A QUANTITATIVE ANALYSIS OF TEACHERS’ OPINIONS ON THE DYNAMICS OF
CONFLICT VARIABLES IN SECONDARY SCHOOLS IN NIGERIA

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Abstract
This study investigated teachers’ opinions on the dynamic manifestations of conflict communication, conflict incidence, conflict tactics and conflict level in public secondary schools in Adamawa state, Nigeria. A survey research design was adopted and a multistage sampling technique was used to select 1,528 teachers from 5 educational zones in the state. A self structured questionnaire entitled “School Conflict Variables Questionnaire” (SCVQ) was used to elicit information from secondary school teachers. Frequency counts, standard deviation and charts were used to analyze and interpret data collected. Findings revealed that communication is the nucleus of conflict trigger as well as a potent tool for conflict prevention and management in schools. Conflict incidence and conflict level vary from one secondary school to another, depending on how conflict tactics were employed to immediately respond to emerging conflicts. The implication of the study on teachers’ productivity was explored and a number of policy options were suggested for school personnel and educational planners.

Introduction
Conflict is an ever-present phenomenon in schools. The manifestation dynamics of conflict depend on its graduating propensity. Apart from this, the graduating behaviour of conflict has altered its description from a mere exhibition of incompatibility to a demonstration of aggressive behaviour and the enthronement of violent crisis. For instance, Wilmot and Hocker (2011) averred that conflict is a felt struggle between two or more independent individuals over perceived incompatible differences in beliefs, values, and goals or differences in desires for esteem, control and connectedness. Schmidt and Kochan (1972) viewed conflict as an overt behaviour arising out of a process in which one party seeks advantage of its own interests in its relationship with others. Adesanya (2005) enlarged the description to mean an expression of animosity, arguments, disputes, confrontations, unrests, war, chaos or venting of other forms of hostilities over irreconcilable differences. These descriptions showcased the fact that conflict as a process, incubates the capacity to slowly or speedily graduate into a complex phenomenon when wrongly handled. The perceptions and attitudes of parties in a conflict are crucial elements that can influence a conflict to manifest functionally or dysfunctionally in organisations, especially in a school setting. Although, perception plays a cardinal role in conflict evolution, the outcome of a particular conflict scenario can equally be underscored by the conflict orientations of the parties, the conflict form and the management approaches adopted by the parties. When conflict is constructively managed, it encourages cooperation and increases productivity. According to Cetin and Hacifazlioglu, (2004) a well managed conflict will stimulate people towards greater work efforts, cooperation and creativity. Also, a poorly managed conflict will produce outcomes inimical to the progress, growth and development of organisations, including schools. This is
based on the idea that conflicts ineffectively handled will diverts energy from the real task; destroys morale; polarizes individuals and groups; deepens differences; obstructs cooperative action; produces irresponsible behaviour; creates suspicion and distrust; and decreases productivity (Lippitt, 1982).

Schools where conflicts have not been properly managed will demonstrate ineffectiveness and inefficiency, as not only personnel and students will be affected dysfunctionally but also the system in general. That is, negative conflicts have the capacity, if unchecked, to snowball into perpetual decline in the productivity of school personnel and consequently low quality of education in a country. Van der Bank (1995) posited that if educators in a school are willing to disagree but fight too much without resolutions, objectives may not be met and the school’s performance will diminish thus contributing to the collapse of the school. Similarly, Paulson and Rappleye (2007) reported that in 2002, UNICEF did succeed in re-starting a scattered educational system that had virtually ceased to function due to internal fighting. Conflict can cause unimaginable havocs when ignored or allowed to escalate unabated in a school. Conflict has the capacity to destabilize any organisation, if the mechanisms for containment are ineffective. Conflict manifestations can be influenced by the way certain variables interact. The interaction can be informed by development within or outside the school. These variables, however, are numerous but in this study, conflict communication, conflict level, conflict incidence and conflict tactics were explored in relations to public secondary schools. The changing patterns of the variables will determine the manner in which conflict will gather momentum to manifest in a school. For instance, the demonstrations of violent behaviour or warmth behaviour can be influenced by a number of factors, but the ways communication processes are patterned and the nature of conflict tactics employed at the instance, are certainly factors that cannot be neglected in a school. The point is that communication is a fundamental issue in conflict initiation, progression and settlement. Communication is the process by which information is exchanged and delivered between individuals through a common system of symbols, signs and behaviours, including both verbal and non verbal means as well as direct and indirect forms of communication (Hidasi, 2005; and Inon, 2007). The ways in which messages are framed and employed influence the nature of responses that will be elicited. Where harsh words or foul talks dominate the course of interaction, if left unchecked, the consequences will be hostile reactions and conflict will invariably emerge.

