

CONFLICT RESOLUTION TECHNIQUES FOR STUDENT'S EFFECTIVE MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ONITSHA SOUTH EDUCATION ZONE OF ANAMBRA STATE

Eke Edith Ndid

Department of Educational Management

Faculty of Education

Tansian University, Umunya

perpephil@gmail.com

DOI: [10.13140/RG.2.2.22485.19681](https://doi.org/10.13140/RG.2.2.22485.19681)

Abstract

The study investigates conflict resolution techniques for student's effective management in public secondary schools in Onitsha South Education zone of Anambra State. The problem of this study centers on conflicts, types of conflicts, conflict techniques, conflict resolution, and strategies adopted for conflict management. The study adopted descriptive survey design method. Three research questions were formulated to guide the study. A total of 268 schools made up the population for study and 100 teachers were selected as a sample size from ten public secondary schools in the study area. Instrument for data collection was a 4-point likert scale questionnaire. Descriptive statistics was used to analyze data into mean and standard deviation on the factors responsible for conflicts in secondary schools. All the items had a mean score greater than the criterion mean 2.50 except two items which includes low salary and corruption as the results of consequences of conflict in secondary schools. This implies that conflicts in schools have consequences. The results showed strategies adopted for conflicts resolution in secondary schools. The result also revealed that all the items had mean score greater than the criterion mean 2.50 except for negotiation. This is an indication that strategies such as collaboration, compromise and avoidance were effective in the resolution of conflicts in secondary schools. Based on the findings of the study recommended amongst others; that management of public secondary schools in Anambra State should set conflict resolution mechanism to curtail conflicts amongst teachers or students and teachers should be trained on strategies for conflict resolution to enable them apply the necessary where the need arises.

Keywords: Conflict, Resolution, Colonial, Techniques, Effective, Management, Mechanism, Negotiation

Introduction

Secondary school as an organization is a rich institution with both human and material resources with diverse talents which if properly handled will add value to the society by meeting her developmental

goal of becoming one among the jet age. As an institution of learning, the school is a combination of vast learners with diverse or different attitude which in terms of variations can result to conflict if not properly managed. Efficient and effective conflict resolution is important to the growth and development of both students and the school at large.

According to the US Department of State (2008), the rate of insecurity and threats to lives and properties in Nigerian schools has reached alarming proportions despite the rising awareness on the implication of negative behaviour to the individual in particular and to the society in general. International crisis group (2009) reported that violence or conflicts can culminate to death, loss of properties, and displacement of students and staff.

For conflict to arise there must be the existence of at least two independent groups who perceive some incompatibility between themselves and they must interact with each other in some way. Wall and Callister (1995) asserted that "conflict is a process in which one party perceives that its interests are being opposed or negatively affected by another party. Conflict is inevitable in any society as social interactions and relationships are bound to oscillate from agreement to disagreement which results in disharmony and some cases tension and antagonism and as such, requires some techniques to effectively manage students in public secondary school. This study amongst others aims at: finding out the techniques adopted by school management in managing conflict, finding out the effects of these techniques on students' attitude and to recommend way forward.

Conflict

There is no generally accepted definition of conflict. However, in defining conflict, the following factors must be considered; the existence of two independent groups, these groups must perceive some incompatibility between themselves and they must interact with each other in some way (Akeem, 2010).

Wessells (2016) asserted that conflict occurs when two or more people engage in a struggle over values and claims to status, power and resources in which the aims of the opponent are to neutralize, injure or eliminate their rivals. He further explained that conflict emerges whenever one party perceives that one or more goals or purposes or means of achieving a good thing or preference is been threatened or

hindered by the activities of one or more parties. In conflict, parties perceive or treat each other as a stumbling block which culminates to frustrating the other in attaining a set goal, or even furthering one's interest through their attitudes, behaviours or action (Akpuru-Aja, 2000).

Generally, conflict has been considered an obstacle to progress, political stability, economic prosperity, academic achievement and socio-economic development of any society due to its destructive impact. This simply implies that conflict must be timely averted or managed properly as any delay to do so will reflect a determined action or struggle over a goal which may be overt or subtle; manifest or imaginary.

