recognizing and dealing with disputes in a rational, balanced and effective way.

**Conflict Management Techniques.** This refers to the internal mechanisms used by the various authorities in resolving conflict.

**Accommodation:** This means accommodating the concerns of other people first of all, rather than one's own concerns.

**Competition.** This involves allowing each party in conflict to engage in healthy rivalry or compete one another legally and conflict will cease to exist when a winner finally emerges.

**Catharsis:** This refers to emotional release accomplished by some behaviors or activities such as involvement of aggressive individuals in sporting activities

**Compromise**. This involves giving each of the parties in the conflict some of what they want without jeopardizing the achievement of organizational goals. It may also require calling for a round table conference.

**Avoidance**. This involves delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone's feelings. It can be appropriate when victory is impossible, when the controversy is trivial, or when someone else is in a better position to solve the problem.

**Collaboration.** This involves an attempt to work with the other person to find a win-win solution to the problem in hand - the one that most satisfies the concerns of both parties.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

In the contemporary work place, conflict has been regarded as a phenomenon that has an effect on the existence of an organization. When two or more people interact there is bound to be conflict. This is because human beings are irrational beings and reason differently on certain issues. As such in the process of this different reasoning of those two groups conflict becomes inevitable. Conflict occur in all human societies or organizations but it varies in degree and form. In some societies, verbal rather than physical aggression is frequent while in other societies more passive form of expression may predominate (Habu and Dagett, 2008).

Conflict in any organization is inevitable among humans and a conflict free organization has never existed, to believe it exists is like utopia (Ajayi and Ayodele, 2011; Adeyemi, 2012; and Erasmus and Barnabas, 2016). This implies that a total absence of conflict would be unbelievable, boring and strong indication that conflict is being a suppressed. Conflict is a by-product of group interaction which exists because members of group have different backgrounds, perceptions, attitude and value system (Aliyu, 2005).

School as a social organization is not immune from conflict related factors. Schools today are complex organizations to manage (Mang, 2005). This is due to the fact that educational administrators now recognize the difficulties of providing for a wide range of abilities and interest amongst the students and teachers; and the challenge of providing them with relevant and useable skills to succeed in an increasing complex society. It is an undisputable fact that people in schools or any organization and even at home have their individual differences. These differences may lead to conflict. In this regard, Magaji (2015) observed that in secondary schools, the interpersonal conflict can occur between a teacher and

another, a student and another, a teacher and a principal. There can be intergroup conflict in the school either between male staff and the female staff. These conflict may start as mere expression of differences or discontent of a particular state of affairs. The expression may be in form of a simple statement or action or even inaction. A reaction will follow. From the opposite party, there may be reaction in form of statement, action or silence. With a chain of reaction a crisis may develop.

Erasmus and Barnabas (2016) described conflict management as the practice of recognizing and dealing with disputes in a rational, balanced and effective way. It establishes conditions by which conflict can lead to mutual explorations and new level of consensus in problem solving. Conflict management is the process of limiting the negative aspect of conflict. The aim of conflict management is to enhance learning and group outcomes including effectiveness or performance in organizational setting. Conflict management is the ability to be able to identify and handle conflict sensibly, fairly and effectively. Conflict affects the accomplishment of organization goal due to their attending stress, hostility and other undesirable factors, when poorly managed (Okotoni, 2002)

In Nigeria secondary schools, the principals, as the school administrators, have a lot of roles to perform. It is one of the cardinal responsibilities of principals to manage conflict. All the roles principals discharge daily are geared towards the fulfillment of the objectives of secondary school education in Nigeria. Secondary school education occupies a very strategic position in Nigeria educational system, owing to the fact that this level of education determines the academic and professional career of students. According to the Federal Republic of Nigeria (FRN, 2004), Secondary Education is the education children received

after primary education and before the tertiary stage. Section 5(22) of FRN (2004) stated that, in specific term secondary school education should:

a. Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background.
b. Offer diversified curriculum to cater for the differences in talents, opportunities and future roles.
c. Provide trained manpower in the applied science, technology and commerce at sub-professional grades.
d. Develop and promote Nigerian languages, art and culture in the context of world cultural heritage.
e. Inspire students with a desire for self-improvement and achievement of excellence.
f. Foster national unity with an emphasis on the common ties that unite us in our diversity.
g. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens.
h. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

In order to achieve these objectives, the principal has many roles to play among of which is conflict management. According to Ezegbe (1997) mutual hostility can occur in secondary schools in the form of insults, name calling, defamation of character or blackmailing, stepping into another's shoes, sarcasm, false accusation, withdrawal of love, withdrawal of support, withdrawal of service and salary, fringe benefits or incentives, strikes,

sudden transfer, suspension, termination of appointment, demotion, marginalization, deprivation, boycott of classes, violent demonstration, detention, open violence or killings among others. It is the responsibility of principals to ensure effective management of conflict in schools using varieties of techniques. In the same vein, Abubakar (2005) cited in Magaji (2015) asserted that the commonest types of conflicts in secondary schools include conflict between teachers and students, conflict between teachers and teachers, conflict between teachers and principals, conflict between teachers and parents, conflict between teachers and school management, conflict between students and students, conflict between school and local community, conflict between teachers and ministry of education among others.

Realizing that conflict is inevitable in any organization, an effective administrative leader does not wish it away, but directs it towards purposeful ends. From conflict emerge new ideas which can be used for the improvement of the organization. In this regard, Aliyu (2015) observed that in every organization where there are different individuals with different background, ideologies, level of understanding and value system, conflict cannot be completely ruled – out. But, what is important is the ability of a leader to be able to handle them when the need arise. Conflict is disagreements that do arise at micro and macro levels.

According to Ezegbe (1997), in the school and community conflict, efforts should be made to establish positive channels of communication and co-operation through reciprocal relationships between the two in social services to each other. Effective use of PTA and involvement of some community members in the decision making promotes cordial relationship between the school and the community.Consequently, conflict and its accompanying management techniques are assumed to be a natural part of modern

organization (Erasmus & Swart, 2000 cited in Magaji, 2015). This involves problem solving and decision making, and is at a time credited with positive effect upon organization.

The successful school organization needs conflict so that diverging views can be put on the table, and new ways of doing things can be created. Thus, leadership challenges is to handle constructively these overwhelming conflicts. Managing conflicts proactively rather than reactively, constructively rather than defensively is psychologically and strategically advantageous (Adeyemi, 2012).

The logical implication is that without school organizational conflict, there would be few new challenges, school organization would only be apathetic and stagnant. Therefore, the issue of conflict management becomes paramount to school organizational goals accomplishment. In the light of above exposition, this research work assessed the application of conflict management techniques in secondary schools in Kaduna State.

**1.2 Statement of the Problem**

In every secondary school, where there are different individuals with different backgrounds, ideologies, level of understanding and value system, conflict cannot be completely ruled out. But, what is important is the ability of a school administrator to be able to handle them when the need arise. This implies that, school administrators are expected to be good conflict managers, by exploring diverse techniques of conflict management to resolve issues of conflict in the schools. This is because; neglected or improper resolution of conflict may gather momentum one day and erupt like a volcano which may affect the smooth administration of school toward the actualization of educational aims and objectives.

However, it is observed that many school administrators have been accused of taken decision without proper consultation with education stakeholders. Decision taken unilaterally,

without involving those concerns, have the tendency of rejection and often lead to open confrontation. Many at times, students and teachers reject management decision because they are not involved in the formulation of such decision that will affect them. Decision taken without proper consultation usually suffer from reluctance in terms of its implementation by staff, but students reject it violently. In fact, such cost the school the damage of its properties and sometimes loss of lives (Jumare, 2010).

In Kaduna State, it is common to find school administrators always aloof from the staff, the students and even local community members, especially in taken decision that will affect them. Maladministration especially the adoption of autocratic and laissez – faire leadership styles by school administrator often generate indiscipline and deliberate acts of defiance of authority. Lack of appreciation of the opinions and contributions of staff and failure to encourage staff and students' participation in decision making do affect the smooth running of school. School with defective decision making style is prone to rumour, backbiting, antagonistic camps and disengagement that often result to conflict and inefficiency.

In Kaduna State, it is observed that inadequate students administration relationship, especially in secondary schools has been characterized by suspicions, confrontation, disagreement and disrespect for the constituted authorities. This resulted in students' violence, destruction of school properties to vent their feelings about the event (Jumare, 2010). Many at times, facilities are mismanaged or over utilized which results to damage or collapse of such facilities. Shortages of facilities bring about stretching the inadequate facilities available and consequently result to struggle and to disagreement especially among the students in schools

(Jumare, 2010). This, more often than not, resulted to conflict between students and school management.

In the recent past, it is observed that some staff in secondary schools are often accused of act of exhibiting gross irresponsibility in their behavior and negligence of duties. They are habitual late comers to classes and other school activities or even constantly absent themselves from school. They are lousy and often abandon the duties assigned to them. They exhibit anti – social acts which manifest in form of staff fighting with fellow staff, with students, assault, blackmail of school administration, stealing of school properties. In fact, certain students' riots and demonstrations have been traced to instigation by some staff (Onwurah, 2004). Many at time, the school administrators' manner of approach to such teachers, to call them to order, has more often than not, lead to conflict and direct confrontation, the result of which often disrupt effective teaching and learning in the school.

In Kaduna State, it is observed that teachers are facing many personal job problems, which are undermining their effectiveness in schools. There are those that are financially impoverished, to the extent of not been able to afford the basic needs such as food, clothes, shelter, and money. Some are having pressing needs to fulfill, such as the urge to purchase car and construct personal building. Some teachers might be having unsettled homes due to conflict thus making them to be emotionally distracted from work. Some can be suffering from ailment(s), which might be undermining their effectiveness and regularity in schools and classes. A teacher can be having an axe to grind with one or more teachers in school while others can be feeling inferior to their colleagues due to low qualifications. All these might have contributed to the incessant conflicts of teachers within themselves and with school management in the recent years.

At this juncture, the researcher continue to wonder the kind of school climate operate in Nigerian secondary schools. Are secondary school administrators abreast with effective techniques of managing conflict in their respective schools? What are the impact of conflict on the management of secondary schools? How effective are conflict management techniques used by school administrators in the administration and management of secondary schools? What are the conflict management strategies of secondary schools in Kaduna State?

However, empirical evidences from available literature revealed that studies related to assessment of conflict management techniques on the management of secondary schools have been carried out at different levels and different locations and from different perspectives. Evidence from available literature shows that much of such studies has not been conducted in Kaduna State. Hence, there is a need to fill the existing gap. Furthermore, most of the studies only focus on a particular conflict management technique used by school administrators in either primary or secondary schools, or evaluation of conflict and conflict management techniques in secondary schools.

Based on the above exposition, it is crystal clear that researches conducted in the area of assessment of conflict management techniques on the management of secondary schools are very scanty. Likewise, previous related researches to the study are very limited in scope and approaches. In view of the above, this research study assessed the application of conflict management techniques in secondary schools in Kaduna State, Nigeria.

**1.3 Objectives of the Study**

The following objectives were raised to guide the study:

1. assess the application of accommodation technique between teachers and students in Secondary Schools of Kaduna State;

2. examine the application of competition technique among teachers in Secondary Schools in Kaduna State;
3. determine the application of catharsis technique among students in Secondary Schools in Kaduna State;
4. assess the application of compromise technique between school management and students in Secondary Schools in Kaduna State;
5. evaluate the application of avoidance technique between school and local community in Secondary Schools in Kaduna State; and
6. examine the application of collaboration technique between teachers and Ministry of Education in Secondary Schools in Kaduna State.

**1.4 Research Questions**

The following questions were asked to guide the study:

**1.** To what extent does application of accommodation technique contribute to resolving conflict between teachers and students in secondary schools in Kaduna State?

**2.** To what extent does application of competition technique contribute to resolving conflict among teachers in secondary schools in Kaduna State?

**3.** To what extent does application of catharsis technique contribute to resolving conflict among students in secondary schools in Kaduna State?

**4.** To what extent does application of compromise technique contribute to resolving conflict between school management and students in secondary schools in Kaduna State?

**5.** To what extent does application of avoidancetechnique contribute to resolving conflict between school and local community in secondary schools in Kaduna State?

6. To what extent does application of collaboration technique contribute to resolving between teachers and Ministry of Education in Secondary Schools in Kaduna State?

### 1.5 Research Hypotheses

The following hypotheses were formulated to guide the study:

HO1:There is no significant difference in the mean opinions of teachers, principals and Ministry of Education officials on the application of accommodation technique between teachers and students in secondary schools in Kaduna State.

HO2:There is no significant difference in the mean opinions of respondents on the application of competition technique among teachers in secondary schools in Kaduna State.

HO3:There is no significant difference in the mean opinions of respondents on the application of catharsis technique among students in secondary schools in Kaduna State.

HO4:There is no significant difference in the mean opinions of respondents on the application of compromise technique between school management and students in secondary schools in Kaduna State.

HO5:There is no significant difference in the mean opinions of respondents on theapplication of avoidancetechnique between school and local community in secondary schools in Kaduna State.

HO6:There is no significant difference in the mean opinions of respondents on the application of collaboration technique between teachers and Ministry of Education in Secondary Schools in Kaduna State.

### 1.6 Basic Assumptions

In this study, it was assumed that:

1. Conflict is inevitable in any organization, but can be reduce to it barest minimum.

2. School administrators are not abreast with effective techniques of conflict management.
3. Involvement of teachers and students in decision making, that affect them, reduces incessant conflict in secondary schools.
4. Effective school – community relationship reduces development of conflicts in secondary schools.
5. Unhealthy rivalry between the teachers and principals affect the smooth administration of secondary schools.
6. Decision taken unilaterally has the tendency of rejection which result to conflict.

**1.7 Significance of the Study**

Assessing the application of conflict management techniques in Secondary Schools in Kaduna State is timely and very significant to principals and prospective principals, educational guidance and counselors, policy makers, teachers, quality assurance officers, future educational researchers as well as those who may be directly or indirectly saddled with the responsibility of overseeing the affairs of education. The study will be useful to principals as well as the guidance and counsellors to understand the causes and effects of unhealthy rivalry in schools and various techniques to be used in reducing the rate of conflicts among the staff , students and local community members as they discharge their daily duties in schools.

The results of this study will serve as a guideline to the school administrators, the educational guidance and counselors, the PTA and the SBMC officials as well as the quality assurance officers in the ministries of education on how to assess the effectiveness of conflict management techniques used in the management of secondary schools and how to improve on such for effective teaching and learning in schools. Through the result of this study, principals

and guidance and counsellors will become more skilful, competent and effective in the management of conflict and conflict related factors in secondary schools and guide them toward the improvement of teaching and learning process in schools.

The study will however provide an insight to the common problems faced by teachers and principals in school management and therefore, it helps to create a favorable and healthy relationship between the school and the serving community. The stakeholders who are responsible for the overseeing the affairs of secondary schools will benefit from the impact of adopting good school administration techniques in reducing and resolving rate of conflict as well as effective enhancing in teaching and learning in secondary schools.

In addition, the study will help policy makers in the ministries of education to formulate policies that will improve the welfare services of students and teachers in the schools and create enable environment for effective teaching and learning for the actualization of education goals and objectives. This study, will serve as an additional academic reference on education and for further educational research particularly in the area of school administration and management.

**1.8 Scope of the Study**

The scope of the study was limited to the assessment of application of techniques on the management of Secondary Schools in Kaduna State. The study covered only the Teachers, the Principals and the Zonal Inspectorate of Education officials in the selected Education Zones of Kaduna State. In addition, only the public Senior Secondary Schools in the selected Education Zones are the focus of the study.

The content scope of the study assessed the areas such as application of accommodation technique between teachers and students,competition technique among

teachers in secondary schools, catharsis technique among students in secondary schools, compromise technique between school management and students in secondary schools, avoidance technique between school and local community in secondary school as well as collaboration technique between teachers and Ministry of Education in Secondary Schools .

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter reviewed the literatures that were related to the topic "Assessment of Application of Conflict Management Techniques in Secondary Schools in Kaduna State, Nigeria". The review discussed the existing related literature under the conceptual framework, theoretical framework and empirical studies.

## 2.2 Conceptual Framework

This section unravels and discusses some concepts related to the present study. The concepts discussed include concept of conflict, types of conflicts, sources of conflict, causes of conflict and impact of conflict on school management. Also, the concept of conflict management, approaches to conflict management and conflict management strategies were critically reviewed. In addition, conflict management techniques used in secondary schools such as accommodation technique, competition technique, catharsis technique, compromise technique, avoidance technique, as well as collaboration technique were look into. Finally, the review looked into Karl Marx Model of conflict theory as well as Hoy and Miskel Model of Organization Effectiveness and their implications to the present study

### 2.2.1 Concept of Conflict

Where peace is not possible, violence is inevitable. The truism in this statement makes it to stand the test of time as rock. When two or more people interact there is bound to be conflict. This is so because human beings are irrational think and reason different on issues. As such in the process of this different reasoning of these two groups conflict becomes inevitable. Conflict occurs in all human societies but it varies in degree and form. In some

societies, verbal rather than physical aggression is frequent while in other societies more passive form of expression may predominate. As such we have to understand the meaning of the concept and its causes so as to be able to suggest meaningful solutions on how to manage and prevent it.

Amason (1996) described conflict as a form of socialization. He stressed that people in organizations have both personal and role preferences about the organizations' actions and policies. However, conflict exists whenever it is impossible for others to carry out their desired action. Bens (1997) reported that conflict is the tension that is experienced when a group of people feels that their needs or desires are likely to be denied. His argument was in consonance with the contention made by Owens (1995) who postulated that conflict occurs whenever incompatible activities occur while Abdu- Raheem (2004) argued that it could mean strife, controversy, discord of action and antagonism. Thus, in a related survey, Adeyemi (2010) found that in the Nigerian school system, conflict occurs from time to time. He argued that conflict is the art of coming into collision, clash or be in opposition with one another. His argument was in agreement with the argument made by Canavan and Monahan (2001) cited in Adeyemi and Ademilua (2012) who asserted that conflict situation is one in which the parties involved are unable to iron out their differences.

Coser (1967) cited in Erasmus and Barnabas (2016) viewed conflict is a struggle over value and claim to limited status, power and resources in which the aim of the opponents is to neutralize, injure or eliminate the rivals. Conflict can be a form of disagreement in an establishment between two individuals or groups which have cause to interact formally or informally. Habu and Dagett (2008) conceptualized conflict as the struggle over values and claims to status, power and resources among different groups in which the aims of the

opponents are to neutralize, injure, dominate or eliminate their ritual. Kenneth (1997) defined conflict as a form of competition in which the competing parties recognized that they have mutually incompatible goals which each party tries to achieve at the detriment of another group employing any means to acquire. As such, conflict takes many forms like debates, bargaining, competition, communal clashes, military coups, civil wars among others.

Obi (2004) defined conflict as any divergence of interests, objectives, or priorities between individuals, groups or organizations, or the non-conformity to the requirements of tasks, activity or process. He further stressed that conflict involves opposite needs in action. This needs include the apparent in congruency between the human need of teachers working in a school and the needs of the school system. Similarly, Ezegbe (2017) clarified that conflict is a mutual hostility in inter-human relationships. Mutual hostility as he described it can occur in form of the following:

1. Insults
2. Name calling
3. Defamation of character or blackmailing
4. Stepping into another's shoes
5. Sarcasm
6. False accusation
7. Withdrawal of love
8. Withdrawal of support
9. Withdrawal of service and salary
10. Fringe benefits or incentives
11. Strikes

12. Sudden transfer

13. Suspension

14. Termination of appointment

15. Demotion

16. Marginalization

17. Deprivation

18. Boycott of classes

19. Violent demonstration

20. Detention

21. Open violence or killings among others

The above identified mutual hostilities are apparently common in the secondary schools. Hence, they are affecting the accomplishment of the school's goals due to their resultant stress, hostilities, and other undesirable factors when poorly managed. From above analysis, it is clear that conflict is more often associated with negative connotations. Nonetheless, some societies view conflict as opportunities for change. This implies that, in the culture of these societies, conflict could either be negative or positive depending on the issue on ground. Conflict is disagreements that do arise at micro and macro levels. On the basis of above, one can conclude by saying that conflict can either have either positive or negative impact on human societies and organizations.

In explaining conflict from its nature as perceived in the different behavioural disciplines.

Babalola, Oni and Ayeni (2006) cited in Otegburu (2014) revealed that;

i. The anthropologists perceive conflict as arising from cultural and societal differences. It is believed that conflict arises due to differences in the people's language, religion and culture.

ii. The economists believe that conflict occurs because there are disagreements in the formula for allocation of scarce resources (for production purposes).

iii. The sociologists and political scientists believe that conflict is engendered from class system which includes the lower, the middle and upper classes, or sometimes, the haves and the have not or in egalitarian terms, the proletariats and the bourgeois.

iv. Psychologists and psychiatrists analyze conflict in terms of personalities. The disorderliness is perceived as personal and intra-psychic. Personal conflict goes on throughout life.

Conflict may connote animosity, violence, destruction, barbarization, loss of civilized control and irrationality. Alternatively, conflict may connote adventure, novelty, clarification, creation, growth and dialectical rationality (Beins, Nerne and chin in Aguba, 2009). From the foregoing, it is very clear that conflict is a permanent feature of organizational life. It is also clear that organizational conflict portends both positive and negative outcomes for both organizations and individuals.

**Phases of Conflict**

Habu, Dagett and Freejob (n.d) provided three phases of conflict, these are:

A. **Pre-Conflict Phase:** This phase consists of sequence of events that can or will be the outbreak of hostilities in the society or organization such as rumours, tension and incitement act.

B. **Actual Conflict Phase:** This phase consists of outbreak and subsequent events of conflict. It is the phase in which real hostility is in operation where there is the destruction of lives and properties. At this stage, one of the parties is seen to have actualized its goals.

C. **Post Conflict Phase:** This phase consists of those events starting with overt attempts to end hostilities such calling for a normal table dialogue and seminar which will subsequently terminate with the actual resolution of the conflict.

### 2.2.2 Types of Conflict

There are different types of conflicts depending on the circumstances prevailing and the catalytic factors prevalent in the organization, community, region, country or the society in question. However, it is very important for school administrators to understand that various conflicts that they have to deal with so that they can devise some standardized techniques in dealing with them (Habu, Dagett, and Freejob, n.d).

1. **Inter – Personal Conflict:** This is a conflict between two or more people e.g. between a husband and wife, a superior officer and his subordinate, between one superior officer and other or between one subordinate officer and other. This is the most common, frequent and easiest conflict we experience often in our daily life.
2. **Intra – Group State or Organization Conflict:** This type of conflict occur between individuals or people within the same group, state or organization e.g. conflict within a political party, a worker union, between people belonging to the same family, clan, tribe among others.
3. **Inter – Group Conflict:** This conflict occurs between groups, associations, communities or countries. E.g the issue of ownership of Bakkassi Peninsula between

Nigeria and Cameroon, Iraq and American among others. This can be known as an aspect of international mobility of conflict. This is because, if Nigeria and Cameron should go to war now, many other countries will be involved and affected.

Also, Oku, Emenalo and Okeke (2008) cited in Otegbulu (2014) identified the following types of conflicts.

i. **Role Conflict:**In this case, a person conforms to two or more contradictory sets of roles at the same time. Conformity to one role would prevent the execution of another.
ii. **Personality Conflict:**A person who holds a principle (e.g democratic principle) finds himself operating another principle (e.g autocratic principle).
iii. **Role-Personality Conflict:**A person's role expectation is at variance with his need disposition. For example a principal is expected to use school equipment to improve the lot of the school, but if he sells them in order to enrich himself, he will be experiencing role-personality conflict.
iv. **Cognitive Conflict:** This centres on differences in perspectives or judgments about issues. Legitimate differences of opinion can be expressed, better ideas can be developed and problems can be solved when this type of conflict occurs. It is constructive in nature.
v. **Affective Conflict:**This has to do with a person's emotion and it is directed against other people. It can lead to anger, bitterness, goal displacement and lower quality decision. It is destructive in nature.
vi. **Intrapersonal Conflict:**This is the type of conflict that occurs within a person. Examples of intrapersonal conflict include choice of partner, moral question or a decision to abandon a bad practice, use of time, taking a vital decision etc.

vii. **Intra-group Conflict:**Conflict between people within the same group.

viii. **Intergroup Conflict:**Conflict between organizations, families or institutions.

ix. **Intra-national Conflict:**Internal conflict between small groups within the country.

x. **International Conflict:**Conflict between two or more nations. This could be for ideological reasons, territorial claims, natural resources or other interests (Wenger and Daniel, 2003).

Onyedieke (2014) observed that types of conflicts in school system manifest in various ways and at different levels of organization. However, there are no differences between causes/sources and types of conflict to most writers. Thus, to some writers, both of them are one and the same thing and to others they are not.

1. Intra-personal conflict deals with crises emanating from inside the human personality. This has to do with how individuals take in processes and produces communications. However, when an individual losses control of his intra-personal processes, there is a sure danger of conflict interaction. Intra-personal conflict is internal to individuals and difficult to analyze. It is individual level conflict concerned only to the individual who is uncertain about what work he or she is expected to perform (Okoro, 2007).
2. In the inter-personal conflict, organizations are made up of several individuals with various background training, personality traits, ethnic and religious affiliations, gender and above all, unique idiosyncrasies. To this extent, conflict is inevitable because members of this largely heterogeneous group have to work together in pursuit of similar organizational goals. Contact brings about friction and most frequent contact in any organization is interpersonal. Non-face-to-face contact such as telephone conversations, memos and letters are included (Ibe, 2001).