Communication, therefore, becomes a central issue in conflict generation, escalation and de-escalation. Mckenna (1997) posited that talking may trigger conflict, and it is also the only means of resolving conflict. When communication process generates conflict, a laudable way to describe it is conflict communication. Conflict communication is a pattern of communication that induces conflict. It is caused by a total breakdown in the process of communication. During communication process, the ways those involved will perceive their responses will vary based on a combination of factors which are subsumed in their personality, status, philosophy, nature of occupation and conflict management skills. These factors can influence the communication process positively or negatively. The adjustment of the factors in the process of communication in a school, will determine the flow pattern of responses, which ultimately will affect the outcome of the interaction. Therefore, since communication is central in the teaching and learning process, if the gravity of the interplay of these factors in the school is high, this will obviously account for
the manner in which communication will breakdown. Where constant breakdown in communication is witnessed, conflict will occur frequently in a school. The rampant occurrences of conflicts is termed conflict incidence. Conflict incidence is the frequency or rate at which conflict occurs in an organization. The school system harbours a high tendency for frequent experiences of conflict, due to variations in the backgrounds, views, aspirations and goals of its stakeholders. This argument is validated by a study conducted by Hill (1993) in Vermont School, in which it was discovered that conflict can occur almost daily within a school setting. Fleetwood (1987) equally noted that secondary school principals and assistant principals are expected to deal with conflict situations not only on a daily basis, but frequently on an hourly basis.

This perhaps, is the reason the school is adjudged as a conflict ridden arena. The frequent occurrence of conflict in schools will definitely manifest in different conflict levels. The resultant conflict level at any point is consequent upon how conflict is perceived and the tactics employed by the parties to react to it. Conflict level is the intensity of conflict readily seen as existing in an organization. This explains the dynamic nature of conflict as a process. Conflict Barometer (2008) classified conflict intensities into low, medium and high. Peretomode and Peretomode (2008) postulated that when the level of conflict is too high, dissatisfaction, lack of teamwork, turnover, chaos and disruption may follow. This in turn will lead to low level organizational performance sometimes, even endanger the organization’s chances of survival (Peretomode and Peretomode, 2008). At very low or very high intensities, dysfunctional conflict or destructive conflict occurs (Cetin and Hacifazlioglu, 2004). However, an optimal or appropriate level of conflict may energize people in constructive directions and lead to maximum organisational performance (Peretomode and Peretomode, 2008). Conflict level is a complex issue that has the potential to determine the future development or otherwise of an organization. At a moderate or appropriate conflict level, people will be empowered to maintain maximum productive capacities, which will lead to optimum organizational performance. The existing conflict level serves as a yardstick for determining the conduciveness of a school, which is also a reflection of the nature of interpersonal relationship that exists among the staff. One way to influence conflict intensity is based on the conflict tactics utilised at the inception of a conflict. Conflict tactics is the immediate response to a conflict situation. Spicer (1989) defined conflict tactics as overt actions a person takes when he or she has a conflict of interest with another person. The response can be verbal attacks, physical assaults, discussion; verbal reasoning etc. These tactics vary in degree of coerciveness ranging from the use of verbal reasoning and discussion to gestures and the threats to actual physical contact (Straus, 1989). Francesco and Gold (1997) differentiated between verbal and non-verbal conflict tactics. According to them, the verbal conflict tactics are: promise, threat, recommendation, warning, reward, punishment, normative appeal, commitment, self-disclosure, question, and command. They identified non-verbal conflict tactics to include: silence, conversational overlaps, facial glazing, and touching.

