

**EFFECT OF CONFLICT RESOLUTION SKILLS TRAINING ON  
INTER-PERSONAL CONFLICT AMONG SECONDARY SCHOOL  
STUDENTS IN BAUCHI METROPOLIS, NIGERIA**

**BY**

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**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF  
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## **DECLARATION**

The researcher wishes to declare that this dissertation titled **Effect of Conflict Resolution Skills Training on Interpersonal Conflict among Secondary School Students in Bauchi Metropolis, Nigeria** has been written by him. To the best of the researcher's knowledge, it has never been presented partially or wholly anywhere for the award of any degree or published in any form. All quotations and other sources of information in this work have been duly acknowledged.

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## CERTIFICATION

The researcher is hereby certified that this dissertation titled **Effect of Conflict Resolution Skills Training on Interpersonal Conflict among Secondary School Students in Bauchi Metropolis, Nigeria** by Ardo Aliyu, MAJI meets the requirement governing the award of Master's Degree (M.Ed) Guidance and Counselling of Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentations.

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## **DEDICATION**

This work is dedicated to my father and mother, Maji Aliyu and Ladi, my wife Mrs. Esther Ardo, my children Yanara Michael, Bulbudam Ardo, Liatu Ardo, Labudan Jordan, Lindum Ardo and Faith Ardo, for their contributions and prayers. Thanks a lot.

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## **OPERATIONAL DEFINITION OF TERMS**

For the purpose of this study, the following terms are operationally defined:

**Inter-personal Conflict:** This refers to disagreement or dispute between students that may lead to fighting among them within or outside the school.

**Conflict Resolution Skills Training:** This is a training of some skills such as avoidance, give and take, problem-solving, collaboration and negotiation that the researcher exposed the students in order to learn how to resolve conflict among themselves.

## ABSTRACT

This study investigated the effect of conflict resolution skills training on interpersonal conflict among secondary school students in Bauchi metropolis, Nigeria. A quasi experimental design involving pre-test, post-test control group was adopted for the study. Purposive sampling technique was used in selecting thirty (30) samples to serve as the treatment and control groups using Conflict Style Questionnaire. The selected samples were given Conflict Resolution Style Questionnaire for pre-test. The treatment group was exposed to conflict resolution skills training for a period of six weeks, while the control group received no treatment. After the treatment, Conflict Resolution Style Questionnaire was re-administered to both treatment and control groups to obtain post-test data. The hypotheses were tested using ANCOVA. The findings of the study revealed that significant effect exist in the interpersonal conflict of students exposed to conflict resolution skills training unlike that of the control group ( $F = 51.427, p = .000$ ), significant differential effect of conflict resolution skills training does not exist between the interpersonal conflict of male and female secondary school students ( $F = 0.462, p = 0.499$ ) and significant differential effect of conflict resolution skills training does not exist on interpersonal conflict between students of 14-17 and that of 18-21 age brackets ( $F = 0.007, p = 0.933$ ). Based on the findings of this study, it was recommended among others that counselors and psychologists should be encouraged to employ conflict resolution skills training in reducing interpersonal conflict among secondary school students irrespective of gender.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

School is a social unit established by government or members of the society as a formal agency of education where people learn about the custom, attitudes and ways of doing things in the society. Ifidon (2005) defined School in sociological context as the place where the culture of the people is transformed from one generation to another. Members of the wider society, including the operators of the educational system are governed by norms and laws that direct the affairs of an individual member. Such laws, according to Omotayo (2005) are meant to compel the entire members of the society to exhibit character that will conform to the societal laws and order. In order to ensure peaceful co-existence in schools, the authorities often make rules and regulations that guide and control the behaviour of their students with a view of setting high standards of discipline conducive to the education process.

Effective administration of Nigerian secondary school system, to a large extent, depends on a cordial and cooperate working relationship among principals, teachers, proprietors and students. The harmonious working relationship, mutual implementation of decisions, and peaceful academic environment will be jeopardized, if the school and members of the school community are often in conflict (Abanyam, 2001). Conflict is inevitable in any organization. It grows from simple to complex, from non-violent to violent depending on the gravity. Conflict is a situation where there is disagreement between two or more people. It can be intrapersonal, interpersonal, intergroup or intragroup. Zakari (2006) believed that interpersonal conflict can be simply described as a clash between two individuals who are unwillingly or unable to fulfill expectations of



each other. Interpersonal conflict refers to the representation of incompatibility, disagreement, or difference between two or more interacting individuals Ofem (2008). David and Michael (1999) in their book defined interpersonal conflict as “An expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from the other party in achieving their goals”. Interpersonal conflict is an interaction of interdependent people who sense disagreement and opposing interests, incompatibility and the possibility of interference, and negative emotion from others.

Conflict resolutionskills training on the other hand is a more comprehensive term, which implies that the deep-rooted sources of conflict are addressed and transformed. This implies that behaviour is no longer violent, attitudes are no longer hostile, and the structure of the conflict has been changed. It is difficult to avoid ambiguity, since the term is used to refer both to the process (or the intention) to bring about these changes and to the completion of the process. A further ambiguity is that conflict resolution refers to a particular defined specialist field (as in ‘conflict resolution journals’), as well as to an activity carried on by people who may or may not use the term or even be aware of it (as in ‘conflict resolution in Central America’). Nevertheless, these two senses of the term are tending to merge.

Conflict resolution theories address the deep-rooted sources of conflict, which are taken to be structural (and therefore, in contrast to peoples’ understanding of conflict, not discursive) and cultural. Different to conflict management where the cause of conflict is a consequence of the anarchical nature of the international system, conflict resolution theorists ‘argue that conflict has an ontological base in human needs, the denial of which

causes violent conflict' Louis (1986). However, the process of dealing with conflict to achieve constructive rather than destructive results is essential. This process can be pursued in a variety of ways.

While many programs aimed at reducing aggressive and disruptive behaviours feature conflict resolution strategies, Garrand and Lipsey (2007) indicate that conflict resolution education programs per se are designed to specifically facilitate constructive resolution of interpersonal conflicts. According to Mahandra (1975), interpersonal conflicts can be resolved using the conflict resolution techniques such as avoidance, give and take, problem-solving, collaboration and negotiation. It is based on this that the researcher examined the effect of conflict resolution skills on interpersonal conflict among secondary school students in Bauchi metropolis.

## **1.2 Statement of the Problem**

Interpersonal conflict is conflict that occurs between two or more individuals that work together in groups or teams. This is a conflict that occurs between two or more individuals. Many individual differences lead to interpersonal conflict, including personalities, culture, attitudes, values, perceptions, and the other differences. Conflict arises due to a variety of factors. Individual differences in goals, expectations, values, proposed courses of action, and suggestions about how to best handle a situation are unavoidable. This can happen in the secondary schools between students in the senior and that of the junior classes. It can also be among students of the same class. This can cause unnecessary punishments to be meted out to younger students and even make some of them to drop out of the school. It can also cause significant emotional and physical harm and can lead to aggressive behaviours when youth lack the social skills necessary to cope

with their frustrations and finally affects their academic performance. Therefore, it is important to identify students who engage in interpersonal conflict and employ some positive conflict resolution skills training for them in order to promote healthy living in the school.

Resolution is an act of finding a solution to problems or a conflict. Conflict Resolution Skills Training is therefore, a method desired to develop peaceful means of amicably ending a state of conflict. Since conflicts are inevitable, learning to deal with them in a healthy way is crucial. When this type of conflict (interpersonal) is mismanaged, it can harm the relationship. But when handled in a respectful and positive way, it can provide an opportunity for growth and ultimately strengthening the bond between two people. By learning the skills needed for successful conflict resolution, one can keep his personal and professional relationships strong and growing. Intrapersonal conflict involves expression of strong emotions, disagreement over certain issues in school, clash over values, ideas, opinion or views. Interpersonal conflict occurs in schools among students which include tension, animosity, annoyance etc. others involves uncountable verbal and non-verbal behaviours which crop up each day in school create conflict that would require counselling. Teachers face difficulties in the classroom with talkative students who are not easily manage and their behaviour can result to outburst of unacceptable behaviours that would require management before overwhelming the whole class. That is why the researcher employed conflict resolution skills training (avoidance, negotiation, withdrawal, give and take) to observe their effects on interpersonal conflict among secondary school students in Bauchi metropolis according to their age and gender.

### **1.3 Objectives of the Study**

The objectives of the study is to find out:

1. The effect of conflict resolution skills training (avoidance skill) on interpersonal conflict among secondary school students in Bauchi metropolis.
2. The effect of conflict resolution skills training (negotiation skill) on interpersonal conflict among male and female secondary school students in Bauchi metropolis.
3. The effect of conflict resolution skills training (give and take skill) on interpersonal conflict among secondary school students of different age brackets in Bauchi metropolis.

### **1.4 Research Questions**

In line with the stated objectives, the following are the research questions:

1. Is there any effect of avoidance conflict resolution skill on interpersonal conflict among secondary school students in Bauchi metropolis?
2. Is there any effect of negotiation conflict resolution skill on interpersonal conflict among male and female secondary school students in Bauchi metropolis?
3. Is there any effect of give and take conflict resolution skill on interpersonal conflict among secondary school students of different age brackets in Bauchi metropolis?

### **1.5 Hypotheses**

The following hypotheses guided the study:

1. There is no significant effect of avoidance conflict resolution skill on interpersonal conflict among secondary school students in Bauchi metropolis.

2. There is no significant effect of negotiation conflict resolution skill on interpersonal conflict among male and female secondary school students in Bauchi metropolis.
3. There is no significant effect of give and take conflict resolution skill on interpersonal conflict among secondary school students of different age brackets in Bauchi metropolis.

### **1.6 Significance of the Study**

It is hoped that the outcome of the study would be significant to school counsellors and psychologists, teachers and school administrators, education policy makers, parents/caregivers and the students.

School counsellors and psychologists would benefit from the outcome of this study, as it would increase their knowledge of factors precipitating interpersonal conflict among secondary school students. Similarly, the school counsellors and psychologists would be acquainted with the proper counselling technique that is positively decreasing the behaviour under study that is interpersonal conflict. Whenever faced with such problem among their clients, they would easily apply the skills to redress the problem.

Furthermore, the outcome of this study will help teachers and school administrators in understanding the negative impact of interpersonal conflict on the academic performance of the victim students. Also, it will help them to encourage and assist the students to acquire conflict resolution skills in order to achieve their maximum potentials and also improve their academic performance.

Educational policy makers who are concerned with issues of discipline and implementation of educational laws in schools will also benefit from the findings of this

study. Thus, their future policy formulation can feature some of these likely behaviour problem that could be exceptional when dealing with issues that has to do with administration of corporal punishment on offenders to the laid down school rules and regulations. So the outcomes of the study therefore can serve as a basis upon which special provision could be given to students with interpersonal conflict problem with the hope that the resultant effect of conflict resolution skills training would form new way of handling and managing students who exhibit interpersonal conflict at home and school.

The findings of the study are also hoped to be of benefits to parents and caregivers as it would bring to light the important measures to take when dealing with conflict behaviour at home. To students, the finding will assist them to understand the negative effect of conflict among themselves on their academic performance.

Finally, it is hoped that the findings of this study when conducted will increase the body of knowledge, particularly in the field of behaviour modification and classroom management strategies; by demonstrating the importance of conflict resolution skills training in reducing interpersonal conflict among secondary school students. The study would be a point of reference to future researchers, who may wish to carry out further investigations on students' conflict behaviour by serving as a source of literature on the variables under study.

### **1.7 Basic Assumptions**

1. It is assumed that avoidance conflict resolution skill may reduce interpersonal conflict among secondary school students in Bauchi metropolis.
2. It is also assumed that negotiation conflict resolution skill may minimize interpersonal conflict among male and female secondary school students in Bauchi metropolis.
3. It is assumed that give and take conflict resolution skill may be effective on interpersonal conflict among secondary school students of different age brackets in Bauchi metropolis.

### **1.8 Scope and Delimitation of the Study**

The scope of this study was to find out the effects of conflict resolution skills training (avoidance, negotiation and give and take) on interpersonal conflict among secondary school students in Bauchi metropolis. In light of the above therefore, the effect of conflict resolution skills training in reducing interpersonal conflict among secondary school students of SS II in Bauchi metropolis was only considered. As such, students of SS I and III as well as junior secondary school students in Bauchi metropolis were not included in the study. Also, other problems such as truancy, Attention Deficit Hyperactivity Disorders, Autism, Mutism, speech impairment, shyness and other counselling skills and or techniques were outside the scope of this study. Additionally, the study used only male and female students who are within the age brackets of 14-17 and 18-21 years. Therefore, students above or below these age brackets even if in the same class were excluded.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents the concepts of conflict, interpersonal conflict, characteristics of conflict, types of conflict, how conflict is initiated and causes of conflict, conflict in the school situation, causes of conflict in the school as well as the concept of conflict resolution skills, conflict resolution model and six essential skills for managing conflict. Theories of counselling such as Transactional Analysis, Rational Emotive Behaviour Therapy and Social Learning Theory served as the theoretical bases for the study. Finally, empirical studies and the summary of the chapter were presented.

#### **2.2 Concept of Conflict**

Conflict is a condition of clash between two or more individuals or parties. It has been defined in many different ways. Lewis (1992) expressed it as disagreement between two or more people. It occurs when two or more people take different and opposing positions in a situation, expressed verbally or in actions. It ranges from a very mild disagreement to complete breakdown in a relationship.

Conflict occurs when the objectives, goals, values, or needs of individuals or groups clash (Blake 1964, Shepard 1973 and Mouton 1994:11). Diverse human interests and needs are sometimes incompatible with social needs; religious beliefs, and group goals of others. The result is often violence.

Conflict is a struggle or contest between people with opposing needs, ideas, beliefs, values, or goals. Defined in broadest terms, conflict denotes the incompatibility of subject positions (Diez, Hugh and Tom 2006). This definition emphasizes the



opposition or incompatibility at the heart of the conflict, and initially leaves open the exact nature of these incompatibilities, i.e. whether they are between individuals, groups or societal positions; whether they rest in different interests or beliefs; or whether they have a material existence or come into being only through discourse.

Wright, (1990) stated that the word conflict is derived from the Latin word *confingere* meaning to strike together. It was anticipated that conflict may occur in a physical sense when two or more different things move to occupy the same space at the same time which there is logical inconsistency and the process of solution are identical. Pooja (2007) expressed that conflict may arise when wants, needs and beliefs between two or more parties struggle to agree. Chung and Megginson (1981), Carrell (1997), and Dubrin (2005) mentioned that conflict happens whenever disagreements exist in a social situation over issues of substance, or whenever emotional antagonisms create frictions between individuals or groups. They agreed that conflict continues when either side do not believe in a certain agreement and intertwine of the other party is merely impossible. Ofem (2008) identifies that conflict takes various forms, such as dyadic conflict, involving persons or groups, and coalition behaviour, involving more than two parties.

According to Meek, Heit and Page (2005), conflict is a disagreement between two or more people or between two or more choices. Similarly, Cannie, Sasse and CFCS (2002) simply refer to conflict as a disagreement or struggle between two or more people. Expanding on this definition, Cole (1998) also states that conflict is a condition that arises whenever the perceived interests of an individual or a group clash with those of another individual or a group in such a way that strong emotions are aroused and compromise is not considered to be an option. On the other hand, Hart (2002) writes that

“conflict is a state of opposition, disagreement or incompatibility between two or more people or groups of people which is sometimes characterized by physical violence or assault”. While [www.biol.sukuba.ac.jp/macer/biodict/htm](http://www.biol.sukuba.ac.jp/macer/biodict/htm) defines conflict as a situation in which opposing viewpoints have come into physical confrontation.

Ho-won (1999) sees conflict as a contest of opposing forces or power, a struggle to resist or overcome. It is also seen that conflict exists whenever incompatible perception or activities occur. Conflict can also be a situation in which there are incompatible goals, thought or emotions within or between individuals or groups that lead to opposition. Important aspects of these definitions include “expressed struggle”, which means the two sides must communicate about the problem for there to be a conflict. Another important idea is that conflict often involves perceptions. The two sides may only perceive that their goals, resources and interference are incompatible with each other.

David and Charls (2002) defined conflict as “any divergence of interests, objectives or priorities between individual, groups, or organizations or nonconformity to requirements of a task; activity or process”. Thomas (1990) opined that conflict implies some types of hostility and perhaps some desires to do harm which may be considered an extreme case of competition. Conflict is different from competition, although competition may result in conflict. Some believe that conflicts may occur without any specific reference to competition, as it could occur as a result of breakdown in the mechanism of decision-making. Kenneth (1963) has this to say: Whenever two people come together, there are bound to be disagreements at time. That’s natural. However, sometimes these differences can grow to enormous proportions where they become detrimental to the involved parties and the organization. When that occurs conflict is present.