Conflicts could not be easily classified in a categorical way since there are dimensions of parental upbringing, religion, ethnicity, indignity, tradition, belief and economy. Conflict in most cases if not managed effectively results to violence. Gambo and Muhammed (2007) asserted that violence is a state of tension which exists when one party perceives its goals, needs, desires or expectations are being blocked by the other party. Violence in order words is any act of aggression and abuse which causes injury or harm to persons, property and animals. Since violence causes injury or harm to persons, properties and animals, it is usually destructive in behaviour and actions which can be divided into two forms as either random or coordinated. Random violence implies unpremeditated or small-scale violence while coordinated violence refers to violence which is carried out by sanctioned or unsanctioned violent groups such as war with direct violence of direct attack and massacre.

The UN General Assembly (2015) has identified certain recurrent drivers, which are common among a wide variety of schools leading to radicalization and violence. They include lack of socio-economic opportunities; peer group influence, extreme poverty, gross inequality, parental background, marginalization in class or school, maladministration, struggle for physical power, struggle for supremacy of power in cult group, culture, religion, corruption, violation of school rules and regulations, bribery, bias or injustice. These factors if not quickly resolved could result into crisis, which as communal crisis, fighting among students, family issues, vandalization of personal and government properties such as chairs, tables, school buildings, death, kidnapping, litigations, temporal or permanent close down of schools

which may affect academic activities, threat to staff, threat to would be intakes, reduction in the numerical strength of the students.

Types of Conflict

Obi in Robert-Okah (2014) identified some types of conflict which includes:

Overt and Covert Conflict: This occurs when there is official refusal of one staff group to accept the validity of another group work whether or not it has merit and value for organizational goals. Covert conflict occurs when one staff refuses to provide information required for its work.

Situational Conflict: This type of conflict exists when one finds itself unintentionally. It occurs as a result of ethnic, religious or tribal bias.

Destructive Conflict: This type of conflict emanates from line and staff members who have different time horizon, goals, interpersonal orientations and approaches to problems. These differences enable line and staff members to accomplish their respective tasks effectively but the difference also increases the potential for conflict.

Causes of Conflict: Ossai and Nwalado (2011), suggested the following as causes of conflict. Basically, they are: behavioural based conflict and structural based conflict.

Behavioural Based Conflict

This kind of conflict is attributed to the personal behaviour of individuals as they relate with themselves and not to the structural nature of the institution. Behavioural based conflicts in educational institution may be caused by the following:

Different Traits in Personnel: Personnel in educational institutions possess different traits. For example: while some are simple, quiet and sociable, others are very hostile and aggressive. Sometimes, the aggressive always takes negative side of an issue. Differences in traits in personnel are important sources of conflicts in educational institutions.

Difference in Personal Background: No two persons have same character. As a result, personnel in organizations differ in maturity, speech, outlook and work experience. Their differences also exist in family background, educational achievements and age. Since educational institutions have these categories of people who are in working relationship, conflict is bound to occur.

Differences in What the Personnel Value: Value held by different groups of personnel go a long way to affect their thoughts and actions. When these values are in conflict, serious and elongated organizational conflict exists. When this type of conflict is based/or values which are quite difficult to change, conflicts persists and becomes difficult to deal with, value based conflict can lead to negative feelings of one towards another or between two parties.

Feelings between the Parties Involved: This type of conflict arises due to series of misunderstanding. Communication errors might occur as a result of differences in attitude about certain matters. The attitude and the emotion already held will remain and lead to other conflicts.

Structural Based Conflict

There are conflicts that arise from the structural and designed feature in the organization and its interrelated parts.

Role Ambiguity: Jobs and work not properly defined always stress individuals who perform these jobs and as such, results to conflict. Conflict arises when personnel fails to behave the way others want them to behave probably, the role was not properly defined, and when people who depend on each other have no clear role relation, conflict is bound to arise.

Role Conflicts: Roles which are not ambiguous and properly defined may bring about conflicts particularly when the personnel are expected to carry out many specific and clearly defined tasks that are compatible with one another. If two or more personnel have clear but inconsistent expectations of third personnel, it might result to role conflict.