3. Inter-unit/section/departmental conflict is a conflict interaction that involves groups that work together within organizations. Thus, one group (or unit, section, department) has a problem relating to working with another group. These problems could be the result of a disagreement or misunderstanding in the work process and it is often a betrayal of the inter-relationship and interdependence that exist in groups within organizational setting (Owen in Ibe, 2002).
4. Strategic conflicts are planned and often intentionally started. Generally this type of conflict results from the promotion of self interest on the part of an individual or groups. To this end, the individual or group that starts the conflict intends to get an advantage over the other party. Strategic type of conflict can easily become unfair and result in severe negative outcomes. For example, managers within the school organization often engage in strategic conflict to gain control of project (Ude, 2006).
5. Subordinate conflict is a type of conflict due to hierarchy of position. This type of conflict arises between the boss and a person or group of persons over whom he has authority or responsibility. For example, conflict between the principal and the teachers, the teacher and the students, the principal and the bursar (Okoro, 2007).
6. Super-ordinate conflict arises between the administrator and a person or group of persons who has authority over him; for instance conflict between the principal and the chief inspector of education in his local government are as noted by (Okoro, 2007).
7. Substantive conflict can occur on just about any issue, but its moving force is that the two parties simply disagree about an issue. This can be on good thing or bad thing. However, if handled correctly, parties in such conflict can create for themselves and those around them the ability to resolve an issue with something creative, something better than either

party's original position as noted by Bacal (2006). For instance, when administrators and staff are in conflict over work hours.

8. Personalize conflict is fueled primarily by emotions (usually anger, frustration) and perceptions about someone else's personality, character or motives. When conflict is personalized and extreme, each party acts as if the other is suspect as a person. Hence personalize conflict is about emotions and not issue; problem solving is very difficult to handle as noted by Ibe (2001). For example, once conflicts starts, some people tend to get emotionally cut up and end up handling it badly.
9. Situational conflict is a conflict in which one finds himself unintentionally. This type of conflict occurs due to ethnic, religious or tribal bias (Okoro, 2007).
10. Conflict can either be made open or hidden (covert or overt). In open conflict basic conditions for conflict are recognized by both parties. An open conflict is indicated when there is official refusal of one staff group to accept the validity of another groups work whether or not it has merit and value for organizational goals. This happens when one group commands more power than the other. In hidden conflict the underlying condition of conflict is not yet open. Hidden conflict is indicated when one staff group refuses to provide another with information required for its work. Evidence of conflict are nowhere indicated but the group or individuals bear grudges on the basis of which they dodge giving valuables and needed information to other groups (Obi, 2005).
11. Industrial and labour conflict is a very common feature of organizational functions. It is caused by several factors, including work conditions, failed promises, and threat to job security, breakdown in collective bargaining, measures and policies perceived as unfavourable or other unexpected events. It is a severe conflict because it paralyses

activities in an organization (Owen, 2002). It is equally the best example in the description of manifested conflict.

12. Community related conflict refers to interaction between an organization and its host community. It could involve a section of the community, interest groups in the community (youths, women and fishermen) or the entire community. Factors abound that reflect this type of conflict interaction. They include the unmet expectations of the community on job placement for members of the community, environmental problems created in the community as a result of the organization's activities. These include: noise, emission of hazardous and dangerous gasses, and degradation of the ecological system. Conflict could occur as a result of the host community's perception of marginalization and neglect by the organization, organizational insensitivity to corporate social responsibility or violation of socio-cultural values (Ude in Owens-Ibe, 2001).

From the foregone explanation, it is evident that conflict has been classified by many scholars in various ways. Similarly, Abubakar (2005) identified some types of conflicts that occur in secondary schools, they include:

**A. Student – Student Conflict:** Conflicts develops among students in secondary schools through gossips, rumours mongering or bulling etc. and techniques appropriate for resolving such conflict include; effective communications, clubs and societies, provision of welfare services through accommodations and recreational facilities for students, use of rewards and punishments among others. It discovered that conflict between school management and students emerges when new policy was introduced or poor welfare services by the management. The recommended techniques for dealing with such conflicts

are effective communication, guidance and counseling services, involvement of students in decision making and provision of rules and regulations among others.

**B. Student – Teacher Conflict:** Conflict between teachers and students emerges as a result of prevailing illicit relationship between two parties; therefore, techniques to be used for solving these kinds of conflict are mutual respect by each party, employing well qualified teachers, warning and suspension.

**C. Community – School Conflict:** Conflicts happen between school and local communities as a result of stealing and sharing of facilities such as football fields and other properties. Such conflicts could be managed through involvement of PTA in disciplines or decision making, collaboration and respect to the norms and values of community beliefs.

### 2.2.3 Sources of Conflict in School System

Several sources of conflict have been identified in an organization. Many writers categorized sources of conflict into structural and non-structural or personal differences (Obi, 2004; Ibe, 2002; Okoro 2001).

**A.** Structural sources of conflict are concerned with the organizational structure. Organizational structure is the basic framework within which the executives decision making behaviour takes place. To this end, the principal function of the organizational structure is to facilitate the defined decisions and actions to delimit or exclude undesired decision and actions (Ibe 2005). According to Onyedieke (2014) structural sources of conflict include the following: work interdependence, mutual dependence on limited resources, difference in unit orientation and goals, difference in status, jurisdictional ambiguities and competition (Okoro 2007).

1. Work interdependence exists when two or more sub-units depend on each other to complete their respective tasks. Division of labour and task specialization are common features in most modern organization. In this case, the potential for high degree of conflict or co-operation exist depending on how the situation obtains (Okoro, 2004; Ibe 2003). For instance in secondary school setting, the form master/mistress cannot compute results of students without the subject teachers submitting scores to them. Hence, if a subject teacher fails to submit scores to the form master/mistress computation of results will be delayed and it may generate conflict.

2. Mutual dependence on limited resources is one of the sources of conflict. It is evident that most organizations lack adequate supply of resources needed for effective functioning of various components of the organization. These resources can be materials, equipment or units using a particular scarce resource. When two departments use common but scarce resources conflict often results (Ude, 2006; Olagunju, 2000; Obi, 2004). For example, in a school where there is only one printing machine and five departments, each wanting to produce question papers for its students, conflict may develop in the struggle to use the one machine.

3. Difference in unit orientation and goals can result to organizational conflict. The sub-units or departments tend to become specialized or differentiated as they develop dissimilar goals, task and commitments. Such differentiation frequently leads to conflict of interest or priorities even when the overall goals of the organization are clear (Obi 2004). For instance the agricultural science master may want low prizes to attract more customers in the agricultural output while the principal may want higher prizes to cover the cost of production. More so, the purchasing department might want to order in large quantities to

lower the unit cost, while the finance department might want to maintain low inventories to have more capital left for investment. Hence members of each department develop different goals and point of view, they often find it difficult to agree on programmes of action.

**4.** Status inconsistencies may lead to dissatisfaction and hence conflict. Some people may feel that a department must be accorded higher recognition than the others. When such an expectation is not met conflict may develop (Olagunju, 2000). For example, personnel department may want more recognition than the others, whereas other departments such as Administrative, may regard personnel department as only a service (staff) department which is inconsequential. This may make personnel department to be hostile to other departments and such hostility may lead to conflict.

**5.** Equally, inadequate evaluation mechanisms is another source of conflict in an organization. Evaluation mechanisms that are faulty or that are easily manipulated to favour tribal affiliations and other special interest have always caused conflict in organization. This is because those so favoured begin to show disdain for others. In extreme cases they develop "we own here attitude' leading those disfavoured to use several means of fighting back. This may include petitions, sabotage of organizational goals and policies, which will finally lead to conflict (Obi, 2004).

**6.** Furthermore, role dissatisfaction is one of the sources of conflicts in an organization. This normally occurs when certain groups or organization feel that they are not accorded enough recognition. This negative feeling can generate conflict. An example is the situation where the non-academic staff always feel humiliated or relegated to the background by the academic staff or the school authority. Thus, they can show their

dissatisfaction through grudges, forming cliques or even name calling etc. (Obi, 2004). Jurisdictional ambiguities can generate conflict in an organization. This occurs when roles of members of an organization are not clearly defined.

**7.** Conflict can occur due to misinterpretation. Ambiguities can occur because of the poor description of a particular job. The delineation of its boundary from others often lead to structural conflict because it is not always possible to define the boundaries between units in sufficient detail. Ambiguity can also arise when the credit or blame for the success or failures of a particular assignment cannot be determined between one departmental group and the other (Ojo, 2001). In the secondary school level for instance there may be conflict of roles, between the agricultural science master and the labour master over price fixing on farm produce. Competitions occur when two or more employees are competing against each other for a promotion or a preferred job assignment, (Hedjere 2005). For example, competing for the post of Head of Department (HOD) or Deanship, especially when there is no formal procedure for such appointments.

**B.** Non-structural determinants of organizational conflict can equally be referred to as personal differences or behavioural sources of conflict. Personal differences or behavioural sources of conflict are the main sources of non-structural conflict as noted by Uche (2001). According to Onyedieke (2014), these non-structural sources of conflict include the following: differences in personal traits, differences in background, anti-authority, attitude to work and differences in the needs and values of individuals, poor communication skills, leadership style among others.

1. Difference in trait behaviour shows how people differ in terms of their authoritarianism, mannerism, aggressiveness, hostility, self-esteem, reaction to provocation and

predisposition to distrust and suspicion. The individual difference in people can lead to conflict. Those that are aggressive, hostile and over-react to provocation find themselves in conflict more frequently with others, than those without these traits (Obi, 2004).

2. Difference in background with regards to age, educational level attained, work experience, religious differences, ethnic group and social relation can be sources of inter-personal and inter-group conflict among members of an organization (Obi, 2004; Hedjere, 2002). According to Uche (2001) inter-group conflict occurs between collection of people such as ethnic or racial groups, departments or levels of decision making in the same organization, union and management.
3. Anti-authority may result to conflict in an organization. Thus, in every organization, there are some people who are chronically anti-authority. They always complain and feel oppressed by the establishment. Any impersonal bureaucratic behaviour is perceived negatively and subsequently highly resented. For example some staff will frown at any little demand such as signing the time book as repressive. Such chronic deviants easily become the convenient rally point for growing dissatisfaction in others (Olagunju 2000).
4. Poor attitude to work is one of the sources of conflict in an organization. Some people are by nature lazy and usually have passive attitude to work, while some people may be otherwise. Where a worker or group of workers have passive attitude to work they may regard active workers as threats or enemies. Such may lead to constant clash between the two; passive and active attitudinal workers (Ibe, 2000). The principal's attitude can cause conflict when he fails to show interest in the welfare of his staff.
5. Differences in the needs and values of individuals leads to incompatibility in ways of life, ideologies, principles and practices that people believe in. For instance, some people may

pursue ambitious goals, while others may pursue less ambitious goals. In an attempt by the ambitious ones to achieve their goal, they may have to clash with the less ambitious ones and this may result to conflict (Ibe 2001).

6. Furthermore, leadership style can promote or discourage conflict. Managers or administrators who adopt autocratic leadership style are usually dictatorial and allow limited initiative and independence. Such style may lead workers to gang up against their leaders, showing sign of un-cooperation. Thus, such un-cooperation from workers may eventually lead to conflict as noted by Ibe (2001). For instance, non-involvement of teachers in decision making that affects them may lead to conflict. Ineffective communication and misunderstanding can create conflict even when there are no basic incompatibilities (Fisher 2001).
7. Conflict is heightened when there is ambiguity in line of communication as it is common when diplomatic language is used to pass information. Ogusanya (2002) pointed out that the executive managers, administrators, communicate with the subordinate orally through staff meetings and also through staff briefing. Besides, parties may have difference perceptions as to what are the facts in a situation and until they receive information and clarify their perceptions, resolution is impossible. Ikediashi (2003) stated that administrators tend to communicate in a vague non-committal way, thus, dodging decision making responsibility. Once decision and responsibilities do not clearly reflect a specific source, it will continue to fan spectators of conflict as people will interpret the information to suit themselves. Hence communication ambiguity hinders co-operation and loyalty of people. Over loading of information as well as absence of enough meaningful information may manifest as a result of employing an in appropriate mode such as written instead of

oral communication as noted by Folarin (2000). Lack of skill in communicating what you really mean often results in confusion, hurt and danger, all of which feed conflict process. Whether the conflict has objective sources or is due only to perceptual or communication problems, it is experienced as very real by the parties involved.

In addition, Adelua and Komolafe (2000) identified five sources of conflict in our educational institutions as:

a. inadequate attention to staff and students' welfare,
b. poor managerial and administrative practices,
c. remoteness of management from client,
d. extremist use of students to get what they want, and
e. denial of right of free expression.

More so, some forms of conflict that arise in educational institution or any other organization are generated by environmental factors as noted by Obi (2001). These factors include leaking classrooms, non-functioning toilets, broken furniture, and overcrowded classrooms. These more often can generate conflict in school organization. Jeremy (2005) opined that causes of conflict can be found more in the total organizational setting rather than as a result of personality problems

### 2.2.4 Causes of Conflict in Secondary Schools

It is impossible to separate conflicts from organizations. Organizational members come from different backgrounds, think so differently and communicate so uniquely. These make conflict a high probability. It becomes imperative therefore to determine the causes of conflict. It is important to state that many conflicts are either avoidable or unnecessary. According to Otegbulu (2014), findings indicate that most conflict arise out of simple

miscommunication, misunderstandings, unintended meanings, irrelevant differences, poor choices, ineffective styles, unclear roles and responsibilities, false expectations, different standards, fluctuating economic and political conditions, or personal misfortune. These, very often have nothing to do with the issues that are the basis of the conflict and can easily be corrected with learning and dialogue (Elangovan, 1998).

In a study in Osun State, Okotoni and Okotoni (2003), found that the following are the causes of conflict within the secondary school system. They are arranged in their order of importance which include unimpressive conditions of service, partial implementation of the minimum wage salaries approved by the Federal Government for workers, forceful and compulsory retirement/retrenchment of workers, administrative incompetence of principals, misappropriation and embezzlement of school funds, indiscipline (on the part of both staff and students), negligence of duty, personality clashes, inferiority / Superiority complex, favouritism, role conflicts, misunderstanding of motives and youthful exuberance.

In the same vein, Aguba (2009), listed the following as causes of conflict in secondary schools:

1. **Principals Leadership Style:**According to Igbo (2002), any principal that is authoritarian in his/her leadership style is likely to issue draconian orders that are inimical to the growth, happiness and mutual cooperation of his/her subordinates (teachers and other workers) of course, conflict is the result.
2. **Stress:**This is a major cause of conflict in schools. Teaching is a 24hours business that requires both mental and physical energies. Some teachers who are overworked in terms of work load could easily get stressed and rent their anger at the slightest provocation.

3. **Lack of Professional Training:**Mgbodile (1997), opines that lack of professional training could engender conflict between principals and teachers. Teachers and principals who lack sound professional nurturing are bound to be continuously enmeshed in conflict situations due to lack of proper knowledge of role expectations and work schedule.
4. **Poor Communication:**Obi (1997), identifies poor communication system as a source of conflict in schools. Communication in any organization has the capacity of motivating or influencing behaviour. This is because as people interact with others to work or solve problems, ideas, attitudes and feelings are exchanged and understood. If communication in any organization is distorted and poorly conveyed, work may be paralyzed, frustration may set in and finally, conflict situations may arise. To this end, teachers whose duties and work schedules are not clearly stated and conveyed to are likely to be prone to frustration and by implication, crisis situation.
5. **Poor Motivation:**Obi (1997), posits that motivation is the perceptions, methods and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees so that they may become satisfied, dedicated and effective task performers. Okoro (1998), maintains that teachers are overworked and underpaid. A situation of this nature is sure to attract conflict, as a hungry man is an angry man. The incessant strike actions involving teachers is a case in point.

In the same vein, Habu, Dagett and Freejob (n.d) observed that several factors causes conflict and such factors are often inter related but many vary according to specific circumstances. As such, those who are seduced with the tasks of managing conflict should

understand the causes of such conflict and diagnose them very well in order to manage it effectively. These include the following:

1. **Degeneration of Cultural Values and Selfishness:** One of the major causes of conflict in the society or organization is due to degenerations of cultural values in the society and the senseless ego motives of individual and groups in the society. Such conflict in the society are founding inter – tribal or inter – ethnic tensions in which majority of the perpetrators i.e. the conflict entrepreneurs are only doing so for destabilization as well as the promotion of some selfish interest flashed to them by the benefactors of such interest in the form of smokescreens.
2. **Religious Factors:** Religious conflict have assume a general frightening dimension. In the world over the persistent threat of war experienced in most parts of Nigeria is attributed to religious antecedents which many people hold as a means of salvation of their own entries. It may not be the gains that some people make out of these fatalistic incidents that matters but catastrophes that is associated with such dangerous treads in the Nigeria body polity. Muslims and Christians are always at longer head with one another due to religious, hence conflict becomes inevitable.
3. **Poverty:** Poverty have further aggravate the circumstance of conflict in Nigeria which is worsened by scarcity of abundant resources. This has led to the dissatisfaction of the majority of the people who live beyond the poverty level who are aggrieved by seeing those in the helm of public affairs spending public funds anyhow. These people refuse to better the lots of the people instead; they prefer to better their economic lots and their people. This breed conflict.

4. **Scarcity of Resources:** The resources available to any group organization or society is generally scarce in

### 2.2.5 Impact of Conflict on School Management

Quite recently, it has been established that either too much or too little conflict can be dysfunctional for an organization. This indicates that only an optimal level of conflict is needed for organizational growth (Adeyemi, 2012). Therefore, accumulating a series of conflict without devising appropriate means of managing them could be disastrous. The United Nation International Children's Emergency Fund (UNICEF) cited in Adeyemi (2012) lend credence to this point that conflicts when not dealt with constructively often explode into violence.

Functional and dysfunctional conflicts are often obtained in organization. Thus, they depend on the level of conflict in an organizational structure and how the conflict is resolved (Uche in Bacal, 2007). If conflict is badly handled the specific issues that led to conflict may give way to more general conflicting issues or interests. When conflict is functional it has positive effects and when it is dysfunctional it has negative effects. The important issue in functional conflict is not to eliminate conflicts but rather to resolve or manage conflict so that it can help to develop individuals in order to perform better.

In educational institutions conflicts can have a very useful effect and bring industrial harmony in the school system when properly managed or resolved. Okoro (2007) propounded that conflict may be educative when those in conflict exchange ideas, learn from one another and can through the process correct certain or previously held misconceptions. Through conflict principals and teachers assess their level of co-operation and improvement in order to achieve the educational goals and objectives. This type of conflicts is said to be healthy

because it brings about progress and development in the school system. Conflict produces systematic innovations in the educational system. Innovations can be in terms of new intervention techniques for conflict resolution, development, stability of group or organization and change in policies and actions. Conflicts activate people because it helps to eliminate monotony and boredom (Ike, 2006).

Conflicts keep people moving and make life more interesting in an organization. Conflict stimulates interest and curiosity. Conflict among people often increases their strength and cohesiveness, thus bringing them together. The rise in cohesion stimulates greater effort that may translate into action to resolve problems (Uche in Mac Oliver & Nwangwu, 2005). Stretching further, conflict has productive consequence if participants are satisfied with outcomes and feel they have gained as a result of conflict. Also in most cases, a conflict whose outcome is satisfying to all participants will be more constructive than one which is satisfying to some and dissatisfying to others (Ike, 2006). Uche in Owns-Ibie (2002) pointed out that conflicts can be converted to opportunities to evaluate and reassess practices and plans as well as strengthen the necessary interaction process for the ultimate goals of the educational organization and its staff. A structural conflict usually involves a search for a resolution of the underlying conflicting issues. In resolving conflict, needed changes in the educational organizational system may be considered and implemented. According to Achala (2002), conflict is valuable and helps in identifying problems that require attention and it invigorates people to strive for permanent solutions.

However, conflicts are not salutary but rather those of disharmony that are remembered for their contributions to human progress (Nwanji 2004). Ike and Onyitso (2003) asserted that conflict smoothens rough edges on relationships; it makes us to understand each

other and one another better. Therefore, conflict is not in all cases a menace, it is rather progress if directed and managed well in such a way that it causes both organization and people to grow, innovate and improve. To this extent, the existence of conflict in some educational institutions may imply a breakdown of social co-operation and an attempt to actual damage to the capacity of a rival group to make its contribution. Conflict is destructive and inevitable because of differences in peoples' interest in carrying out certain function (Paulus and Gerald, 2002).

Conflict has a multitude of harmful consequence to both individuals and organizations. Conflict reduces performance effectiveness of staff and contributes to lack of development of an organization. Furthermore, it hinders co-ordination which is a prerequisites to the achievement of organizational goals (Ike, 2006). When conflict is allowed to run for years or when both management and staff have given up on resolving a particular conflict situation, it precipitates to detrimental aspect of conflict in an organization. Thus, when a conflict runs for a long time, it can make a leader to shift from democratic to autocratic leadership style. It hinders participation and co-operation of staff in decision-making process and this does not help any organization to function effectively (Odia, 2005). To this extent, according to Basil (2007), the notion that conflict should be avoided is one of the major contributors to the growth of destructive conflict in the organization. Conflict is viewed as detrimental or dysfunctional because it creates or perpetuates misunderstanding among interacting parties and does not lead to attainment of designed organizational goals. It leads to concealment and distortion of information by the principal and the teachers, decreased rate of inter-unit interaction, low trust, suspicion and hostility Basil (2007).

Conflict in any human society or organization has a number of positive and negative consequences. Some of which are identified by Habu and Dagett (2008) below.

i. The productive curing capacity or energy level of groups or the society is strengthened or increased as a result of cross fertilization of ideas on how best certain objectives can be achieved.
ii. Secondly, problems are made known during conflict thus providing an opportunity on the part of government or management of organization to embark on the programmes of reconciliation.
iii. Conflict motivates groups to clarify their objectives leading to increased awareness amongst the group members with greater cohesion which further promotes the utilization of the resource of the group.
iv. Conflict enhance equity in the sharing and distribution of societal resources and eliminates or minimize the domination of one person or group against another pr the perpetuation of certain individuals in positions of authority or power at the detriment of others.

Furthermore, Burker (2003) asserted that conflict possess a number of negative consequences such as:

i. Conflicts do lead to high rate of labour turn over in an organization.
ii. Conflict leads to work stoppages and strikes in the society or organization which is mostly caused by communication breakdown between the disagreeing parties.
iii. It causes decreases in productivity on the part of the organization and the individual.
iv. Conflict promotes mutual mistrust and suspicious amongst groups in the society or organization.

v. It can lead to absence of teamwork that helps promote organization or societal goals.

vi. Innocent people or countries that may not be part of the conflict also suffer materially and loss of lives.

Many believe that conflict is always a negative phenomenon. This standpoint is misplaced, as conflict could be both positive and negative depending on how it is handled. In this regard, Otegburu (2014) observed that on the positive side, conflict;

1. Builds cooperation
2. Enhances organizational innovativeness and productivity
3. Engenders individual developments
4. Improves decision making both at individual and organizational levels
5. Conflict management and resolution skills are improved. On the negative side however conflict;
6. Interferes with organization operations
7. Engenders lack of cooperation
8. Enhances the wastage of resources
9. Engenders low productivity
10. Impedes cohesion in organizations including the schools.

Prolonged conflict among individuals can be bad for some peoples' emotional and physical health. All conflicts can be destructive if not properly handled. Conflict is viewed as destructive in the school organization if it leads to increase in the level of antagonism, frustration, aggression on the part of principals and teachers and may ultimately lead to failure to achieve the desired educational goals and objectives. Raymond & Brendan (2002) pointed out that there may be several destructive effects of conflicts which may disturb the effective

running of the school system. Thus, the overall running of the school suffers during conflict periods. For instance, when the principal and the teachers are in conflict, the teachers may decide to go on transfer, resign or withdraw his service as a result of personal failure. This is likely to affect the teaching learning process of the school. Besides, qualitative standard of education cannot be achieved in a conflict-ridden educational organization. Thus, conflict is prevented for peaceful co-existence of the members of the school system. Since conflict is inevitable, the stakeholders in our educational institutions can check conflicts through intervention techniques (Fabian and Okonkwo, 2003).

According to Agbarakwe (2006), where dysfunctional conflicts exist, satisfaction may not be effective in a goal attainment, hence all the benefits to be derived from staff or workers' output is lost. To this end, conflict, whether functional or dysfunctional, has the potential for improving or impairing school organizational performance. However, Adeyemi (2012) enumerated the following as some of the consequences of School Organizational Conflict.

1. Conflict when properly managed produces positive challenges and changes leading to organizational developments such as creating new leadership approaches and fostering of unity.
2. Conflict among groups often increases their cohesiveness and strengthens them. Conflict may make life more interesting in organization. Disagreement and divergent viewpoints stimulate and arouse organizational members.
3. Conflict also provides the opportunity to test ideas and assess performances. Conflict can unfold sensitive problems in an organization.