A critical analysis of the definition of conflict as “the struggle over resources or ideas, between two or more parties caused by the perceptions of the contending parties that both or all cannot have what they desire”, buttresses the idea of conflict as originating from competition. This is in line with Mack and Snyder (1957) definition of conflict as the process which begins when one party perceives that one or more of its concerns have been or are about to be frustrated by another party. From various points of view, the definition of conflict connotes that a trace of competition cannot be totally ruled out. To some, conflict is synonymous with violence, but to the United Nations International Children’s Emergency Fund (UNICEF) conflict is not necessarily synonymous with ‘violence’ and that conflict occurs not only in situations of violence but conflicts inevitably occur between people over ideas, values, positions and perspectives on a range of issues. In the opinion of Kriesberg (1998) conflicts can occur with anyone and over anything. Seville’s statement on violence and human nature (as cited by UNICEF) nevertheless stated that it is not part of human nature to be violent and that violence is a learned response to conflict and if violence can be learned, other responses are possible and can be learned as well.

Smith and Lasttlet (1994) in their attempt to define conflict provided both sides of the coin – the negative and the positive side of it. They stated: Conflict is defined as the behaviour of an individual, a group, or an organization which impedes or restricts (at least temporarily) another party from attaining its desired goals. Although conflict may impede the attainment of one’s goals, the consequences may be beneficial if they produce new information which, in turn, enhances the decision-making, lengthy delays over issues

which do not importantly affect the outcome of the project, or a disintegration of the team's efforts.

No matter how hard one tries to define the term, one is prone to agree with Mack and Snyder (1957) that, "conflict is one of those phenomena that are experienced by everyone but that can be defined completely and accurately by no one".

### **2.2.1 Concept of Interpersonal Conflict**

Interpersonal conflict is overlapping yet distinct from several other negative workplace phenomena. Interpersonal conflict may be an isolated incident or a common occurrence and, in this sense, it is broader in scope than bullying or social undermining, which are typically described as aggressive behaviours that are repeated and enduring (Duffy, Ganster, & Pagon, 2002; Einarsen, 1999). Interpersonal conflict may include rude behaviour but, unlike workplace incivility (Andersson & Pearson, 1999), interpersonal conflict would also include instances of respectful yet contentious disagreement. As noted, interpersonal conflict has long been considered a stressful job demand and as such it should positively influence job strain according to the demands-control model (Karasek, 1979). That is, in the demands-control model (Karasek, 1979, p. 287), "work load demands, conflicts or other stressors...place the individual in a motivated or energized state of 'stress'," and unless the individual can somehow take action to cope with the stressor, the unreleased energy induced by job stressors will manifest itself internally, producing distress and strain (Karasek, 1979).

### 2.2.2 Characteristics of Conflict

Conflict has some distinctive features for easy identification. As indicated by Wilmet and Hocker (1998), Lulofs (1994), Michael and Cinzia (1991), McKinney, Kingsley and Fuller (1995) conflict is characterized by the following:

- 1) Apart from intrapersonal conflict which occurs within one's self, conflict usually requires two people or groups.
- 2) Conflict inherently involves some sense of struggle or incompatibility or perceived differences among values, goals or desires.
- 3) Action, whether overt or covert is key to conflict. Until an action or expression occurs, conflict is latent, lurking below the surface.
- 4) Power or attempt to influence inevitably occurs within conflict.

### 2.2.3 Types of Conflict

Conflicts according to Kauffman (2014 )are classified as follows:

- **Intra-personal Conflicts:** Conflicts within a person, psychological conflict, decision making conflict in one person. Though these conflicts may play a part in social conflicts, they are not the subject matter of conflict transformation work but more of a concern of therapy or counselling.

Larson and Mildred (2000) point out that intrapersonal conflict occurs within a person and that one can experience intrapersonal conflict with respect to the amount of resources one has by hearing internal voices that disagree. In agreement with this assertion, Orlich, et al (2001) explain that in intrapersonal conflict the individual tries to reconcile conflict within his or her own value

structure. Similarly, Gray (1989) observes that conflict may not only take a toll on one's physical body but it often occupies one's thoughts and causes a great deal of emotion.

Larson and Mildred (2000) also agree that intrapersonal conflict occurs within an individual and can involve some form of goal or cognitive conflict. They argue that intrapersonal conflict occurs when a person's behaviour results in positive and negative outcomes or incompatible outcomes. An example is where a person has the option to choose a job in a government organisation that does not pay well but has future security or take a job from a private company that pays well but does not provide any future security. Such a choice could lead to intrapersonal conflict.

- **Interpersonal Conflict:** Conflicts between two or a small number of people without groups building up around one side. While Meek, Heit and Page (2005) state that interpersonal conflict occurs between two or more persons, Larson and Mildred (2000) refer to interpersonal conflict as clashes that involve two or more individuals who perceive each other as being in opposition to preferred outcomes (goals) and or attitudes, values or behaviours.

Similarly, Nelson-Jones (1990) indicates that interpersonal conflict is a situation in which one or both individuals in a relationship are experiencing difficulty in working or living with each other. Expanding on this point, Nelson-Jones states that interpersonal conflict usually occurs when due to differences or incompatibilities, needs, goals or styles clash. Similar to this assertion is Orlich et

al observation (2001) who observed that in interpersonal conflict the values of different individuals or groups openly clash.

Interpersonal conflict, also known as dyadic conflict, refers to conflict between two or more interacting individuals, as manifestation of incompatibility, disagreement or differences between the parties involved in a conflict. It can involve the same or different hierarchical levels or units (Ofem, 2008).

- **Intra-group Conflicts:** Conflicts within smaller (team, organization, family) or larger groups (religious community, within elites in a country). Here group dynamics add to the normal dynamics of inter-personal conflicts. This type of conflict emerges between people who identify themselves as belonging to the same group. Larson and Mildred (2000) explain that intragroup conflict is a clash among some or all of a group's members which often affects the group's progress and effectiveness. In a classroom situation, an intragroup conflict may occur within members of a class where pupils sit in close proximity and interact with each other. Such conflict can also occur among the staff of schools that have different views on the kind of measures appropriate for punishing students. In this case, some teachers may support the use of corporal punishment while others may support other milder forms of punishment for misbehaviour.
- **Inter-group Conflicts:** Conflicts between groups, like organizations, ethnic groups, political parties. This emerges between two or more groups of people. While Larson and Mildred (2000) define intergroup conflict as opposition and clashes that arise between two or more groups, Wilmet and Hocker (1998) indicate that such conflicts are highly intense and costly to the group involved.

Intergroup conflict can therefore occur between two or more schools. According to Antcliffe (1998), intergroup conflict within organisations occurs at three levels: vertical, horizontal and line staff. Antcliffe explains these as follows:

- i. **Vertical Conflict:** refers to clashes between levels in an organization. For example, vertical conflict occurs when superiors try to control subordinates too tightly as subordinates resist the control.
- ii. **Horizontal Conflict:** refers to clashes between groups of employees at the same hierarchical level in an organisation. In a school situation horizontal conflict will occur if one department desires a larger proportion of scarce resources at the expense of other departments.
- iii. **Line-staff Conflict:** is a clash over authority relationships. As Antcliffe(1998) indicate, line staff conflict can easily occur from the different organizational roles of line and staff departments. An example is where staffing decisions taken by the personnel department (a staff function) is opposed by the production department (a line function). This implies that conflict in an organization can occur at different levels and so conflict resolution is paramount to effective management of organisations.

#### **2.2.4 Typology and Conceptual View of Interpersonal Conflict**

There is consensus among conflict researchers that conflict perceptions have multiple dimensions. Roderick (1999) typology of interpersonal conflict includes task and relationship conflict. This view of interpersonal conflict proposes that both types of interpersonal conflict are distinct, based on the differing conceptual relationships that



each is expected to have with outcomes. However, the two types of conflict perceptions may be interrelated, such that a group with many relationship conflicts may also have a high number of task conflicts and vice versa.

Task conflict is focused on the substantive issues associated with the group's task and can involve differences in viewpoints, ideas or opinions. Task conflict may also involve the discussion or awareness of different preferences or approaches to a task. More formally, task conflict is defined as "disagreements among group members about the content of tasks being performed, including differences in viewpoints, ideas and opinions" Roderick (1999, p.284). Conceptually, it is suggested that task conflict is positively related to performance. This view is consistent with a more contemporary position in the literature that has emerged within the last ten years or so. In the presence of task related conflict, these recent conflict researchers believe that task conflicts have the potential to create value by stimulating creative thinking and divergent thought processes. Task conflict may help employees confront task-related issues, learn to take different perspectives and address task-related inefficiencies. Other conflict researchers, who conform to the more traditional view of task conflict, contend that task conflict may be detrimental to performance. This is based on the rationale that the tension and antagonism that can result from task conflict, may further distract from the task.

The second type of conflict, relationship conflict, on the other hand, is focused on interpersonal incompatibilities among group members and may include personality differences as well as differences of opinion and preferences regarding non-task issues. Relationship conflict can also be thought of as an awareness of personality clashes, interpersonal tension or conflict characterized by anger, frustration and uneasiness. As

such, relationship conflict is defined as “interpersonal incompatibilities among group members which typically includes tension, animosity and annoyance among members within a group” Roderick (1999, p.284).. Conceptually, relationship conflict is uniformly considered to negatively relate to performance and has a more adverse effect than task conflict. This is based on the rationale that in the presence of relationship conflict, arousal and cognitive load increases, which in turn affects cognitive flexibility and creative thinking and decreases performance. Further, researchers believe that employees who experience relationship conflict often spend most of their time and effort resolving interpersonal problems.

Task and relationship conflict can also share some conceptual overlap, as each type of conflict may affect the other. Task conflict may turn into relationship conflict if perceived as a personal disagreement. Misattributions about viewpoints or opinions could lead an individual to assume that his or her competence is being challenged and relationship conflict might result. Similarly, unresolved relationship conflict could also result in unproductive task conflict. Underlying personal issues can become enmeshed in communication and disturb task-related processes.

### **2.2.5 Causes of Interpersonal Conflict**

According to Fisher (1997) the clash or disagreement between two or more parties over many issues can be for the following reasons:

1. Differences between people in:
  - Philosophies, thoughts, beliefs, values, worldviews
  - Plans, goals, methods

- Race, class, gender, age, ethnicity, language
  - Communication styles, dress styles
2. Unrecognized differences
  3. Unmet psychological needs as:
    - Identity such as social groups, friends, foods, schools, songs, dances, etc.
    - Security
    - Control over our lives
    - Recognition, attention, credit
    - Fairness
  4. Change and, even more stressful, sudden change can bring about fear, anxiety and conflict
  5. Loss such as job loss, divorce, or death can bring about so much fear and anxiety, it can cause conflict, scapegoating, and misplaced anger
  6. Ignoring our own basic needs and the basic needs of others
  7. Over population and population density denies people enough space to live and promotes competition
  8. Competition over jobs, promotions, places on a team, sibling rivalry, girlfriends and boyfriends
  9. Moralism which is projecting our own moral standards onto others which occurs because being right is fundamental to our sense of selves
  10. Power struggles when people in hierarchal political, military, educational, and corporate organizations foster authoritarian control, monopolize decision-making,

and rule unfairly and unjustly for the benefit of the few to the detriment of the many.

11. Third party assistance during conflict is weak and people do not intuitively and spontaneously foster compromise and mediation.

### **2.2.6 Resolving Interpersonal Conflict**

With the understanding of styles and stress triggers of teams, there are four steps that can effectively resolve interpersonal conflicts.

**Step 1: Originate:** Each person writes down the other persons problem behaviour. A facilitator then asks all parties to describe the behaviour each would like the other to start practicing, keep practicing, or stop practicing. Use specific, non-judgmental terms.

**Step 2: Validate:** Each person reads the items he or she has listed; then the listener paraphrases the ideas back to the reader. During the process, all parties encourage feedback to make certain ideas are being clearly expressed and heard.

**Step 3: Negotiate:** After each sentence is correctly understood, the parties decide which response is possible for them (Yes, I will do what you ask), not possible (No, I won't do what you ask), or an opportunity for a mutually binding contract (I will do X if you will do Y).

**Step 4: Communicate:** The parties document what has been agreed upon so members can follow up. Times are set for updating agreed-upon commitments.

### **2.2.7 How Conflict is Initiated**

Meeks, Heit and Page (2005) are of the view that conflict emerges in many aspects of human life. They explain that conflict occurs in the family, in the community and in an organisation such as a school. Conflict also may surface within oneself and can be centered on different needs and values a person has. As Covey (2002) has observed, conflict emerges when one party decides that things are not moving the way it should and seeks a change, which is not agreed to by the other party. This shows that it takes one party to declare a conflict which the other party is drawn into. To Tannen (2003), where there is a change, there will be conflict since conflict is a natural part of the change process. They argue that conflict is actually the main vehicle through which change takes place in society. In this regard, Girard and Koch (1996) assert that the rapid pace of change in society over the last few decades has far outstripped the human body's natural evolutionary change rate, hence, the many conflicts in the world.

In the case of children, Nelson-Jones (1990) notes that in the face of disappointment or conflict, they copy or imitate ways in which their parents or other significant family figures behave. Likewise, McClure, Miller and Russo (1992) point out that as children witness that inappropriate behaviour of models in their environment brings rewards to them, they learn to do same. For example, a father who vents his anger on people in his home relies on it to bring him the attention or solace he needs, and siblings make demands or clamour for attention and get it, and are also indulged or gratified according to the frequency, intensity and duration of their demanding behaviour, unconsciously sends such a message to children as the only way out of getting the attention they need.

Obviously, wherever people meet, there is a probability for conflict to occur. If the conflict is intrapersonal, it could manifest in a person's way of thinking, or relationship with others and that conflict can be extended to other people who are not involved in the issue. More often than not, conflict unfolds when initiatives are implemented or when there is a change in decision making in a family, a household, organization, community or country. This is so because people find it unpleasant to change their beliefs or practices that have been adopted for a greater part of their lives, any attempt to change or modify these practices may breed conflict.

### **2.2.8 Causes of Conflict**

The discourse about the problem of conflict is very often limited to one or very few causes. This is part of the dynamics of conflicts and it tends to limit the perspectives of those involved. It is important however to go deeper and understand the root causes of each conflict.

There can be so many causes of conflict, some of which to Kauffman (2014) include:

- **Data/Information Conflict:** This type of conflict results from strong emotions, stereotypes, miscommunication and repetitive negative behaviour. It is this type of conflict which often provides fuel for disputes and can promote destructive conflict even when the conditions to resolve the other sources of conflict can be met.
- **Value Conflict:** This conflict arises from ideological differences or differing standards for evaluation of ideas or behaviour. The actual or perceived differences in values do not create conflict. It is when values are imposed on

groups or groups are prevented from upholding their value system that conflict arises.

- **Structural Conflict:** This is caused by unequal or unfair distribution of power or resources perpetrated or justified by established institutions or structures e.g. the informal and formal structures in an organization, party etc.
- **Interest Conflict:** This involves perceived or actual competition over interests, such as resources, perceptions of trust and fairness. An analysis of the different types of conflicts the parties are dealing with helps the intervener to determine strategies for effective handling of the disputes.

### **2.2.9 Conflict in the School Situation**

The school as an organization of individuals cannot escape conflict because it is made up of individuals. Siann and Ugwuegbu (2000) explain that parents and teachers are the two centers of almost every child's universe. No one knows their child better than the parents and no one knows how to teach better than the teacher. Fink and Cole (1995) believe that when there is a school-based conflict, it is almost always desirable to avoid a win or lose outcomes because the players will continue to work together in the best interests of the child. In other words, relationships between parents and the school are ongoing since it continues long after the conflict is over. The last thing that is needed in conflict in the school situation is for one party to feel like a winner and the other a loser because these stakeholders need to coordinate to ensure better education of the children.

### **2.2.10 Causes of Conflict in the School**

Classroom management, disruption and punishment have been identified in the literature as some of the common sources of conflict in secondary schools in particular.