Workflow Design: When workflow design is complex, unrealistic or poorly planned and unconditioned, it will lead to conflict. Example: where there are many groups that are highly interdependent but suffer proper co-ordination method, it will definitely give rise to conflict.

Conflict over Scarce Resources: Organization resources such as personnel, materials, equipments, operating funds and space are in insufficient supply, management should always decide on how they will be allocated to achieve organizational goals.

Conflict Techniques

Obi (2004) stated that: Conflict resolution techniques are categorized into two: Non-intervention and intervention techniques.

The non-intervention techniques includes: Avoidance or withdrawals, bargaining or negotiation, collaboration or integrative problem solving and compromise or bribing.

Avoidance or withdrawal Technique: In this type of conflict resolution technique, the manager or administrator completely avoids, ignores, pays no attention or withdraws from the conflict situation believing that it is not disruptive or that the situation will eventually resolve itself. It is the situation where the resolution of the conflict is left to fate or chance. Parties involved may also attempt to avoid the conflicts by avoiding one another.

Negotiation or Bargaining Technique: This happens when two or more conflicting parties exchange offers, counter offers and concession either directly or through representation in an attempt to reach an agreement. In negotiation or bargaining, there is no victor nor vanquish, it involves give and take.

Compromise or Bribing Technique: This is non intervention approach where a party to the conflict accepts compensation from the other in exchange to end the conflict.

Collaboration or Integrative Problem Solving Technique: This is otherwise known as confrontation but does not refer to fighting as in violent demonstration. It is a situation where the parties confront the conflicts and try to resolve it by means of collaborative problem-solving. There is no question of who is right or wrong. It is the commonly used in educational matters.

Intervention Techniques

The intervention techniques are: smoothing, forcing, deterrence, majority rule.

Smoothing Technique: Smoothing over conflict involves mere diplomatic way of suppressing conflicts which involves the use of reward power.

It has to do with downplaying the differences between groups and individuals while highlighting their similarities and shared interests. In this type, the manager tries to talk to parties, identifying and stressing their common interests and de-emphasizing their differences with the hope of ending the conflicts rather than forcing acceptance of a solution.

Forcing: Interpersonal or intergroup conflict can be resolved by the forceful intervention of a third party, the manager or administrator of the school. The school administrator uses his authority to resolve the conflict by dictating to the subordinates the decision they are expected to abide with willy-nilly.

Deterrence/Detracting: Interpersonal or inter-group conflict can be resolved through deterrence or detracting the parties' attention from the conflict situation. Expansion and growth in an organization provide management opportunities to detract conflict by giving the conflicting parties too much work in order that they may have no time for conflict.

Majority Rule: This is one of the most democratic means to resolve conflict. The school administrator simply allows the larger group or organization to settle the conflict through voting process. This approach is occasionally used in conflict resolution in organizations. Others include altering the human variable, changing the individuals involved, restructuring the organization, expansion of resources, mutual personnel exchange.

Consequences of Conflict

Robert-Okah (2002) stated that the following constitutes consequences of conflicts. They are basically positive or negative, the positive consequences are; conflicts prevents stagnation, increased cohesion, it brings progress, conflict is innovative, conflicts activates people, conflict may be educational, aftermath of conflict can produce a stronger and better work environment.

The negative effects of conflicts are; conflict within any organization implies breakdown of social cooperation and attempted or actual damage to the capacity of a rival group to make its normal contribution, extreme conflicts reduce reliance on reason and evoke emotional behaviour, conflict can lead to instability and chaos, conflict leads both sides to engage in negative stereotyping, a continuous conflict may lead to loss of employees, conflict can cause a leader to change leadership style especially from democratic to autocratic.

Conflict Management

According to Best (2007) conflict management entails the process of reducing the destructive capacity of conflict through a number of measures and approaches by engaging with the parties involved in that conflict. In most cases, conflict management is often used

synonymously with “conflict regulation” which covers issues of handling conflicts at different stages. This also includes efforts made to prevent conflict through proactive measures thereby limiting, containing and litigating conflict. The use of the term “conflict management” suggests the reality that conflict is inevitable. As it remains so, what practitioners need is to regulate and manage it. In other case, management of conflict uses peaceful or non-violent methods which are available at individually, group, community and school disposition.