4. Conflict improves group and organizational effectiveness, the stimulation of conflict initiates the search for new means and goals and clears the way of innovation.
5. Dysfunction between groups or individuals can hinder coordination of activities; uncontrolled conflict may inhibit group cohesiveness while continued conflict can take a heavy toll in terms of psychological well-being. Dysfunction conflict end-result includes low productivity, low innovation and wasteful diversion of attention. The most obvious are increased turnover, decreased employee satisfaction, inefficiencies between work units, sabotage, labour grievances, strike and physical aggression.

**2.3 Concept of Conflict Management**

In every organization where there is different kind of people with different backgrounds, religions, ideologies, and level of understanding, violent cannot be completely ruled out, but the ability of the leader to handle them should it arise (Aliyu, 2015). Erasmus and Barnabas (2016) described conflict management as the practice of recognizing and dealing with disputes in a rational, balanced and effective way. It establishes conditions by which conflict can lead to mutual explorations and new level of consensus in problem solving.

According Ignace (2014), conflict management techniques to refer to the process of becoming aware of actual or potential conflict, diagnosing its nature and scope and employing appropriate methodology to diffuse the emotion energy, involved and enable disputing parties to understand and resolve their differences in the schools setting. Conflict management is the process of limiting the negative aspect of conflict. The aim of conflict management is to enhance learning and group outcomes including effectiveness or performance in organizational setting. Conflict management is the ability to be able to identify and handle conflict sensibly, fairly and effectively. Conflict affects the accomplishment of organization

goal due to their attending stress, hostility and other undesirable factors, when poorly managed (Okotoni, 2002)

The objective of conflict management is to see that conflicts remains to the creative side of an invisible but critically important line that separate the good or natural conflict from that which is bad or unnatural. Flordina (2012) explained that people who work in environment where conflict is not managed effectively tend to exhibit both low satisfaction and reduced productivity. Mike (2011) posited that conflict may have either a positive or negative effect on the organizational performance. It depends on the nature of the conflict and how it is managed. For a group to be effective, individual members need to work in a positive conflict environment. If conflict is well managed it adds to innovation and productivity.

In this regard, Ezeugbor, Onyali and Okoye(2015) observed that in spite of the fact that conflict is a normal part of organization's life which provides numerous opportunities for growth through improved understanding and insight, there is a tendency to view conflict as a negative experience caused by abnormal difficult circumstances. Thus, this manifests in incompatibility, disagreement, or differences among staff. Therefore, they need to be carefully handled by the principals if peace is to be promoted in the school. Studies by Ibi (2001) and Obi (2004) showed that when conflict is not adequately managed, lives and properties and academic hours of unimaginable magnitude would be lost. Delay in resolution of school conflict results in disruptions of academic calendars leading to economic as well as psychological exertion. Thus, it is expedient to devise appropriate strategies for effective management of conflict if peace must reign in schools.

### 2.3.1 Approaches to Conflict Management

It is clear that any school's reputation largely depends on the principal who can make or mar the school. The principal stimulates teamwork, coordinates the effort of staff, plans what to be done, directs the finding of solutions to common problems of the school and evaluates performance to determine success or failure.

1. **Conciliatory Approach:** This is an approach in which the third party tries to bring the parties in conflict to an agreement through improving communication between them, help to interest the issues that divides them and exploring avenues towards a peaceful settlement. The essence of the reconciliatory approach is to facilitate contact between the parties and provide them with an opportunity for face-to-face settlement.
2. **Military Approach:** This involves the use of physical force or coercion. The use of physical force may be by a party to the conflict or by the third parties involved.
3. **Mediation Approach:** This involves a third party in resolving the conflict. Here, a wide range of activities is involved including fact finding, message carrying and serving as honest brother. Mediation takes the following forms:

A. **Judicial Approach:** The judicial approach to conflict management relates to a legal framework in which a third party is given the responsibility of reaching an effective decision concerning the settlement or resolution of a conflict. Such a decision is usually reached in accordance with pre –existing societal norms. Arbitration by the International Court of Justice (ICJ) is a good example to this approach. The main problem with the judicial approach is that, it usually results in a win lose outcome. As such, it does not always leads to the effective resolution of a particular conflict and parties to a conflict that is not favored by the decision frequently close to ignore it.

B. **Power Politics Approach:** In this approach, third party to the conflict management usually seek to manage conflict using their own initiative and strategies rather than with the interests of the parties to the conflict. For example, throughout the cold war, the super powers managed conflict largely on the basis of how the outcomes might affect Arms balancing and the use of threats blackmail as well as coercive or physical intervention are common techniques employed.

### 2.3.2 Conflict Management Strategies

According to Ezeugbor, Onyali and Okoye(2015) effective conflict management strategy is the planned process required in any educational institution to arrive at a decision in the best way of handling and resolving conflicts in order to promote peace-culture and build a plan form for better educational attainment. Akubue (2002) stated that utilization of effective conflict management is the principal's ability to create numerous means of effectively managing and resolving crises whenever they occur, either between him/her and teachers, teachers themselves, students themselves, or students and school authorities. The managerial competence of principals as school administrators depict specific strategy to be used in resolving specific crisis. Adeyemi and Ademilua (2012) viewed conflict management strategies refer to the internal mechanisms used by the various authorities in resolving conflict. Obi (2004) described that the strategy adopted in handling and resolving conflict depends on the nature of the issue involved, as well as the personality dispositions of the actors in the conflict.

Many scholars have identified different conflict management strategies being used in organizations. Ladipo (1997) identified conflict management strategies of forcing, structural changes, avoidance, compromise and smoothing. In a related study, Hodge & Anthony (1991)

identified conflict management strategies as suppression, smoothing, avoiding, compromise, third-party intervention, cooperation, democratic process, job rotation as well as confrontation. The strategy identified by Meyer (1994) was effective communication which he described as the best because it would make the group aware of the kind of communication which could lead to problem solving. Nevertheless, Ibukun (1997) identified problem solving, appeal to superior organizational goals, prevention and avoidance, expression of opportunities and resources, use of authority and command, changing the structure of the organization and compromise as management strategies for resolving conflicts organizations. Likewise, Oyebade (1995) identified certain strategies as important in resolving conflict. These strategies include dialogue, automatic, emergency and delaying approaches. Fisher (2000) identified some conflict resolution strategies to include;

1. **Win-Lose Approach:**In the win-lose approach to conflict resolution, one side loses while the other wins. It is also called the "fixed pie", and involves; competition, dominance and aggression. One side in the conflict is forced to capitulate. This could be done through socially acceptable mechanisms including majority vote, authority of the leader or the determination of a judge. On the other hand, it could involve secret strategies, threat, innuendo-whatever works is acceptable, the end justifying the means. In this approach there is a victor who is superior and a vanquished who withdraws in shame, but who prepares very carefully for the next round. On the long run, everyone loses.
2. **Lose-Lose Strategy:**This involves smoothing over conflict by reaching the simplest of compromises. Each party gets some and loses some of what it wants and resigns itself to partial satisfaction. Neither party is aware that by confronting the conflict fully and cooperatively, they might create a more satisfying solution and outcome. The parties

realistically use the approach to divide limited resources thereby forestalling a win-lose escalation and outcome.

3. **The Win-Win Approach:** Fisher (2006) posits that this approach is a conscious and systematic attempt to maximize the goals of both parties through collaborative problem solving. The conflict is seen as a problem to be solved rather than a war to be won. The important distinction is we (both parties) versus the problem, rather than (one party) versus they (the other party). This method focuses on the needs and constraints of both parties rather than emphasizing strategies designed to conquer. The parties work toward common and superordinate goals. That is, goals that can only be attained by both parties pulling together. There is emphasis on the quality of the long term relationships between the parties, rather than short term accommodations. Communication is open and direct. Threat and coercion are proscribed. The win-win approach requires a very high degree of patience and skill in human relations and problem solving.

The efforts of all stakeholders in the educational management are required in ensuring amicable resolution of conflict. In this regard, Adebayo (2007) postulated that the first strategy of conflict resolution is commitment to the management of productive conflict, such that conflict does not become destructive. He advocated for these strategies by enjoining leaders, management and all in positions of authority to promote the rule of law, protect the fundamental human rights, promote human freedom, fair allocation of values and equity of justice. These values are very essential in order to reduce friction and conflict in organizations.

Management techniques for dealing with conflict as opined by Lunenburg and Orsistein (2003) include established procedures for bringing together opposing sides of crisis,

promoting full communication among them, achieving mutual satisfactory compromises, and developing compensatory mechanism to deal with threatening stresses and strains which enables all actors or sub-units that were affected to make all the necessary adjustments on their own activities.

He explained that these strategies as mentioned would not guarantee an agreement, but they would greatly improve the likelihood that the problems can be understood. Consequently, solutions can be explored and consideration of the advantages of a negotiated agreement can occur within a relatively constructive environment. Therefore, this creates a healthy atmosphere for peace. The principal is thus expected to act as top strategist, systematically working with staff in utilizing effective conflict management strategies for promoting harmonious existence that benefits all, builds a peace environment, and stimulates progress for a healthy educational achievement.

### 2.4 Conflict Management Techniques Used in Secondary Schools

According to Oyebade (1994), conflict seemed as inevitable, therefore various conflict writers have highlighted various ways of resolving these conflict situations as many of these are relevant in school situation. Kilmann (1970) identified five techniques of dealing with conflicts in schools these techniques are; competitive, collaborative, compromising, accommodating and avoiding. These techniques vary in their degree of cooperativeness and assertiveness. School heads need to understand what is entailed in conflict management and need high conflict competence to be able to be effective in their schools. Robbins (1974) concentrates on strategies specifically labeled as resolution techniques. He lists eight techniques such as: problem solving, super ordinate goals, avoidance, smoothing,

compromise, authoritative command, altering the human variable and altering structural variables.

Thomas (1996) cited in Adeyemi (2009) examines conflict management strategies by focusing on general strategies used by administrators in an educational setting. These strategies for management are: citizens' advisories, confrontation sessions, sensitivity training, process involvement, educational pluralism, volunteerism, cooperative studies and failure fact of life. Therefore conflict can be said to be a reality in any social system that provides challenges for the parties involved in a conflict. Ladipo (1997) identified conflict management strategies of forcing, structural changes, avoidance, compromise and smoothing. In a related study, Hodge and Anthony (1991) identified conflict management strategies as suppression, smoothing, avoiding, compromise, third-party intervention, cooperation, democratic process, job rotation as well as confrontation.

Nevertheless, the strategy identified by Meyer (1994) cited in Adeyemi (2009) was effective communication which he described as the best because it would make the group aware of the kind of communication which could lead to problem solving. Ibukun (1997) identified problem solving, appeal to superior organizational goals, prevention and avoidance, expression of opportunities and resources, use of authority and command, changing the structure of the organization and compromise as management strategies for resolving conflicts in organizations. Blake and Mouton (1964) identified five conflict solving strategies, smoothing, compromising, forcing, withdrawal and problem solving.

### 2.4.1 Accommodation Technique

This is also known as smoothing. It means accommodating the concerns of other people first of all, rather than one's own concerns. Examples of when smoothing may be

appropriate, when it is important to provide a temporary relief from the conflict or buy time until you are in a better position to respond or push back and when the issue is not as important to you as it is to the other person or even when you accept that you are wrong. According to Habu, Dagett and Freejob (n.d) this techniques is adopted under a circumstance where the weaker or stronger party allows the other party to behave the way it wants with the hope that the party at fault may release its mistake and retract.

According to National Open University of Nigeria (NOUN, n.d) accommodation as a technique of managing conflict have the following uses.

a. When you realize that you are wrong (or less experienced or knowledgeable)
b. When the issue is much more important to the other person than to yourself – to satisfy the needs of others, and as a goodwill gesture to help maintain a cooperative relationship.
c. To build up social credits for later issues which are important to you.
d. When continued competition would only damage your cause – when you are outmatched and losing.
e. When preserving harmony and avoiding disruption are especially important.
f. To aid in the managerial development of subordinates by allowing them to experiment and learn from their own mistakes.

**Advantages of AccommodationTechnique**

i. In some cases smoothing or accommodation will help to protect more important interests while giving up on some less important ones.
ii. Gives an opportunity to reassess the situation from a different angle.

**Challenges of Using AccommodationTechnique**

i. There is a risk to be abused, i.e. the opponent may constantly try to take advantage of your tendency toward smoothing/accommodating. Therefore it is important to keep the right balance and this requires some skill.

ii. May negatively affect your confidence in your ability to respond to an aggressive opponent

iii. It makes it more difficult to transition to a win-win solution in the future

iv. Some of your supporters may not like your smoothing response and be turned off.

### 2.4.2 Competition Technique

In this case, each party will try out to compete another legally or illegally and conflict will cease to exist when a winner finally emerges. According to Habu and Dagett (2008), one method of controlling conflict in an organization is to expand resources base through the use of effective competition. In school situation, if the school heads use appropriate competition technique for ensuring and enhancing coordination, they can reduce the probability that conflict will arise. Competing goals can also be a potential source of conflict among individuals and groups in schools. School administrators should therefore match the personalities and the work habits of teachers to avoid conflict between teachers in the schools.

According to National Open University of Nigeria (NOUN, n.d) people who tend towards a competitive style take a firm stand and know what they want. They usually operate from a position of power, drawn from things like position, rank, expertise, or persuasive ability. This style can be useful when there is an emergency and a decision needs to be made fast; when the decision is unpopular; or when standing against someone who is trying to

exploit the situation selfishly. However it can leave people feeling bruised, unsatisfied and resentful when used in less urgent situations.

In some situation, an educational organization may stimulate conflict by encouraging individual employees or groups in competitive situations. School administrators can establish high performance or initiative contests, incentive schemes and other competitive stimuli to spark competitions. This type of competition is going to create conflicts in school which are constructive because participant will work hard to win.

**Advantages of CompetitionTechnique**

i. It helps when quick, decisive action is vital such as emergencies.

ii. It is very vital especially on issues where unpopular courses of action need to be implemented such as cost cutting, enforcing unpopular rules, discipline.

iii. It helps in issues that are vital to organization welfare when you know you're right.

iv. It helps to protect staff against people who take advantage of non-competitive behaviour.

**Challenges of Using CompetitionTechnique**

A competition technique of managing conflict will most likely have the opposite effects on the parties. This implies that, this technique or process have a lot of challenges some of which are enumerated below.

1. Communication is obstructed as the conflicting parties try to gain advantage by misleading each other through false promises and misinformation. Communication is ultimately reduced as the parties realize they cannot trust one another's communications as honest and informative.

2. Obstructiveness and lack of helpfulness lead to mutual negative attitudes and suspicion of one another's intentions. One's perceptions of the other tend to focus on the person's negative qualities and ignore the positives.
3. The parties are unable to effectively divide their work and end up duplicating efforts. When they do divide it, they continuously feel the need to check each other's work.
4. Ongoing disagreement and critical rejection of ideas reduces ` participants' self-confidence as well as confidence in the other parties.
5. The conflicting parties seek to increase their own power and therefore see any increase in the other side's power as a threat.
6. The competitive process fosters the notion that the solution of the conflict can only be imposed by one side on the other. This orientation also encourages the use of coercive tactics such as psychological or physical threats and/or violence.

### 2.4.3 CatharsisTechnique

This according to psychologists refers to emotional release accomplished by some behavior. In conflict situation involving aggressiveness, catharsis is strongly recommended to avert it. To this end, Ezegbe (1997) recommended the involvement of aggressive individual in sporting activities such as Football Games, Table Tennis Lawn Tennis, athletic which can let off steam of in-built aggressiveness in an individual. To this end, bullies in schools should be involved in sports and games in order to affect catharsis in them to make them friendly.

The students are at the centre of educational system process and all activities in the school should aim at developing their total personality of the fullest. In conflict situation between or among the students, catharsis is highly recommended. The principal and teachers should see that good instructional programmes are implemented and that the school provides

opportunities for the students to develop responsible attitude and to experience the type of moral training which will prepare them for future life. The role of students in the life of the school gives them the chance to undergo training which encourage them to develop healthy relationship with others.

One of the way of managing conflict among the students is to involve them in the activities of the school and gives them responsibilities. In this regard, Oboegbulem (2004) asserted that the students' participation in the life of the school contributes greatly to the efficient and orderly operation of institution. It will improve communication between students, principals and teachers and lead to better understanding and cooperation in the school. It also helps to resolve many personal and social problems which can be disruptive in the school.

### 2.4.4 CompromiseTechnique

Perhaps the most widely used of all the techniques, involves giving each of the parties in the conflict some of what they want (Habu, Dagett and Freejob, n.d). It may require calling for a round table conference. This is most easily seen in labour – management conflict. In this regard, Verma (1998) observed that techniques involving compromise are usually used in labor-management disputes, but they have some potential problems. For example, in compromising, each party gives up something, and neither gets exactly what it wants. Consequently, both parties may be unhappy with the final decision. Compromising looks for an expedient and mutually acceptable solution which partially satisfies both parties. Example of when compromise may be appropriate is when the goals are moderately important and not worth the use of more assertive or more involving approaches and to reach temporary settlement on complex issues.

People who prefer a compromising style try to find a solution that will at least partially satisfy everyone. Everyone is expected to give up something and the compromiser him- or herself also expects to relinquish something. According to Magaji (2015), compromise is useful when the cost of conflict is higher than the cost of losing ground, when equal strength opponents are at a standstill and when there is a deadline looming. Strategic philosophy: Both ends are placed against the middle in an attempt to serve the "common good" while ensuring each person can maintain something of their original position. Compromise techniques can be used in the following cases.

i. When people of equal status are equally committed to goals
ii. When time can be saved by reaching intermediate settlements on individual parts of complex issues
iii. When goals are moderately important

**Advantages of Compromise Technique**

i. Faster issue resolution. Compromising may be more practical when time is a factor
ii. Can provide a temporary solution while still looking for a win-win solution
iii. Lowers the levels of tension and stress resulting from the conflict

**Challenges of Using Compromise Technique**

i. May result in a situation when both parties are not satisfied with the outcome (a lose-lose situation)
ii. Does not contribute to building trust in the long run
iii. May require close monitoring and control to ensure the agreements are met.

### 2.4.5 AvoidanceTechnique

This is also known as withdrawing. This is when a person does not pursue her/his own concerns or those of the opponent. He/she does not address the conflict, sidesteps, postpones or simply withdraws. Examples of when withdrawing may be appropriate: When the issue is trivial and not worth the effort and when more important issues are pressing, and you don't have time to deal with it. However, In situations where postponing the response is beneficial to you, for example, When it is not the right time or place to confront the issue you will just apply withdrawing technique for management of conflict in the school.

Magaji (2015) observed that people tending towards this style seek to evade the conflict entirely. This style is typified by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone's feelings. It can be appropriate when victory is impossible, when the controversy is trivial, or when someone else is in a better position to solve the problem. However in many situations this is a weak and ineffective approach to take. Once you understand the different styles, you can use them to think about the most appropriate approach (or mixture of approaches) for the situation you're in. You can also think about your own instinctive approach, and learn how you need to change this if necessary. Ideally you can adopt an approach that meets the situation, resolves the problem, respects people's legitimate interests, and mends damaged working relationships.

Insupport of the above, the National Policy on Education (2004) identified that Administrative performance of school leader is where conflict free and tasks of responsibilities are effectively carried in the school environment. Kochhar (1998) emphasizes the importance of the principal whom he notes is the key cornerstone in the arch of school management and has the steering wheel in his hands. Kochhar (1998) asserts that the principal

been a group leader who knows how to involve people, arrange conditions and initiate process that bring out the best in each participant, that is the school personnel who include employees (teachers, non-teaching staff), and the students.

The principal therefore occupies a very significant office in any educational system. To be effective he needs, among others: drive, energy, vision, personality and management in conflict resolution technique. Organizations, especially large and complex ones employ different groups of people who have to be coordinated in the best way possible in order to achieve both individual and organizational goals. This means that the management has to create an environment in which members can cooperate with each other. However, work groups usually have a tendency to compete for limited resources, power and status, to the extent of disrupting the cooperative efforts. Besides internal conflict, management also faces conflict from external forces. These may include government, trade unions and economic conditions.

**Advantages of Avoidance Technique**

i. When the opponent is forcing attempts aggression, you may choose to withdraw and postpone your response until you are in a more favourable circumstance for you to push back
ii. Withdrawing is a low stress approach when the conflict is short
iii. Gives the abilitytime to focus on more important or more urgent issues instead
iv. Gives you time to better prepare and collect information before you act (Magaji, 2015)

**Challenges of Using Avoidance Technique**

i. May lead to weakening or losing your position; not acting may be interpreted as an agreement. Using withdrawing strategies without negatively affecting your own position requires certain skill and experience

ii. When multiple parties are involved, withdrawing may negatively affect your relationship with a party that expects your action (Magaji, 2015).

### 2.4.6 Collaboration Technique

This also known as *problem confronting* or *problem solving*. Collaboration involves an attempt to work with the other person to find a win-win solution to the problem in hand - the one that most satisfies the concerns of both parties. This requires the conflicting parties to come together to promise organizational or group objectives and at the sometimes satisfying each other's interest or objectives (Habu, Dagett and Freejob, n.d). The win-win approach sees conflict resolution as an opportunity to come to a mutually beneficial result. It includes identifying the underlying concerns of the opponents and finding an alternative which meets each party's concerns. Examples of when collaborating may be appropriate, When consensus and commitment of other parties is important. In a collaborative environment or when it is required to address the interests of multiple stakeholders (Magaji, 2015).

According to Magaji (2015), people tending towards a collaborative style try to meet the needs of all people involved. These people can be highly assertive but unlike the competitor, they cooperate effectively and acknowledge that everyone is important. This style, According to Magaji (2015), is useful when you need to bring together a variety of viewpoints to get the best solution; when there have been previous conflicts in the group; or when the situation is too important for a simple trade-off.

Thefundamental fragment is that teamwork and cooperation help everyone achieve their goals while also maintaining relationships. It is a strategic philosophy which implies that the process of working through differences will lead to creative solutions that will satisfy both parties' concerns. Collaboration can be used in the following cases.

a. When there is a high level of trust
b. When you don't want to have full responsibility
c. When you want others to also have "ownership" of solutions
d. When the people involved are willing to change their thinking as more information is found and new options are suggested
e. When you need to work through animosity and hard feelings (Magaji, 2015)

**Advantages of CollaborationTechnique**

i. It leads to solving the actual problem
ii. It leads to a win-win outcome
iii. It reinforces mutual trust and respect
iv. It builds a foundation for effective collaboration in the future
v. It shared responsibility of the outcome
vi. You earn the reputation of a good negotiator
vii. For parties involved, the outcome of the conflict resolution is less stressful (however, the process of finding and establishing a win-win solution may be very involved – see the caveats below) (Magaji, 2015).

**Challenges of Using Collaboration Technique**

i. Requires a commitment from all parties to look for a mutually acceptable solution

ii. May require more effort and more time than some other methods. A win-win solution may not be evident

iii. For the same reason, collaborating may not be practical when timing is crucial and a quick solution or fast response is required

iv. Once one or more parties lose their trust in an opponent, the relationship falls back to other methods of conflict resolution. Therefore, all involved parties must continue collaborative efforts to maintain a collaborative relationship (Magaji, 2015).

**2.5 Karl Marx Model of Conflict Theory**

Karl Marx is a conflict theorist who demonstrated the existence of a class struggle which arose from the organization of material production within the society. His argument was based on the creation of social structures created by the ruling class who were the most powerful members of a society. Marx wrote that the ruling ideas of a particular age are those of its ruling class (Onyedieke, 2015). To this end, the methods or ways of governance is determined by the ruling class because of its power and influence. Besides, he argued that the ruling class constructs social structures that best serve its interest. As a result of social structures characterized by strata class conflict emerged.

Furthermore, social conflict theory of Karl Marx argues that individuals and groups (social classes) within the society have differing amounts of materials and non-material resources the (wealthy and poor) and that the more powerful groups (bourgeoisie) use their power in order to exploit groups with less power (proletariat). The two methods by which exploitation is done are through brute force and economics. Marxism argues that in human history conflict arises as a result of the strong (the rich) exploiting the weak (poor). Besides this position, he argued that the ruling class constructs social structures that best serve its

interest. Thus, with the emergence of social structures characterized by strata class conflict emerged.

This theory is related to the present study because in the school system conflict may take the form of school administrators exploiting the teachers and non-tutorial staff. This can ensue when the principals of the school deny the teachers school farm produce and other allowances due to them. Which can result to conflict.

This study is anchored on Karl Marx theory because in the school system school administrators exploit the teachers and non-tutorial staff. This obtains when principals of the school deny the teachers the opportunity of partaking in conflict resolution by taking unilateral decisions in conflicts arising from the school system against the wishes of the entire staff of the school, this can result to conflict.