#### **(1) Classroom Management:**

Santrock (2001) asserts that all levels of education need good classroom managers to design the physical environment of the classroom for effective learning tasks to occur. Orlich, Harder, Callahan and Gibson (2001) also describe the classroom as a social and emotional as well as a learning environment which therefore, must be controlled to ensure law and order. Likewise, Braine, Kerry and Pilling (1990) have observed that as teachers aim to create conducive classroom atmosphere for their students to develop, it is equally important for them to deal with challenges to their authority as soon as they emerge before they develop to a dangerous level. This brings in Orlich, Harder, Callahan and Gibson's (2001) concept that one of the teacher's roles is to establish a classroom environment that prevents problems from emerging and if they occur, teachers should intervene quickly to prevent it disrupting the lesson. Besides, they establish that the classroom is a place for dynamic systems of interactions between teachers and students, and among students whereby uncountable verbal and non-verbal behaviours which crop up each day ought to be managed to improve learning processes in the classroom. Braine, Kerry and Pilling (1990) have noticed that one of the commonest difficulties teachers face in the classroom is the problem of very talkative students. They often volatile nature of teenage behaviour can lead to outbursts of unacceptable behaviour with any teacher. It is therefore up to the teacher to deal with such outbursts and prevent them from overwhelming the class, the lesson, and ultimately, the teacher himself/herself. According



to Smith and Laslett (1996), it is imperative to avoid confrontations with students as a teacher but there are occasions when a confrontation is beneficial. For example, a teacher cannot avoid a confrontation when he or she is summoned by a colleague to assist in solving a problem between her and a student. In this instance, the angry student may turn on his or her teacher and the other teacher may also decide that he or she will not tolerate the student's provocative or stupid behaviour any longer. This can result in conflict between the teacher and the student.

It can be seen here that a conducive classroom environment does not only involve the physical environment but also consists of establishing and maintaining classroom norms, getting students to co-operate, effectively dealing with problems and using good communication strategies.

**(2) Disruption:**

Fisher (1990) explains that disruption in the classroom situation interrupts usual and normal class routines. Smith and Laslett (1996) also support the idea that classroom disruption undermines the learning process, explaining that certain students have marked tendencies to upset the stability of a class by their notorious disruptive attention-seeking behaviours while such negative situations in the classroom consume much of the instructional periods and affect the teaching and learning process. To them, the disruptive behaviour of students may include talkative students, habitual late coming, dragging chairs across the classroom, students talking outside through the windows, and students interacting with colleagues while classes are in progress.

Furthermore, Gray, Miller and Noakes (1995) cite other destructive behaviour as verbal abuse, temper burst in class and violence to teachers and other students which also

have different disruptive values depending upon the strategy of the teacher managing the class. Siann and Ugwuegbu (2000) are also of the view that disruptive behaviours of children in the secondary schools almost always stem from low esteem although other factors may contribute to such behaviour. They emphasize that if a child who has low self-esteem probably thinks the only way to make his or her presence felt is exhibiting a bad behaviour such as any of those mentioned earlier. In spite of these challenges, Santrock (2001) observes that teachers have more influence on the behaviour of students in its early stages of development in the classroom and are also in a strong position to help mediate students' behaviour in the school setting.

### **(3) Punishments and Discipline:**

Ivancevich and Matteson (1990) define punishment as a presentation of an aversive event or the removal of a positive event following a response that decreases the frequency of the response. According to Smith and Laslett (1996), many conflicts begin in the classroom with what a teacher may say, the way he or she may walk, stride towards a student, glare at a student or point at him or her. Leonard, Eccles and Gabarro (1983) also explain that conflict normally occurs in a class when a student feels that he or she has been punished unfairly, or feels that reprimands, criticisms and punishment were not deserved and legitimate. Ivancevich and Matteson (1990) explain that punishments and disciplinary measures are used to eliminate undesirable behaviours and poor performance in organisations. Citing examples of such undesirable behaviour as absenteeism, tardiness, leaving the school or the workplace before closing time, fighting, violating rules and regulations and the use of abusive language, Ivancevich and Matteson (1990)

assert that such behaviours if not eradicated as early as possible can impede the growth of the organization.

Referring to discipline as the use of some form of punishment or sanctions when employees deviate from the rules, Beck and Betz (2002) say that not all disciplinary measures are necessarily punishment. They support that where frequent absence from work results in a three-day suspension, the suspended person who does not like his or her job and prefers to stay at home will not regard the suspension as aversive. In such a situation, the disciplined person has not been punished with suspension.

As Cameron and Thorsborne (2001) state, it is generally seen that punishment in most cases brings conflict in organizations such as schools. They explain that punishment produces conflict when the intensity or severity and the moral behind its use are not legitimate. In their view, some people's resistance to the use of punishment is based on moral grounds; the moral position being that pain is bad and should always be avoided. Ivancevich and Matteson (1990) again stress that punishment achieves a greater effectiveness when the aversive stimulus is relatively intense and the implication of this condition is that in order to be effective, punishment should get the immediate attention of the person being punished.

Unquestionably, the emphasis on punishment in a school situation is to maintain order and control. For this reason, if punishment is unduly awarded, it almost undermines the mutual respect necessary for a sound teacher-student relationship and at worse, generates conflict.

It can be deduced from the discussions that conflict results from contexts of opposing forces or power and struggle to resist or overcome. Conflict as a daily occurrence in the administration and management of an organisation such as a school is also characterized by interaction among individuals who have varied opinions and interests. Conflict will invariably occur in organisations because as people work together they will inevitably have issues to discuss, many of which are potential grounds for disagreement or misunderstanding that can breed conflict. It can also be inferred that every conflict situation leaves a conflict aftermath that affects the way both individuals or groups perceive and act upon subsequent conflict.

Such effects can be either positive or negative depending on how conflict is managed. Positively, conflict can increase productivity, improve quality and quantity of and develop better communication methods. When they are managed effectively, conflict can change organisations for the better. However, conflict can have negative outcomes such as physical and psychological withdrawal of people, aggression and damage to property. It is generally accepted that conflict has negative connotations in societies, a fact which can be deduced from the definitions given to conflict. Obviously, none of the definitions given to conflict in the literature sourced indicates the positive aspect of conflict and that clearly shows that it is bad and should not be entertained.

Conflict has many causes including competition for scarce resources, one party seeking to control another, and individualism in people, among others. The discussion reveals that conflict in an organisation can occur at four levels - Intrapersonal, Interpersonal, Intragroup and Intergroup. Identified conflict resolution strategies include Cooperative problem solving, Competing, Compromising, Avoiding and

Accommodating. More significantly, these strategies leave conflict aftermath depending on the strengths and weaknesses of each strategy.

The school as an organisation is a system in which several networks of individuals interact, and which itself interacts with the wider social and economic environment. These individual interactions can be categorized as Head–Teacher, Teacher–Teacher, Teacher–Student and School – Community interactions or relationships. According to Fianu (2000), pleasant interpersonal relationships between these groups are undisputedly one of the factors which promote effective school administration, teaching and learning. Hence, their absence adversely affects school effectiveness. Classroom management should therefore emphasize ways to develop and maintain a positive classroom environment that supports teaching and learning. Teachers must also use their authority to manage the classroom in order to reduce the probability of disruptive behaviour which cause conflict in the classroom. Such a situation will significantly improve teaching and learning processes and increase the chances of schooling effectiveness. In spite of the many challenges that teachers face in school, they can exert a lot more influence on the behaviour of students to prevent the development of conflict in the classroom. They are also in a much stronger position as classroom managers to help mediate students' behaviour in the school setting.

### **2.2.11 Concept of Conflict Resolution Skills**

Resolution is an act of finding a solution to problems or a conflict. CRS (conflict resolution skills), therefore, is a method desired to develop peaceful means of amicably ending a state of conflict (Burton, 1990). Miller (2003) described CRS as a variety of approaches arrived at terminating conflicts through the use of constructive ideas.

George (2007) holds that Conflict resolution and peer mediation programs are often promoted as a way to reduce violence (and destructively managed conflicts) in schools. Management of conflict is a human relations concept long recognized in business and industry as a necessary component of the developmental process. Deutsch(1998) define conflict resolution in a most general and concise way, “the process used by parties in conflict to reach a settlement”

### **2.2.12 Common Conflict Resolution Skills**

The following are common ways individuals seek to resolve conflict according to Fisher, (1998):

**Negotiation:** There is a tendency to think about conflict or the negotiating situation as an isolated incident. It is probably more useful to think about conflict as a process, or a complex series of events over time involving both external factors and internal social and psychological factors. Conflict episodes typically are affected by preceding and in turn produce results and outcomes that affect the conflict dynamics.

A negotiation usually involves a number of steps including the exchange of proposals and counter proposals. In good-faith negotiation, both sides are expected to make offers and concessions. Your goal here is not only to try to solve the problem, but to gain information that will enable you to get a clearer notion of what the true issues might be and how your "opponent" sees reality. Through offers and counter offers there should be a goal of a lot of information exchange that might yield a common definition of the problem.

Such an approach suggests the importance of perception-conflict is in the eye of the beholder. Thus, situations which to an outside observer should produce conflict may not if the parties either ignore or choose to ignore the conflict situation. Conversely, people can perceive a conflict situation when in reality there is none.

Next, once aware of the conflict, both parties experience emotional reactions to it and think about it in various ways. These emotions and thoughts are crucial to the course of the developing conflict. For example, a negotiation can be greatly affected if people react in anger perhaps resulting from past conflict.

Then based on the thoughts and emotions that arise in the process of conflict resolution, we formulate specific intentions about the strategies we will use in the negotiation. These may be quite general (eg. plan to use a cooperative approach) or quite specific (eg. use a specific negotiating tactic).

Finally, these intentions are translated into behaviour. These behaviors in turn elicit some responses from the other person and the process recycles.

This approach suggests we pay particular attention to these generalizations:

- Conflict is an ongoing process that occurs against a backdrop of continuing relationships and events;
- Such conflict involves the thoughts, perceptions, memories, and emotions of the people involved; these must be considered.
- Negotiations are like a chess match; have a strategy; anticipate how the other will respond; how strong is your position, and situation; how important is the issue; how important will it be to stick to a hardened position.

- Begin with a positive approach: Try to establish rapport and mutual trust before starting; try for a small concession early
- Pay little attention to initial offers: these are points of departure; they tend to be extreme and idealistic; focus on the other person's interests and your own goals and principles, while you generate other possibilities

**Competing** is a style in which one's own needs are advocated over the needs of others. It relies on an aggressive style of communication, low regard for future relationships, and the exercise of coercive power. Those using a competitive style tend to seek control over a discussion, in both substance and ground rules. Competing results in responses that increase the level of threat.

**Accommodating**, also known as smoothing, is the opposite of competing. Persons using this style yield their needs to those of others, trying to be diplomatic. They tend to allow the needs of the group to overwhelm their own, which may not ever be stated, as preserving the relationship is seen as most important.

**Avoiding** is a common response to the negative perception of conflict. "Perhaps if we don't bring it up, it will blow over," we say to ourselves. But, generally, all that happens is that feelings get pent up, views go unexpressed, and the conflict festers until it becomes too big to ignore. Because needs and concerns go unexpressed, people are often confused, wondering what went wrong in a relationship.

**Compromising** is an approach to conflict in which people gain and give in a series of tradeoffs. While satisfactory, compromise is generally not satisfying. We each remain shaped by our individual perceptions of our needs and don't necessarily understand the



other side very well. We often retain a lack of trust and avoid risk-taking involved in more collaborative behaviours.

**Collaborating** is the pooling of individual needs and goals toward a common goal. Often called "win-win problem-solving," collaboration requires assertive communication and cooperation in order to achieve a better solution than either individual could have achieved alone. It offers the chance for consensus, the integration of needs, and the potential to exceed the "budget of possibilities" that previously limited our views of the conflict. It brings new time, energy, and ideas to resolve the dispute meaningfully.

### **2.2.13 Skills of Conflict Resolution**

There are a range of skills/approaches that a counsellor can teach a client in the counselling process in order to resolve conflict as discussed below:

1. **Win-Win Approach:** The Win/Win Approach is about changing the conflict from an adversarial attack and defense, to one of co-operation. It is a powerful shift in attitude that alters the whole course of communication. Katz (2009) (Axelerod, 1984).Have your client ask questions like:

"Why does that seem to be the best solution to you?"

"What's your real need here?"

"What interests need to be served in this situation?"

"What values are important to you here?"

"What's the outcome or result you want?"

The answers to these questions can significantly alter the agenda of the discussion. It allows for co-operative problem-solving, it can lead to opportunities for the client to take responsibility, be assertive and to say what they need to (Best 2006).

In summary, the win/win approach involves strategies of consideration of underlying needs recognition of individual differences, openness to adapting one's position in the light of shared information and attitudes attacking the problem, not the people (Best, 2006).

2. **Withdrawal:** If you physically or emotionally withdraw from a conflict, you no longer have a say in what happens. Withdrawal can allow a problem to grow out of proportion. It can be used to punish someone. It can leave the other person angry and helpless (Obi, 2004).
3. **Suppression:** This is often the 'peace at any cost approach'. Suppression can be positive if it gives a client time to think about how they will respond. However, suppressing a conflict means you don't discuss the main issues and communication is cut off (Obi, 2004).
4. **Win/Lose:** This approach is often prompted by a need to protect oneself from being wrong. Win/lose is a power struggle where one person comes out on top. While it is sometimes necessary, it is rarely a long term answer (Okoli, 2002).
5. **Compromise:** Compromise seems fair, everyone gains something, but no one gets everything they would like. This potentially leaves everyone feeling at least a little dissatisfied (Okoli, 2002).

6. **Creating Empathy and the Role of Active Listening:** Creating empathy is about considering rapport and openness between two people. When it is absent, people are less likely to consider their needs and feelings. The best way to teach clients to build empathy is to help the other person feel that they are understood. That means being an active listener. There are specific listening activities relevant to different situations-information, affirmation or inflammation Obi (2004).
7. **Assertiveness:** The essence of assertiveness is being able to state your case without arousing the defenses of the other person or denying their or your rights. The secret of assertiveness lies in saying how it is for you rather than what they should or shouldn't do. For example, "The way I see it..." attached to your assertive statement can help Jennings and Stuart (2004)

#### **2.2.14 Conflict Resolution Models**

Here, is a brief initial sketch of the conflict resolution field, followed by an introduction to some of the best-known models that have been found to be useful in it. This introduction is selective and indicative, not systematic, let alone exhaustive. It takes its origins in economic differentiation, social change, cultural formation, psychological development and political organization all of which are inherently conflictual and becomes overt through the formation of conflict parties, which come to have, or are perceived to have, mutually incompatible goals. The identity of the conflict parties, the levels at which the conflict is contested, and the issues fought over (scarce resources, unequal relations, competing values) may vary over time and may themselves be disputed. Conflicts are dynamic as they escalate and de-escalate, and are constituted by a

complex interplay of attitudes and behaviours that can assume a reality of their own. Third parties are likely to be involved as the conflict develops, and may themselves thereby become parties in an extended conflict. An important point to note from the outset is how early theorists in the field such as Velten (2010) distinguished between destructive and constructive conflict, suggesting that the former was to be avoided but the latter was a necessary and valuable aspect of human creativity. This remains key for understanding the normative orientation of the conflict resolution field as a whole, as will be emphasized below. The new field of conflict resolution in the 1950s defined itself in relation to the challenge of understanding and transforming destructive human conflicts of this kind. In contrast to older established fields, such as international relations, conflict resolution was to be:

- **Multilevel:** analysis and resolution had to embrace all levels of conflict: intra-personal (inner conflict), interpersonal, intergroup (families, neighborhoods, affiliations), international, regional, global, and the complex interplays between them;
- **Multidisciplinary:** in order to learn how to address complex conflict systems adequately, the new field had to draw on many disciplines, including politics, international relations, strategic studies, development studies, individual and social psychology, etc.;
- **Multicultural:** since human conflict is a worldwide phenomenon within an increasingly intricate and interconnected local/global cultural web, this had to be a truly cooperative international enterprise, in terms of both the geographical

locations where conflict is encountered and the conflict resolution initiatives deployed to address them;

- **Both Analytic and Normative:** the foundation of the study of conflict was to be systematic analysis and interpretation of the ‘statistics of deadly quarrels’ (polymology), but this was to be combined from the outset with the normative aim of learning how better thereby to transform actually or potentially violent conflict into non-violent processes of social, political and other forms of change;
- **Both Theoretical and Practical:** the conflict resolution field was to be constituted by a constant mutual interplay between theory and practice: only when theoretical understanding and practical experience of what works and what does not work are connected can properly informed experience develop.