Conflict management methods are basically divided into two (2) broad categories: proactive and reactive methods. The proactive methods are aimed at preventing the occurrence of conflict in the first place by taking proactive measures such as instilling trust between or among people/communities, bridging communication gap, good administration. The reactive method becomes necessary when the conflict cannot be managed within the school or locally because it has already turned violent. To address already violent situations, it needs a third-party intervention like mediation, conciliation, arbitration and litigations. Abbas (2015) opined that there are five basic techniques in conflict management viz:

First, the initial examination of the nature of the conflict, its causes and consequences. Second, conflict management technique should be determined through the identification and selection of the appropriate approach, method and strategy for the conflict management. Third, renegotiations which may involve the actions taken or activities carried out prior to negotiation by identifying the victims of the conflict, inviting the conflicting parties for negotiation. Fourth, negotiations that involves actions taken for the implementation of the chosen conflict management technique. This includes setting up a committee, compromising of the delegates of the conflicting parties and other stakeholders to negotiate on how to resolve such conflict to make reasonable conclusions and recommendations and then give a report. Fifth, post negotiation which has to do with the actors or activities carried out after the negotiation. This includes the presentation of reports of the negotiation and the implementation of the recommendation made in the report.

Conflict Resolution

This has to do with variety of approaches aimed at terminating conflicts through the constructive solving of problems distinct from management

or transformation. By conflict resolution, the deeply rooted sources of conflict are expected to be addressed and resolved and the behaviour is no longer violent nor are attitudes hostile any longer, while the structure of the conflict has been changed (Ramsbothann et al, 2016). Furthermore, at this level, the outcome of the resolution is to be mutually accepted by parties concerned for sustained peace. However, there are differences in the techniques to conflict resolution depending on the culture and civilization of the people and their society.

Qualities of a good School Conflict Manager

Ipaye (2000) identified the following as qualities a good school conflict manager should possess: They must be credible personnel, and must have required expertise.

Statement of Problem

Conflict is inevitable. It is sometimes unavoidable; little provocation can turn to massacre. It will come when it will come but it could be averted, managed or resolved. It could be averted when it is perceived on time and proactive steps are taken against it, it could be managed when it could not be perceived on time or urgent steps are not taken upon its occurrence, it could be resolved when the root cause of the problem is properly addressed. However, there are various techniques which could be used by any school administrator to manage the occurrence of conflict amongst secondary school students such techniques are avoidance, negotiation, compromise, collaboration. Student has been seen killing each other within and outside school even after finishing school due to unresolved malice; emanated during their school days. Conflicts such as self-identity protection, struggle for supremacy in cult groups, indigene and non-indigene status, prevalence of poverty and hunger, bias, bribery and corruption, inequality, stealing, examination malpractice, parental background, degeneration of individual and group values, lack of respect for human rights, incompetence, attitude, parental upbringing, struggle for supremacy of physical power, social status differentials, academic excellence, envy abounds. Furthermore there is need to use drastic measure to contrail these gruesome act by the secondary school students of Anambra State. All these causes, if not properly handled on time will generate into crisis and the researcher is worried about the impending danger these factors will culminate into if this study is not investigated.

Aims and Objectives of the Study

The study aim to investigate conflict resolution techniques for students' effective management in Public Senior Secondary School in Anambra State.

Specifically, the study sought to achieve the following objectives:

1. To find out the extent the principals' use of avoidance conflict resolution techniques enhance students' effective management in public senior secondary schools in Onitsha South Education zone of Anambra State.
2. To determine the extent principals' use of negotiation conflict resolution techniques enhance students' effective management in public senior secondary schools in Onitsha South Education zone of Anambra State.
3. To investigate the extent principals' use of compromise conflict resolution techniques enhance students' effective management in public senior secondary schools in Onitsha South Education zone of Anambra State.
4. To ascertain the extent principals' use of collaboration conflict resolution techniques enhance students' effective management in public senior secondary schools in Onitsha South Education zone of Anambra State.