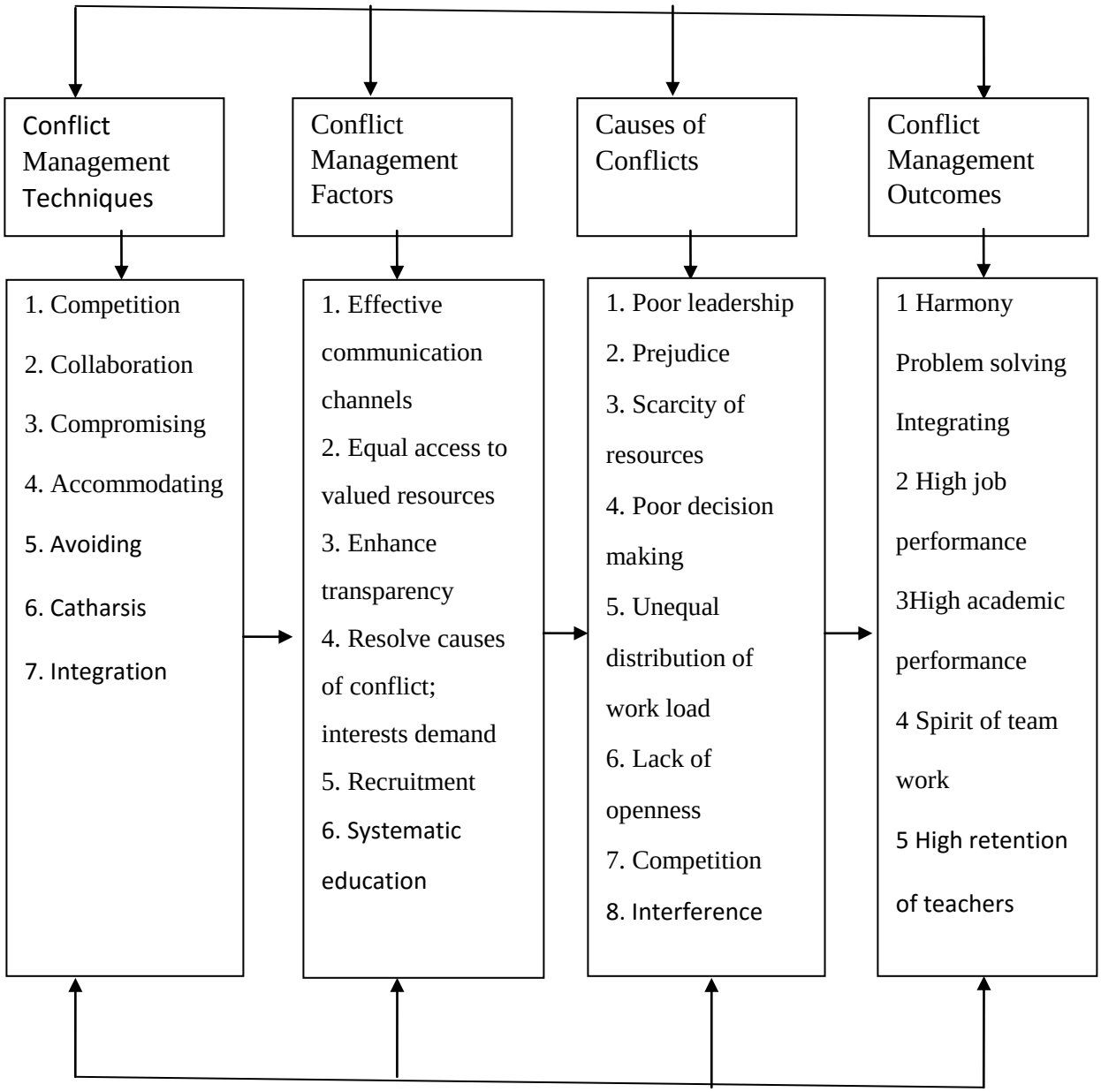
### 2.5.1 Hoy and Miskel Model of Organization Effectiveness

The Hoy and Miskel model was adopted and modified to suit the current study. They came up with the integrated model of organization effectiveness, which identifies its constructs as adaptation, goal attainment, integration and latency (Ignace, 2014). These constructs constitute the effectiveness dimensions of an organization. The model identifies adaptation as one that concerns with the organization system needed to control its environment.

In the conflict management techniques variable, the main components are competition, collaboration, compromising, accommodating and avoiding. Conflict management factors matters include effective communication channels, equal access to value resources, enhancement of goals, transparency; resolving causes of conflicts such as interest, demand of

conducive teaching environment (Ignace, 2014). This model assumed that conflict is both internal and external. As shown in the diagram below.

**Fig. 2.1Conceptual Framework for Conflict Management Techniques**




**Source. Adapted from Ignace (2014)**

The figure 2.1 shows the conceptual framework for conflict management techniques. It has four (4) major variables, encapsulated in columns, which are conflict management

techniques, conflict management factors, causes of conflicts and conflict management outcomes. In each of the variables, there are items or components that defined the activities of each variable. For instance, in the conflict management techniques variable, the main components are competition, collaboration, compromising, accommodating and avoiding. These techniques clearly indicate the different strategies that can be used to manage conflict in any organization. In the second column, the is conflict management factors include effective communication channels, equal access to value resources, enhancement of goals, transparency; resolving causes of conflicts and interest demand of conducive teaching and learning environment.

The third column highlight some causes of conflict in any organization. The causes of conflicts highlighted include poor leadership, prejudice, scarcity of resources, poor decision making and unequal distribution of work load among others. In the fourth column, some possible outcomes of conflict management were outlined. They include harmony problem solving integrating, high job performance, high academic performance, spirit of team work and high retention of teachers.

In Nigerian educational context, these factors can move to affect school efficiency and effectiveness. For example, communication plays an important role in schools when the head of school and departments and through one department communicate can create transparency and spirit of team work. These can minimize the occurrence of conflicts in secondary schools**.** Regarding the causes of conflict variable, the following attributes are identified. These are poor leadership, prejudice, scarcity of resources, poor decision making, and unequal distribution of workload and lack of openness. The last part is the area of conflict management outcomes which comprises the following components**:** Harmony, Problem

solving, integrating high job performance, high academic performance, spirit of team work and high retention of teachers in schools.

In this regard, Moreso (1990) cited in Ignace (2014) argued that this implies that more cooperative conflict management techniques, particularly problem solving styles like integrating are likely to produce positive conflict management outcomes. The conceptual framework indicates conflict management techniques that school heads should apply in managing conflicts in public secondary schools and if school heads lack these techniques conflicts will not be managed effectively which is likely to result into rise of conflicts. The conflict management techniques are competition, accommodation, compromise, collaboration and avoidance. The techniques are the solution that satisfies the concerns of all parties in a school, if a conflict is managed effectively.

### 2.5.2 Implications of Hoy and Miskel Model of Organization Effectiveness to the Present Study

Hoy and Miskel Model of Organization Effectivenesshas a lot of implications to the Present Study. The conflict management techniques as identified by Hoy and Miskel (1991) cited in Ignace (2014) are competition, accommodation, compromise, collaboration and avoidance. In Nigerian secondary schools educational system, these factors can move to affect school efficiency and effectiveness. For example, communication plays an important role in schools. When the head of school and departments share information that will benefit the school, communication can create transparency and spirit of team work. These can minimize the occurrence of conflicts in secondary schools. Regarding the causes of conflict variable, the following attributes are identified. These are poor leadership, prejudice, scarcity of resources, poor decision making, and unequal distribution of workload and lack of openness.

Also, heads of schools accommodate the basic demands of the environment and its people by attempting to transform the external situation and by changing their internal programs to meet new conditions in order to solve conflicts in school. Adaptation is therefore the ability of professional educators and other decision-makers to sense forces of change and to initiate new policies for the emergent conflicts. Thus, education makers who act on behalf of the school are expected to produce good performance, avoid declines, and adapt to changes.

The last part is the area of conflict management outcomes comprises the following components: Harmony, Problem solving, integrating high job performance, high academic performance, spirit of team work and high retention of teachers in schools. Moreso (1990) argued that this implies that more cooperative conflict management techniques, particularly problem solving styles like integrating are likely to produce positive conflict management outcomes.

The conceptual framework indicates conflict management techniques that school heads should apply in managing conflicts in public secondary school which are competition, accommodation, compromise, collaboration and avoidance and if school heads lack these techniques conflicts will not be managed effectively which is likely to result into rise of conflicts. The techniques are the solution that satisfies the concerns of all parties in a school, if a conflict is managed effectively.

## 2.6 Empirical Studies

This section reviewed the empirical works of other scholars and researchers that are related to the study and critically examined its relevance and difference to the present study. Some of such studies are examined below.

Onyedieke (2011) conducted a study to investigate the intervention techniques teachers can use to resolve conflicts in secondary schools of Owerri Education zone. The purpose of this study was to find out the intervention technique teachers can use to resolve conflicts in secondary schools. The research design was descriptive survey. The population of this study comprised of three hundred and twelve (312) principals and four thousand two hundred and thirty six (4236) teachers. A sample of one hundred and twenty three (123) principals and four hundred and twenty two (422) teachers were selected using proportionate stratified random sampling technique. Four research questions and two null hypotheses were used to guide the study. The reliability of the instrument was determined at 0.86 using cronbach Alpha test of reliability. Mean and standard deviation were used to answer the research questions, while t-test statistics was used to test the two null hypotheses at 0.05 level of significance.

The findings of this study were effective intervention techniques, teachers can use to resolve conflict include social intervention techniques, administrative intervention techniques, psychological intervention techniques and moral intervention techniques. Based on the findings, it is recommended that secondary school principals should provide communicative and participative process in which teachers and individual members of staff will have opportunities and freedom to express their views and opinions in any kind of administrative decision making and conflict resolution techniques.

The study is related to the present study since it examined one of the important aspect of the study which is conflict management strategies in secondary schools. However, it differed in that it was only concerned with the intervention techniques teachers can used to resolve conflict in secondary schools. It is limited in scope, since it only focused on

intervention strategies teachers can used to manage conflicts in secondary schools. The study pays no attention to the use of varieties of techniques of conflict management and their impact on the management of secondary schools. In addition, in term of location, the study covered Owerri Education Zone whereas the present study covered the Kaduna State, Nigeria.

Adeyemi and Ademilua (2012) investigated conflicts management strategies and administrative effectiveness in Nigerian universities. As a descriptive survey, the study population comprised all the 62 public universities in Nigeria. Out of these, 12 universities were selected through the simple random sampling technique. Out of the 25,421 members of staff in the universities, 3,820 members of staff were selected for the study. The instrument used to collect data for the study was the "Conflict Management Strategies and Administrative Effectiveness Questionnaire". The data collected were analysed using frequency count, percentages, mean, Correlation Matrix, Regression Analysis of Variance and Multiple Regression.

It was found that conflict in Nigerian universities occurred frequently. Communication gap between the authorities and the workers was found to be the major cause of conflict in the universities. The effectiveness of the existing conflict management strategies used in Nigerian universities was at a moderate level. It was recommended that the authorities of Nigerian universities should adopt a blend of management strategies in managing conflicts in their institutions in order to enhance administrative effectiveness.

The study is related to the present study since it examined conflict management strategies in schools. However, it differed in that it was only concerned with the impact of the conflict management strategies on administrative effectiveness of school heads. In term of level, the study covered Nigerian Universities while the present study only covered secondary

schools. The study pays no attention to the use of varieties of techniques of conflict management and their impact on the management of secondary schools. In addition, in term of location, the study is too broad since it covered the whole Nigeria whereas the present study covered the Kaduna State.

Kipyego (2013) carried out a research on conflict management methods used by secondary schools Head teachers: A case of Nandi Central District, Nandi County, Kenya. The study adopted a descriptive survey design. The target population was36 public secondary schools in the district with a population of 456 teachers. Stratified sampling techniques were used to select a study sample of 14 schools. The sampled schools provided the 14 head teachers and purposive sampling was used to select 90 teachers from the sampled schools. Three sets of questionnaire were used as the key data collection tool. The instruments were piloted in two schools which were not part of the randomly selected schools in the district.

Reliability of the Pearson's product moment formula for the test-retest was employed to compute the correlation coefficient. A correlation coefficient of 0.5 was considered high enough to judge the instruments as reliable for the study. The study used content validity to measure the relevance of the research instrument. The researcher personally administered the questionnaires to all the groups. Data collected from the field were coded and entered into the computer for analysis using statistical package for social sciences(SPSS). Descriptive statistics were used to analyze the data obtained.

The result of the data analysis was presented using frequency tables, bar charts, graphs, pie charts and percentages. The findings indicated that the major causes of conflicts in secondary schools in Nandi central district includes; unimpressive conditions of service, administrative in-competencies of the head teacher, misappropriation / embezzlement of

funds, indiscipline in the parts of students, teachers or administrators, poor academic performance and inadequate resources. The study also revealed that the major types of conflicts mostly experienced in Nandi Central District secondary schools include; conflict over image perceptions, role conflicts, conflict over basic values, interpersonal conflicts, structural conflicts and political conflicts. Political interference and patronage in the appointment of head teachers fueled conflicts in secondary schools. It was recommended that there is need to have trainings on conflict resolution strategies in schools to assist in management of conflicts.

The study is related to the present study since it examined the conflict management methods used by secondary school heads. However, it differed in what it was only concerned with. It is limited in scope, since it only focused on conflict management methods used by the school heads and neglect it impact on the management of secondary school. The study pays no attention to the use of varieties of techniques of conflict management and their impact on the management of secondary schools. In addition, in term of location, the study covered Nandi Central District, Nandi County, Kenya whereas the present study covered the Kaduna State, Nigeria.

Ignace (2014) study is on Assessment of Heads of Schools' Strategies in Managing Conflicts in Secondary Schools: A case of Kinondoni Municipality, Tanzania. The Study objectives were: to examine the heads of school knowledge and skills in managing conflicts in secondary schools, strategies employed by head of school in managing school conflicts, To assess the effectiveness of strategies used by the heads of schools in managing conflicts and challenges they face in applying the strategies in conflict management, and to suggest

measures that could be taken to avoiding future conflicts in schools. The population of the study consisted school heads, teachers and students.

The population was drawn from five (5) secondary schools in Kinondoni municipal. The study obtained data from the sample size of 85 respondents constituting 5 heads of schools, one from each school; 40 teachers, 8 teachers from each school; and 40 students, 8 students from each school. The study employed both qualitative and quantitative approaches. The study employed questionnaires to collect information from teachers. Both structured (closed-ended) and unstructured questions were used. Simple percentage count was used to analyze the data collected.

The research findings revealed that heads of school had little knowledge and skills on how to manage the conflicts. It was also revealed that heads of school employed different conflicts management strategies in managing conflicts. Regarding the effectiveness of the strategies in resolving conflict in the public secondary school, all heads of school indicated that heads of schools had made effort to manage conflicts by using different strategies. It recommended that the District Education Office should organize seminars and workshops aimed at improving good rapport between heads of schools and their staff and building good working relations between them. It should also organize workshops for heads of school every vacation to enable them acquire or improve their leadership skills and conflict resolution strategies so as to improve their managerial effectiveness.

The study is related to the present study since it examined one of the aspect of the present study which is strategies used by head of schools in managing conflicts in secondary schools. However, it differed in that it was only concerned with the strategies used by the school heads to manage conflict. It is limited in scope, since it only focused on of conflict

management strategies by school heads and neglect how those strategies can be used for the management of conflict management of secondary schools. The study pays no attention to the use of varieties of techniques of conflict management and their impact on the management of secondary schools. In addition, in term of location, the study covered Kinondoni Municipality, Tanzania whereas the present study covered the Kaduna State.

Ezeugbor, Onyali and Okoye (2015) investigated Principal's adoption and utilization of effective conflict management strategies for promoting peace culture in secondary schools in Anambra State. Two research questions guided the study and two null hypotheses tested at 0.05 level of significance were formulated for the study. The study adopted descriptive survey design. The population of the study consisted of 254 principals and 254 vice principals (Administration) in the public secondary schools of Anambra State. Data were collected using a 22-item questionnaire. The questionnaire was validated by three experts. For the reliability of the instrument, a coefficient value of 0.86 was obtained and was considered satisfactory for the study. Mean and standard deviation were used in answering the research questions. The t-test was adopted in testing the hypotheses at 0.05 level of significance.

However, the findings revealed that principals did not adopt a considerable number of effective conflict management strategies in schools. Also, the extent to which they utilized effective conflict management strategies in building peace-culture was low. It was thus recommended among others, the principals as a matter of urgency should be exposed to the necessity of adopting all the effective conflict management strategies. This should be done through conferences and seminars if the aim of building peace in secondary schools would be achieved.

The study is related to the present study since it examined conflict management strategies used in secondary schools. However, it differed in that it was mainly concerned with the adoption and utilization of conflict management strategies used by principals in secondary schools. It term of scope, the study is too general since it focused Principal's adoption and utilization of effective conflict management strategies for promoting peace culture in secondary schools. The study pays no attention to the use of varieties of techniques of conflict management and their impact on the management of secondary schools. In addition, in term of location, the study covered Anambra State while whereas the present study covered the Kaduna State.

Erasmus and Barnabas (2016) examined the effect of conflict management on organizational performance of public secondary schools in Gombe State. Four research questions were raised to guide the study. The study is descriptive research which employed survey design. The target population of the study comprised of teachers in the 268 public Secondary Schools in Gombe State. 54 schools were sampled using simple random sampling. Four teachers were selected from each of the 54 schools using purposive sampling, giving a total of 216 respondents. The instrument for data collection was questionnaire. Frequency count, simple percentage and ranking order were used to analyze the data.

However, the findings of the study show that the conflict mostly experiences in Public Secondary Schools in Gombe State are a student versus a student conflict and a student versus a teacher conflict. The study also revealed that the effect of conflict on the performance of Public Secondary Schools is slightly dysfunctional and that conflict in public secondary schools in the state are not effectively managed. It was therefore recommended that students

should be actively involved in decision making process and the school management should be sensitive to the students' needs.

The study is related to the present study since it examined the impact of conflict management on the organization of secondary schools. However, it differed in that it was only concerned with the effect of conflict on school organization. It is limited in scope, since it only focused on effect of conflict management and neglect techniques that can be use for conflict management in secondary schools. The study pays no attention to the use of varieties of techniques of conflict management and their impact on the management of secondary schools. In addition, in term of location, the study covered Gombe State while whereas the present study covered the Kaduna State.

Edet, Benson and Williams (2017) conducted a research titled Principals' Conflict Resolution Strategies and Teachers' JobEffectiveness in Public Secondary Schools, Akwa Ibom State, Nigeria. Two research questions were raised and were duly converted into two research hypotheses to guide thestudy. Correlational research design was used in the study. The sample size of the study consisted of one thousand andfifty(1,050) public secondary school teachers and two thousand, one hundred(2,100) Senior Secondary two students randomly sampled from the population of six thousand, two hundred and ninety three (6293) teachers and twenty thousand, five hundred and ten (20,510) students respectively. Data collected from the study's instruments called Principals' Conflict Resolution Strategies Questionnaire (PCRSQ) and Teachers' Job Effectiveness Questionnaire (TJEQ) were analysed using Pearson Product Moment Correlation Analysis.

The findings revealed what causes identification and integration strategies had significant relationship with teachers' job effectiveness in terms of classroom teaching,

maintenance of classroom discipline and supervision of students' academic activities. In the light of these findings, it was recommended that the government should ensure that school principals are retrained regularly and constantly through school-based workshops, conferences and seminars on effective conflict resolution strategies in-order to enhance teachers' job effectiveness.

The study is related to the present study since it examined the conflict resolution strategies. However, it differed in that it was only concerned with thePrincipals' conflict resolution strategies and teachers' jobeffectiveness in public secondary schools. The study is limited in scope since it concentrates only on the relationship between conflict resolution strategies and teachers' job effectiveness in secondary schools. In addition, in term of location, the study covered Akwa Ibom whereas the present study covered the Kaduna State.

**2.7 Summary**

Conflicts are inherent and inevitable in any human organization, the educational institutions inclusive. The review described conflict as a state of opposition, disagreement or incompatibility between two or more people which is sometimes characterized by physical violence. Conflict management is the process by which approaches and techniques are introduced in an organization to control conflicts. Conflicts could be intra – personal conflict, inter – personal conflict, inter – organizational conflict, industrial and labour conflict, international conflict and so on. Sources of conflicts are categorized into structural and non-structural or behavioural differences. Structural sources of conflicts are work interdependence, mutual dependence on limited resources, difference in unit orientation and goals, difference in status, jurisdictional ambiguities, and competition among others. Non-

structural resource includes; difference in personal traits, difference in the needs and values of individual, poor communication skills.

Some of the techniques used in conflict management are. Competition, Compromise, Collaboration, Accommodation, Avoidance among others. Conflict can be either functional or dysfunctional depending on how conflict is resolved. A conflict, whether functional or dysfunctional has the potential for improving or damaging school organizational performance. Conflict can be prevented and resolved so that it causes both people and organization to grow, innovate and improve. Some empirical studies conducted by some researchers were reviewed. In spite of all the intervention techniques for conflict resolution found by different researchers, conflict still remains a problem in the organization especially in school system. The study conducted by earlier researchers failed to incorporate the impact of conflict management techniques on the management of secondary schools. They did not specify on conflict management techniques on the management of secondary school organization. Thus, from the researcher best of knowledge, no study has been carried out on assessment of conflict management techniques on the management of Secondary Schools in Kaduna State. To this extent, this is the gap this study is proposed to fill.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter presents the methods employed for the conduct of the study titled "Assessment of Application of Conflict Management Techniques in Secondary Schools in Kaduna State, Nigeria". It was organized discussed items which include research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, reliability of the instrument, administration of instrument and method for data analysis

## 3.2 Research Design

This research study adopted a descriptive survey research design. This design was considered to facilitate extraction of data from different sources. Otuka (2004) observed that a descriptive survey design approach is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. The purpose of descriptive surveys design, according to Musa (2016) is to collect detailed and factual information that describes an existing phenomenon. Since the study is descriptive in nature and will acquire data from principals, teachers and inspectors of education to assess the application of conflict management techniques in senior secondary schools, descriptive survey design is deem appropriate.

## 3.3 Population of the Study

The population of the study is eight thousand, two hundred and seventy (8,270) respondents. This consists of seven thousand, six hundred and thirty four (7,634) senior secondary school teachers, four hundred and seven (407) principals and two hundred and twenty nine (229) school supervisors from all the twelve (12) Education Zones in Kaduna

State. The table 3.1 shows the details of the population distribution of teachers in Kaduna State.

**Table 3.1 Population of the Study**

| S/N | Education Zone | No. of Schools | No. of Teachers | School Supervisors |
|---|---|---|---|---|
| 1 | Riga Chukun | 17 | 243 | 19 |
| 2 | Zonkwa | 42 | 405 | 23 |
| 3 | Zaria | 35 | 1,053 | 19 |
| 4 | Lere | 32 | 450 | 11 |
| 5 | Kaduna | 40 | 1,703 | 32 |
| 6 | Kafanchan | 59 | 1,296 | 18 |
| 7 | Godo – Godo | 18 | 263 | 19 |
| 8 | Kachia | 63 | 853 | 11 |
| 9 | Anchau | 36 | 516 | 18 |
| 10 | Giwa | 18 | 152 | 13 |
| 11 | Birni – Gwari | 12 | 127 | 11 |
| 12 | Sabon Tasha | 35 | 573 | 34 |
| | **Total** | **407** | **7,634** | **229** |

**Source: Kaduna State Ministry of Education (2018)**

The teachers were selected among the respondents because they are directly or indirectly affected by the action and inaction of both the students and principals while performing their roles in the schools.In addition, the principals suitability in the research has been due to the fact that they are directly the school administrators and school conflict managers and as such perform certain roles for the realization of educational objectives. Also, the Ministry of Education officials or school supervisors were chosen due to the fact that they perform the supervisory duties to the schools and in one way or the other settle dispute between principals and teachers.

### 3.4 Sample and Sampling Techniques

A sample is defined by Bello and Ajayi (2000) as a selected group which is fair representation of the entire population of interest. That is, a small proportion of the population that is selected for study. Kaduna State is one of states in Nigeria that has high population density, diverse ethnic groups and large geographical area. In view of this, it is not possible to cover all the Senior Secondary Schools in the state. Therefore a sample of principals, teachers and inspectors of education in the state was made.

The sample size used for the conduct of this study is three hundred and sixty five (365) respondents. The selection of 365 respondents was based on the recommendation of Researcher Advisor's Table (2006) for selection of sample size. The table suggested that for population of 7,500 to 10,000 at 95% confidential level and 5% margin error, the sample size of 365 respondents could be used. The table 3.2 shows the details of sampled population for the study.

**Table 3.2: Sample of the Study**

| S/N | Education Zone | No. of Principals | No. of Teachers | No. of School Supervisors | Total |
|---|---|---|---|---|---|
| 1 | Giwa | 12 | 99 | 10 | 121 |
| 2 | Kachia | 12 | 100 | 10 | 122 |
| 3 | Zaria | 12 | 100 | 10 | 122 |
| | **Total** | **36** | **299** | **30** | **365** |

**Sources: Researcher's Field Work (2018)**

Stratified random sampling technique was used to select three (3) Education Zones, out of twelve (12) Education Zones in the state. This implies that 25% of all the twelve (12) Education Zones in the state was selected for the study. The selection of 25% of the Education zones was based on the recommendation of Olagbewo (2006) who recommended that 15% -

30% of population is considered as appropriate representation in research work. Simple random sampling technique was also used to obtain the sample of principals, teachers and school supervisors from each of the selected Education Zones.