#### **2.2.15 Six Essential Skills for Managing Conflict**

Kohlrieser (2007) identified six essential skills for managing conflict as follows:

##### **1. Create and Maintain a Bond, Even with your ‘Adversary’**

The key to defusing conflict is to form a bond, or to re-bond, with the other party. We do not have to like someone to form a bond with him or her. We only need a common goal. Treat the person as a friend, not an enemy, and base the relationship on mutual respect, positive regard and co-operation. Leaders must learn to separate the person from the problem, genuinely want to help the other party and avoid negative responses to attack or intense emotions.

## **2. Establish a Dialogue and Negotiate**

At all times it's important to keep the conversation relevant, stay focused on a positive outcome and remain aware of the common goal. It is imperative to avoid being hostile or aggressive. The next stage is negotiation, in which we add bargaining to the dialogue. Talking, dialogue and negotiation create genuine, engaging and productive two-way transactions. We need to use energy from the body, emotions, intellect and the spirit.

## **3. Put the Fish on the Table**

This expression means, simply, raising a difficult issue without being aggressive or hostile. The analogy comes from Sicily where the fishermen, who are strongly bonded, put their bloody catch on a large table to clean it together. They work through the messy job and are rewarded by a great fish dinner at the end of the day.

If you leave a fish under the table it starts to rot and smell. On the other hand, once an issue is raised, we can work through the mess of sorting it out and find a mutually beneficial outcome. The important thing to remember is that we should not slap the other party in the face with the fish! We should be direct, engaging and respectful, always helping the other person to 'save face.'

In addition, timing is important. It would not be beneficial to raise a difficult topic just as a senior colleague is leaving to the airport. We can decide not to put the fish on the table as a tactic, but not because we wish to avoid the conflict. Choosing the right time and the right circumstances are part of an effective conflict management strategy.

#### **4. Understand what Causes Conflict**

To be able to create a dialogue aimed at resolving the conflict, we need to understand the root of the disagreement. Among the common causes of disagreement are differences over goals, interests or values. There could be different perceptions of the problem, such as 'It's a quality control problem' or 'It's a production problem', and there may also be different communication styles. Power, status, rivalry, insecurity, resistance to change and confusion about roles can also create conflicts. Egotistical people, for example, leaders who manipulate others to build their own identities and self-importance often generate conflicts.

It is crucial to determine whether a conflict relates to interests or needs. Interests are more transitory and superficial, such as land, money, or a job; needs are more basic and not for bargaining, such as identity, security and respect. Many conflicts appear to be about interests, when they are really about needs. The most conflict-provoking losses have to do with needs, and those needs may connect to the deeper wounds people have suffered in their life. Someone passed over for promotion, for example, may seem to be upset about the loss of extra money, when the real pain is caused by a loss of respect or loss of identity.

#### **5. Use the Law of Reciprocity**

The law of reciprocity is the foundation of cooperation and collaboration. What you give out is likely to be what you get back. Humans have a deeply hardwired pattern of reciprocity. Researchers have recently discovered mirror neurons in the brain, suggesting that our limbic system (emotional brain) that establishes

empathy, re-creates the experience of others' intentions and feelings within ourselves. Mutual exchange and internal adaptation allows two individuals to become attuned and empathetic to each other's inner states. Hence a powerful technique to master in any kind of dispute is to empathize with the feelings and views of the other individual by managing what we express – both verbally and non-verbally. This social awareness allows you to make the right concessions at the right time. Once you have made a concession, it is likely that the other party will respond in kind. Moreover, when you recognize a concession has been made, reciprocate with one of your own.

#### **6. Build a Positive Relationship**

Once a bond has been established, we must nurture the relationship as well as pursue our goals. We need to balance reason and emotion, because emotions such as fear, anger, frustration and even love may disrupt otherwise thoughtful actions.

We need to understand each other's point of view, regardless of whether we agree with it or not. The more effectively we communicate our differences and our areas of agreement, the better we will understand each other's concerns and improve our chances of reaching a mutually acceptable agreement. The deepest bonds are founded on what the eminent psychologist Carl Rogers called 'unconditional positive regard'.



### **2.3 Transactional Analysis**

Transactional analysis was originally developed by Eric Berne (1961), who was trained as a Freudian psychoanalyst and psychiatrist. TA evolved out of Berne's dissatisfaction with the slowness of psychoanalysis in curing people of their problems. Berne's major objections to psychoanalysis were that it was time consuming, complex, and poorly communicated to clients. Historically, TA developed as an extension of psychoanalysis with concepts and techniques especially designed for group treatment. Berne discovered that by using TA his clients were making significant changes in their lives. As his theory of personality evolved, Berne parted ways with psychoanalysis to devote himself full time to the theory and practice of TA (Dusay, 1989).

Berne (1961) formulated most of the concepts of TA by paying attention to what his clients were saying. He believed young children develop a personal plan for their life as a strategy for physical and psychological survival and that people are shaped from their first few years by a script that they follow during the rest of their lives. He began to see an ego state emerge that correlated to the childhood experiences of his patients. He concluded that this Child ego state was different from the "grown-up" ego state. Later he postulated that there were two "grown-up" states: one he called the Parent ego state, which seemed to be a copy of the person's parents; the other, which was the rational part of the person, he named the Adult ego state.

Four phases in the development of TA have been identified by Dusay and Dusay (1989). The first phase (1955-1962) began with Berne's identification of the ego states (Parent, Adult, and Child), which provided a perspective from which to explain thinking, feeling, and behaving. He decided that the way to study personality was to observe here-

and-now phenomena such as the client's voice, gestures, and vocabulary. These observable criteria provide a basis for inferring a person's past history and for predicting future problems. The second phase (1962-1966) focused on transactions and "games." It was during this period that TA became popular because of its straightforward vocabulary and because people could recognize their own games. At this time TA was primarily a cognitive approach, with little attention given to emotions. The third phase (1966-1970) gave attention to life scripts and script analysis. A life script is an internal plan that determines the direction of one's life. The fourth phase (1970 to the present) is characterized by the incorporation of new techniques into TA practice (such as those from the encounter group movement, Gestalt therapy, and psychodrama).

### **Basic Psychological Life Positions and Life Scripts**

Decisions about oneself, one's world, and one's relationships to others are crystallized during the first 5 years of life. Such decisions are basic for the formulation of a life position, which develops into the roles of the liferscript. Generally, once a person has decided on a life position, there is a tendency for it to remain fixed unless there is some intervention, such as therapy, to change the underlying decisions? Games are often used to support and maintain life positions and to play out liferscripts. People seek security by maintaining that which is familiar, even though the familiar may be highly unpleasant. As we have seen earlier, games such as "Kick me" may be unpleasant, but they have the virtue of allowing the player to maintain a familiar position in life, even though this position is negative.

Transactional analysis identifies four basic life positions, all of which are based on decisions made as a result of childhood experiences, and all of which determine how people feel about themselves and how they relate to others:

1. I'm OK—You are OK.
2. I'm OK—You are not OK.
3. I'm not OK—You are OK.
4. I'm not OK—You are not OK.

The I'm OK—You are OK position is generally game-free. It is the belief that people have basic value, worth, and dignity as human beings. That people are OK is a statement of their essence, not necessarily their behaviour. This position is characterized by an attitude of trust and openness, a willingness to give and take, and an acceptance of others as they are. People are close to themselves and to others. There are no losers, only winners.

I'm OK—You are not OK is the position of people who project their problems onto others and blame them, put them down, and criticize them. The games that reinforce this position involve a self-styled superior (the "I'm OK") who projects anger, disgust, and scorn onto a designated inferior, or scapegoat (the "You're not OK"). This position is that of the person who needs an underdog to maintain his or her sense of "OKness."

I'm not OK—You're OK is known as the depressive position and is characterized by feeling powerless in comparison with others. Typically such people serve others' needs instead of their own and generally feel victimized. Games supporting this position

include “Kick me” and “Martyr”—games that support the power of others and deny one’s own.

The I’m not OK—You are not OK quadrant is known as the position of futility and frustration. Operating from this place, people have lost interest in life and may see life as totally without promise. This self-destructive stance is characteristic of people who are unable to cope in the real world, and it may lead to extreme withdrawal, a return to infantile behaviour, or violent behaviour resulting in injury or death of themselves or others.

In reality each of us has a favorite position we operate from under stress. The challenge is to become aware of how we are attempting to make life real through our basic life existential position and create an alternative. Related to the concept of basic psychological positions is the lifescipt, or plan for life. A personal lifescipt is an unconscious life plan made in childhood, reinforced by the parents, “justified” by subsequent events, and culminating in a chosen alternative (Stewart & Jones, 1987). This script, as we have seen, is developed early in life as a result of parental teaching (such as injunctions and counter-injunctions) and the early decisions we make. Among these decisions is selecting the basic psychological position, or dramatic role, that we play in our lifescipt. Indeed, life scripts are comparable to a dramatic stage production, with a cast of characters, a plot, scenes, dialogues, and endless rehearsals. In essence, the lifescipt is a blueprint that tells people where they are going in life and what they will do when they arrive.

According to Berne (1972), through our early interactions with parents and others we receive a pattern of strokes that may be either supporting or disparaging. Based on this stroking pattern, we make a basic existential decision about ourselves; that is, we assume one of the four life positions just described. This existential decision is then reinforced by messages (both verbal and nonverbal) that we continue to receive during our lifetime. It is also reinforced by the results of our games, rackets, and interpretations of events. During our childhood years we also make the decision whether people are trustworthy.

Our basic belief system is thus shaped through this process of deciding about ourselves and others. If we hope to change the life course that we are traveling, it helps to understand the components of this script, which to a large extent determine our patterns of thinking, feeling, and behaving.

Impliedly, the main goal of transactional analysis with students is to facilitate insight so that they are able to assume increased control of their thoughts, feelings and actions. As children and adolescents develop this self-understanding, they also acquire the ability to make changes both within themselves and in their transactions with others. This means that students found victim of interpersonal conflict can be taught to appreciate the differences between them. This theory clearly shows that while you are OK, your friend may not be OK at the same time and vice versa. As such, learning to accommodate each other is very crucial.

### 2.3.1 Rational Emotive Behaviour Therapy

Rational Emotive Behaviour Therapy (REBT), previously called rational therapy and rational emotive therapy, is a comprehensive, active-directive, philosophically and empirically based psychotherapy which focuses on resolving emotional and behavioural problems and disturbances and enabling people to lead happier and more fulfilling lives (Ellis, 1994). REBT was created and developed by the American psychotherapist and psychologist Albert Ellis who was inspired by many of the teachings of Asian, Greek, Roman and modern philosophers (Ellis, 2004, McMahon, & Vernon, 2010). REBT is one form of cognitive behaviour therapy (CBT) and was first expounded by Ellis in the mid-1950s; development continued until his death in 2007.

A fundamental premise of REBT is humans do not get emotionally disturbed by unfortunate circumstances, but by how they construct their views of these circumstances through their language, evaluative beliefs, meanings and philosophies about the world, themselves and others (Ellis, 2001). This concept has been attributed as far back as the Greek philosopher Epictetus, who is often cited as utilizing similar ideas in antiquity. In REBT, clients usually learn and begin to apply this premise by learning the *A-B-C-D-E-F* model of psychological disturbance and change. The A-B-C model states that it is not an *A*, adversity (or activating event) that cause disturbed and dysfunctional emotional and behavioral *C<sup>s</sup>*, consequences, but also what people *B*, irrationally believe about the *A*, adversity. *A*, adversity can be an external situation, or a thought, a feeling or other kind of internal event, and it can refer to an event in the past, present, or future (Dryden, & Neenan 2003)

The  $B^s$  irrational beliefs that are most important in the *A-B-C* model are explicit and implicit philosophical meanings and assumptions about events, personal desires, and preferences. The  $B^s$  beliefs that are most significant are highly evaluative and consist of interrelated and integrated cognitive, emotional and behavioral aspects and dimensions. According to REBT, if a person's evaluative *B*, belief about the *A*, activating event is rigid, absolutistic, fictional and dysfunctional, the *C*, the emotional and behavioral consequence, is likely to be self-defeating and destructive. Alternatively, if a person's belief is preferential, flexible and constructive, the *C*, the emotional and behavioral consequence is likely to be self-helping and constructive.

Through REBT, by understanding the role of their mediating, evaluative and philosophically based illogical, unrealistic and self-defeating meanings, interpretations and assumptions in disturbance, individuals can learn to identify them, then go to *D*, disputing and questioning the evidence for them. At *E*, effective new philosophy, they can recognize and reinforce the notion no evidence exists for any psychopathological *must*, *ought* or *should* and distinguish them from healthy constructs, and subscribe to more constructive and self-helping philosophies (Ellis, 1994). This new reasonable perspective leads to *F*, new feelings and behaviors appropriate to the *A* they are addressing in the exercise.

The REBT framework assumes that humans have both innate rational (meaning self-helping, socially helping, and constructive) and irrational (meaning self-defeating, socially defeating, and unhelpful) tendencies and leanings. REBT claims that people to a large degree consciously and unconsciously construct emotional difficulties such as self-

blame, self-pity, clinical anger, hurt, guilt, shame, depression and anxiety, and behaviors and behavior tendencies like procrastination, compulsiveness, avoidance, addiction and withdrawal by the means of their irrational and self-defeating thinking, emoting and behaving. REBT is then applied as an educational process in which the therapist often active-directively teaches the client how to identify irrational and self-defeating beliefs and philosophies which in nature are rigid, extreme, unrealistic, illogical and absolutist, and then to forcefully and actively question and dispute them and replace them with more rational and self-helping ones. By using different cognitive, emotive and behavioral methods and activities, the client, together with help from the therapist and in homework exercises, can gain a more rational, self-helping and constructive rational way of thinking, emoting and behaving. One of the main objectives in REBT is to show the client that whenever unpleasant and unfortunate activating events occur in people's lives, they have a choice of making themselves feel healthily and self-helpingly sorry, disappointed, frustrated, and annoyed, or making themselves feel unhealthily and self-defeatingly horrified, terrified, panicked, depressed, self-hating and self-pitying (Ellis, 2004). By attaining and ingraining a more rational and self-constructive philosophy of themselves, others and the world, people often are more likely to behave and emote in more life-serving and adaptive ways.

Ellis (2004) posits three major insights of REBT as follows:

**Insight 1** – People seeing and accepting the reality that their emotional disturbances at point C are only partially caused by the activating events or adversities at point A that precede C. Although A contributes to C, and although disturbed Cs (such as feelings of



panic and depression) are much more likely to follow strong negative As (such as being assaulted or raped), than they are to follow weak As (such as being disliked by a stranger), the main or more direct cores of extreme and dysfunctional emotional disturbances (Cs) are people's irrational beliefs the "absolutistic" (inflexible) "musts" and their accompanying inferences and attributions that people strongly believe about the activating event.

**Insight 2** – No matter how, when, and why people acquire self-defeating or irrational beliefs (i.e. beliefs that are the main cause of their dysfunctional emotional-behavioral consequences), if they are disturbed in the present, they tend to keep holding these irrational beliefs and continue upsetting themselves with these thoughts. They do so not because they held them in the past, but because they still actively hold them in the present (often unconsciously), while continuing to reaffirm their beliefs and act as if they are still valid. In their minds and hearts, the troubled people still follow the core "musturbatory" philosophies they adopted or invented long ago, or ones they recently accepted or constructed.

**Insight 3** – No matter how well they have gained insights 1 and 2, insight alone rarely enables people to undo their emotional disturbances. They may feel better when they know, or think they know, how they became disturbed, because insights can feel useful and curative. But it is unlikely that people will actually get better and stay better unless they have and apply insight 3, which is that *there is usually no way to get better and stay better except by continual work and practice in looking for and finding one's core irrational beliefs*; actively, energetically, and scientifically disputing them; replacing

one's absolute "musts" (rigid requirements about how things should be) with more flexible *preferences*; changing one's unhealthy feelings to healthy, self-helping emotions; and firmly acting against one's dysfunctional fears and compulsions. Only by a combined cognitive, emotive, and behavioral, as well as a quite persistent and forceful attack on one's serious emotional problems, is one likely to significantly ameliorate or remove them, and keep them removed.

REBT also assumes that human thinking, emotion and action are not really separate or disparate processes, but that they all significantly overlap and are rarely experienced in a pure state. Much of what we call emotion is nothing more nor less than a certain kind a biased, prejudiced, or strongly evaluative kind of thought. But emotions and behaviors significantly influence and affect thinking, just as thinking influences emotions and behaviors. Evaluating is a fundamental characteristic of human organisms and seems to work in a kind of closed circuit with a feedback mechanism: First, perception biases response, and then response tends to bias subsequent perception. Also, prior perceptions appear to bias subsequent perceptions, and prior responses appear to bias subsequent responses. What we call feelings almost always have a pronounced evaluating or appraisal element."