Research Questions

The following research questions guided the study;

1. To what extent do principals' use of avoidance conflict resolution technique enhance effective students' management in public senior secondary schools in Onitsha South Education Zone of Anambra State?
2. To what extent do principals' use of negotiation conflict resolution technique enhance effective students' management in public senior secondary schools in Onitsha South Education Zone of Anambra State?
3. To what extent do principals' use of compromise conflict resolution techniques enhance effective students' management in public senior secondary schools in Onitsha South Education Zone of Anambra State?
4. To what extent do principals' use of collaboration conflict resolution techniques enhance effective students' management in public senior secondary schools in Onitsha South Education Zone of Anambra State?

Hypotheses

The following hypotheses guided the study;

1. There is no significant difference between the mean ratings of male and female principals on the use of avoidance as conflict resolution technique for effective students' management in public senior secondary schools in Onitsha South Education Zone of Anambra State?
2. There is no significant difference between the mean ratings of male and female principals' on the use of negotiation for effective students' management in public senior secondary schools in Onitsha South Education Zone of Anambra State?
3. There is no significant difference between the mean ratings of male and female principals on the use of compromise for effective management of students' in public senior secondary schools in Onitsha South Education Zone of Anambra State?
4. There is no significant difference between the mean ratings of male and female principals on the use of collaboration for effective management of students in public senior secondary schools in Onitsha South Education Zone of Anambra State?

Methodology

The researcher used the descriptive survey design because it involves gathering of unmanipulated data from respondents by means of sampling. The rationale for the choice of the design became appropriate as the findings of the study were broadly representative of a larger target population. A survey can usually be completed in a much shorter period of time. The design was appropriate because, the researcher was interested in evaluating the conflict resolution techniques used in effectively managing students in public secondary schools in Onitsha South Education Zone of Anambra State.

The population of the study was drawn from 268 public Secondary Schools in Onitsha South Education Zone of Anambra State. The researcher utilized the simple random sampling technique to select 10 secondary schools and 100 teachers as sample size as respondents. Data was collected from primary source, such as questionnaire.

In order to arrive at the appropriate sampling technique, the researcher developed a likert scale questionnaire titled "Conflict Resolution Techniques for Students Effective Management Questionnaire" (CRTSEMQ) was structured to elicit data. Out of 100 questionnaires distributed 96 were retrieved.

The questionnaire instrument is divided into three parts in line with the objective of the study. To ensure both content and face validity of the instrument, the instrument was validated by a lecturer in the department of Education Administration in National Open University of Nigeria. The test-retest method was used to establish the reliability of the instrument. The reliability was established at 0.05 level of significance, which proves a high reliability of the instrument. The questionnaire was personally administered to the respondents. This enhanced the researcher to explain areas of need at the request of the respondents.

The researcher made use of the teacher to assist him in distributing and recovering the instruments. The response scale of Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2; Strongly Disagree (SD) = 1 was used. Data was analyzed using descriptive analysis method of percentage, mean scores and standard deviation.

Data Presentation and Analysis

Respondents Data

Table 1.1 Respondents Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	53	53.0	55.2	55.2
Female	43	43.0	44.8	100.0
Total	96	96.0	100.0	
Missing System	4	4.0		
Total	100	100.0		

Table 1.1 shows percentage number of male and female respondents in the study. The male respondent was at 53%, while the female respondents were at 43%.

Table 2.1 Factors Responsible for Conflict in Schools

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Corruption	96	3.00	1.00	4.00	1.3021	.63445
Low salary	96	2.00	1.00	3.00	1.3125	.58602
Unfairness due to ethnicity	96	1.00	2.00	3.00	2.9583	.20088
Overlapping authority	96	2.00	2.00	4.00	3.0000	.14510
Valid N (list wise)	96					

Source: Field work

Table 2.1 aimed to determine the factors responsible for conflict in public secondary schools in Onitsha south Education zone of Anambra State. The factors identified were corruption at 1.3021, low salary at 1.3125, unfairness due ethnicity at 2.9583 and overlapping authority at 3.0000. Measured with a criterion mean of 2.50, all the items were rejected except for unfairness due to ethnicity and overlapping authority which is accepted as factors responsible for conflict in public secondary schools.