**3.5 Instrumentation**

Since the research focused on the "Assessment of Application of Conflict Management Techniques in Secondary Schools in Kaduna State, Nigeria", a self-designed questionnaire used to collect data for the study. The questionnaire tagged "Application of Conflict Management Techniques in Secondary Schools (ACOMTISS)" was structured and designed based on the objectives, research questions and the hypotheses. The same questionnaire will be used for all categories of respondents (principals, teachers and school supervisors).

The questionnaire has two parts. Part one is on Bio data of the respondents. Part two has 60 items divided into six (6) sections designed to explore the assessment of application of conflict management techniques in Secondary Schools in Kaduna State. The four points modified Likert rating scale with a response mode of Strongly Agree, Agree, Disagree and Strongly Disagree was used for this section of the instrument. The scale was rated as follows:

Strongly Agree (SA) = 4 points

Agree (A) = 3 points

Disagree (D) = 2 points

Strongly Disagree (SD) = 1 point.

The respondents will be requested to indicate by ticking (√) in the appropriate boxes, the responses applicable to the items. The questionnaire will be adopted because it reduces the

likelihood of missing information. It also eases the problem of tabulation, classification, interpretation and summary. The structured questionnaire was divided into two parts. Each research question was covered with ten different close ended questions.

### 3.5.1 Validity of Instrument

A measuring instrument is valid when it truly and accurately measures what is designed to measure. That is, the degree to which an instrument measure what it purports to measure (Mustapha, 2015). The researcher's supervisors and other expert in the field of educational measurement and evaluation were requested to vet and offer useful suggestions on each item of the instrument to ensure the questions attained both content and face validity. Their suggestions, modification and corrections were incorporated in the final draft of the instruments.

### 3.5.2 Pilot Study

In order to establish the reliability of a research instrument a try out procedure is very essential. The importance of pilot testing as a method of maintaining reliability, according to Magaji (2006), is that it helps the researcher to clarify questions, clear ambiguities at statements, if any, and determine the difficulty respondents will have in completing questionnaires. The researcher used a small sample questionnaire to conduct the pilot test at Soba Local Government Area, Kaduna State. The pilot test was conducted by administering the instrument on thirty five (35) randomly selected teachers, nine (9) principals and six (6) inspectors of education in Soba Local Government area, Kaduna State. These principals, teachers, and school inspectors are parts of the target population but not part of the sampled respondents. The selection of the sample for pilot study is in congruence with Wiersman

(1999) cited in Balarabe (2004) who opined that a pilot test is done with a limited number of individuals. The result of the pilot study therefore indicated the reliability of the instrument.

### 3.5.3 Reliability of the Instrument

An instrument could be termed reliable when its internal consistencies prove normality over a period of time (Jumare, 2017). The reliability of the instrument is to help ascertain the consistency of the respondents in their opinions on the items in the structured questionnaire. The data collected from the pilot study was subjected to reliability test using the split half method of reliability in determining the internal consistency of the items in the Likert structured of the questionnaire designed on assessing the Application of Conflict Management techniques in Secondary Schools in Kaduna State. In doing this, the items in the questionnaire were split into two using even and odd numbers. The questionnaire was numbered and the scores of the odd numbers and even number were analysed using Cronbach' Alpha Formula. The result of reliability test for the pilot test yielded 0.79. This high reliability index shows that the instrument is reliable for the study.

## 3.6 Procedure for Data Collection

The researcher employed three research assistants to help in the administering the questionnaires to the respondents. The questionnaire was produced enough to cover the respondents. The researcher, through the help of research assistants, ensured wide distribution of the questionnaires to cover both rural and urban centers. The research instrument was personally administered by the researcher and two research assistants to the selected teachers, principals and inspectors of the selected schools in the selected Education Zone, Kaduna State. This was done after obtaining permission from the Directors, Zonal Inspectorate

Division and the principals of the selected Education Zones and schools to administer the instrument.

### 3.7 Methods of Data Analysis

After retrieving the questionnaire from the respondents, the researcher subjected them into statistical analysis in order to arrive at acceptable decision on the research questions and formulated hypotheses. The Information from the questionnaire was collated and analyzed by using descriptive and inferential statistics. Descriptive statistics used were frequency counts and simple percentage to analyze the bio-data of the respondents while the meanwas used to analyzed the research questions. Inferential statistics used was Analysis of Variance (ANOVA) to test the significant difference between the opinions of the respondents, since the tests consisted of three respondents or subjects: Principals, teachers and school supervisors. ANOVA was selected and was used because the groups were three and each group was independent. Additionally, the research involves comparison of opinions of respondents to determine whether there is any significant variation in the opinions of stakeholders on Assessment of Application ofConflict Management Techniques in Secondary Schools in Kaduna State. However, all hypotheses were tested at the 0.05 significance level.

# CHAPTER FOUR

# DATA PRESENTATION AND ANALYSIS

## 4.1 Introduction

This chapter presents the data collected, the analysis carried out and the discussion made on the findings. The presentation, analysis and discussions were structured into four sections. The first section of the chapter presented and discussed the bio - data variables of the respondents. The second section contained item analysis on respondents' opinions on each question raised under the ten item statements. The third section presented hypotheses testing and the fourth section presented the summary and discussions of findings.

## 4.2 Presentation Analysis of the Respondents' Bio Data

This section presents and analyzes the bio-data of the respondents. It focused on demographic characteristics of respondents as related to the study which include respondent's status, gender, highest academic qualification and years of working experiences. However, a total of 299 copies of the questionnaire were distributed to teachers, but only 275 were returned. Also, 36 copies of the questionnaire were distributed to the principals, but, 32 were retrieved. In the same vein, 30 copies of the questionnaire were distributed to school inspectors, but only 21 copies were retrieved. Therefore, a total of 365 copies of the questionnaire were distributed but only 328 copies were returned. The analysis of the study was therefore, based on the data gathered from the above mentioned number of returned copies of questionnaire. However, the table 4.1 – 4.4 presented shows the bio-data distributions of the respondents

**Table 4.1: Distribution of the Respondents by Status**

| Status | Frequency | Percent (%) |
|---|---|---|
| Teachers | 275 | 83.8 |
| Principals | 32 | 9.8 |
| MOE Officials | 21 | 6.4 |
| **Total** | **328** | **100.0** |

Table 4.1 revealed that 275 of the respondents which represents 83.8% of total respondents were teachers, the principals were 32 representing 9.8% of the respondents, while 21respondents which represents 6.4% total respondents were school inspectors. This shows that majority of the respondents were teachers.

**Table 4.2: Distribution of the Respondents by Gender**

| Gender | Frequency | Percent (%) |
|---|---|---|
| Males | 181 | 55.2 |
| Females | 147 | 44.8 |
| **Total** | **328** | **100.0** |

Table 4.2 shows the distribution of the respondents by gender. It shows that 181 of the respondents which represents 55.2% of total respondents were males while 147 respondents which represents 44.8% total respondents were females. Although, there is not much disparity between the gender of the respondents, yet, it shows that majority of the respondents were males.

**Table 4.3:Distribution of the Respondents by Highest Academic Qualifications**

| Qualification | Frequency | Percent (%) |
|---|---|---|
| NCE. | 123 | 37.5 |
| B.Ed. | 138 | 42.1 |
| M.Ed. | 33 | 10.1 |
| Others | 34 | 10.4 |
| **Total** | **328** | **100.0** |

Table 4.3 shows distribution of respondents by highest academic qualification. It shows that 123 respondents which represents 37.5% of total respondents has NCE as their highest academic qualification, while 138 respondents representing 42.1% of total respondents has either B.Ed. Also, 33 respondents which represent 10.1% of the respondents has M.Ed. as their highest academic qualification while 34respondents which represents 10.4% of total respondents has other academic qualifications which were not stated above. This clearly indicated that majority of the respondents were qualified to provide the needed responses to the study.

**Table 4.4: Distribution of the Respondents by Years of Working Experience**

| Year | Frequency | Percent (%) |
|---|---|---|
| 1-5 | 26 | 7.9 |
| 6-10 | 71 | 21.6 |
| 11-15 | 87 | 26.5 |
| 16-20 | 77 | 23.5 |
| 21 years and above | 67 | 20.4 |
| **Total** | **328** | **100.0** |

Table 4.4 shows the distribution of respondents by years of working experience. It revealed that those with 1-5 years of working experiences were 26 representing 7.9% of the

total respondents. Those with 6-10 years of experience were 71 respondents representing 21.6% total. Respondents with 11-15 years of experience were 87 representing 26.5%, those with 16-20 years were 77 representing 23.5% while those with 21 years and above were 67 representing 20.4% of the total respondents of the study. A consideration of this classification reveals a fairly equitable distribution in the rank and files of the respondents which is capable of given this study the desired responses for analysis and generalization.

**4.3 Responses to Research Questions**

This section presents the analysis and discussion of data related to the research questions raised in chapter one. In other words, this section analysed the responses of the respondents using frequency tables, simple percentages and mean. The responses of the respondents were based on the 60 items identified. The items were grouped into six (6) categories. Each category focused on objectives raised in chapter one of the study.However, for the purpose of this study, when the mean score of an item is greater than 2.50 set for the study, the item was regarded as agree. On the other hand, when the mean score of an item is less than 2.50, the item was considered disagree.

Items 1-10 were grouped under the application of accommodation technique for the management of conflict between teachers and students in Secondary Schools of Kaduna State. Items 11-20 fell under the application of competition technique for the management of conflict among teachers in Secondary Schools in Kaduna State while items 21-30 sought to assess the application of catharsis technique for the management of conflict among students in Secondary Schools in Kaduna State. Items 31-40 desired to find out the application of compromise technique for the management of conflict between school management and students in Secondary Schools in Kaduna State.

In addition, items 41-50 sought to assess the application of avoidance technique for the management of conflict between school and local community in Secondary Schools in Kaduna State. Item 51-60 focused on the application of collaboration technique for the management of conflict between teachers and ministry of Education in Secondary Schools in Kaduna State.However, to explore and achieve the findings onAssessment of Application ofConflict Management Techniques in Secondary Schools in Kaduna State, the researcher collected and analysed the responses of the respondents as presented in table 5 – 10 below.

**Table 4.5: Opinions of Respondents on the Application of Accommodation Technique between Teachers and Students in Secondary Schools**

| S/N | Item Statements | SA | | A | | U | | D | | SD | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % | F | % | |
| **1** | Establishing goodwill gesture helps to maintain and reduces conflict between teachers and student in the schools. | 75 | 24.1 | 146 | 44.5 | 45 | 13.7 | 43 | 13.1 | 15 | 4.6 | 3.71 |
| **2** | Establishing mutual respect helps to resolve conflict between teacher and the students in the schools. | 73 | 22.3 | 155 | 47.3 | 60 | 18.3 | 32 | 9.8 | 8 | 2.4 | 3.77 |
| **3** | Good interpersonal relationship reduces conflict between teachers and students. | 82 | 25.0 | 160 | 48.8 | 61 | 18.6 | 21 | 6.4 | 4 | 1.2 | 3.90 |
| **4** | Avoiding disruption behaviours help to reduce conflict between teachers and students in secondary schools. | 70 | 21.3 | 154 | 47.0 | 79 | 24.1 | 24 | 7.3 | 1 | 0.3 | 3.95 |
| **5** | Allowing students to experiment and learn from their own mistakes reduce conflict between teachers and students. | 70 | 21.3 | 135 | 41.2 | 83 | 25.3 | 34 | 10.4 | 6 | 1.8 | 3.70 |
| **6** | Preserving harmony in schools helps to enhance conflict management between teachers and students in schools. | 82 | 25.0 | 135 | 41.2 | 73 | 22.3 | 32 | 9.8 | 6 | 1.8 | 3.79 |
| **7** | Building up social credit for later issues helps to resolve conflict between teachers and students in the Secondary School. | 54 | 16.5 | 157 | 47.9 | 69 | 21.0 | 44 | 13.4 | 4 | 1.2 | 3.65 |
| **8** | Satisfying the needs of others help to reduce conflict between teachers and students. | 39 | 11.9 | 119 | 36.3 | 81 | 24.7 | 82 | 25.0 | 7 | 2.1 | 3.31 |
| **9** | Establishing rules and regulation help to reduces conflict between the teachers and students in the secondary school. | 29 | 8.8 | 77 | 23.5 | 83 | 25.3 | 102 | 31.2 | 37 | 11.3 | 2.87 |
| **10** | Establishing guidance and counseling unit helps to reduces conflict between teacher and the students. | 31 | 9.5 | 125 | 38.1 | 50 | 15.2 | 79 | 24.1 | 43 | 13.1 | 3.07 |

Table 4.5 show the opinions of respondents on the application of accommodation technique for the management of conflict between teachers and students in Secondary Schools of Kaduna State. Item one sought the opinions of respondents on whetherestablishing goodwill gesture helps to maintain and reduces conflict between teachers and student in secondary schools. The results shows that 75 and 146 respondents that represent 24.1% and 44.5% of the total respondents strongly agree and agree respectively, that establishing goodwill gesture helps to maintain and reduces conflict between teachers and student in the secondary schools.45 respondents that represent 13.7% of total respondent did not make any decision on the statement while 43 and 15 respondents that represent 13.1% and 4.6% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.71, this indicated that majority of the respondents were of the opinion thatestablishing goodwill gesture helps to maintain and reduces conflict between teachers and student in the secondary schools.

Item two assessed the opinions of respondents on whetherestablishing mutual respect helps to resolve conflict between teacher and the students in the schools. The results shows that 73 and 155 respondents that represent 22.3% and 47.3% of the total respondents strongly agree and agree respectively that establishing mutual respect helps to resolve conflict between teachers and the students in the schools. 60 respondents that represent 18.3% of total respondent did not make any decision on the statement while 32 and 8 respondents that represent 9.8% and 2.4% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.77, this indicated that majority of the respondents were of the opinion that establishing mutual respect helps to resolve conflict between teacher and the students in the schools.

Item three sought the opinions of respondents on whethergood interpersonal relationship reduces conflict between teachers and students in the schools. The results shows that 83 and 160 respondents that represent 25% and 48.8% of the total respondents strongly agree and agree respectively, that good interpersonal relationship reduces conflict between teachers and students in the schools. 61 respondents that represent 18.6% of total respondent did not make any decision on the statement while 21 and 4 respondents that represent 6.4% and 1.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.90, this indicated that majority of the respondents were of the opinion that good interpersonal relationship reduces conflict between teachers and students in the schools.

Item four investigated the opinions of respondents on whether avoiding disruption behaviours help to reduce conflict between teachers and students in secondary schools. The results shows that 70 and 154 respondents that represent 21.3% and 47% of the total respondents strongly agree and agree respectively that avoiding disruption behaviours help to reduce conflict between teachers and students in secondary schools. 79 respondents that represent 24.1% of total respondent did not make any decision on the statement while 24 and 1 respondent that represent 7.3% and 0.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.95, this indicated that majority of the respondents were of the opinion that avoiding disruption behaviours help to reduce conflict between teachers and students in secondary schools.

Item five sought the opinions of respondents on whetherallowing students to experiment and learn from their own mistakes reduce conflict between teachers and students in secondary schools. The results shows that 70 and 135 respondents that represent 21.3% and

41.2% of the total respondents strongly agree and agree respectively that allowing students to experiment and learn from their own mistakes reduce conflict between teachers and students in secondary schools. 83 respondents that represent 25.3% of total respondent did not make any decision on the statement while 34 and 6 respondents that represent 10.4% and 1.8% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.70, this indicated that majority of the respondents were of the opinion that allowing students to experiment and learn from their own mistakes reduce conflict between teachers and students in secondary schools.

Item six sought the opinions of respondents on whetherpreserving harmony in schools helps to enhance conflict management between teachers and students in secondary schools. The results shows that 82 and 135 respondents that represent 25% and 41.2% of the total respondents strongly agree and agree respectively that preserving harmony in schools helps to enhance conflict management between teachers and students in secondary schools. 73 respondents that represent 22.3% of total respondent did not make any decision on the statement while 32 and 6 respondents that represent 9.8% and 1.8% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.79, this indicated that majority of the respondents were of the opinion that preserving harmony in schools helps to enhance conflict management between teachers and students in secondary schools.

Item seven sought the opinions of respondents on whetherbuilding up social credit for later issues helps to resolve conflict between teachers and students in the secondary school. The results shows that 54 and 157 respondents that represent 16.5% and 47.9% of the total respondents strongly agree and agree respectively, that building up social credit for later

issues helps to resolve conflict between teachers and students in the secondary school. 69 respondents that represent 21% of total respondent did not make any decision on the statement while 44 and 4 respondents that represent 13.4% and 1.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.65, this indicated that majority of the respondents were of the opinion that building up social credit for later issues helps to resolve conflict between teachers and students in the secondary school.

Item eight investigated the opinions of respondents on whethersatisfying the needs of others help to reduce conflict between teachers and students in the schools. The results shows that 39 and 119 respondents that represent 11.9% and 36.3% of the total respondents strongly agree and agree respectively that satisfying the needs of others help to reduce conflict between teachers and students in the schools. 81 respondents that represent 24.7% of total respondent did not make any decision on the statement while 82 and 7 respondents that represent 25% and 2.1% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.31, this indicated that majority of the respondents were of the opinion that satisfying the needs of others help to reduce conflict between teachers and students in the schools.

Item nine investigated the opinions of respondents on whetherestablishing rules and regulation help to reduces conflict between the teachers and students in the secondary school. The results shows that 29 and 77 respondents that represent 8.8% and 23.5% of the total respondents strongly agree and agree respectively that establishing rules and regulation help to reduces conflict between the teachers and students in the secondary school. 83 respondents that represent 25.3% of total respondent did not make any decision on the statement while

102and 37 respondents that represent 31.2% and 11.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 2.87, this indicated that majority of the respondents, to some extent, were of the opinion that establishing rules and regulation help to reduces conflict between the teachers and students in the secondary school.

Finally, item ten sought the opinions of respondents on whetherestablishing guidance and counseling unit helps to reduces conflict between teacher and the student in the schools. The results shows that 31 and 125 respondents that represent 9.5% and 38.1% of the total respondents strongly agree and agree respectively, that establishing guidance and counseling unit helps to reduces conflict between teacher and the student in the schools. 50 respondents that represent 15.2% of total respondent did not make any decision on the statement while 79 and 43 respondents that represent 24.1% and 13.1% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.07, this indicated that majority of the respondents were of the opinion that establishing guidance and counseling unit helps to reduces conflict between teacher and the student in the schools.

**Table 4.6: Opinions of Respondents on theApplication of Competition TechniqueAmong Teachers in Secondary Schools**

| S/N | Item Statements | SA | | A | | U | | D | | SD | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % | F | % | |
| 1 | Establishing high performance contests reduce conflict among teachers in secondary schools. | 85 | 25.9 | 132 | 40.2 | 34 | 10.4 | 47 | 14.3 | 30 | 9.1 | 3.59 |
| 2 | Proper schedule of responsibilities reduce conflict among teachers in secondary schools. | 131 | 39.9 | 167 | 50.9 | 16 | 4.9 | 13 | 4.0 | 1 | 0.3 | 4.26 |
| 3 | Establishing competing goals is a potential source of conflict management among teachers in schools. | 112 | 34.1 | 183 | 55.8 | 18 | 5.5 | 12 | 3.7 | 3 | 0.9 | 4.19 |
| 4 | The uses of initiative contests reduce conflict among teachers in secondary schools. | 107 | 32.6 | 169 | 51.5 | 32 | 9.8 | 16 | 4.9 | 4 | 1.2 | 4.09 |
| 5 | Matching personalities and the work habits of teachers reduce conflict among teachers in secondary schools. | 73 | 22.3 | 176 | 53.7 | 35 | 10.7 | 40 | 12.2 | 4 | 1.2 | 3.84 |
| 6 | Establishing incentive scheme contests help to manage conflict among teachers in secondary schools. | 102 | 31.1 | 126 | 38.4 | 59 | 18.0 | 33 | 10.1 | 8 | 2.4 | 3.86 |
| 7 | Setting up a rewarding standard helps to reduce conflict among teachers in secondary schools. | 105 | 32.0 | 129 | 39.3 | 66 | 20.1 | 26 | 7.9 | 2 | 0.6 | 3.96 |
| 8 | Establishing healthy rivalry in school enhance conflict management among teachers. | 103 | 31.4 | 125 | 38.1 | 46 | 14.0 | 46 | 14.0 | 8 | 2.4 | 3.86 |
| 9 | Commensurate work habit with reward reduces conflict among teachers in secondary schools. | 88 | 26.8 | 80 | 24.4 | 75 | 22.9 | 75 | 22.9 | 10 | 3.0 | 3.50 |
| 10 | Matching experience and responsibility of teachers helps to reduce conflict among teachers in secondary schools. | 111 | 33.8 | 123 | 37.5 | 23 | 7.0 | 61 | 18.6 | 10 | 3.0 | 3.80 |

Table 4.6 shows the opinions of respondents on the application of competition technique for the management of conflict among teachers in Secondary Schools of Kaduna State. Item one sought the opinions of respondents on whetherestablishing high performance contests reduce conflict among teachers in secondary schools. The results shows that 85 and 132 respondents that represent 25.9% and 40.2% of the total respondents strongly agree and agree respectively, that establishing high performance contests reduce conflict among teachers in secondary schools. 34 respondents that represent 10.4% of total respondent did not make any decision on the statement while 47 and 30 respondents that represent 14.3% and 9.1% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.59, this indicated that majority of the respondents were of the opinion thatestablishing high performance contests reduce conflict among teachers in secondary schools.

Item two assessed the opinions of respondents on whetherproper schedule of responsibilities reduce conflict among teachers in secondary schools. The results shows that 131 and 167 respondents that represent 39.9% and 50.9% of the total respondents strongly agree and agree respectively that proper schedule of responsibilities reduce conflict among teachers in secondary schools. 16 respondents that represent 4.9% of total respondent did not make any decision on the statement while 13 and 1 respondents that represent 4% and 0.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 4.26, this indicated that majority of the respondents were of the opinion that proper schedule of responsibilities reduce conflict among teachers in secondary schools.

Item three sought the opinions of respondents on whetherestablishing competing goals is a potential source of conflict management among teachers in schools. The results shows

that 112 and 183 respondents that represent 34.1% and 55.8% of the total respondents strongly agree and agree respectively, that establishing competing goals is a potential source of conflict management among teachers in schools. 18 respondents that represent 5.5% of total respondent did not make any decision on the statement while 12 and 3 respondents that represent 3.7% and 0.9% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 4.19, this indicated that majority of the respondents were of the opinion that establishing competing goals is a potential source of conflict management among teachers in schools.

Item four investigated the opinions of respondents on whether the uses of initiative contests reduce conflict among teachers in secondary schools. The result shows that 107 and 169 respondents that represent 32.6% and 51.5% of the total respondents strongly agree and agree respectively thatthe uses of initiative contests reduce conflict among teachers in secondary schools. 32 respondents that represent 9.8% of total respondent did not make any decision on the statement while 16 and 4 respondents that represent 4.9% and 1.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 4.09, this indicated that majority of the respondents were of the opinion that the uses of initiative contests reduce conflict among teachers in secondary schools.

Item five sought the opinions of respondents on whethermatching personalities and the work habits of teachers reduce conflict among teachers in secondary schools. The results shows that 73 and 176 respondents that represent 22.3% and 53.7% of the total respondents strongly agree and agree respectively that matching personalities and work habits of teachers reduce conflict among teachers in secondary schools. 35 respondents that represent 10.7% of total respondent did not make any decision on the statement while 40 and 4 respondents that

represent 12.2% and 1.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.84, this indicated that majority of the respondents were of the opinion that matching personalities and the work habits of teachers reduce conflict among teachers in secondary schools.

Item six sought the opinions of respondents on whetherestablishing incentive scheme contests help to manage conflict among teachers in secondary schools. The results shows that 102 and 126 respondents that represent 31.1% and 38.4% of the total respondents strongly agree and agree respectively that establishing incentive scheme contests help to manage conflict among teachers in secondary schools. 59 respondents that represent 18% of total respondent did not make any decision on the statement while 33 and 8 respondents that represent 10.1% and 2.4% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.86, this indicated that majority of the respondents were of the opinion that establishing incentive scheme contests help to manage conflict among teachers in secondary schools.

Item seven sought the opinions of respondents on whethersetting up a rewarding standard helps to reduce conflict among teachers in secondary schools. The results shows that 105 and 129 respondents that represent 32% and 39% of the total respondents strongly agree and agree respectively, that setting up a rewarding standard helps to reduce conflict among teachers in secondary schools. 66 respondents that represent 20.1% of total respondent did not make any decision on the statement while 26 and 2 respondents that represent 7.9% and 0.6% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.96, this indicated that majority of the respondents were of the opinion that setting up a rewarding standard helps to reduce conflict among teachers in secondary schools.

Item eight investigated the opinions of respondents on whetherestablishing healthy rivalry in school enhance conflict management among teachers. The results shows that 103 and 125 respondents that represent 31.4% and 38.1% of the total respondents strongly agree and agree respectively that establishing healthy rivalry in school enhance conflict management among teachers. 46 respondents that represent 14% of total respondent did not make any decision on the statement while 46 and 8 respondents that represent 14% and 2.4% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.86, this indicated that majority of the respondents were of the opinion thatestablishing healthy rivalry in school enhance conflict management among teachers.