REBT then generally proposes that many of these self-defeating cognitive, emotive and behavioral tendencies are both innately biological and indoctrinated early in and during life, and further grow stronger as a person continually revisits, clings and acts on them. Ellis alludes to similarities between REBT and the general semantics when

explaining the role of irrational beliefs in self-defeating tendencies, citing Alfred Korzybski as a significant modern influence on this thinking.

By implication, REBT argues that mental wellness and mental health to a large degree results from an adequate amount of self-helping, flexible, logico-empirical ways of thinking, emoting and behaving. When a perceived undesired and stressful activating event occurs, and the individual is interpreting, evaluating and reacting to the situation rationally and self-helpingly, then the resulting consequence is, according to REBT, likely to be more healthy, constructive and functional. This does not by any means mean that a relatively un-disturbed person never experiences negative feelings, but REBT does hope to keep debilitating and un-healthy emotions and subsequent self-defeating behavior to a minimum. To do this REBT generally promotes a flexible, un-dogmatic, self-helping and efficient belief system and constructive life philosophy about adversities and human desires and preferences. As such, people suffering from interpersonal conflict can learn to react in a healthy and constructive manner so as not to engage in conflict with any other person.

### **2.3.2 Social Learning Theory (Albert Bandura)**

Social learning theory posits that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement (Bandura, 1971). In addition to the observation of behaviour, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. The theory expands on traditional behavioural theories, in which behaviour is governed solely by reinforcements,

by placing emphasis on the important roles of various internal processes in the learning individual (Bandura, 1972).

This theory integrated behavioural and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world. As initially outlined by Bandura and Walters in 1963 and further detailed in 1977 key tenets of social learning theory are as follows:

1. Learning is not purely behavioural; rather, it is a *cognitive* process that takes place in a social context.
2. Learning can occur by observing a behaviour *and* by observing the consequences of the behaviour (vicarious reinforcement).
3. Learning involves observation, extraction of information from those observations, and making decisions about the performance of the behaviour (observational learning or modeling). Thus, learning can occur without an observable change in behaviour.
4. Reinforcement plays a role in learning but is not entirely responsible for learning.
5. The learner is not a passive recipient of information. Cognition, environment and behaviour all mutually influence each other (reciprocal determinism).

The theory also draws heavily on the concept of modeling, or learning by observing a behaviour. Bandura outlined three types of modeling stimuli:

- Live model in which an actual person is demonstrating the desired behaviour
- Verbal instruction in which an individual describes the desired behaviour in detail and instructs the participant in how to engage in the behaviour
- Symbolic in which modeling occurs by means of the media, including movies, television, Internet, literature and radio. Stimuli can be either real or fictional characters.

Exactly what information is gleaned from observation is influenced according to Walter and Shea (1998) by the type of model, as well as a series of cognitive and behavioural processes, including:

- **Attention**

In order to learn, observers must attend to the modeled behaviour. Attention is impacted by characteristics of the observer (e.g., perceptual abilities, cognitive abilities, arousal, past performance) and characteristics of the behaviour or event (e.g., relevance, novelty, affective valence, and functional value).

- **Retention**

In order to reproduce an observed behaviour, observers must be able to remember features of the behaviour. Again, this process is influenced by observer characteristics (cognitive capabilities, cognitive rehearsal) and event characteristics (complexity).

- **Reproduction**

To reproduce a behaviour, the observer must organize responses in accordance with the model. Observer characteristics affecting reproduction include physical and cognitive capabilities and previous performance.

- **Motivation**

The decision to reproduce (or refrain from reproducing) an observed behaviour is dependent on the motivations and expectations of the observer, including anticipated consequences and internal standards.

An important factor in social learning theory is the concept of reciprocal determinism. This notion states that just as an individual's behaviour is influenced by the environment, the environment is also influenced by the individual's behaviour (Grusec, 1992). In other words, a person's behaviour, environment, and personal qualities all reciprocally influence each other. For example, a child who plays violent video games will likely influence their peers to play as well, which then encourages the child to play more often. This could lead to the child becoming desensitized to violence, which in turn will likely affect the child's real life behaviours.

Taking this theory into consideration, the classroom behaviour of students can be shaped by modelling appropriate behaviour and visibly rewarding students for good behaviour. By emphasizing the teacher's role as model and encouraging the students to adopt the position of observer, the teacher can make knowledge and practices explicit to students, enhancing their learning outcomes (Harrop 1983). This means that a teacher or counsellor in a midst of students engaging in interpersonal conflict can act in a way that

the students learn to redress themselves. In other words, students can be taught to respect, appreciate and value the differences among themselves. This will in one way or the other help the students to learn how to interact peacefully with their friends and the larger society.

## **2.4 Empirical Studies**

Kauffman(2014) conducted a study titled Influence of conflict resolution training on conflict handling styles of college students. The purpose of the study was to investigate the influence of conflict resolution skills training on conflict handling styles, and conflict orientation of college students. Conflict handling styles was measured by the Thomas-Kilman MODE instrument, while Conflict orientation was measured by conflict orientation survey instrument. A sample of 135 was used as the control group during the post-test and a sample of 133 was used as the experimental group during the post test. Conflict handling training was carried on the experimental group only. Paired sample test between the pretest and posttest indicated that conflict resolution skills training had no statistically significant impact on conflict handling styles. However, paired sample test showed statistically significant difference on conflict orientation of the participants of the study.

Karahan (2009) investigated the effect of Communication and Conflict Resolution Skill Training Program on sociotropy levels of university students was investigated. The working group was consisted of thirty two voluntary university students. A pre-test and post-test model was used with control group and experimental group, each consisting of sixteen individuals. University students' sociotropy levels were measured by the Sociotropy-Autonomy Scale which was adapted to Best and Khan (1995). The data were

analyzed with independent samples t-test, paired samples t-test and one-way ANOVA for repeated measures techniques. Data handled in this research had shown that university students who participated in the ten sessions of communication and conflict resolution skill training program had lower levels of sociotropy than the other individuals who had not participated in the training program. There was no significant change on the sociotropy levels of the control group. After three and six months, one-way ANOVA for repeated measures technique was used for the experimental group and it was found that there was no significant relationship between sociotropy levels of post-test scores and follow up scores. The findings had shown that the communication and conflict resolution skill training program had positive effects on the levels of sociotropy among university students.

Okotoni and Okotoni (2003) examine the management of conflicts in the administration of secondary schools in Osun State, Nigeria. It also identifies, discusses and analyses the causes as well as the various ways conflicts manifested in the administration of secondary schools in the state. The effects of conflicts on school administration are equally examined. Quantitative and qualitative data were generated from both primary and secondary sources. The paper shows that administration of secondary schools in the state was hampered by high rate of conflicts. Several types of conflicts were identified in the schools among which were conflicts between management and staff, between staff and students, between the communities and schools, and interpersonal conflicts, to mention a few. The causes of conflicts in schools in the state included inadequate welfare package for workers, forceful and compulsory retirement/retranchment of workers, administrative incompetence, personality clashes,



role conflicts, and non-involvement of students in school administration. The fact that most of the school administrators were not knowledgeable in conflict management, coupled with the absence of laid down procedures for conflict management in most schools contributed to the high rate of conflicts and industrial actions in the schools.

Wielkiewicz(2011) carried out a study titled a survey on conflict resolution mechanisms in public secondary schools: A case of Nairobi province, Kenya. The broad objective of the study was to determine various mechanisms applied in resolving conflicts within public secondary schools in Nairobi province. This study used descriptive and exploratory research design. A sample comprising of principals, representatives of Boards of Governors (BoG's), class teachers, students and education officers was used to investigate the understanding, perceptions and impacts of conflict resolution mechanisms in their respective schools. The research instruments included a questionnaire and an interview schedule, which were administered to the respondents. The data collected was subjected to qualitative and quantitative analysis. They were analyzed using SPSS. Frequency distribution tables, percentages, and charts were used to present data. The findings showed that, the concept of “conflict management” refers to an act and also a process of resolving disputes between two or more parties with the view of coming to a resolution. The study showed that when the students are faced with a conflict of personal nature the majority of them deal with the conflict through constructive approaches. It is however, important to note that when student react as a group they are likely to be influenced by group behaviour, which in most cases is very destructive. This could be a factor that contributes to destructive scenes especially when resolution of conflicts between groups of students and the school administrators or teachers does not find an

amicable solution. Effective communication is therefore, essential in analysis of conflicts in public schools as well as in identifying their root causes. The findings showed that the causes of conflicts in public secondary schools are varied. Resolution of various forms of conflicts would therefore, require specific strategies since the root causes may be unique.

Oladele (2004) conducted a study titled *Conflict and Conflict Management in Tertiary Institutions: The Case of Nigerian Universities*. The paper observes that students in tertiary institutions in Nigeria engaged in conflict because of one reason or the other. Nevertheless, the outcomes of such crisis such as prolong of academic activities, destruction of life and properties and in most cases, render school environments completely insecure for serious academic activities were not beneficial to the students, the institutions and the society at large.

Angie and Idoko (2013) investigated the perceived CRSs (conflict resolution strategies) for the resolution of conflicts in non-government secondary schools in Benue State, Nigeria. Three research questions and three hypotheses guided this study. Proportionate stratified random sampling technique was used in drawing 15% of the population which gave a total of 500 respondents. The instrument used was CRSs questionnaire. This was used to collect data from respondents comprising principals, teachers, proprietors, and students. A four-point scale was used for the ratings of the respondents. Mean and SD (standard deviation) were used to answer the research questions. T-test statistic was used to test hypotheses 1 and 2, while a one-way ANOVA (analyses of variance) was used to test hypothesis 3 at significance level of 0.05. The major findings of the study are unnecessary interferences with the administration of the school by the proprietors and arbitrary increase of school fees by the school management,

among others, constitute major sources of conflict. Findings on strategies for resolving conflicts include: agreeing on the procedure taken for the resolution of conflicts, encouraging parties to work together, taking staff and students' comments and suggestions, and involvement of school disciplinary committee and public complaint commission, among others.

Omisore and Abiodun (2014) examine the causes, effects and remedies of organizational conflict. What are the things that lead to conflicts in organizations? The study found out that like other terms, conflict generates considerable ambivalence and leaves many scholars and administrators quite uncertain about (1) its meaning and relevance; and (2) how best to cope with it. Conflicts are inevitable in human life. It is also inevitable in organizations or even between nations. Conflict is an inseparable aspect of people's as well as organizations' life. The study also discovered that conflicts occur in organizations as a result of competition for supremacy, leadership style, scarcity of common resources, etc. If a conflict is not well and timely managed, it can lead to low productivity or service delivery. The study also discovered that conflict can sometimes produce positive result, if well managed. Thus, not all conflict situations are bad.

Ofoegbu (2014) conducted a study titled Conflict Resolution in the Senior High Schools in Ghana and its Implications for Educational Administration: A Case Study of Ashanti Region, Ghana. The specific objective of this research is to look at conflict resolution in institution as being experienced in Ghanaian Senior High School. The researcher used descriptive research design to collect data from forty-three (43) Senior High Schools in the Ashanti Region of Ghana. The result indicated that when conflict is managed well, there is performance and better output; increasing effectiveness and

efficiency in the school system. Despite limitations of the study, the general results depicted the core role conflict resolution plays in achieving institutional aims, objectives, aspiration and goals.

Wanjiku (2010) carried out a study titled the impact of family conflicts on the academic performance and interpersonal relationships of pupils in public primary schools in Nakuru Municipality. This study employed the descriptive survey research design to determine influence of family conflicts in academic performance and interpersonal relationship of the pupils under study. The target population of the study was public primary school pupils in Nakuru Municipality which has 47870 pupils. The study was carried out among pupils in class seven and eight in ten public primary schools purposively selected within Nakuru Municipality. There were 899 boys and 1124 girls in the ten schools making the accessible population 2023 pupils. The sample comprised a total of 384 pupils and 20 class teachers purposively selected. Questionnaires, developed by the researcher, were used to collect data. Data was analysed using the Statistical Package for Social Sciences (SPSS). It was presented using frequencies, percentages and cross tables because the data was descriptive. The study expected to elicit useful data on the effects that family conflicts have on academic performance and interpersonal relationships among pupils. The study findings indicate that both pupils and teachers agreed to the fact that family conflicts affected a pupil's cognitive and affective growth. There was low class concentration if parents or guardians were fighting, because the pupils were always thinking about the happenings at home. It was also established that a majority of pupils did not share with their peers when their parents or guardians were quarrelling. More female pupils were exposed to violence or abuse than the male. The

study also revealed that pupils who came from families where there was conflict did not relate well with their teachers. The study also revealed that in most schools there were counsellors from whom pupils experiencing problems could seek assistance.

## **2.5 Summary**

This chapter indicated that a lot of progress has been made by researchers who produced evidence-based prevalence rate, causes and effect in the field of conflict. Similarly, literature reviewed pointed out that prevalence rate of interpersonal conflict is on the increase. Based on the review of studies, it is evident that interpersonal conflict is caused by different factors such as information, value, structural and interest.

Most of the researches reviewed mostly used survey design where the researchers have investigated the prevalence, causes, management as well as the effect of conflict on students' academic performance. While the present study used quasi-experimental design to investigate the effect of conflict resolution skills training on interpersonal conflict among secondary school student in Bauchi metropolis. This study is therefore unique as against those reviewed as the study intends to find the effectiveness of conflict resolution skills training on interpersonal conflict based on age and gender.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter presents the design used in the study, population, sample and sampling technique, instrumentation, validity, pilot testing and reliability of the instrument, scoring of the instrument, procedure for data collection and procedure for data analysis.

#### 3.2 Research Design

This study adopted quasi-experimental design involving pre-test post-test control group. According to Kolo (2003), quasi-experimental designs establish cause and effect relationships, he indicated that quasi-experimental design involved the manipulation of one or more independent variables but there is no random assignment to conditions. This work seeks to find out the effect of conflict resolution skills on interpersonal conflict among secondary school students in Bauchi metropolis. In this design, the experimenter (researcher) under controlled conditions will manipulate the independent variable which is conflict resolution skills and observe its effect on conflict among secondary school students in Bauchi metropolis. The design is diagrammed below:

Treatment group	Not randomly	$O_1$	X	$O_2$
Control group	Not randomly	$O_3$	–	$O_4$

**Key:**

$O_1$  and  $O_3$  refer to pre-test

X refers to the treatment package

$O_2$  and  $O_4$  refer to post-test

### 3.3 Population of the Study

The population of this study comprised of all public secondary school students in Bauchi metropolis with the total number of thirty-five thousand nine hundred and sixty-five (35,965) from one hundred and sixty seven (167) schools. Eighteen thousand nine hundred and sixty-two (18,962) are females while seventeen thousand and three (17,003) are males. See details in Appendix I.

**Table 3.1 Population Distribution of SS 2 Students from Three (3) Schools in Bauchi Metropolis, Nigeria**

S/N	Name of Schools	Male	Female	Total
1	Special Education Centre Yelwa Bauchi	128	102	230
2	Government Day Secondary School Bayara	205	195	400
3	Government Secondary School Sabon Kaura	181	89	270
	<b>TOTAL Three (3) Schools</b>	<b>514</b>	<b>386</b>	<b>900</b>

**Source:** Bauchi State Ministry of Education (2015).

### 3.4 Sample and Sampling Technique

Non-randomly purposive sampling technique was used in selecting the sample for the study. Non-randomly Purposive sampling technique according to Dolisca et al (2007) is applied in research when the researcher is testing the feasibility of a proposed study, and when the sample to be used in the study possess specific types of knowledge,

skills and or characteristics not possessed by the general members of the population. Now taking above explanation into account, the study easily employed non-randomly purposive sampling technique to select sample of the study based on so many reasons one of which is that the characteristics exhibited by conflict are not possessed by others who are of the same level and standard. This therefore explains that the befitting sampling technique that could be of relevance in selecting students with peculiar characteristics like conflict behaviour from the population of the study. The researcher had purposively hand-picked a total of thirty (30) respondents on the basis of having high mean scores after responding to Conflict Style Questionnaire. The sample size for the study is 35965 public secondary school students selected from Bauchi state. A non randomly purposive sample was done to draw the total of 35965 respondents from the given three (3) schools out of 167.

### **3.5 Instrumentation**

Two instruments were used for this study.