Table 3.1 Consequences of conflicts in schools

	N	Minimum	Maximum	Mean	Std. Deviation
Conflicts makes teachers unable to deliver on job	96	1.00	4.00	2.9479	.65486
Conflicts makes students learning difficult	96	1.00	4.00	2.8958	.60662
Conflicts makes teacher's unable to relate with one another	96	1.00	4.00	2.8750	.61985
Conflicts leads to underperformance of school	96	1.00	4.00	2.9167	.60986
Valid N (list wise)	96				

Source: Fieldwork

In Table 3.1 to determine the consequences of conflicts in schools, the above items were listed; Conflicts makes teachers unable to deliver on

job with a mean of 2.9479, Conflicts makes students learning difficult with a mean of 2.8958, Conflicts makes teacher's unable to relate with one another with a mean of 2.8750, Conflicts leads to underperformance of school with a mean of 2.9167. The above will be measured by criterion of 2.50 mean criterions. Thus, this indicates that all items were accepted as consequences of conflict in schools.

Table 4.1 Strategies Adopted for Conflict Resolution in Schools

	N	Minimum	Maximum	Mean	Std. Deviation
Negotiation	96	1.00	4.00	1.4479	.77961
Collaboration	96	1.00	4.00	2.7604	.69198
Compromise	96	1.00	4.00	2.9479	.56884
Avoidance	96	1.00	4.00	2.9271	.58480
Valid N (listwise)	96				

Source: fieldwork

In **Table 4.1** the items identified for strategy of conflict resolution include negotiation, collaboration, compromise and avoidance. The result shows all items such as collaboration was at 2.7604, compromise at 2.9479, avoidance at 2.9271 were accepted except negotiation with a mean of 1.4479.

Summary of Findings

Table 1.1 present results on the factors responsible for conflicts in public secondary schools in Onitsha south education zone of Anambra State. All the items such as unfairness due ethnicity, overlapping authority had a mean score greater than 2.50 criterion, except low salary and corruption. This is an indication that factors which are responsible for conflicts are present in Anambra secondary school.

Table 2.1 shows result of the consequences of conflicts in schools. All the items had mean score greater than criterion mean of 2.50, indicating that there are consequences of conflicts in schools and these consequences are capable of affecting student's performance.

Table 3.1 present results showing strategies adopted for conflict resolution which include negotiation, collaboration, compromise and avoidance. The result showed all items were greater than criterion mean score of 2.50, except for negotiation with a mean score of 1.4479.

Discussion

Factors Responsible for Conflicts in Secondary Schools

The results on the factors responsible for conflicts in secondary schools. All the items had a mean score greater the criterion mean 2.50 except two items which includes low salary and corruption. This is an indication that low salary and corruption is one of the major factor that causes conflict in school system which makes it to be obtainable in secondary schools in Anambra state. In corroboration, this study agrees with the earlier findings of Vestel & Torres (2016).

Consequences of Conflict in Secondary Schools

The result on consequences of conflict in secondary schools. All the items had a mean score greater than the criterion mean 2.50. This implies that conflicts in schools have consequences. This consequences hinders growth and development in school organization.

Strategies Adopted for Conflict Resolutions in Secondary Schools

The results showed strategies adopted for conflicts resolution in secondary schools. The result also revealed that all the items had mean score greater than the criterion mean 2.50 except for negotiation. This is an indication that strategies such as collaboration, compromise and avoidance were effective in the resolution of conflicts in secondary schools. This finding supports that of Afful-Broni (2012) which revealed that lack of collaboration results to conflicts in schools. Similarly, Vestel & Torres (2016); Isik (2018) and Isabu (2017) found that compromise, avoidance and reconciliation are effective strategies for conflict resolution in secondary schools.

Conclusion

Based on the findings of this research, the following were observed: Firstly, Secondary Schools in Anambra state are embroiled with some conflicts.