Item nine investigated the opinions of respondents on whethercommensurate work habit with reward reduces conflict among teachers in secondary schools. The results shows that 88 and 80 respondents that represent 26.8% and 24.4% of the total respondents strongly agree and agree respectively that commensurate work habit with reward reduces conflict among teachers in secondary schools. 75 respondents that represent 22.9% of total respondent did not make any decision on the statement while 75 and 10 respondents that represent 22.9% and 3.0% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.50, this indicated that majority of the respondents were of the opinion that commensurate work habit with reward reduces conflict among teachers in secondary schools.

Finally, item ten sought the opinions of respondents on whethermatching experience and responsibility of teachers helps to reduce conflict among teachers in secondary schools. The results shows that 111 and 123 respondents that represent 33.8% and 37.5% of the total respondents strongly agree and agree respectively, that matching experience and

responsibility of teachers helps to reduce conflict among teachers in secondary schools. 23 respondents that represent 7% of total respondent did not make any decision on the statement while 61 and 10 respondents that represent 18.6% and 3.0% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.80, this indicated that majority of the respondents were of the opinion that matching experience and responsibility of teachers helps to reduce conflict among teachers in secondary schools.

**Table 4.7: Opinions of Respondents on the Application of Catharsis TechniqueAmong Students in Secondary Schools in Kaduna State**

| S/N | Item Statements | SA | | A | | U | | D | | SD | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % | F | % | |
| 1 | Assigning responsibilities to students help to reduce conflict among students in secondary schools. | 92 | 28.0 | 152 | 46.3 | 31 | 9.5 | 47 | 14.3 | 6 | 1.8 | 3.84 |
| 2 | Involvements of aggressive students in athletics help to manage conflict among students. | 110 | 33.5 | 136 | 41.5 | 17 | 5.2 | 60 | 18.3 | 4 | 1.2 | 3.90 |
| 3 | Availability of adequate instructional materials help to reduces conflict among students in secondary schools. | 65 | 19.8 | 108 | 32.9 | 43 | 13.1 | 95 | 29.0 | 17 | 5.2 | 3.36 |
| 4 | Establishing conducive learning environment reduces conflict among students in schools. | 57 | 17.4 | 107 | 32.6 | 49 | 14.9 | 102 | 31.1 | 13 | 4.0 | 3.28 |
| 5 | Establishment of religious clubs in schools help to manage conflict among students | 37 | 11.3 | 121 | 36.9 | 53 | 16.2 | 98 | 29.9 | 19 | 5.8 | 3.18 |
| 6 | Adequate provisions of recreational facilities reduce conflict among students in the secondary school | 82 | 25.0 | 90 | 27.4 | 53 | 16.2 | 89 | 27.1 | 14 | 4.3 | 3.42 |
| 7 | Involvement of students in inter – house competition help to manage conflict among secondary school students. | 38 | 11.6 | 128 | 39.0 | 47 | 14.3 | 95 | 29.0 | 20 | 6.1 | 3.47 |
| 8 | Provision of adequate seats and tables reduce conflict among students in secondary schools. | 43 | 13.1 | 113 | 34.5 | 57 | 17.4 | 101 | 30.8 | 14 | 4.3 | 3.21 |
| 9 | Availability of space of convenience reduces conflict among students in secondary schools. | 52 | 15.9 | 108 | 32.9 | 54 | 16.5 | 97 | 29.6 | 17 | 5.2 | 3.25 |
| 10 | Availability of library and laboratory facilities reduce conflict among students. | 76 | 23.2 | 77 | 23.5 | 68 | 20.7 | 84 | 25.6 | 23 | 7.0 | 3.30 |

Table 4.7shows the opinions of respondents on the application of catharsis technique for the management of conflict among students in Secondary Schools of Kaduna State. Item one sought the opinions of respondents on whetherassigning responsibilities to students help to reduce conflict among students in secondary schools. The results shows that 92 and 152 respondents that represent 28% and 46% of the total respondents strongly agree and agree respectively, that assigning responsibilities to students help to reduce conflict among students in secondary schools. 31 respondents that represent 9.5% of total respondent did not make any decision on the statement while 47 and 6 respondents that represent 14.3% and 1.8% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.84, this indicated that majority of the respondents were of the opinion thatassigning responsibilities to students help to reduce conflict among students in secondary schools.

Item two assessed the opinions of respondents on whetherinvolvements of aggressive students in athletics help to manage conflict among students. The results shows that 110 and 136 respondents that represent 33.5% and 41.5% of the total respondents strongly agree and agree respectively that involvements of aggressive students in athletics help to manage conflict among students. 17 respondents that represent 5.2% of total respondent did not make any decision on the statement while 60 and 4 respondents that represent 18.3% and 1.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.90, this indicated that majority of the respondents were of the opinion that involvements of aggressive students in athletics help to manage conflict among students.

Item three sought the opinions of respondents on whetheravailability of adequate instructional materials help to reduces conflict among students in secondary schools. The

results shows that 65 and 108 respondents that represent 19.8% and 32.9% of the total respondents strongly agree and agree respectively, that availability of adequate instructional materials help to reduces conflict among students in secondary schools. 43 respondents that represent 13.1% of total respondent did not make any decision on the statement while 95 and 17 respondents that represent 29% and 5.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.36, this indicated that majority of the respondents were of the opinion that availability of adequate instructional materials help to reduces conflict among students in secondary schools.

Item four investigated the opinions of respondents on whether establishing conducive learning environment reduces conflict among students in secondary schools. The results shows that 57 and 107 respondents that represent 17.4% and 32.6% of the total respondents strongly agree and agree respectively thatestablishing conducive learning environment reduces conflict among students in secondary schools. 49 respondents that represent 14.9% of total respondent did not make any decision on the statement while 102 and 13 respondents that represent 31.1% and 4% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.28, this indicated that majority of the respondents were of the opinion that establishing conducive learning environment reduces conflict among students in secondary schools.

Item five sought the opinions of respondents on whetherestablishment of religious clubs in schools help to manage conflict among students. The results shows that 37 and 121 respondents that represent 11.3% and 36.9% of the total respondents strongly agree and agree respectively that establishment of religious clubs in schools help to manage conflict among students. 53 respondents that represent 16.2% of total respondent did not make any decision

on the statement while 98 and 19 respondents that represent 29.9% and 5.8% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.18, this indicated that majority of the respondents were of the opinion that establishment of religious clubs in schools help to manage conflict among students.

Item six sought the opinions of respondents on whetheradequate provisions of recreational facilities reduce conflict among students in the secondary school. The results shows that 82 and 90 respondents that represent 25% and 27.4% of the total respondents strongly agree and agree respectively that adequate provisions of recreational facilities reduce conflict among students in the secondary school. 53 respondents that represent 16.2% of total respondent did not make any decision on the statement while 89 and 14 respondents that represent 27.1% and 4.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.42, this indicated that majority of the respondents were of the opinion that adequate provisions of recreational facilities reduce conflict among students in the secondary school.

Item seven sought the opinions of respondents on whetherinvolvement of students in inter – house competition help to manage conflict among secondary school students. The results shows that 38 and 128 respondents that represent 11.6% and 39% of the total respondents strongly agree and agree respectively, that involvement of students in inter – house competition help to manage conflict among secondary school students. 47 respondents that represent 14.3% of total respondent did not make any decision on the statement while 95 and 20 respondents that represent 29% and 6.1% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.47, this indicated

that majority of the respondents were of the opinion that involvement of students in inter – house competition help to manage conflict among secondary school students.

Item eight investigated the opinions of respondents on whetherprovision of adequate seats and tables reduce conflict among students in secondary schools. The results shows that 43 and 113 respondents that represent 13.1% and 34.5% of the total respondents strongly agree and agree respectively that provision of adequate seats and tables reduce conflict among students in secondary schools. 57 respondents that represent 17.4% of total respondent did not make any decision on the statement while 101 and 14 respondents that represent 30.8% and 4.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.21, this indicated that majority of the respondents were of the opinion thatprovision of adequate seats and tables reduce conflict among students in secondary schools.

Item nine investigated the opinions of respondents on whetheravailability of space of convenience reduces conflict among students in secondary schools. The results shows that 52 and 108 respondents that represent 15.9% and 32.9% of the total respondents strongly agree and agree respectively that availability of space of convenience reduces conflict among students in secondary schools. 54 respondents that represent 16.5% of total respondent did not make any decision on the statement while 97 and 17 respondents that represent 29.6% and 5.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.25, this indicated that majority of the respondents were of the opinion that availability of space of convenience reduces conflict among students in secondary schools.

Finally, item ten sought the opinions of respondents on whetheravailability of library and laboratory facilities reduce conflict among students. The results shows that 76 and 77 respondents that represent 23.2% and 23.5% of the total respondents strongly agree and agree respectively, that availability of library and laboratory facilities reduce conflict among students. 68 respondents that represent 20.7% of total respondent did not make any decision on the statement while 84 and 23 respondents that represent 25.6% and 7% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.30, this indicated that majority of the respondents were of the opinion that availability of library and laboratory facilities reduce conflict among students.

**Table 4.8: Opinions of Respondents on theApplication of Compromise Techniquebetween School Management and Students in Secondary Schools in Kaduna State**

| S/N | Item Statements | SA | | A | | U | | D | | SD | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % | F | % | |
| 1 | Tension lowering enhances conflict management between school management and students in schools. | 131 | 39.9 | 108 | 32.9 | 21 | 6.4 | 54 | 16.5 | 14 | 4.3 | 3.88 |
| 2 | Establishing clear rules and regulations help to reduce conflict between the school management and students in the secondary school | 84 | 25.6 | 134 | 40.9 | 56 | 17.1 | 40 | 12.2 | 14 | 4.3 | 3.71 |
| 3 | Control of cliques help to reduce conflict between students and school management. | 212 | 64.6 | 48 | 14.6 | 48 | 14.6 | 20 | 6.1 | - | - | 4.38 |
| 4 | Being sensitive to students' grievances reduce conflict between the students and school management. | 81 | 24.7 | 180 | 54.9 | 26 | 7.9 | 34 | 10.4 | 7 | 2.1 | 4.78 |
| 5 | Stress reduction reduces conflict between the students and school management. | 54 | 16.5 | 143 | 43.6 | 55 | 16.8 | 62 | 18.9 | 14 | 4.3 | 3.49 |
| 6 | The use of win-win solution manages conflict between students and the school management. | 106 | 32.3 | 163 | 49.7 | 24 | 7.3 | 35 | 10.7 | - | - | 4.04 |
| 7 | Curricular activities help to manage conflict between the school management and students in the school. | 94 | 28.7 | 163 | 49.7 | 30 | 9.1 | 41 | 12.5 | - | - | 3.95 |
| 8 | Building trust in schools help to reduces conflict between the school management and students in school. | 78 | 23.8 | 140 | 42.7 | 48 | 14.6 | 53 | 16.2 | 9 | 2.7 | 3.69 |
| 9 | Avoidance of lose-lose situation helps to reduces conflict between the school management and students. | 54 | 16.5 | 101 | 30.8 | 81 | 24.7 | 84 | 25.6 | 8 | 2.4 | 3.33 |
| 10 | Faster disagreement resolution helps to reduce conflict between the school management and students | 97 | 29.6 | 58 | 17.7 | 70 | 21.3 | 68 | 20.7 | 35 | 10.7 | 3.35 |

Table 4.8 shows the opinions of respondents on the application of compromise technique for the management of conflict between school management and students in Secondary Schools of Kaduna State. Item one sought the opinions of respondents on whethertension lowering enhances conflict management between school management and students in secondary schools. The results shows that 131 and 108 respondents that represent 39.9% and 32.9% of the total respondents strongly agree and agree respectively, that tension lowering enhances conflict management between school management and students in secondary schools. 21 respondents that represent 6.4% of total respondent did not make any decision on the statement while 54 and 14 respondents that represent 16.5% and 4.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.88, this indicated that majority of the respondents were of the opinion that tension lowering enhances conflict management between school management and students in secondary schools.

Item two assessed the opinions of respondents on whetherestablishing unambiguous rules and regulations help to reduce conflict between the school management and students in the secondary school. The results shows that 84 and 134 respondents that represent 25.6% and 40.9% of the total respondents strongly agree and agree respectively that establishing unambiguous rules and regulations help to reduce conflict between the school management and students in the secondary school. 56 respondents that represent 17.1% of total respondent did not make any decision on the statement while 40 and 14 respondents that represent 12.2% and 4.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.71, this indicated that majority of the respondents were of

the opinion that establishing unambiguous rules and regulations help to reduce conflict between the school management and students in the secondary school.

Item three sought the opinions of respondents on whethercontrol of cliques help to reduce conflict between students and school management in the secondary school. The results shows that 212 and 48 respondents that represent 64.6% and 14.6% of the total respondents strongly agree and agree respectively, that control of cliques help to reduce conflict between students and school management in the secondary school. 48 respondents that represent 14.6% of total respondent did not make any decision on the statement while 20 respondents that represent 6.1% of the total respondents disagree with the statement. With the mean score of 4.38, this indicated that majority of the respondents were of the opinion that control of cliques help to reduce conflict between students and school management in the secondary school.

Item four investigated the opinions of respondents on whether being sensitive to students' grievances reduce conflict between the students and school management. The results shows that 81 and 180 respondents that represent 24.7% and 54.9% of the total respondents strongly agree and agree respectively that being sensitive to students' grievances reduce conflict between the students and school management. 26 respondents that represent 7.9% of total respondent did not make any decision on the statement while 34 and 7 respondents that represent 10.4% and 2.1% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 4.78, this indicated that majority of the respondents were of the opinion that being sensitive to students' grievances reduce conflict between the students and school management.

Item five sought the opinions of respondents on whetherstress reduction reduces conflict between the students and school management. The results shows that 54 and 143 respondents that represent 16.5% and 43.6% of the total respondents strongly agree and agree respectively that stress reduction reduces conflict between the students and school management. 55 respondents that represent 16.8% of total respondent did not make any decision on the statement while 62 and 14 respondents that represent 18.9% and 4.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.49, this indicated that majority of the respondents were of the opinion that stress reduction reduces conflict between the students and school management.

Item six sought the opinions of respondents on whetherthe use of win-win solution manages conflict between the school management and students. The results shows that 106 and 163 respondents that represent 32.3% and 49.7% of the total respondents strongly agree and agree respectively that the use of win-win solution manages conflict between the school management and students. 24 respondents that represent 7.3% of total respondent did not make any decision on the statement while 35 respondents that represent 10.7 of the total respondents disagree with the statement. With the mean score of 4.04, this indicated that majority of the respondents were of the opinion that the use of win-win solution manages conflict between the school management and students.

Item seven sought the opinions of respondents on whethercurricular activities help to manage conflict between the school management and students in the secondary school. The results shows that 94 and 163 respondents that represent 28.7% and 49.7% of the total respondents strongly agree and agree respectively, that curricular activities help to manage conflict between the school management and students in the secondary school. 30 respondents

that represent 9.1% of total respondent did not make any decision on the statement while 41 respondents that represent 12.5% of the total respondents disagree with the statement. With the mean score of 3.95, this indicated that majority of the respondents were of the opinion that curricular activities help to manage conflict between the school management and students in the secondary school.

Item eight investigated the opinions of respondents on whetherbuilding trust in schools help to reduces conflict between the school management and students in the secondary school. The results shows that 78 and 140 respondents that represent 23.8% and 42.7% of the total respondents strongly agree and agree respectively that building trust in schools help to reduces conflict between the school management and students in the secondary school. 48 respondents that represent 14.6% of total respondent did not make any decision on the statement while 53 and 9 respondents that represent 16.2% and 2.7% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.69, this indicated that majority of the respondents were of the opinion thatbuilding trust in schools help to reduces conflict between the school management and students in the secondary school.

Item nine investigated the opinions of respondents on whetheravoidance of lose-lose situation helps to reduces conflict between the school management and students. The results shows that 54 and 101 respondents that represent 16.5% and 30.8% of the total respondents strongly agree and agree respectively that avoidance of lose-lose situation helps to reduces conflict between the school management and students. 81 respondents that represent 24.7% of total respondent did not make any decision on the statement while 84 and 8 respondents that represent 25.6% and 2.4% of the total respondents disagree and strongly disagree respectively

with the statement. With the mean score of 3.33, this indicated that majority of the respondents were of the opinion that avoidance of lose-lose situation helps to reduces conflict between the school management and students.

Finally, item ten sought the opinions of respondents on whetherfaster disagreement resolution helps to reduce conflict between the school management and students. The results shows that 97 and 58 respondents that represent 29.6% and 17.7% of the total respondents strongly agree and agree respectively, that faster disagreement resolution helps to reduce conflict between the school management and students. 70 respondents that represent 21.3% of total respondent did not make any decision on the statement while 68 and 35 respondents that represent 20.7% and 10.7% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.35, this indicated that majority of the respondents were of the opinion that faster disagreement resolution helps to reduce conflict between the school management and student.

**Table 4.9: Opinions of Respondents on theApplication of Avoidance Techniquebetween School and Local Community in Secondary Schools in Kaduna State**

| S/N | Item Statements | SA | | A | | U | | D | | SD | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % | F | % | |
| **1** | Avoidance of victimization helps to reduce conflict between the school and local community. | 48 | 14.6 | 101 | 30.8 | 40 | 12.2 | 82 | 25.0 | 57 | 17.4 | 3.24 |
| **2** | Delegating controversial decisions help to resolve conflict between the school and community. | 110 | 33.5 | 132 | 40.2 | 34 | 10.4 | 45 | 13.7 | 7 | 2.1 | 3.89 |
| **3** | Accepting default decisions helps to manage conflict between school and community. | 119 | 36.3 | 173 | 52.7 | 14 | 4.3 | 22 | 6.7 | - | - | 4.19 |
| **4** | Not wanting to hurt anyone's feelings helps to resolve conflict between school management and local community. | 110 | 33.5 | 169 | 51.5 | 24 | 7.3 | 22 | 6.7 | 3 | 0.9 | 4.10 |
| **5** | Involvement of Parent Teachers Association (PTA) in students discipline helps to resolve conflict between school and community. | 88 | 26.8 | 165 | 50.3 | 41 | 12.5 | 30 | 9.1 | 4 | 1.2 | 3.92 |
| **6** | Making available school facilities for community uses reduce conflict between the school and community. | 51 | 15.5 | 142 | 43.3 | 53 | 16.2 | 78 | 23.8 | 4 | 1.2 | 3.48 |
| **7** | Appeal approval resolves conflict between school and local community. | 63 | 19.2 | 122 | 37.2 | 58 | 17.7 | 65 | 19.8 | 20 | 6.1 | 3.44 |
| **8** | Sidesteps of trivia issues help to reduce conflict between the school and local community. | 78 | 23.8 | 120 | 36.6 | 39 | 11.9 | 56 | 17.1 | 35 | 10.7 | 3.46 |
| **9** | Respect for norms and values of the community help to reduces conflict between the school and local community. | 104 | 31.7 | 150 | 45.7 | 48 | 14.6 | 23 | 7.0 | 3 | 0.9 | 4.02 |
| **10** | Paying more attention to important issues help to reduce conflict between school management and local community. | 65 | 19.8 | 111 | 33.8 | 54 | 16.5 | 87 | 26.5 | 11 | 3.3 | 3.42 |

Table 4.9 shows the opinions of respondents on the application of avoidance technique for the management of conflict between school management and local community in Secondary Schools in Kaduna State. Item one sought the opinions of respondents on whetheravoidance of victimization helps to reduce conflict between the school and local community. The results shows that 48 and 101 respondents that represent 14.6% and 30.8% of the total respondents strongly agree and agree respectively, that avoidance of victimization helps to reduce conflict between the school and local community. 40 respondents that represent 12.2% of total respondent did not make any decision on the statement while 82 and 57 respondents that represent 25% and 17.4% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.24, this indicated that majority of the respondents were of the opinion that avoidance of victimization helps to reduce conflict between the school and local community.

Item two assessed the opinions of respondents on whetherdelegating controversial decisions help to resolve conflict between the school and local community. The results shows that 110 and 132 respondents that represent 33.5% and 40.2% of the total respondents strongly agree and agree respectively that delegating controversial decisions help to resolve conflict between the school and local community. 34 respondents that represent 10.4% of total respondent did not make any decision on the statement while 45 and 7 respondents that represent 13.7% and 2.1% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.89, this indicated that majority of the respondents were of the opinion that delegating controversial decisions help to resolve conflict between the school and local community.

Item three sought the opinions of respondents on whetheraccepting default decisions helps to manage conflict between the school and local community. The results shows that 119 and 173 respondents that represent 36.3% and 52.7% of the total respondents strongly agree and agree respectively, that accepting default decisions helps to manage conflict between the school and local community. 14 respondents that represent 4.3% of total respondent did not make any decision on the statement while 22 respondents that represent 6.7%of the total respondents disagree with the statement. With the mean score of 4.19, this indicated that majority of the respondents were of the opinion that accepting default decisions helps to manage conflict between the school and local community.

Item four investigated the opinions of respondents on whether not wanting to hurt anyone's feelings helps to resolve conflict between school management and local community. The results shows that 110 and 169 respondents that represent 33.5% and 51.5% of the total respondents strongly agree and agree respectively thatnot wanting to hurt anyone's feelings helps to resolve conflict between school management and local community. 24 respondents that represent 7.3% of total respondent did not make any decision on the statement while 22 and 3 respondents that represent 6.7% and 0.9% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 4.10, this indicated that majority of the respondents were of the opinion that not wanting to hurt anyone's feelings helps to resolve conflict between school management and local community.

Item five sought the opinions of respondents on whetherinvolvement of parent teachers association (PTA) in students discipline helps to resolve conflict between the school and local community. The results shows that 88 and 165 respondents that represent 26.8% and 50.3% of the total respondents strongly agree and agree respectively that involvement of

parent teachers association (PTA) in students discipline helps to resolve conflict between the school and local community. 41 respondents that represent 12.5% of total respondent did not make any decision on the statement while 30 and 4 respondents that represent 9.1% and 1.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.92, this indicated that majority of the respondents were of the opinion that involvement of parent teachers association (PTA) in students discipline helps to resolve conflict between the school and local community.

Item six sought the opinions of respondents on whethermaking available school facilities for community uses reduce conflict between the school and community. The results shows that 51 and 142 respondents that represent 15.5% and 43.3% of the total respondents strongly agree and agree respectively that making available school facilities for community uses reduce conflict between the school and community. 53 respondents that represent 16.2% of total respondent did not make any decision on the statement while 78 and 4 respondents that represent 23.8% and 1.2% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.48, this indicated that majority of the respondents were of the opinion that making available school facilities for community uses reduce conflict between the school and community.

Item seven sought the opinions of respondents on whetherappeal approval resolves conflict between school management and local community. The results shows that 63 and 122 respondents that represent 19.2% and 37.2% of the total respondents strongly agree and agree respectively, that appeal approval resolves conflict between school management and local community. 58 respondents that represent 17.7% of total respondent did not make any decision on the statement while 65 and 20 respondents that represent 19.8% and 6.1% of the

total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.44, this indicated that majority of the respondents were of the opinion that appeal approval resolves conflict between school management and local community.

Item eight investigated the opinions of respondents on whethersidesteps of trivia issues help to reduce conflict between the school and local community. The results shows that 78 and 120 respondents that represent 23.8% and 36.6% of the total respondents strongly agree and agree respectively that sidesteps of trivia issues help to reduce conflict between the school and local community. 39 respondents that represent 11.9% of total respondent did not make any decision on the statement while 56 and 35 respondents that represent 17.1% and 10.7% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.46, this indicated that majority of the respondents were of the opinion thatsidesteps of trivia issues help to reduce conflict between the school and local community.

Item nine investigated the opinions of respondents on whetherrespect for norms and values of the community help to reduces conflict between the school and local community. The results shows that 104 and 150 respondents that represent 31.7% and 45.7% of the total respondents strongly agree and agree respectively that respect for norms and values of the community help to reduces conflict between the school and local community. 48 respondents that represent 14.6% of total respondent did not make any decision on the statement while 23 and 3 respondents that represent 7% and 0.9% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 4.02, this indicated that majority of the respondents were of the opinion that respect for norms and values of the community help to reduces conflict between the school and local community.

Finally, item ten sought the opinions of respondents on whetherpaying more attention to important issues help to reduce conflict between school management and local community. The results shows that 65 and 111 respondents that represent 19.8% and 33.8% of the total respondents strongly agree and agree respectively, that paying more attention to important issues help to reduce conflict between school management and local community. 54 respondents that represent 16.5% of total respondent did not make any decision on the statement while 87 and 11 respondents that represent 26.5% and 3.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.42, this indicated that majority of the respondents were of the opinion that paying more attention to important issues could help to reduce conflict between school management and local community.