1. Conflict style questionnaire
  2. Conflict resolution style questionnaire.
1. The first instrument was a Conflict Style Questionnaire adapted from Ofoegbu (2014) to identify students who engaged in conflict. It consists of thirty five items (35).
  2. While the second instrument used is Conflict Resolution Style Questionnaire developed by Kauffman (2014). The instrument is divided into two sections (A and B). Section A seeks for demographic data of the respondents while section B



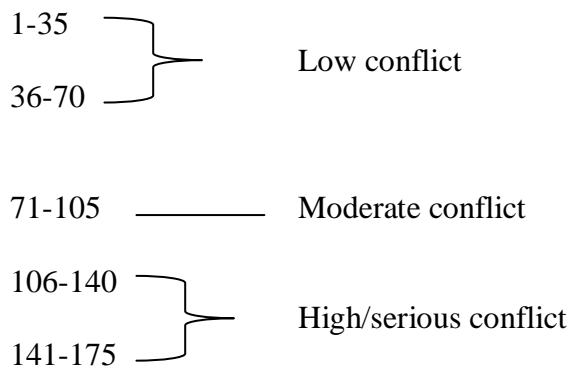
contains fifteen (15) items. Items 1, 6 and 7 are Authoritative/Competitive. Items 8, 10 and 13 are Problem Solving. Items 3, 5 and 9 is Compromising. Items 4, 11 and 14 is Avoiding and Items 2, 12 and 15 is Smoothing. The instrument was used as the first step to collect data (before and after the treatment sessions) by the researcher.

### Scoring of the Instruments

Conflict Style Questionnaire can be manually scored as follows:

Never do this	1
Seldom do this	2
Sometimes do this	3
Frequently do this	4
Usually do this	5

The total score to be obtained from this instrument is 175 while the lowest score is 35 points. The interpretation of this instrument is as follows:



While Conflict Resolution skills Questionnaire is scored as follows:

## Students' Conflict Resolution Skills

The breakdown of the scores are;

1-15 }  
16-30 } Lack resolution skills

31-45 moderate resolution skill

46-60 good resolution skills

The interpretation of the four likert scale is that:

A score between 1-30 reveals poor or lack of conflict resolution skills

Any score between 31-45 means moderate conflict resolution skills

A score between 46-60 means good conflict resolution skills

While Conflict Resolution Style Questionnaire can be scored as follows:

Very Unlikely	1
Unlikely	2
Likely	3
Very Likely	4

### 3.5.1 Validity of the Instruments

The adapted instruments were presented before three lecturers in the Department of Educational Psychology and Counseling Ahmadu Bello University, Zaria in order to establish content validity. It is based on the recommendations given by lecturers that the instruments were used for pilot testing.

### **3.5.2 Pilot Testing**

A total number of thirty participants who are not part of this study were used for the pilot testing. This helped the researcher to establish reliability of the instruments.

### **3.5.3 Reliability of the Instruments**

The reliability of the instruments was established using test-retest method of determining the reliability coefficient. After an interval of two weeks from the first administration, the same instruments were re-administered to the same respondents. The scores of the first and the second administrations were analyzed using Pearson Product Moment Correlation (PPMC). Conflict Style Questionnaire has the reliability coefficient of 0.78 while Conflict Resolution Style Questionnaire has 0.65 respectively.

### **3.6 Procedure for Data Collection**

This started from the time the researcher obtained letter of introduction from the Department of Educational Psychology and Counselling Ahmadu Bello University, Zaria to enable him receive approval for data collection and treatment administration from the management of the selected schools. The conflict style checklist was administered to the students with the help of their teachers in order to identify students who usually engaged in conflict in the school. After identifying the students, a conflict resolution style questionnaire was administered to serve as pre-test. After the treatment, the instrument was re-administered to both the treatment and control groups in order to obtain their post-test data for analysis.

### **3.7 Treatment Procedure**

The treatment procedure was conducted in three phases for the period of six weeks in sixteen sessions as follows:

The first phase was the pre-treatment phase where the researcher collected baseline data from two schools (comprising of treatment and control groups) by administering the conflict style questionnaire to the students in order to identify the samples of the study. These samples identified otherwise known as subjects, were given the conflict resolution style questionnaire to serve as pre-test. Data collected during the pre-test were scored, analysed and saved. The data gave an information on the entry behaviour of the groups individual and it was also used for future comparisons with the post-test result in order to determine the effectiveness or otherwise of the skills used during the treatment phase.

The treatment sessions basically involved the use of conflict resolution skills training. The sessions were conducted for a period of six weeks. There were a total of twelve sessions for entire treatment which lasts for a period of 20-35 minutes conducted two days per week.

The post-treatment phase was the third stage in the procedure. Data were collected in this stage by re-administering the CRQ to both the treatment and control groups after an equal number of weeks used during the treatment procedure.

### **3.8 Procedures for Data Analysis**

The demographic data of the respondents was analyzed using simple frequencies and percentages. In answering the research questions raised, mean and standard

deviations were used. While Analysis of Covariance (ANCOVA) was used to test hypotheses at 0.05 level of significance using the Statistical Package for Social Sciences (SPSS) latest version to retain or reject the formulated hypotheses. The Analysis of Covariance statistics was used because the data has pre-test and post-test and also a control and treatment groups indicating two factors of (Tests and Groupings), hence the appropriate statistics to be used to determine the effect of conflict resolution skills training on interpersonal conflict was the ANCOVA statistics.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents and discusses the results of the study. The demographic data of the respondents were analysed using frequencies and percentages. Means and standard deviations were used to answer the research questions while the hypotheses were tested with the Analysis of Covariance (ANCOVA) statistics at 0.05 level of significance.

#### 4.2 Results

##### 4.2.1 Demographic Data of the Respondents

**Table 4.1 Distribution of Respondents by Groups**

<b>Groups</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Treatment	15	50%
Control	15	50%
<b>Total</b>	<b>30</b>	<b>100%</b>

As seen in table 4.1 above, the students were classified into two major groups. The first 15 of the students representing 50% are treatment group that were exposed to conflict resolution skills training while the second group also comprise of 15 or 50% who are the control group exposed to the lecture method.

**Table 4.2 Distribution of Respondents by Age**

<b>Age Brackets</b>	<b>Frequency</b>	<b>Percentage (%)</b>
14-17	14	46.7%
18-21	16	53.3%
<b>Total</b>	<b>30</b>	<b>100%</b>

On students' age brackets, table 4.2 above showed that 14 of the respondents representing 46.7% are between 14-17 years while 16 respondents representing 53.3% are between the age brackets of 18-21 respectively.

**Table 4.3 Distribution of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	16	53.3%
Female	14	46.7%
<b>Total</b>	<b>30</b>	<b>100%</b>

According to table 4.3 above, a total of 16 respondents representing 53.3% of the students used in this research are male and the remaining 14 representing 46.7% are female students.

**Table 4.4 Distribution of Respondents by Test Groups**

<b>Tests</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Pre-test	15	50%
Post-test	15	50%
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 4.4 above showed that each of the 15 students were pre-tested and post-tested making a total of 30 students who were pre-tested and post-tested in the treatment and control groups.

### 4.3 Answering the Research Questions

**Research Question One:** What is the effect of avoidance conflict resolution skill on interpersonal conflict among secondary school students in Bauchi metropolis?

**Table 4.5 Mean and standard deviation of pre-test and post-test for treatment and control groups**

<b>Tests</b>	<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Pre-test	Exp	15	36.80	2.93
	Control	15	36.20	3.71
	Total	30	36.50	3.30
Post-test	Exp	15	26.33	2.70
	Control	15	37.33	3.11
	Total	30	31.83	6.28
Total	Exp	15	31.57	6.00
	Control	15	36.77	3.41
	<b>Total</b>	<b>30</b>	<b>34.17</b>	<b>5.50</b>

The results presented in table 4.5 above indicate that in the pre-test, the treatment group had the mean scores of 36.80 and standard deviation of 2.93 while the control



group had the mean scores of 36.20 and standard deviation of 3.70. While participants exposed to avoidance conflict resolution skill obtained the lowest post-test mean score of 26.33 and standard deviation of 2.69 compared to that of control group with mean scores of 37.33 and standard deviation of 3.11. This shows that a reduction of interpersonal conflict has significantly taken place in the post-test scores of the treatment group.

**Research Question Two:** What is the effect of negotiation conflict resolution skill on interpersonal conflict among male and female secondary school students in Bauchi metropolis?

**Table 4.6 Mean and standard deviation of interpersonal conflict of Pre-test and Post-test for Male and Female Respondents**

Tests	Gender	N	Mean	Std Deviation
Pretest	Male	16	36.63	3.48
	Female	14	36.36	3.20
	Total	30	36.50	3.30
Post test	Male	16	31.13	5.98
	Female	14	32.64	6.74
	Total	30	31.83	6.28
Total	Male	32	33.88	5.56
	Female	28	34.50	5.51
	<b>Total</b>	<b>60</b>	<b>34.17</b>	<b>5.50</b>

The data in table 4.6 above showed that the pre-test mean scores of male respondents were 36.63 and standard deviation of 3.48 while female respondents had a pre-test mean scores of 36.36 and standard deviation of 3.20 where the post-test mean scores of male were 31.13 and standard deviation of 5.98 while females' post-test mean scores and standard deviation were 32.64 and 6.74 respectively. This shows that both male and female students have almost the same scores before the treatment. Though both

male and female students' scores significantly reduced, they also obtained similar scores after the treatment.

**Research Question Three:** What is the effect of give and take conflict resolution skill on interpersonal conflict among secondary school students of different age brackets in Bauchi metropolis?

**Table 4.7 Mean and standard deviation of interpersonal conflict of Pre-test and Post-test for Age brackets 14-17 and 18-21**

<b>Tests</b>	<b>Age</b>	<b>SN</b>	<b>Mean</b>	<b>Std. Deviation</b>
Pretest	14-17	14	37.00	3.55
	18-21	16	36.06	3.11
	<b>Total</b>	<b>30</b>	<b>36.50</b>	<b>3.30</b>
Post Test	14-17	14	32.21	5.54
	18-21	16	31.50	7.03
	<b>Total</b>	<b>30</b>	<b>31.83</b>	<b>6.28</b>
Total	14-17	28	34.61	5.17
	18-21	32	33.78	5.83
	<b>Total</b>	<b>60</b>	<b>34.17</b>	<b>5.50</b>

The data in the table above showed that students of 14-17 years had the pretest scores of 37.00 and standard deviation of 3.55 while those of 18-21 years had the mean scores of 36.06 and standard deviation of 3.11 respectively. The post-test scores of students of age brackets 14-17 and 18-21 were almost the same because the students of age bracket 14-16 had the mean scores of 32.21 and standard deviation of 5.54 while those in age bracket 18-21 had a mean score of 31.50 and standard deviation of 7.03 respectively. This shows that the scores of both students of age brackets 14-17 and 18-21 have significantly reduced after the treatment. This therefore shows that give and take conflict resolution skills positively affects interpersonal conflict of both students of age brackets 14-17 and 18-21.

#### 4.4 Test of Hypotheses

**Hypothesis One:** There is no significant effect of avoidance conflict resolution skill on interpersonal conflict among secondary school students in Bauchi metropolis.

**Table 4.8: Analysis of Covariance (ANCOVA) Statistics on the Effect of Avoidance Conflict Resolution Skill on Interpersonal Conflict among Secondary School Students in Bauchi Metropolis**

Source	Type III Sum of Squares	Df	Mean Square	F	P
Corrected Model	1236.87 <sup>a</sup>	3	412.29	42.02	.000
Intercept	70041.67	1	70041.67	7138.44	.000
Tests	326.67	1	326.67	33.29	.000
Groupings	405.60	1	405.60	41.34	.000
Tests * groupings	504.60	1	504.60	51.43	.000
Error	549.47	56	9.81		
Total	71828.00	60			
Corrected Total	1786.33	59			

Significant at  $p < 0.05$

Results of the Analysis of Covariance (ANCOVA) statistics above revealed that the computed p-value of 0.000 is lower than the 0.05 alpha level of significance with its corresponding F-value of 51.43 higher than the F-critical value of 2.00. In view of this, the null hypothesis which states that there is no significant effect of avoidance conflict resolution skill on interpersonal conflict among secondary school students in Bauchi metropolis is rejected.

**Hypothesis Two:** There is no significant differential effect of negotiation conflict resolution skill on interpersonal conflict among male and female secondary school students in Bauchi metropolis.

**Table 4.9 Analysis of Covariance (ANCOVA) Statistics on the Effect of Negotiation Conflict Resolution Skill on Interpersonal Conflict among Male and Female Secondary school Students in Bauchi Metropolis**

Source	Type III Sum of Squares	Df	Mean Square	F	P
Corrected Model	344.41 <sup>a</sup>	3	114.80	4.46	.007
Intercept	69815.43	1	69815.43	2711.41	.000
Tests	316.97	1	316.97	12.31	.001
Genders	5.83	1	5.83	.227	.636
Tests * genders	11.91	1	11.91	.462	.499
Error	1441.93	56	25.75		
Total	71828.00	60			
Corrected Total	1786.33	59			

Not Significant at  $p < 0.05$

Results of the Analysis of Covariance (ANCOVA) statistics above revealed that in the Tests versus Gender analysis, the calculated p-value of 0.49 is greater than 0.05 and the computed F-value of 0.46 is less than F-critical value of 2.60 implying that no differential effect. In the individual factor analysis, the p-value of 0.01 in the tests showed that differential effect exists in the pre-test and post-test scores. In the Gender analysis the p value of 0.636 showed that there is no significant differences exist on the basis of their gender. In view of this therefore, the null hypothesis which states that there is no significant effect of negotiation conflict resolution skill on interpersonal conflict among male and female secondary school students in Bauchi metropolis is retained.

**Hypothesis Three:** There is no significant effect of give and take conflict resolution skill on interpersonal conflict among secondary school students of different age brackets in Bauchi metropolis.

**Table 4.10** Analysis of Covariance (ANCOVA) statistics on the effect of give and take conflict resolution skill on interpersonal conflict among secondary school students of different age brackets in Bauchi metropolis.

Source	Type III Sum of Squares	Df	Mean Square	F	P
Corrected Model	337.04 <sup>a</sup>	3	112.35	4.34	.008
Intercept	69842.79	1	69842.79	2698.68	.000
Tests	326.25	1	326.25	12.61	.002
Ages	10.19	1	10.19	.394	.533
Tests * Ages	.186	1	.186	.001	.933
Error	1449.30	56	25.88		
Total	71828.00	60			
Corrected Total	1786.33	59			

Not Significant at  $p < 0.05$

Results of the Analysis of Covariance (ANCOVA) statistics above revealed that there is no significant differential effect of give and take conflict resolution skill on interpersonal conflict among the different age brackets secondary school students in Bauchi metropolis. Reasons being that. In the ANCOVA statistics table, In the Tests versus Gender analysis, the calculated p value of 0.933 is above the 0.05 and the computed F ratio value of 0.007 is below the F critical value of 2.600 implying that no differential effect. In the individual factor analysis, in the Tests the p value of 0.002 showed that differential exist in the pretest and post test scores. In the Age brackets analysis the p value of 0.533 showed that there is no significant effect on the basis of their age bracket. Therefore the null hypothesis which states that there is no significant effect of give and take conflict resolution skill on interpersonal conflict among secondary

school students of different age brackets in Bauchi metropolis is hereby accepted and retained.

#### **4.5 Summary of Major Findings**

The followings are the major findings of the study

1. Significant effect of Avoidance Conflict resolution skill exists on interpersonal conflict among secondary school students in the treatment group. This shows that a reduction of interpersonal conflict has significantly taken place in the post-test scores of the treatment group as a result of exposure to avoidance conflict resolution skill training.
2. Significant effect of Negotiation conflict resolution skill exists on interpersonal conflict of male and female secondary school students in the treatment. This shows that the negotiation conflict resolution skill training has the same positive effect in reducing the interpersonal conflict of both male and female students respectively.
3. Significant effect of give and take conflict resolution skill exists on interpersonal conflict among secondary school students of different age brackets in Bauchi metropolis. This shows that the give and take conflict resolution skill training has also the same positive effect on reducing the interpersonal conflict of students of age brackets 14-17 and 18-21 respectively.

#### **4.6 Discussion of Findings**

The result of the study revealed that significant effect exist in the application of avoidance Conflict resolution skill on interpersonal conflict among secondary school students in Bauchi metropolis. It also showed that the control group exhibited no corresponding changes over time. The study of Kauffman (2014) also revealed that statistically significant difference exist on conflict orientation of the participants of the study.