Secondly, there are factors responsible for these conflicts in schools such as inequality based on ethnicity and overlapping authority.

The study also found that some of the consequences of conflicts in secondary schools include inability for teachers to deliver on job, difficulty of learning for students, teachers' inability to collaborate, and underperformance of school.

Lastly, study also found that strategies such as collaboration, compromise, and avoidance were effective in conflict resolution.

Suggestions

The following suggestions were made;

1. Secondary schools in Anambra State should set conflict resolution mechanism to curtail conflicts amongst teachers or students.
2. Teachers should be trained on strategies for conflict resolution to enable them apply the necessary knowledge gained where the need arises.
3. School management must ensure to eliminate factors responsible for conflict to avert any probable occurrence.

References

- Abbas, A. I. (2015). *A discourse on peace studies and conflict resolution (PSCR)*, a look chapter published in YSU readings in general studies. Yobe State University.
- Afful-Broni, A. (2012). *Conflict management in Ghanaian schools: A case study of the role of leadership of Winneba Senior High School*. *International Journal of Educational Planning and Administration*, 2(2), 65-76.
- Akpuru-Aja (2000). *Basic concepts, issues and strategies of peace studies and conflict resolution*, Abuja: centre for international and strategic studies.
- Best, S. G. (2007). *Methods of conflict and conflict transformation* in Best, S. G. (ed). *Introduction to peace and conflict studies in West Africa: A reader*, Ibadam: Spectrum books.
- Francis, J. D. (2006). *Peace and conflict studies: An African overview of basic concepts* S. G. Best (Ed). *Introduction to peace and conflict studies in West Africa: A Reader*, Ibadan.
- Gambo, D. & Mohammed, A. M. (2007). *Managing ethnic conflicts for good governance in Nigeria* in Dlakwa, H. D. etal (Ed), *Challenges of peace and good governance in Nigeria*. Maiduguri: Centre for peace and development studies, University of Maiduguri.
- Ipaye, B. (2000). *"Students Discipline, Cultism and Effects on Educational Standards"* in E. Okeke (ed) *improving effectiveness and efficiency in the management of today's tertiary institutions*, proceedings of workshop for provosts of College of Education in Nigeria, Merks publishers.
- Isabu, M. O. (2017). *Causes and management of school related conflict*. *African Educational Research Journal*, 5(2), 148-151.
- Isik, U. (2018). *The relationship between school administrators' in-house communication and conflict management strategies according to physical education teachers' perceptions*. *Asian Journal of Education*

- and Training, 4(4), 266-271. doi:
10.20448/journal.522.2018.44.266.271
- Obi, E. (2004). *Issues in Educational Administration*. Empathy Interactional publishers.
- Ossai, A. G. & Nwadalo, E. N. (2011). *Conflicts management in educational institutions in the 21st century Nigeria*. A. O. Abolade, C. M. Ogbodo & B. U. Maduewesi (eds) contemporary issues in Nigerian education. Solomon publishers.
- Ramsbotham, O.; Woodhouse, T. & Maill, H. (2016). *Contemporary conflict resolution*. Weity: polity.
- Robert-Okah, I. (2002). *Modern strategies in educational managements*. Harey publications.
- Robert-Okah, I. (2014). *Educational Managements in Nigeria: A foundational Approach*. Harey publications.
- The US Department of State (2008). Current travel warnings: Retrieved from http://travel.state.gov/travel/cis_pa_tw/tw/tw-928.html.
- United Nations General Assembly (2015). *Plan of action to prevent violent extremism: Report of the secretary general on culture of peace, presented at the United Nations Global Counter Terrorism Strategy, 7th Session, December, 2015*.
- Vestel, B., & Torres, M. (2016). *A study of preferred conflict-management behaviors among small-school principals: Effects of gender and experience*. NCPEA Education Leadership Review, 17(2), 16-35.
- Wall, J. A. & Callister, R. R. (2000). *Conflicts and its management*. *Journal of Management*. 21(3), 515-518.
- Wessels, M.G. (2016). *Children and armed conflict: introduction and overview, peace and conflict*: *Journal of Peace Psychology*, 22(3), 198-200.