**Table 4.10: Opinions of Respondents on theApplication of Collaboration Technique Between Teachers and Ministry of Education Officials in Secondary Schools in Kaduna State**

| S/N | Item Statements | SA | | A | | U | | D | | SD | | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % | F | % | |
| 1 | Establishing high level of trust helps to reduce conflict between teachers and Ministry of Education officials. | 69 | 21.0 | 101 | 30.8 | 59 | 18.0 | 76 | 23.2 | 23 | 7.0 | 3.36 |
| 2 | Good interpersonal relationship helps to reduce conflict between the teacher and ministry of education officials. | 38 | 11.6 | 120 | 36.6 | 38 | 11.6 | 91 | 27.7 | 41 | 12.6 | 3.17 |
| 3 | Intervention of the third party helps to reduce conflicts between the teachers and inspectors. | 94 | 28.7 | 131 | 39.9 | 31 | 9.5 | 63 | 19.2 | 9 | 2.8 | 3.74 |
| 4 | The use of reconciliation helps to managed conflict between teachers and ministry officials. | 83 | 25.3 | 157 | 47.9 | 24 | 7.3 | 57 | 17.4 | 7 | 2.1 | 3.79 |
| 5 | Collaborating with staff help to manage conflict between the teachers and MOE official. | 99 | 30.2 | 151 | 46.0 | 38 | 11.6 | 39 | 11.9 | 1 | 0.3 | 3.94 |
| 6 | Involvement of teachers in decision making that affect them reduces conflict between teachers and MOE officials. | 55 | 16.8 | 100 | 30.5 | 82 | 25.0 | 83 | 25.3 | 8 | 2.4 | 3.34 |
| 7 | Effective communication network helps to resolve conflict between teachers and MOE officials. | 99 | 30.2 | 67 | 20.4 | 60 | 18.3 | 69 | 21.0 | 33 | 10.1 | 3.40 |
| 8 | Use of democratic supervision helps to manage conflict between teachers and Ministry of Education officials. | 51 | 15.5 | 97 | 29.6 | 40 | 12.2 | 82 | 25.0 | 58 | 17.7 | 3.35 |
| 9 | Conflict with the Ministry could be resolved if teachers are dedicated to their duties. | 93 | 28.4 | 147 | 44.8 | 34 | 10.4 | 47 | 14.3 | 7 | 2.1 | 3.83 |
| 10 | Mutual respect helps to reduce conflict between teacher and the ministry of education officials. | 111 | 33.8 | 177 | 54.0 | 18 | 5.5 | 22 | 6.7 | - | - | 4.15 |

Table 4.10 shows the opinions of respondents on the application of collaboration technique for the management of conflict betweenteachers and Ministry of Education Officials in Kaduna State. Item one sought the opinions of respondents on whetherestablishing high level of trust helps to reduce conflict between teachers and ministry of education officials. The results shows that 69 and 101 respondents that represent 21% and 30.8% of the total respondents strongly agree and agree respectively, that establishing high level of trust helps to reduce conflict between teachers and ministry of education officials. 59 respondents that represent 18% of total respondent did not make any decision on the statement while 76 and 23 respondents that represent 23.2% and 7% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.36, this indicated that majority of the respondents were of the opinion that establishing high level of trust helps to reduce conflict between teachers and ministry of education officials.

Item two assessed the opinions of respondents on whethergood interpersonal relationship helps to reduce conflict between the teacher and ministry of education officials. The results shows that 38 and 120 respondents that represent 11.6% and 36.6% of the total respondents strongly agree and agree respectively that good interpersonal relationship helps to reduce conflict between the teacher and ministry of education officials. 38 respondents that represent 11.6% of total respondent did not make any decision on the statement while 91 and 41 respondents that represent 27.7% and 12.6% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.17, this indicated that majority of the respondents were of the opinion that good interpersonal relationship helps to reduce conflict between the teacher and ministry of education officials.

Item three sought the opinions of respondents on whetherintervention of the third party helps to reduce conflicts between the teachers and inspectors. The results shows that 94 and 131 respondents that represent 28.7% and 39.9% of the total respondents strongly agree and agree respectively, that intervention of the third party helps to reduce conflicts between the teachers and inspectors. 31 respondents that represent 9.5% of total respondent did not make any decision on the statement while 63 and 9 respondents that represent 19.2% and 2.8% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.74, this indicated that majority of the respondents were of the opinion that intervention of the third party helps to reduce conflicts between the teachers and inspectors.

Item four investigated the opinions of respondents on whether the use of reconciliation helps to manage conflict between teachers and ministry officials. The results shows that 83 and 157 respondents that represent 25.3% and 47.9% of the total respondents strongly agree and agree respectively thatthe use of reconciliation helps to manage conflict between teachers and ministry officials. 24 respondents that represent 7.3% of total respondent did not make any decision on the statement while 57 and 7 respondents that represent 17.4% and 2.1% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.79, this indicated that majority of the respondents were of the opinion that the use of reconciliation helps to managed conflict between teachers and ministry officials.

Item five sought the opinions of respondents on whethercollaborating with staff help to manage conflict between the teachers and ministry of education official. The results shows that 99 and 151 respondents that represent 30.2% and 46% of the total respondents strongly agree and agree respectively that collaborating with staff help to manage conflict between the

teachers and ministry of education official. 38 respondents that represent 11.6% of total respondent did not make any decision on the statement while 39 and 1 respondents that represent 11.89% and 0.3% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.94, this indicated that majority of the respondents were of the opinion that collaborating with staff help to manage conflict between the teachers and ministry of education officials.

Item six sought the opinions of respondents on whether making available school facilities for community uses reduce conflict between the school and community. The results shows that 55 and 100 respondents that represent 16.8% and 30.5% of the total respondents strongly agree and agree respectively that making available school facilities for community use reduce conflict between the school and community. 82 respondents that represent 25% of total respondent did not make any decision on the statement while 83 and 8 respondents that represent 25.3% and 2.4% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.34, this indicated that majority of the respondents were of the opinion that making available school facilities for community uses reduce conflict between the school and community.

Item seven sought the opinions of respondents on whetherinvolvement of teachers in decision making that affect them reduces conflict between teachers and ministry of education official. The results shows that 99 and 67 respondents that represent 30.2% and 20.4% of the total respondents strongly agree and agree respectively, that involvement of teachers in decision making that affect them reduces conflict between teachers and ministry of education official. 60 respondents that represent 18.3% of total respondent did not make any decision on the statement while 69 and 33 respondents that represent 21% and 10.1% of the total

respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.40, this indicated that majority of the respondents were of the opinion that involvement of teachers in decision making that affect them reduces conflict between teachers and ministry of education official.

Item eight investigated the opinions of respondents on whetheruse of democratic supervision helps to manage conflict between teachers and ministry of education officials. The results shows that 51 and 97 respondents that represent 15.5% and 29.6% of the total respondents strongly agree and agree respectively that use of democratic supervision helps to manage conflict between teachers and ministry of education officials. 40 respondents that represent 12.2% of total respondent did not make any decision on the statement while 82 and 58 respondents that represent 25% and 17.7% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.35, this indicated that majority of the respondents were of the opinion thatuse of democratic supervision helps to manage conflict between teachers and ministry of education officials.

Item nine investigated the opinions of respondents on whetherconflict with the ministry could be resolved if teachers are dedicated to their duties. The results shows that 93 and 147 respondents that represent 28.4% and 44.8% of the total respondents strongly agree and agree respectively that conflict with the ministry could be resolved if teachers are dedicated to their duties. 34 respondents that represent 10.4% of total respondent did not make any decision on the statement while 47 and 7 respondents that represent 14.3% and 2.1% of the total respondents disagree and strongly disagree respectively with the statement. With the mean score of 3.83, this indicated that majority of the respondents were of the

opinion that conflict with the ministry could be resolved if teachers are dedicated to their duties.

Finally, item ten sought the opinions of respondents on whethermutual respect helps to reduce conflict between teacher and the ministry of education officials. The results shows that 111 and 177 respondents that represent 33.8% and 54% of the total respondents strongly agree and agree respectively, that mutual respect helps to reduce conflict between teacher and the ministry of education officials. 18 respondents that represent 5.5% of total respondent did not make any decision on the statement while 22 respondents that represent 6.7% of the total respondents disagree with the statement. With the mean score of 4.15, this indicated that majority of the respondents were of the opinion that mutual respect helps to reduce conflict between teacher and the ministry of education officials.

### 4.4 Hypotheses Testing

This section presents the summary of hypotheses testing in line with the raised objectives and formulated null hypotheses of the study. Six (6) hypotheses were formulated and tested. The hypotheses were tested by the use of parametric statistics of One-Way Analysis of Variance (ANOVA) at 0.05 percent level of significance. By this, when the probability value was lower than 0.05 level of significance set for the study, the hypothesis was rejected, but when the probability value was higher than the level of significance, the hypothesis was retained.

### Hypothesis 1

There is no significant difference in the opinions of teachers, principals and Ministry of Education Officials on the application of accommodation techniquebetween teachers and students in Secondary Schools in Kaduna State. Item 1-10 in the questionnaire are related to

this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in table 4.11.

**Table 4.11: Summary of One-Way Analysis of Variance (ANOVA) on theApplication of Accommodation Technique between Teachers and Students in Secondary Schools in Kaduna State.**

| Variable | Sum of Squares | Df | Mean Square | F-ratio | F-crit. | P-Value |
|---|---|---|---|---|---|---|
| Between Groups | 3.953 | 2 | 1.976 | 1.303 | 3.03 | 0.39 |
| Within Groups | 492.692 | 325 | 1.516 | | | |
| **Total** | **496.645** | **327** | | | | |

**P<0.05**

Table 4.11 shows Analysis of Variance (ANOVA) test revealed that the calculated F-ratio value of 1.303 is less than the 3.03 F-critical value while the calculated P-value of 0.39 is greater than 0.05 level of significant set for the study. The null hypothesis is hereby retained. Therefore, thereis no significant difference in the opinions of teachers, principals and Ministry of Education Officials on the application of accommodation technique between teachers and students in Secondary Schools in Kaduna State.

**Hypothesis 2**

There is no significant difference in the opinions of teachers, principals and ministry of education officials on the application of competition technique among teachers in Secondary Schools in Kaduna State. Item 11-20 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in table 4.12.

**Table 4.12: Summary of One-Way Analysis of Variance (ANOVA) on theApplication of Competition Technique among Teachers in Secondary Schools in Kaduna State.**

| Variable | Sum of Squares | Df | Mean Square | F-ratio | F-crit. | P-Value |
|---|---|---|---|---|---|---|
| Between Groups | 1.734 | 2 | 0.867 | 0.828 | 3.03 | 0.53 |
| Within Groups | 340.405 | 325 | 1.047 | | | |
| **Total** | **342.139** | **327** | | | | |

**P<0.05**

Table 4.12 shows Analysis of Variance (ANOVA) test revealed that the calculated F-ratio value of 0.828 is less than the 3.03 F-critical value while the calculated P-value of 0.53 is greater than 0.05 level of significant set for the study. The null hypothesis is hereby retained. Therefore, thereis no significant difference in the opinions of teachers, principals and ministry of education officials on the application of competition technique among teachers in Secondary Schools in Kaduna State.

**Hypothesis 3**

There is no significant difference in the opinions of teachers, principals and ministry of education officials on the application of catharsis technique among students in Secondary Schools in Kaduna State. Item 21-30 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in table 4.13.

**Table 4.13: Summary of One-Way Analysis of Variance (ANOVA) on the Application of Catharsis Technique among Students in Secondary Schools in Kaduna State.**

| Variable | Sum of Squares | Df | Mean Square | F-ratio | F-crit. | P-Value |
|---|---|---|---|---|---|---|
| Between Groups | 1.357 | 2 | 0.679 | | | |
| | | | | 0.289 | 3.03 | 0.79 |
| Within Groups | 763.100 | 325 | 2.348 | | | |
| **Total** | **764.457** | **327** | | | | |

**P<0.05**

Table 4.13 shows Analysis of Variance (ANOVA) test. It revealed that the calculated F-ratio value of 0.289 is less than the 3.03 F-critical value while the calculated P-value of 0.79 is greater than 0.05 level of significant set for the study. The null hypothesis is hereby retained. Therefore, thereis no significant difference in the opinions of teachers, principals and ministry of education officials on the application of catharsis technique among students in Secondary Schools in Kaduna State.

**Hypothesis 4**

There is no significant difference in the opinions of teachers, principals and ministry of education officials on the application of compromise technique between school management and students in Secondary Schools in Kaduna State. Item 31-40 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in Table 4.14 below.

**Table 4.14: Summary of One-Way Analysis of Variance (ANOVA) on the Application of Compromise Techniquebetween School Management and Students inSecondary Schools in Kaduna State.**

| Variable | Sum of Squares | Df | Mean Square | F-ratio | F-crit. | P-Value |
|---|---|---|---|---|---|---|
| Between Groups | 4.394 | 2 | 2.197 | | | |
| | | | | 0.504 | 3.03 | 0.53 |
| Within Groups | 1417.325 | 325 | 4.361 | | | |
| **Total** | **1421.719** | **327** | | | | |

**P<0.05**

Table 4.14 shows the Analysis of Variance (ANOVA) test. Itrevealed that the calculated F-ratio value of 0.504 is less than the 3.03 F-critical value while the calculated P-value of 0.53 is greater than 0.05 level of significant set for the study. The null hypothesis is hereby retained. Therefore, thereis no significant difference in the opinions of teachers, principals and ministry of education officials on the application of compromise technique between school management and students in Secondary Schools in Kaduna State.

**Hypothesis 5**

There is no significant difference in the opinions of teachers, principals and ministry of education officials on the use of avoidance techniques for the management of conflict between school and local community in secondary schools in Kaduna State. Item 41-50 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in table 4.15.

**Table 4.15: Summary of One-Way Analysis of Variance (ANOVA) on the Application of Avoidance Techniquebetween School and Local Community in SecondarySchools in Kaduna State.**

| Variable | Sum of Squares | Df | Mean Square | F-ratio | F-crit. | P-Value |
|---|---|---|---|---|---|---|
| Between Groups | 1.926 | 2 | 0.963 | | | |
| | | | | 0.447 | 3.03 | 0.60 |
| Within Groups | 700.148 | 325 | 2.154 | | | |
| **Total** | **702.074** | **327** | | | | |

**P<0.05**

Table 4.15 shows the Analysis of Variance (ANOVA) test. It revealed that the calculated F-ratio value of 0.447 is less than the 3.03 F-critical value while the calculated P-value of 0.60 is greater than 0.05 level of significant set for the study. The null hypothesis is hereby retained. Therefore, thereis no significant difference in the opinions of teachers, principals and ministry of education officials on the use of avoidance techniques for the

management of conflict between school and local community in secondary schools in Kaduna State.

**Hypothesis 6**

There is no significant difference in the opinions of teachers, principals and ministry of education officials on the application of collaboration techniquebetween teachers and ministry of Education in Secondary Schools in Kaduna State. Item 51-60 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in table 4.16.

**Table 4.16: Summary of One-Way Analysis of Variance (ANOVA) on the Application of Collaboration Technique between Teachers and Ministry of Education in Secondary Schools in Kaduna State.**

| Variable | Sum of Squares | Df | Mean Square | F-ratio | F-crit. | P-Value |
|---|---|---|---|---|---|---|
| Between Groups | 4.064 | 2 | 2.032 | | | |
| | | | | 0.623 | 3.03 | 0.60 |
| Within Groups | 1061.870 | 325 | 3.268 | | | |
| **Total** | **1066.034** | **327** | | | | |

**P<0.05**

Table 4.16 shows the Analysis of Variance (ANOVA) test. It revealed that the calculated F-ratio value of 0.623 is less than the 3.03 F-critical value while the calculated P-value of 0.60 is greater than 0.05 level of significant set for the study. The null hypothesis is hereby retained. Therefore, thereis no significant difference in the opinions of teachers, principals and ministry of education officials on the application of collaboration techniquebetween teachers and ministry of Education in Secondary Schools in Kaduna State.

**Table 4.17: Summary of Hypotheses Testing**

| S/N | Hypotheses Statement | Statistical test Used | P-Value | Result | Remark |
|---|---|---|---|---|---|
| 1 | There is no significant difference in the opinions of teachers, principals and ministry of education officials on the application of accommodation technique between teachers and students in Secondary Schools in Kaduna State | ANOVA | 0.39 | Calculated F-ratio value of 1.303 is less than the 3.03 F-critical value | Howas Retained |
| 2 | There is no significant difference in the opinions of teachers, principals and ministry of education officials on the application of competition technique among teachers in Secondary Schools in Kaduna State. | ANOVA | 0.53 | Calculated F-ratio value of 0.828 is less than the 3.03 F-critical value | Ho wasretained |
| 3 | There is no significant difference in the opinions of teachers, principals and ministry of education officials on the application of catharsis technique among students in Secondary Schools in Kaduna State. | ANOVA | 0.79 | Calculated F-ratio value of 0.289 is less than the 3.03 F-critical value | Ho wasretained |
| 4 | There is no significant difference in the opinions of teachers, principals and ministry of education officials on the application of compromise technique between school management and students in Secondary Schools in Kaduna State. | ANOVA | 0.53 | Calculated F-ratio value of 0.504 is less than the 3.03 F-critical value | Ho was retained |
| 5 | There is no significant difference in the opinions of teachers, principals and ministry of education officials on the application of avoidance technique between school and local community in secondary schools in Kaduna State. | ANOVA | 0.60 | Calculated F-ratio value of 0.447 is less than the 3.03 F-critical value | Ho wasretained |
| 6 | There is no significant difference in the opinions of teachers, principals and ministry of education officials on the application of collaboration technique between teachers and Ministry of Education in Secondary Schools in Kaduna State. | ANOVA | 0.60 | Calculated F-ratio value of 0.623 is less than the 3.03 F-critical value | Ho was retained |

**P<0.05**

## 4.5 Summary of Findings

Based on the data collected and analyzed, the following were revealed as the major findings of the study.

1. The application of accommodation technique such as establishing good interpersonal relationship and mutual respect helps to reduce conflict between teachers and students in secondary schools in Kaduna State.
2. The application of competition technique such as establishing healthy rivalry in school and commensurate work habit with reward reduces conflict among teachers in secondary schools in Kaduna State.
3. The application of catharsis technique such as assigning responsibilities to students, involve them in inter-house competitions and establishing conducive learning environment help to reduce conflict among students in secondary schools in Kaduna State.
4. The application of compromise technique such as being sensitive to students' grievance and establishing unambiguous rules and regulations help to reduce conflict between school management and students in secondary schools in Kaduna State.
5. The application of avoidance technique such as involvement of Parents Teachers Association (PTA) in students' discipline as well as respect for norms and values of the community help to reduce conflict between the school and local community in Kaduna State.
6. The application of collaboration technique such as effective communication network and the use of democratic supervision help to manage conflict between the teachers and Ministry of Education Officials in Kaduna State.

## 4.6 Discussions of Findings

Based on the opinions of the respondents, the findings of the study revealed that the application of accommodation technique such as establishing good interpersonal relationship and mutual respect helps to reduce conflict between teachers and students in secondary schools in Kaduna State. This indicates that the application of accommodation as a technique of conflict management, helps to manage conflict between teachers and students. Therefore, establishing goodwill gesture, preserving harmony in school, establishing rules and regulations, satisfying the need of others as well as establishing guidance and counseling unit will help to reduce conflict between teachers and students in secondary schools.In line with this finding, Magaji (2015) revealed that the conflict between teachers and students emerges as a result of teachers having illicit relationships with students or poor academic performance by teachers. Therefore, the appropriate techniques for managing such conflict include:teachers should be hardworking and committed to the assigned responsibilities. They should be honest in the sharing and carrying of responsibilities and should be incorrigible exemplary personnel in their affairs. The findings was also in line with the finding of research conducted by Adeyemi and Ademilua (2012) who investigated conflicts management strategies and administrative effectiveness in Nigerian universities. The research found that communication gap between the authorities and the workers was found to be the major cause of conflict in the universities. The study then recommended that the authorities of Nigerian universities should adopt a blend of management strategies, such as accommodation techniques, in managing conflicts in their institutions in order to enhance administrative effectiveness.

The findings of the study revealed that theapplication of competition technique such as establishing healthy rivalry in school and commensurate work habit with reward reduces conflict among teachers in secondary schools in Kaduna State. This shows that the use of competition, as a technique of conflict management help to reduce conflict among teachers in secondary schools. Therefore, establishing high performance contests, proper schedule of responsibilities, matching personalities and work habits of teachers among other competition techniques are potential sources of conflict management among teachers in secondary schools. In line with these findings,Ignace (2014) conducted a research on Assessment of Heads of Schools' Strategies in Managing Conflicts in Secondary Schools: A case of Kinondoni Municipality, Tanzania. The research findings revealed that heads of school had little knowledge and skills on how to manage the conflicts. It recommended that the District Education Office should organize seminars and workshops aimed at improving good rapport between heads of schools and their staff and building good working relations between them.

The study revealed that theapplication of catharsis technique such as assigning responsibilities to students, involvement of them in inter-house competitions and establishing conducive learning environment help to reduce conflict among students in secondary schoolsin Kaduna State.This indicates that the use of catharsis, as a technique of conflict management help to reduce conflict among students in secondary schools. Therefore, involvement of aggressive students in athletics activities, adequate provisions of recreational facilities, availability of space of conveniences, adequate provision of seats and tables as well as establishing religious clubs are potential sources of conflict management among students in secondary schools. These findings were in line with the findings of a research conducted by Erasmus and Barnabas (2016) who examined the effect of conflict management on

organizational performance of public secondary schools in Gombe State. The researchers revealed that conflict mostly experience in public secondary schools in Gombe State are a student versus a student conflict and a student versus a teacher conflict.

The findings of the study also revealed thatapplication of compromise technique such as being sensitive to students' grievance and establishing unambiguous rules and regulations help to reduce conflict between school management and students in secondary schools in Kaduna State. This implies that the use of compromise, as a technique of conflict management, help to reduce conflict between students and school management in secondary schools. Therefore, tension lowering, control of cliques, the use of win-win solution and avoidance of lose-lose situation help to reduce conflict between school management and students in secondary schools. These findings agreed with the findings of research conducted byMagaji (2015) on Evaluation of Conflicts and Conflict Management Techniques in Secondary Schools in Zaria and Giwa Educational Zones, Kaduna State Nigeria. The research revealed that arbitration increases in the school fees poor welfare provision, changes in policies, in-effective rules and regulation leads to conflicts development between students and school management in secondary schools. The researcher then recommended that technique for dealing with between students and school management include effective communication, adequate welfare services and provision of rules and regulations in secondary schools.

Furthermore, the study revealed that the application of avoidance technique such as involvement of Parents Teachers Association (PTA) in students' discipline as well as respect for norms and values of the community help to reduce conflict between the school and local community in Kaduna State. This shows that the use of avoidance, as a technique of conflict management, help to reduce conflict between the school and local community. Therefore,

making available school facilities for community uses, sidesteps of trivia issues with the local community and paying more attention to important issues of the school and community help to resolve conflict between the school and local community. These findings agreed with the findings of research conducted by Magaji (2015) on Evaluation of Conflicts and Conflict Management Techniques in Secondary Schools in Zaria and Giwa Educational Zones, Kaduna State Nigeria. The research revealed that conflicts happen between school and local communities as a result of the use and mismanagement of school facilities such as football fields, halls and school furniture by members of the community. The researcher recommended that conflicts of such nature could be managed through involvement of PTA members in decision making, collaboration and court order in Secondary Schools

Finally, the findings of the study revealed that theapplicationof collaboration technique such as effective communication network and the use of democratic supervision help to manage conflict between the teachers and ministry of education officials in Kaduna State. This indicates that the use of collaboration, help to reduce conflict between the teachers and Ministry of Education Officials. Therefore, establishing high level of trust, good interpersonal relationship and involvement of teachers in decision making are some of the potential sources of managing conflict between the teachers and Ministry of Education Officials. This finding was in line with the finding of research conducted by Onyedieke (2011) on the intervention techniques teachers can use to resolve conflicts in secondary schools of Owerri Education Zone. The researcher recommended that secondary school principals should provide communicative and participative process in which teachers and individual members of staff will have opportunities and freedom to express their views and opinions in any kind of administrative decision making and conflict resolution techniques.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1 Summary

This research studywas set to assess theapplication of conflict management techniques in secondary schools in Kaduna State. Six (6) objectives were raised to guide the study which are to assess the application of accommodation techniquebetween teachers and students in Secondary Schools in Kaduna State;examine the application of competition techniqueamong teachers in Secondary Schools in Kaduna State;determine the application of catharsis techniqueamong students in Secondary Schools in Kaduna State;assess the application of compromise techniquebetween school management and students in Secondary Schools in Kaduna State;evaluate the application of avoidance techniquebetween school and local community in Secondary Schools in Kaduna State; andexamine the application of collaboration techniquebetween teachers and ministry of Education in Secondary Schools in Kaduna State.

The study was made up of five chapters, eachchapter dealt with different components of the research study. Chapter one is the introductory chapter which contained background to the study, statement of the problem, research objectives, research questions, research hypotheses, basic assumptions, significant of the study as well as scope of the study. Chapter two dealt with a review of related literature to the study and it consisted of conceptual framework, theoretical framework and empirical studies. Chapter three discussed research methodology which include research design used, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, reliability of the instrument, and procedure for data collection and methods of data analysis. Also, chapter four analysedthe

data collected for the study, testing of hypotheses, and summary of major findings. Finally, chapter five gives a summary, conclusions and recommendations based on the findings of the study.