The findings of this study also revealed that there is no significant differential effect of negotiation conflict resolution skill on interpersonal conflict among male and female secondary school students in Bauchi metropolis. This agrees with the findings of Karahan (2009) who conducted a study on the effects of Communication and Conflict Resolution Skill Training Program on sociotropy levels of university students and it was shown that the communication and conflict resolution skill training program had positive effects on the levels of sociotropy among university students of different gender. Also, Angie and Idoko (2013) who investigated the perceived CRSs (conflict resolution strategies) for the resolution of conflicts in non-government secondary schools in Benue State, Nigeria believed that conflict resolution skills training was effective irrespective of gender.

Finally, the findings of this study revealed that significant effect of give and take conflict resolution skill exists on interpersonal conflict among secondary school students of different age brackets in Bauchi metropolis. This is in line with the findings of Omisore and Abiodun (2014) who examined the causes, effects and remedies of organizational conflict. It was revealed that workers of different age brackets benefitted

from the training in various organizations. In Gyan and Tandoh-Offin (2014)'s study titled Conflict Resolution in the Senior High Schools in Ghana and its Implications for Educational Administration: A Case Study of Ashanti Region, Ghana. Revealed that age did not play any significant role in the treatment with conflict resolution skills training. This means that conflict resolution skills training is effective irrespective of person's age.

The theory has helped in reducing undesirable behaviours among students and organisations. It has also increased productivity, improved quality and quantity of developing better communication methods. The theory has assisted in seeking for strategies of problem-solving, avoiding and accommodating.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

Having presented the results of the analysis of collected data in chapter four, this chapter summarizes the whole research work. In addition to that, contributions of this study to knowledge, conclusion, recommendations as well as the suggestions for further studies and limitations of the study were also presented in this chapter.

#### **5.2 Summary**

This study was anquasi-experimental design in which the efficacy of Conflict resolution skills training (Avoidance, Negotiation and Give and take) in controlling or minimizing interpersonal conflict among secondary school students were carried out by the researcher on two groups of students. The first group was exposed to conflict resolution skills training using (avoidance, negotiation and give and take) while the second group did not exposed to any treatment at all which served as the control group. The study investigated the effect of the said skills on interpersonal conflict among secondary school students in Bauchi metropolis, Nigeria.

Two instruments were used for this study. The first instrument was a Conflict Style Questionnaire adapted from Ofoegbu (2014) to identify students who engaged in conflict. It consists of thirty five items (35). While, the second instrument used was Conflict Resolution Style Questionnaire developed by Kauffman (2014). The instrument was divided into two sections (A and B). Section A seeks for demographic data of the respondents while section B contains fifteen (15) items. Items 1, 6 and 7 are Authoritative/Competitive. Items 8, 10 and 13 are Problem Solving. Items 3, 5 and 9 is

Compromising. Items 4, 11 and 14 is Avoiding and Items 2, 12 and 15 is Smoothing. The instrument was used as the first step to collect data (before and after the treatment sessions) by the researcher. After the treatment, data collected were analysed using mean and standard deviation in answering the research questions raised while Analysis of Covariance (ANCOVA) was used in testing the hypotheses at 0.05 level of significance. As such, the following summarizes the results obtained in this study:

1. That significant effect exists in interpersonal conflict of secondary school students exposed to avoidance conflict resolution skill training.
2. That significant differential effect of negotiation conflict resolution skill training does not exist on interpersonal conflict between male and female secondary school students.
3. That significant differential effect of give and take conflict resolution skill training does not exist on interpersonal conflict between students of 14-17 and that of 18-21 age brackets in Bauchi metropolis.

### **5.3 Contribution to Knowledge**

Based on the findings of this study, the following are the contributions of this study to knowledge:

1. This study is hoped to make a great contribution to the field of counselling/psychology. This is because the school counsellors and psychologists would benefit from the outcome of this study, as it would increase their knowledge of factors precipitating interpersonal conflict among secondary school students. Similarly, the school counsellors and psychologists would be acquainted with the proper conflict resolution

skills that are positively decreasing the behaviour under study (interpersonal conflict). Whenever faced with such problem among their clients, they would easily apply the skills more especially avoidance, negotiation and give and take skills to redress the problem.

2. Also, this study is hoped to contribute in the field of research as future researchers who may wish to conduct similar study may find many literatures related to their area of research.
3. Another contribution of this study to knowledge was the treatment given to the treatment group. This will no doubt help the students involved to minimize the rate of their involvement in interpersonal conflict and this will lead to better academic achievement.

#### **5.4 Conclusion**

Based on the findings of this study, it was concluded that conflict resolution skills training (avoidance, negotiation and give and take) were effective in managing interpersonal conflict among secondary school students irrespective of gender.

#### **5.5 Recommendations**

Based on the findings of this study, the following recommendations were made:

1. Counsellors, psychologists and teachers should be encouraged to employ avoidance conflict resolution skill in reducing interpersonal conflict among secondary school students.

2. Counsellors, psychologists and teachers should also be encouraged to employ negotiation conflict resolution skill in reducing interpersonal conflict irrespective of students' gender.
3. Counsellors, psychologists and teachers should be encouraged to use give and take conflict resolution skill in minimizing the interpersonal conflict of secondary school students irrespective of age difference.

### **5.6 Suggestions for Further Studies**

Further studies in a number of areas related to the general issues of conflict resolution skills training with interpersonal conflict will provide a rewarding research experience, for example:

1. There is the need to further investigate the effect of other conflict resolution skills on similar behaviour problem like school violence, bullying and the like among secondary school students in other neighbouring states, because this study were delimited to only Bauchi state and particularly Bauchi metropolis.
2. There is also need to use other conflict resolution skills in order to find out their effects in reducing interpersonal conflict among primary school pupils, as this study involved only secondary school students.
3. It is suggested further that similar study (the skills used in this research such as avoidance, negotiation and give and take as well as the problem) can also be carried out in another local government or state in order to make comparison on the effect of the skills in reducing interpersonal conflict among secondary school students of different locations.

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## APPENDIX I

**Table 3.1: List of Public Secondary Schools in Bauchi State**

<b>S/No</b>	<b>Schools</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
1.	Universal Basic Dambam North	151	286	437
2.	Government Day Secondary School Dambam	97	113	210
3.	Model Universal Basic Secondary School Dambam	211	89	300
4.	Gov't Junior Secondary School Faguji	99	105	204
5.	Gov't Day Secondary School Udubo	302	152	454
6.	Universal Basic Junior Secondary School Gololo	201	142	343
7.	Gov't Day Secondary School Gololo	99	108	207
8.	Gov't Day Secondary School Jalam	219	93	312
9.	Gov't Girls Secondary School Dagauda	214	191	405
10.	Gov't Secondary School Dagauda	97	98	195
11.	Gov't Junior Sec.Sch. Universsal Basic Dagauda	215	196	411
12.	Gov't Comprehensive Girls.Sec.Sch.Giade	106	117	223
13.	Gov't Day Junior Sec.Sch.Isawa	191	203	394
14.	Gov't Day Junior Sec.Sch. Kurba	422	210	632
15.	Gov't Junior Sec.School Bambal	310	180	490
16.	Gov't Day Junior Secondary School Itas	225	140	365
17.	Gov't Junior Secondary School Universal Basic ITAS	211	112	323
18.	Gov't Day Junior Secondary School Mashema	312	114	426
19.	Wabi Academy Jama'are	217	119	336
20.	Hassan Muhammad Memorial Universal Basic Jama'are	189	212	401
21.	Mc.abubakar Universal Basic J.S.S Jama'are	295	189	484
22.	Umar Farouk Universal Basic Azare	116	301	417
23.	Aminu Saleh Academy Matsango	202	103	305
24.	Matsango Upper Basic Azare	211	298	509
25.	Bakoshi Upper Basic Azare	198	195	393

26.	Baba Kafinta Upper Basic Azare	146	302	448
27.	Bilal Science Academy Azare	201	106	307
28.	Tatari Ali Upper Basic Azare	118	199	317
29.	Government College Azare	189	188	377
30.	Gov't Comprehensive Day Secondary School Azare	192	178	370
31.	Government Day Technical College Azare	196	401	597
32.	Ecce Centre, ASCOE Azare	152	111	263
33.	Universal Basic J.S.S Bidir	118	194	312
34.	Universal Basic J.S.S Kujuru	99	109	208
35.	Gov't Sen.Sec.Sch. Bulkachuwa	88	162	250
36.	Gov't Junior Sec.Sch. Bulkachuwa	62	152	214
37.	Gov't Day Secondary Sch.Chinade	182	201	383
38.	Gov't Girl Day Sec. Sch.Chinade	104	296	400
39.	Gov't Day Senior Sec.Sch.Gambaki	87	195	282
40.	Gov't Senior Sec.School Madara	152	287	439
41.	Universal Basic Junior Sec.Sch. Yayu	69	89	158
42.	Gov't Day Technical College Jama'are	79	81	130
43.	Mc. Abubakar Universal Jama'are	203	241	444
44.	Gov't Day Sec.School Dogon Jeji	261	211	472
45.	Gov't Junior Sec. School Akuyam	112	196	308
46.	Gov't Day Secondary Akuyam	88	149	237
47.	Gov't Junior Sec.Sch. Gwaram	65	191	256
48.	Gov't Junior Sec.School Hardawa	291	276	567
49.	Gov't Junior Sec.School Hardawa West	85	62	147
50.	Gov't Junior Sec. Sch. Cenral Misau	255	81	336
51.	Mangari Junior Sec. School Misau	83	90	173
52.	Gov't Day Sec. School Misau	215	214	429
53.	Gov't Day Sec. School Belli	111	208	319
54.	Gov't Day Sec. School Shira	92	180	272

55.	Aliyu Abubakar Upper Basic J.S.S Shira	82	165	247
56.	Unguar Hadejawa Upper Shira	56	139	195
57.	Gov't Day Junior Sec. School Yana	42	181	223
58.	Gov't Girls Sec. School Yana	57	142	199
59.	Gov't Day Junior Sec. School Zigau	96	218	314
60.	Gov't Sec. School Katagum	58	196	254
61.	Universal Basic J.S.S Sakwa	77	97	174
62.	Ahmad Turaki Upper Basic Azare	83	151	234
63.	Central Junior Sec. Sch. Alkaleri	46	152	198
64.	Gov't Day J.S.S Bayan Banki Alkaleri	490	466	956
65.	Gov't Senior Sec. School Duguri	76	90	166
66.	Special Education Centre Yelwa Bauchi	81	48	129
67.	General Hassan Katsina Unity College Bauchi	59	161	220
68.	Upper Basic General Hassan Katsina Unity College Bauchi	82	96	178
69.	Gov't Day Sec. School Kofar Wambai	270	282	552
70.	Gov't Junior Sec. School Upper Basic Bar	38	155	193
71.	Abasama Upper Basic J.S.S Bar	90	46	236
72.	Gov't Sec. School Sade	91	255	346
73.	Gov't Junior Sec. School Kari	111	100	211
74.	Upper Basic Junior Konkiyel	91	42	133
75.	Upper Basic Junior Sec. School Gyamasa Dass	86	39	125
76.	Gov't Day Science Secondary School Dass	94	48	142
77.	Gov't Day Secondary School Gyamasa Dass	53	92	145
78.	Iliya Adamu Gov't Junior Sec.School Dass	66	46	112
79.	Gov't Day Senior Secondary School Dass	78	50	128
80.	Gov't Day Sec. Sch. Kafin Madaki	54	39	93
81.	Gov't Day Sec. School T/Balewa	82	70	152
82.	Gov't Day Technical College T/Balewa	63	152	215
83.	Gov't junior Sec. Sch. Upper Basic Maryam Daji	62	40	102

	T/Balewa			
84.	Gov't Junior Secondary School Burga	59	181	240
85.	Gov't Day Senior Secondary School Boto	108	275	383
86.	Gov't Junior Secondary School Lere	96	132	228
87.	Gov't Day Senior Sec. School zango	141	252	393
88.	Gov't Junior Secondary School Zango	60	71	131
89.	Universal Basic J S.S Tilden Fulani	55	96	151
90.	Danbiram Upper Basic J S.S Tilden Fulani	49	81	130
91.	Unguwar Tafida Upper Basic J S.S Tilden Fulani	54	33	89
92.	Gov't Day Secondary School Tilden Fulani	29	100	129
93.	Gov't Junior Secondary Upper Basic Tilden Fulani	51	32	83
94.	Gov't Junior Secondary School Tulu	139	140	279
95.	Gov't Junior Secondary School Upper Basic Rimin Gani	43	54	97
96.	Gov't Junior Secondary School Upper Basic Rimin Zayam	95	60	155
97.	Gov't Day Secondary School Zaranda	133	250	383
98.	Gov't Day Secondary School Rishi	53	31	84
99.	Gov't Junior Secondary School Tudun Salman	42	72	114
100.	Fadamar Mada Model J S.S Bauchi	86	39	125
101.	Gov't J S.S Upper Basic Kobi Bauchi	48	37	85
102.	Gov't Day Secondary Bakkari Dukku	92	69	161
103.	Gov't Comprehensive Day Secondary school Bakan Dukku	89	49	138
104.	Gov't Day Secondary School Games Village Bauchi	52	35	87
105.	Gov't Day Junior Secondary School Games Village Bauchi	39	91	130
106.	Gov't Junior Secondary School Federal Low Cost Bauchi	33	102	135

107.	Gov't Day Secondary School Bayara	44	46	90
108.	Gov't Day Secondary School Gwallameji Bauchi	44	46	90
109.	Gov't Day Secondary Gwallameji Bauchi	54	39	93
110.	Gov't Junior Sec school Saladu Zungur Bauchi	80	61	141
111.	Gov't Day Secondary School Liman Katagum	59	62	121
112.	Gov't Junior Secondary School Mararaba Liman Katagum	71	80	151
113.	Gov't Senior Secondary School Bogoro	50	25	75
114.	Gov't Junior Upper Basic Bogoro	71	82	153
115.	Gov't Day Secondary School Boi	63	54	117
116.	Gov't Upper Basic JSS Boi	91	48	139
117.	Gov't Day Junior Secondary School Miya	76	32	108
118.	Gov't Day Senior Secondary School Miya	61	90	151
119.	Manu Upper Basic JSS Ningi	51	38	89
120.	Gov't Day Senior Secondary School Sabuwar Tiffi Ningi	33	19	52
121.	Maiturare Upper Basic JSS Ningi	90	45	135
122.	Gov't Day JSS Dunga	45	28	73
123.	Gov't Day JSS Gadar Maiwa Ningi	37	62	99
124.	Gov't Day Secondary School Nasaru	81	63	144
125.	Gov't Day JSS Katangar Warji	64	82	146
126.	Universal Basic Gov't Day Secondary School Baima Warji	65	70	135
127.	Universal Basic Gov't Day Secondary School Baima Warji	66	33	99
128.	Gov't Junior Secondary School Dagu Warji	34	35	69
129.	Gov't Junior Secondary School Zwall	39	48	87
130.	Sarkin Yaki Upper Basic JSS Gumau	41	56	97
131.	Gov't JSS Upper Basic Gyamzo Toro	43	44	87
132.	Gov't Day Secondary School Gyamzo Toro	48	58	106

133.	Gov't Day JSS Magama Gumau	97	101	198
134.	Gov't Day Secondary School Magama Gumau	68	54	122
135.	Gov't Junior Secondary School Upper Basic Sabon Garin Narabi	61	35	96
136.	Gov't Junior Secondary School Nabordo	36	49	85
137.	Gov't Day Secondary School Nabordo	48	36	84
138.	Gov't Girls Secondary School Bauchi	39	27	66
139.	Gov't Secondary School Sabon Kaura	80	60	140
140.	Gov't JSS Sabon kaura	35	25	60
141.	Gov't Girls Secondary School Nabordo	40	25	65
142.	Gov't Junior Upper Basic Sabon Garin Narabi	49	57	106
143.	Abubakar Maitaki Universal Basic Sabon Garin Narabi	99	48	147
144.	Gov't Junior Secondary School Universal Basic	40	91	131
145.	Al- ihsan Mallaha Academy Toro	28	62	90
146.	Gov't Senior Secondary School Toro	31	14	45
147.	Gov't Junior Secondary School Universal Basic Kofar Fada	152	140	292
148.	Gov't day Secondary School Toro	260	36	296
149.	Gov't Junior Secondary School Banram	49	80	129
150.	Gov't Junior Secondary School Tadnum	55	30	85
151.	Gov't Secondary School Tadnum	35	27	62
152.	Gov't Secondary School Gobbiya	81	32	113
153.	Gov't Junior Secondary School Gobbiya	42	51	93
154.	Gov't Junior Secondary School Ndit	66	83	149
155.	Gov't Junior Secondary School Badagari	42	71	113
156.	Gov't Junior Secondary School Lusa	28	19	47
157.	Gov't junior Secondary School Gizaki	29	42	71
158.	Gov't Junior Secondary School Mbala	60	35	95
159.	Gov't Junior Secondary school Dunga	52	121	173



160.	Gov't Junior Secondary School Mallar	40	92	132
161.	Gov't Junior Secondary School Mwari	38	29	67
162.	Gov't Junior Secondary School Mwari	62	34	96
163.	Gov't Junior Secondary School Sum	35	78	113
164.	Gov't Junior Secondary School Dazara	33	80	113
165.	Gov't Junior Secondary School Gambar	38	40	78
166.	Gov't Junior Secondary School Dutsen Lawan	34	117	151
167.	Gov't Junior Secondary School Kalumbu	40	135	175
	Total	17,003	18,962	35,965

**Source:** Bauchi state ministry of education (2015).

## APPENDIX II

Educational Psychology and Counseling,  
Department of Education,

Faculty of Education, A.B.U-Zaria.