In addition, questionnaire was used to collect data for the study and the data collected were analyzed using descriptive analysis. The One Way Analysis of Variance (ANOVA) was used to test the six (6) null hypotheses formulated at the 0.05 significance level in order to establish the significant differences between the opinions of the respondents. All the six (6) null hypotheses formulated were retained. The findings of the study revealed that the use of accommodation techniques such as establishing good interpersonal relationship and mutual respect helps to reduce conflict between teachers and students in secondary schools in Kaduna State. It also revealed that the use of competition techniques such as establishing healthy rivalry in school and commensurate work habit with reward reduces conflict among teachers in secondary schools in Kaduna State.

## 5.2 Conclusion

Based on the findings of the research study, it was concluded that the application of accommodation technique such as establishing good interpersonal relationship and mutual respect as well as allowing students to experiment and learn from their own mistakes helps to reduce conflict between teachers and students in secondary schools in Kaduna State.Also, the application of competition technique such as establishing healthy rivalry in school, proper schedule of responsibilities, the uses of initiative contests and commensurate work habit with reward reduces conflict among teachers in secondary schools in Kaduna State.

The study also concluded that the use of catharsis technique such as assigning responsibilities to students, involvement of them in inter-house competitions, availability of

adequate instructional materials and establishing conducive learning environment help to reduce conflict among students in secondary schools in Kaduna State.In addition, the study concluded that the application of compromise technique such as being sensitive to students' grievance, tension lowering, control of cliques and establishing unambiguous rules and regulations help to reduce conflict between school management and students in secondary schools in Kaduna State.

Furthermore, the study concluded that the application of avoidance technique such as involvement of Parents Teachers Association (PTA) in students' discipline, accepting default decisions, sidesteps of trivia issues as well as respect for norms and values of the community help to reduce conflict between the school and local community in Kaduna State. Finally, the study concluded that the application of collaboration technique such as effective communication network, the use of reconciliation and the use of democratic supervision help to manage conflict between the teachers and Ministry of Education Officials in Kaduna State.

### 5.3 Recommendations

Based on the findings and conclusions of the study, the following recommendations were made.

1. Secondary school teachers should be a good role model to the students by exhibiting good moral conduct, treat every student equally, accommodate and easily accessible to students for academic and moral guidance and making their teaching interesting.This, no doubt, will not only help on effective classrooms management but will also help toreduceconflict between teachers and students in secondary schools.
2. The school administrators should enhancehealthy competition, mutual cooperation and interpersonal relationship among teachers in secondary schools. This can be achieved

byestablishing healthy rivalry in school and commensurate work habit of teachers with their rewards.

3. Students' bahaviour and attitudes should be carefully maintained by both principal and teachers in the school to avoid bulling among them.
4. Interpersonal relationship between the teachers and the principals of the Secondary Schools should be enhanced by the school administrators. The school principals should democratize their system of leadership through involvement of all staff in decision making.
5. Healthy relationship between school management and local community should be enhanced, this can be achieve by involving community members in decision making and encourage them with some school social responsibilities.
6. Ministry of Education official'sneeds to take caution when introducing new policies to the teachers and adequate provision of welfare services of teachers should be made available. This can be done through regular payment of teachers' salaries and allowances as well as regular promotions among other fringe benefits. This will help to manage conflict between teachers and Ministry of Education officials.

**5.4 Suggestions for Further Studies**

In line with the findings, conclusions and recommendations of the study, the following suggestions were made for further studies.

1. Research should be conducted on Assessment of Application of Conflict Management Techniques in Tertiary Institutions in Kaduna State. Tertiary education is the education students received after the completion of secondary education. A research on this area will

reveals whether application of conflict management techniques in used in secondary schools are similar with that of tertiary institutions.

2. Also, there is need to replicate the same kind of research in other states in Nigeria or any other parts of the world, as a basis for comparison of the findings so that a unique report can be made on the assessment ofapplicationof conflict management techniquein secondary schools in Nigeria.

## References


Abdu-Raheem, B.O. (2004).*Conflict Management by Principals in Ekiti State Public Secondary Schools.* Unpublished M.Ed Dissertation, University of Ado-Ekiti, Nigeria.

Abubakar, R. (2005). Conflict in School Administration. *International Journal of Education*, 2(5), 67 – 89.

Achala, E.O. (2002).*Conflict Management in Nigeria Universities: Implications for Educational Development.* Ibadan: Graphics Nig.

Adeyemi, T. O. (2009). Principals Management of Conflict in Public Secondary Schools in Ondo State, Nigeria: A Critical Survey. *Educational Research and Review*, 4(1), 418 - 426. Retrieved from www.academicjournals.org/ERR.

Adeyemi, T. O.& Ademilua, S.O. (2012).Conflict Management Strategies and Administrative Effectiveness in Nigerian Universities. *Journal of Emerging Trends in Educational Research and Policy Studies*,3 (3), 368-375

Agbarakwe, I.B. (2006).*Conflict Resolution and Administration of Schools in Nigeria*. Benin: Evans Brothers (Nig. Publishers) Ltd.

Aguba, C.R. (2009).*Educational Administration and Management: Issues and Perspectives*. Enugu:Tons and tons PDS.

Ajayi, I. A; & Ayodele, J. B. (2011).*Fundamental of Educational Management.* Ado – Ekiti; Green Line Publication.

Aliyu, M. A. (2005). The Relevance of Educational Administration to National Stability. *Kontagora Journal of Education* (KONJE), 7; 86 – 96.

Aliyu, U. (2015). The Dazzling Profile of an Astute Administrator: Dan Bangana Nupe. Minna, Arts Kingdom Printers.

Amason A. C. (1996). Distinguishing the Effects of Functional and Dysfunctional Conflict on Strategic Decision-Making: Resolving a Paradox for Top Management Teams. *Academic Management Journal*, 39(1): 23-148.

Aquinas P.G. (2005). *Principles of Management Foundations and Realities*. New Delhi, Amol Publications PVT Ltd.

Babo, B; Yusuf, H. O. & El-Yakub, S. U. (2016). Assessment of Social Studies Curriculum Implementation in Junior Secondary Schools in Yobe State, Nigeria.*Zaria Journal of Studies in Education* (ZJSE), 3(3), 161 - 173

Bacal, R. (2006). Conflict and Cooperation in the Work Place. Retrieved from http://www.work911.com/articles/orgconflict.

Bacal, R. (2007). *Organizational Conflicts – The Good, the Bad and the Ugly*. Retrieved from www.workal.com/articles/orgconflict.httm.

Basil, U. (2006). *Managing Conflict and Crisis in Our School Systems*. Aba: Aquiem Publishers.

Basil, U. (2007). *Exchange and Conflict in the Secondary School*. Awka: Aquiem Publishers.

Bello, R. & Ajayi, O. S. (2000).*Research Methods and Statistical Analyses*. Ilorin, Hay-tee Press and Publishing Company Limited.

Charles, G. I. & Aligba, S. O. (2017). *Fundamental Issues in Educational Research* (2nd Edition). Makurdi, Eagle Prints Nigeria.

Dubi, N. E. (2014). *Evaluation of Instructional leadership Practices of Principals in Nigeria Secondary Schools.* An Unpublished Phd Thesis Submitted to School of Postgraduate Studies, Ahmadu Bello University Zaria, Nigeria.

Echu, E. S. (2000). *Management Principles and Practice in Contemporary Nigeria*. Jos, Jos University Press limited.

Erasmus, M. S. & Barnabas, R. S. (2016). Effect of Conflict Management on Organizational Performance of Public Secondary Schools in Gombe State, Nigeria. *Zaria Journal of Studies in Education (ZJSE),* 3(3), 251 - 263

Ezegbe, C. (1997). Management of Conflict in Nigerian Educational System. In Ndu, A; Ocho,L. O; and Okeke, B. S. (Eds): *Dynamics of Educational Administration and Management – Nigerian Perspective*. Awka.Meks Publishers Ltd.

Ezeugbor, C. O; Onyali, L. C. &Okoye , F. O. (2015). Adoption and Utilization Of Effective Conflict Management Strategies for Promoting Peace-Culture in Secondary Schools in Anambra State, Nigeria. *European Scientific Journal*, 11(31): 281 – 293.

Fabian, J.O. & Okonkwo, P.K. (Eds.) (2003). *Management of Nigerian Education Personnel Administration and Quality in Education*. Ibadan: Daily Graphics Nig.

Federal Republic of Nigeria (2004).*National Policy on Education* (4th Eds). Lagos. NERDC Press.

Flordelina, B. U. (2012). Functional and Dysfunctional Conflict: An organizational Life. *Asean Educational Research Association*, 3(1) issue 1.

Fisher, R.U. (2001). *Causes of Conflict and Strategies of Conflict Resolution*. Retrieved from www.aupeace.org/files/fisher-causes-of-conflict

Folarin, B. (2000). Managing Communication Load in the Organizational Setting. In E.O. Soola (Ed.). *Organizational Communication: A Book of Reading*. Ibadan: Delby Concept.

Habu, C. S. & Dagett, G. S. (2008). *Principles of Human Resources Management*. Jos, Quality Functions Publishers.

Habu, C. S; Dagett, G. S. & Freejob, M. B. (n.d). *Human Resources Management*. Jos, Baltu Press.

Hedjere, L. (2005). *Creative Conflict Resolution: The Activities for Keeping Peace in the Classroom.* Ibadan: Rombi Nigeria.

Heystek, J. (2007). Reflecting on Principals as Management or Molded Leaders in a Managerialistics School Systems. *South Africa Journal of Education,* 27 (3) 491- 505.

Ibe, G.E. (2001). *Conflict Resolution in Secondary School System*. Owerri: Bariks Publishers.

Ibe, G.E. (2008). *Conflict and Its Adverse Effect in the Contemporary Organization.* Owerri: Beniks publishers.

Igbo, R.O. (2002). *Fundamentals of School Management.* Enugu: Cheston Publishers Ltd.

Ignace, A. (2014). *Assessment of Heads of Schools' Strategies in Managing Conflicts in Secondary Schools: A Case of Kinondoni Municipality*.A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

Ike, O. & Oyitso E. (2003). *Human Resource and Conflict Management in Secondary School System.* Ibadan: Mufutau publishers.

Ike, O. (2006). *Educational Administration: A way forward*. Owerri: Beniks Publishers.

Ikediashi, G. (2006). *Conflict in School System*. Ibadan: Delby Concept.

Jalam, H. Y. (2015).*Impact of Staff Development Programmes on the Performance of Teachers in Secondary Schools in Bauchi State, Nigeria.*An Unpublished M.ED Dissertation Submitted to School of Postgraduate Studies, Ahmadu Bello University, Zaria.

Jeremy, O.S. (2005). *Intervention Techniques for Resolving Conflict Between Individuals and Groups in a Contemporary Society*. Enugu: Coal Publishers.

Jumare, A. M. (2010). *Effects of Students' Unrest on the Management of Higher Institutions in Kaduna State*. An Unpublished M.ED Dissertation Submitted to School of Postgraduate Studies, Ahmadu Bello University, Zaria.

Jumare, A. M. (2017). *Research Methodology in Education:* A Practical Approach. Zaria, Concept Design and Prints.

Kipyego, L. B. (2001). *Conflict Management Methods Used By Secondary Schools Head Teachers: A Case Of Nandi Central District, Nandi County, Kenya*.A Project Report Submitted to the School of Education in Partial Fulfillment of the Requirement of the Degree of Master of Education (Administration) Kenyatta University.

Kochhar, S. K. (1988). *Secondary School Administration*. New Delhi: Sterling Publisher Private Ltd.

Lunnenberg, F.& Ornstein, L. (1991). *Educational Administration.* Belmont: Wadsworth Publishing Co.

Magaji, S. (2015).*Evaluation of Conflicts and Conflict Management Techniques in Secondary Schools in Zaria and Giwa Educational Zones, Kaduna State Nigeria.*An Unpublished M.Ed Dissertation Submitted to School of Postgraduate Studies, Ahmadu Bello University, Zaria.

Maina, B. A. (2004).*Conflict & Conflict Management Techniques in Nigerian Secondary Schools*. An Unpublished Ph.D. Thesis Submitted to School of Postgraduate Studies, Ahmadu Bello University, Zaria.

Mang, L. G. (2005). *Effective Organization and Management of Schools: A Practical Guide For School Heads.* Abuja, YA- BYANGS Publishers.

Mgbodile, T.O. (2004). *Fundamentals in Educational Administration and Planning*. Enugu: Management Business Enterprises.

Mike, A. I. (2011). *Effect of Conflict in Performance of Public Secondary Schools In Machakos Country.* An Unpublished Thesis Submitted to Human Resources management Department, Kenyatta University of Agriculture and Technology, Kenya.

Mustapha, I. A. (2015). *Basic Concepts in Educational Research.* Kano, Tunlad Prints and Publishing Company.

National Open University of Nigeria (NOUN, n.d). *Conflicts Management. Course Guide On CTH 472.*Retrieved from www.nou.edu.ng

Nwangwu, U. (2005). *Conflict Resolution; The Way-Out for Sustainable Development in Education Sector*. Enugu: Management Business enterprises.

Nwanji, E.O. (2004). *Intervention Technique for Conflict Management in the School System.*Nsukka: Onyens Concept.

Obi, E. (2004). *Issues in Educational Administration*. Enugu: Empathy International.

Odia, V.E. (2005). *Principle of Educational Administration and Planning*. Okigwe: Ajack Printing Press.

Ogunsanya, M. (2002). The Role of Manager in Organizational Communication in Nigerian Educational System. In E.O. Soola, (Ed.). *Organizational Communication: A Book of Reading.* Ibadan: Delby concept.

Ojo, M.I. (2001). *Peace Sustenance and Non-Violence Conflict Management Approaches in Nigeria*. Rivers: Beniks Ventures.

Okoro, I.B. (2007). *Remote and Immediate Causes of Conflict.* Unpublished Masters Thesis Department of Educational Foundations. University of Nigeria, Nsukka.

Okotoni, C. A. (2002). *Management of Conflict in Secondary Schools in Osun State*. An Unpublished M.A Thesis submitted to Obafemi Awolowo University, Ile – Ife.

Okotoni, O. & Okotoni, A. (2003). Conflict Management in Secondary Schools in Osun State, Nigeria. *Nordic Journal of African Studies* 12(1): 23-38. Obafemi Awolowo University, Nigeria.

Olagbewo, I. (2006). *Handbook on Educational Research Methods and Statistics for Nigerian Students in Tertiary Institutions*. Minna: Hingam Nigeria Limited.

Olagboye, A. A. (2004). *Introduction to Educational Management in Nigeria.* Ibadan; Daily Graphics

Olagunju, Y.A. (2000). Role of Managers in Managing Conflict. *The Nigerian Account,*32 (4).

Onyedieke, B. N. (2011).Conflict Resolution in Secondary Schools: Teachers Intervention Techniques. University of Nigeria, Nsukka.

Otegbulu, M. I. (2014). Conflict and Conflict Resolution in SecondarySchools in Nigeria. *Knowledge Review*, 31( 2); 1 – 7.

Owens, R.O. (1995). *Organizational Behaviour in School*: Jersey City: Eaglewood Cliff. Prentice Hall Inc.

Owens – Ibie, N. (2002). Conflict in Organization. In E.O. Soola, (Ed.). *Organization Communication: A Book of Readings,*74-75. Ibadan: Delby Concept.

Rena, N. M. (2012). *Public Administration: Nature, Theories and Applications.* Jos, OK Quality Printing and Publishing.

Robbins S.P. (2005). *Organizational Behaviour*. New Delhi, Prentice-Hall.

Sani, A. M. (2016). *Perceptions of Stakeholders on the Role Performances of Principals in the Administration of Junior Secondary Schools in North West Geo-Political Zone, Nigeria*.An Unpublished M.ED Dissertation Submitted to School of Postgraduate Studies, Ahmadu Bello University, Zaria.

Uche, A. (2001). *Organizational Conflict Management.* Awka: Chelks Enterprises.

Ude, F.B. (2006). *Inter-communal Conflicts and the Effect on Community Development.* Unpublished Masters Thesis, University of Nigeria Nsukka.

Udeozor K. R. (2004). *Educational Administration: Perspective and Practical Implications.* Anambra; Rex Charles and Patrick Limited.

Verma, V. K. (1998). *Conflict Management.* In Jeffrey, P (ed): Project Management Handbook. Retrieved from www.projectmanagementinstitute.

Wenger, A. & Daniel, M. (2003). *Conflict Prevention: The Untapped Potential of the Business Sector*.Boulder. Lynne Rienner Publishers.

Appendix

Questionnaire on the Assessment of Application of Conflict Management Techniques in Secondary Schools in Kaduna State, Nigeria

Department of Educational
Foundations and Curriculum,
Faculty of Education,
A.B.U. Zaria.
15th October, 2018.

Dear Respondent,

**REQUEST TO FILL A QUESTIONNAIRE**

I am a Postgraduate Student of the above named department and institution. I am currently undertaking a research on the topic "Assessment of Application of Conflict Management Techniques in Secondary Schools in Kaduna State, Nigeria". I wish to request your kind assistance to fill this questionnaire as honestly as possible.

Your response and co-operation will certainly assist in completion of this research. Any information supplied will be treated confidentially and used strictly for the purpose of the research only.

Thank you in anticipation of your co-operation.

Yours faithfully,

Yusuf Audi Bala

**PART A: Bio-Data of Respondent**

Please tick (√ ) in the appropriate column that relates to you.

1. **Status:** (a) Teacher ( ) (b) Principal ( ) Ministry of Education Official ( )

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

3. **Highest Academic Qualification:** (a) M.Ed ( ) (b) B.Ed ( ) (c) NCE ( )

(d) Others please specify _____

4. **Years of Working Experience:** (a) 1-5 years ( ) (b) 6 -10 years ( )

(c) 11 – 15 years (  ) (d) 16 -20 years (  ) (e) 20 years and above (  )

**PART B**

Please, tick ( √ ) in the appropriate column that best represents your view on each statement using the following: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

**Section A: Application of Accommodation Techniquebetween Teachers and Students in Secondary Schools in Kaduna State**

| S/N | Item Statement | Responses | | | | |
|---|---|---|---|---|---|---|
| | | SA | A | U | D | SD |
| 1 | Establishing goodwill gesture helps to maintain and reduces conflict between teachers and student in the secondary schools. | | | | | |
| 2 | Establishing mutual respect helps to resolve conflict between teacher and the students in the schools. | | | | | |
| 3 | Good interpersonal relationship reduces conflict between teachers and students in the schools. | | | | | |
| 4 | Avoiding disruption behaviours help to reduce conflict between teachers and students in secondary schools. | | | | | |
| 5 | Allowing students to experiment and learn from their own mistakes reduce conflict between teachers and students in secondary schools. | | | | | |
| 6 | Preserving harmony in schools helps to enhance conflict management between teachers and students in secondary schools. | | | | | |
| 7 | Building up social credit for later issues helps to resolve conflict between teachers and students in the Secondary School. | | | | | |
| 8 | Satisfying the needs of others help to reduce conflict between teachers and students in the schools. | | | | | |
| 9 | Establishing rules and regulation help to reduces conflict between the teachers and students in the secondary school. | | | | | |
| 10 | Establishing guidance and counseling unit helps to reduces | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | conflict between teacher and the student in the schools. | | | | | |

**Section B: Application ofCompetition Technique Conflict Among Teachers in Secondary Schools in Kaduna State**

| S/N | Item Statement | Responses | | | | |
|---|---|---|---|---|---|---|
| | | SA | A | U | D | SD |
| 11 | Establishing high performance contests reduce conflict among teachers in secondary schools. | | | | | |
| 12 | Proper schedule of responsibilities reduce conflict among teachers in secondary schools. | | | | | |
| 13 | Establishing competing goals is a potential source of conflict management among teachers in schools. | | | | | |
| 14 | The uses of initiative contests reduce conflict among teachers in secondary schools. | | | | | |
| 15 | Matching personalities and the work habits of teachers reduce conflict among teachers in secondary schools. | | | | | |
| 16 | Establishing incentive scheme contests help to manage conflict among teachers in secondary schools. | | | | | |
| 17 | Setting up a rewarding standard helps to reduce conflict among teachers in secondary schools. | | | | | |
| 18 | Establishing healthy rivalry in school enhance conflict management among teachers. | | | | | |
| 19 | Commensurate work habit with reward reduces conflict among teachers in secondary schools. | | | | | |
| 20 | Matching experience and responsibility of teachers helps to reduce conflict among teachers in secondary schools. | | | | | |

**Section C: Application of Catharsis TechniqueConflict Among Students in Secondary Schools in Kaduna State**

| S/N | Item Statement | Responses | | | | |
|---|---|---|---|---|---|---|
| | | SA | A | U | D | SD |
| 21 | Assigning responsibilities to students help to reduce conflict among students in secondary schools. | | | | | |
| 22 | Involvements of aggressive students in athletics help to manage conflict among students. | | | | | |
| 23 | Availability of adequate instructional materials help to reduces conflict among students in secondary schools. | | | | | |
| 24 | Establishing conducive learning environment reduces conflict among students in secondary schools. | | | | | |
| 25 | Establishment of religious clubs in schools help to manage conflict among students. | | | | | |
| 26 | Adequate provisions of recreational facilities reduce conflict among students in the secondary school. | | | | | |
| 27 | Involvement of students in inter – house competition help to manage conflict among secondary school students. | | | | | |
| 28 | Provision of adequate seats and tables reduce conflict among students in secondary schools. | | | | | |
| 29 | Availability of space of convenience reduces conflict among students in secondary schools. | | | | | |
| 30 | Availability of library and laboratory facilities reduce conflict among students. | | | | | |

**Section D: Application of Compromise Techniquebetween School Management and Students in Secondary Schools in Kaduna State**

| S/N | Item Statement | Responses | | | | |
|---|---|---|---|---|---|---|
| | | SA | A | U | D | SD |
| 31 | Tension lowering enhances conflict management between school management and students in secondary schools. | | | | | |
| 32 | Establishing unambiguous rules and regulations help to reduce conflict between the school management and students in the secondary school | | | | | |
| 33 | Control of cliques help to reduce conflict between students and school management in the Secondary School. | | | | | |
| 34 | Being sensitive to students' grievances reduce conflict between the students and school management. | | | | | |
| 35 | Stress reduction reduces conflict between the students and school management. | | | | | |
| 36 | The use of win-win solution manages conflict between the school management and students. | | | | | |
| 37 | curricular activities help to manage conflict between the school management and students in the secondary school | | | | | |
| 38 | Building trust in schools help to reduces conflict between the school management and students in the secondary school. | | | | | |
| 39 | Avoidance of lose-lose situation helps to reduces conflict between the school management and students. | | | | | |
| 40 | Faster disagreement resolution helps to reduce conflict between the school management and students | | | | | |

**Section E: Application of Avoidance Techniquebetween School and Local Community in Kaduna State**

| S/N | Item Statement | Responses | | | | |
|---|---|---|---|---|---|---|
| | | SA | A | U | D | SD |
| 41 | Avoidance of victimization helps to reduce conflict between the school and local community. | | | | | |
| 42 | Delegating controversial decisions help to resolve conflict between the school and local community. | | | | | |
| 43 | Accepting default decisions helps to manage conflict between the school and local community. | | | | | |
| 44 | Not wanting to hurt anyone's feelings helps to resolve conflict between school management and local community. | | | | | |
| 45 | Involvement of Parent Teachers Association (PTA) in students discipline helps to resolve conflict between the school and local community. | | | | | |
| 46 | Making available school facilities for community uses reduce conflict between the school and community. | | | | | |
| 47 | Appeal approval resolves conflict between school management and local community. | | | | | |
| 48 | Sidesteps of trivia issues help to reduce conflict between the school and local community. | | | | | |
| 49 | Respect for norms and values of the community help to reduces conflict between the school and local community. | | | | | |
| 50 | Paying more attention to important issues help to reduce conflict between school management and local community. | | | | | |

**Section F: Application of Collaboration Techniquebetween Teachers and Ministry of Education Officials in Kaduna State**

| S/N | Item Statement | Responses | | | | |
|---|---|---|---|---|---|---|
| | | SA | A | U | D | SD |
| 51 | Establishing high level of trust helps to reduce conflict between teachers and Ministry of Education officials. | | | | | |
| 52 | Good interpersonal relationship helps to reduce conflict between the teacher and ministry of education officials. | | | | | |
| 53 | Intervention of the third party helps to reduce conflicts between the teachers and inspectors. | | | | | |
| 54 | The use of reconciliation helps to managed conflict between teachers and ministry officials. | | | | | |
| 55 | Collaborating with staff help to manage conflict between the teachers and ministry of education official. | | | | | |
| 56 | Involvement of teachers in decision making that affect them reduces conflict between teachers and ministry of education official. | | | | | |
| 57 | Effective communication network helps to resolve conflict between teachers and ministry of education officials. | | | | | |
| 58 | Use of democratic supervision helps to manage conflict between teachers and Ministry of Education officials. | | | | | |
| 59 | Conflict with the Ministry could be resolved if teachers are dedicated to their duties. | | | | | |
| 60 | Mutual respect helps to reduce conflict between teacher and the ministry of education officials. | | | | | |