Dear respondent,

### **REQUEST TO FILL QUESTIONNAIRE**

The researcher is carrying out effect of Conflict Resolution Skills Training on Interpersonal conflict among secondary school students in Bauchi state, as part of the requirements for the award of Masters Degree in Guidance and Counselling of the above university. He is therefore soliciting your kind assistance in filling this questionnaire as honestly as possible. Please do not write your name on the questionnaire. Your response was treated as confidential and was used strictly for the purpose of this research only.

Yours faithfully,

Ardo Maji Aliyu.

### APPENDIX III

#### CONFLICT STYLE QUESTIONNAIRE

**Instruction:** kindly react to the items by putting a tick (√) in the column to indicate your response to each statement using the rating scale below:

- Never do this                      1
- Seldom do this                      2
- Sometimes do this                      3
- Frequently do this                      4
- Usually do this                      5

		Never do this (1)	Seldom do this (2)	Sometimes do this (3)	Frequently do this (4)	Usually do this (5)
1	It is easier to refrain than to retreat from a quarrel.					
2	If you cannot make a person think as you do, make him or her do as you think.					
3	Soft word with hard hearts.					
4	You scratch my back, I will scratch yours.					
5	Come now and let us reason together.					
6	When you quarrel, the person who keeps silent first is the most praiseworthy.					
7	Might overcomes right.					
8	Smooth words make smooth ways					
9	Better half a loaf than no bread at all.					
10	Truth lies in knowledge, not in majority opinion.					
11	He who fights and run away lives to fight another day					
12	He hath conquered well that hath					

	made his enemies flee.					
13	Kill your enemies with kindness.					
14	A fair exchange brings no quarrel.					
15	No person has the final answer but every person has a piece to contribute.					
16	Stay away from people who disagree with you.					
17	Fields are won by those who believe in winning.					
18	Kind words are worth much and cost little.					
19	Tit for tat is fair play.					
20	Only the person who is willing to give up their monopoly on truth can profit from the truths that others hold					
21	Avoid quarrelsome people as they will only make your life miserable.					
22	A person who will not flee will make others flee.					
23	Soft words ensure harmony.					
24	One gift for another makes good friends.					
25	Bring your conflicts into the open and face them directly; only then will the best solution be discovered.					
26	The best way of handling conflicts is to avoid them.					
27	Put your foot down where you mean to stand.					
28	Gentleness will triumph over anger.					
29	Getting part of you what you want is better than not getting at all.					
30	Frankness, honesty and trust will move mountain.					
31	There is nothing so important you have to fight for it.					
32	There are two kinds of people in the world, the winners and the losers.					
33	When one hits you with stone, hit him or her with a piece of cotton.					

34	When both give in half way, a fair settlement is achieved.					
35	By digging and digging, the truth is discovered.					

**Source:** Ofoegbu, (2014).

## APPENDIX IV

### STUDENTS' CONFLICT RESOLUTION STYLE QUESTIONNAIRE

**Dear respondents,**

The purpose of this questionnaire is to find out the effect of conflict resolution skills on conflict among secondary school students in Bauchi metropolis. Your candid and objective responses will be appreciated since the information gathered will be solely for research purpose. The information you supply would be treated with utmost confidentiality.

Thank you.

#### SECTION A: Demographic Data of the Respondents

Kindly tick (√) as appropriate.

1. **Gender:** male ( )                      female ( )
2. **Age:** 14-17 ( )                      18-21 ( )

#### SECTION B: CONFLICT RESOLUTION STYLES QUESTIONNAIRE

**Instruction:** kindly react to the items by putting a tick (√) in the column to indicate your response to each statement using the rating scale below:

- |              |   |
|--------------|---|
| VeryUnlikely | 1 |
| Unlikely     | 2 |
| Likely       | 3 |
| Very likely  | 4 |

		<b>Very Unlikely (1)</b>	<b>Unlikely (2)</b>	<b>Likely (3)</b>	<b>Very Likely (4)</b>
1.	I am usually firm in pursuing my goals.				
2.	In approaching negotiations, I try to be considerate of the other person's wishes.				
3.	I give up some points in exchange for others.				
4.	I feel that differences are not always worth worrying about.				
5.	I try to find a position that is intermediate between his/her and mine.				
6.	I try to win my position.				
7.	I try to show the logic and benefits of my positions.				
8.	I always lean toward a direct discussion of the problem.				
9.	I try to find a fair combination of gains and losses for both of us.				
10.	I attempt to immediately work through our differences.				
11.	I try to avoid creating unpleasantness for myself.				
12.	I might try to soothe the other's feelings and preserve our relationship.				
13.	I attempt to get all concerns and issues immediately out in the open.				
14.	I sometimes avoid taking positions that would create controversy.				
15.	I try not to hurt other's feelings.				

**Source: Kauffman (2014)**

**APPENDIX V**  
**Treatment Package (Conflict Resolution Skills Training)**

This programme lasts for six weeks with twelve (12) different sessions. The purpose of the programme was to train students suffering from interpersonal conflict with some skills of avoiding, negotiation and give and take so as to minimize their levels of interpersonal conflict. The following is the breakdown of how the treatment was carried out:

**Week One:**

**Session 1: Establishing the Relationship**

- The researcher introduced himself to the subjects (treatment group members) and solicits for their support, cooperation and active participation in all the sessions.
- Respondents were encouraged to make individual introduction of themselves.
- Respondents were assured total confidentiality of whatever discussed during the sessions.

**Session 2: Nature and Purpose of the Programme**

- For mutual understanding, cooperation and active participation during the programme, a suitable time, day and venue was agreed upon between the researcher and respondents for meetings and discussions on the target behaviour problem (Interpersonal Conflict).
- The researcher categorized the subjects into groups.
- Some of the group members were used as a model to other members on how to resolve a conflict in a positive way.

**Week Two:**

**Session 3: Understanding the Concept of Conflict**

- The researcher started this session by explaining the concept of conflict behaviour in full to the respondents.



- Types of conflict such as intrapersonal, interpersonal, intragroup and intergroup were discussed extensively.

#### **Session 4: Understanding the causes conflict**

- To be able to create a dialogue aimed at resolving the conflict, we need to understand the root of the disagreement.
- Among the common causes of disagreement are differences over goals, interests or values.
- There could be different perceptions of the problem, such as ‘It’s a quality control problem’ or ‘It’s a production problem’, and there may also be different communication styles.
- Power, status, rivalry, insecurity, resistance to change and confusion about roles can also create conflicts.
- Many conflicts appear to be about interests, when they are really about needs. The most conflict-provoking losses have to do with needs, and those needs may connect to the deeper wounds people have suffered in their life.

#### **Week Three:**

##### **Session 5: Understanding Key Conflict Resolution Skills**

- Subjects were informed that the ability to successfully manage and resolve conflict depends on some skills.
- These skills include: quickly relieve stress, recognizing and managing emotions, improving nonverbal communication skills and use humour and play to deal with challenges

### **Session 6: Quickly Relieve Stress**

- The capacity to remain relaxed and focused in tense situations is a vital aspect of conflict resolution.
- Subjects were taught how to stay centered and in control of themselves, in challenging situations.
- One of the best ways to rapidly and reliably relieve stress is through the senses: sight, sound, touch, taste and smell.
- Group members were taught how to differently respond to their sensory input so as to help them find things that are soothing to them.
- **Week Four:**

### **Session 7: Recognizing and Managing Emotions**

- Emotional awareness is the key to understanding oneself and others.
- Many people ignore or try to sedate strong emotions like anger, sadness and fear.
- The ability to handle conflict depends on being connected to the above feeling.
- If one wants to find a solution to the above problem, he/she must learn how to communicate effectively and to ignore disagreements with other people.

### **Session 8: Improving Nonverbal Communication Skills**

- The most important information exchanged during conflicts and arguments is often communicated nonverbally'
- Nonverbal communication includes eye contact, facial expression, tone of voice, posture, touch and gestures.

- When you are in the middle of a conflict, paying close attention to the other persons' nonverbal signals may help you figure out what the other person is really saying.
- Respond in a way that builds trust and get to the root of the problem.
- Simple nonverbal signals such as a calm tone of voice, a reassuring touch or a concerned facial expression can go a long way toward defusing a heated exchange.

### **Week Five:**

#### **Session 9: Use Humour and Play to Deal with Challenges**

- One can avoid many confrontations and resolve arguments and disagreements by communicating in a playful or humorous way.
- Humour can help one say things that might otherwise be difficult to express without creating a flap.
- When humour and play are used to reduce tension and anger, reframe problems and put the situation into perspective.
- Conflict can actually become an opportunity for greater connection and intimacy.

#### **Session 10: Create and Maintain a Bond**

- The key to defusing conflict is to form a bond, or to re-bond, with the other party.
- Treat the person as a friend, not an enemy, and base the relationship on mutual respect, positive regard and co-operation.

- One must learn to separate the person from the problem, genuinely want to help the other party and avoid negative responses to attacks or intense emotions.

### **Week Six:**

#### **Session 11: Establish a Dialogue and Negotiate**

- At all times it's important to keep the conversation relevant, stay focused on a positive outcome and remain aware of the common goal.
- It is imperative to avoid being hostile or aggressive.
- Talking, dialogue and negotiation create genuine, engaging and productive two-way transactions.
- We need to use energy from the body, emotions, intellect and the spirit.

#### **Session 12: Build a Positive Relationship**

- Once a bond has been established, we must nurture the relationship as well as pursue our goals.
- We need to balance reason and emotion, because emotions such as fear, anger, frustration and even love may disrupt otherwise thoughtful actions.
- We need to understand each other's point of view, regardless of whether we agree with it or not.
- The more effectively we communicate our differences and our areas of agreement, the better we will understand each other's concerns and improve our chances of reaching a mutually acceptable agreement.

### **Session 13: Formal Closure of the Programme**

- The researcher appreciated the participants for their dedication and cooperation from the beginning to the end of the programme.
- Participants were reminded and encouraged to practice the learnt skills.
- The instrument was re-administered to the respondents for post-test.
- Finally, the programme was formally wrapped up.

**APPENDIX VI**  
**SUMMARY OF RESULTS (RAW DATA)**

**Frequencies**

**Notes**

Output Created		14-MAR-2017 05:02:44
Comments		
Input	Data	C:\Users\Ojo\Documents\mohammed from kano data.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	30
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=pretest posttes Groups Age Gender
		/ORDER=ANALYSIS
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

### Statistics

		pretest	Posttes	Groups	Age	Gender
N	Valid	30	30	30	30	30
	Missin g	0	0	0	0	0

### Frequency Table

#### Groups

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Experiment al	15	50.0	50.0	50.0
	Control	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

#### Age

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	14-17	14	46.7	46.7	46.7
	18-21	16	53.3	53.3	100.0
	Total	30	100.0	100.0	

**Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	16	53.3	53.3	53.3
Valid Female	14	46.7	46.7	100.0
Total	30	100.0	100.0	

**Group Statistics**

	Groups	N	Mean	Std. Deviation	Std. Error Mean
MEAN_SCORES	Experimental	15	31.5667	2.44852	.63220
	Control	15	36.7667	2.76371	.71359

**Independent Samples Test**

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN_SCORES	Equal variances assumed	.160	.692	5.454	28	.000	-5.2000	.95336	-7.15286	-3.24714





	Equal variances not assumed			.609	27. 87 7	.548	.825 89	1.35 656	- 1.95345	3.605 24
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T-TEST GROUPS=Gender(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=MEAN\_SCORES  
 /CRITERIA=CI(.95).

### T-Test

#### Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
MEAN_SCORES	Male	16	33.8750	3.88802	.97200
	Female	14	34.5000	3.55181	.94926

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
MEAN_SCORES	Equal variances assumed	.113	.739	-.457	28	.651	-.625 00	1.36 712	- 3.42 542	2.17 542



	CONTROL	36.2000	3.71	15
	Total	36.5000	3.30	30
POST	EXP	26.3333	2.69	15
TEST	CONTROL	37.3333	3.11	15
	Total	31.8333	6.28	30
	EXP	31.5667	5.99	30
Total	CONTROL	36.7667	3.41	30
	Total	34.1667	5.50	60

### Tests of Between-Subjects Effects

Dependent Variable: SCORES

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1236.867 <sup>a</sup>	3	412.29	42.02	.000
Intercept	70041.667	1	70041.67	7138.44	.000
TESTS	326.667	1	326.67	33.29	.000
GROUPINGS	405.600	1	405.60	41.33	.000
TESTS *	504.600	1	504.60	51.42	.000
GROUPINGS					
Error	549.467	56	9.81		
Total	71828.000	60			
Corrected Total	1786.333	59			

a. R Squared = .692 (Adjusted R Squared = .676)

### Estimated Marginal Means

#### Grand Mean

Dependent Variable: SCORES

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
34.167	.404	33.357	34.977

## Hypothesis 2

### Univariate Analysis of Variance Between-Subjects Factors

		Value Label	N
TESTS	1.00	PRETEST	30
	2.00	POST TEST	30
GENDER S	1.00	MALE	32
	2.00	FEMALE	28

### Descriptive Statistics

Dependent Variable: SCORES

TESTS	GENDER S	Mean	Std. Deviation	N
PRETEST	MALE	36.63	3.49	16
	FEMALE	36.36	3.20	14
	Total	36.50	3.30	30
POST TEST	MALE	31.13	5.98	16
	FEMALE	32.64	6.74	14
	Total	31.83	6.28	30
Total	MALE	33.88	5.56	32
	FEMALE	34.50	5.51	28
	Total	34.17	5.50	60

### Tests of Between-Subjects Effects

Dependent Variable: SCORES

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	344.405 <sup>a</sup>	3	114.80	4.46	.007
Intercept	69815.433	1	69815.43	2711.41	.000
TESTS	316.971	1	316.97	12.31	.001
GENDERS	5.833	1	5.83	.23	.636
TESTS * GENDERS	11.905	1	11.91	.46	.499
Error	1441.929	56	25.75		

Total	71828.00	60			
Corrected Total	1786.33	59			

a. R Squared = .193 (Adjusted R Squared = .150)

### Estimated Marginal Means

#### Grand Mean

Dependent Variable: SCORES

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
34.188	.66	32.87	35.50

### Hypothesis three

#### Univariate Analysis of Variance Between-Subjects Factors

	Value Label	N
TESTS	1.00 PRETEST	30
	2.00 POST TEST	30
AGES	1.00 14-17	28
	2.00 18-21	32

#### Descriptive Statistics

Dependent Variable: SCORES

TESTS	AGE S	Mean	Std. Deviation	N
PRETEST	14-17	37.00	3.55	14
	18-21	36.06	3.11	16
	Total	36.50	3.30	30
POST TEST	14-17	32.21	5.54	14
	18-21	31.50	7.03	16
	Total	31.83	6.28	30
Total	14-17	34.61	5.17	28

18-21	33.78	5.83	32
Total	34.17	5.50	60

**Tests of Between-Subjects Effects**

Dependent Variable: SCORES

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	337.039 <sup>a</sup>	3	112.34	4.34	.008
Intercept	69842.786	1	69842.79	2698.69	.000
TESTS	326.253	1	326.25	12.61	.001
AGES	10.186	1	10.19	.39	.533
TESTS * AGES	.186	1	.19	.007	.933
Error	1449.295	56	25.88		
Total	71828.000	60			
Corrected Total	1786.333	59			

a. R Squared = .189 (Adjusted R Squared = .145)

**Estimated Marginal Means**

**Grand Mean**

Dependent Variable: SCORES

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
34.194	.658	32.88	35.51