The immediate response to a conflict at the early stage will determine its flow pattern. Conflict tactics, when wrongly deployed, can jeopardize teachers’ job performance, make classroom interaction uneasy and hinder goal accomplishment of a school. Johnson (2003) posited that intense and tenacious enemies often emerge as an aftermath of this response (i.e conflict tactics). The use of aggressive words and derogatory remarks to respond to issues often breed conflict, which can deteriorate into the formation of “enemy image” among workers.
whether in schools or in other organizations. A system that is characterized by such ‘image’ will reflect dissension, hostility, mistrust, uncaring attitude, apathy, and violent behaviour. These negative attitudes will produce despair and failure in organizations, most especially in an educational system. In Adamawa State, conflict manifests in various forms in secondary schools. Findings have revealed the causative factors to be: rumour mongering, domineering attitudes of principals, communication breakdown, resources problem and lack of opportunities for promotion (Opeloye, 2006). Fabunmi and Alimba (2010) identified poor management behaviour of principals, religious fanaticism, misunderstanding, communication breakdown, violation of school rules and regulations, unclear definition of responsibilities, and gossiping as conflict triggers in secondary schools in Adamawa State. These causes suggest the prospect for the operations of the variables under investigation in secondary schools in Adamawa State. In view of the foregoing preliminary, the under listed research questions will serve as guide in determining the manifestations of the variables in secondary schools in Adamawa State.

(i) What is the conflict communication pattern of teachers in secondary schools in Adamawa state?
(ii) What is the nature of conflict incidence that often manifest in secondary schools in Adamawa state?
(iii) What are the conflict tactics often employed by teachers to respond immediately to the occurrence of conflict in secondary schools in Adamawa state?
(iv) What is the conflict level existing in secondary schools in Adamawa state?

Methodology
The study adopted a survey research design to enable the researcher produce answers to the various research questions raised, by thoroughly investigating the behaviours of the conflict variables under consideration in secondary schools in Adamawa State. The study population comprised of the entire teachers in public secondary school in Adamawa state. Out of a total of six thousand, three hundred and eighty five (6,385) teachers, one thousand five hundred and twenty eight (1528) were selected through a multistage sampling technique. A questionnaire entitled “School Conflict Variables Questionnaire” (SCVQ) was used to gather data for the study. The data collected were analyzed and interpreted by frequent counts, standard deviation and charts.

Results
The explanations that underlie the tables and figures represent the results and its interpretations.

Research Question 1: What is the conflict communication pattern of teachers in secondary schools in Adamawa State?

<table>
<thead>
<tr>
<th>Item</th>
<th>( X )</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The pattern of communication of teachers can affect their behaviours positively in the school.</td>
<td>3.20</td>
<td>0.795</td>
<td>Agree</td>
</tr>
<tr>
<td>2. Communication pattern of teachers are highly essential in determining their performance level in the school.</td>
<td>3.19</td>
<td>0.781</td>
<td>Agree</td>
</tr>
<tr>
<td>3. The pattern of communication of teachers can cause conflict in their schools.</td>
<td>3.00</td>
<td>0.924</td>
<td>Agree</td>
</tr>
<tr>
<td>4. The pattern of communication of teachers can negatively affect their work attitudes in the school.</td>
<td>3.01</td>
<td>0.915</td>
<td>Agree</td>
</tr>
<tr>
<td>5. The pattern of communication of teachers can ease tension, making teachers to be more productive on their jobs.</td>
<td>3.07</td>
<td>0.922</td>
<td>Agree</td>
</tr>
<tr>
<td>6. The productivity of teachers can be adversely affected by breakdown in communication in the school.</td>
<td>3.03</td>
<td>0.881</td>
<td>Agree</td>
</tr>
</tbody>
</table>
Table 1 showed the conflict communication patterns of teachers in secondary schools in Adamawa State. The respondents that agreed that the pattern of communication of teachers can affect their behaviours positively in the school had a mean score of ($\bar{X} = 3.20$). The respondents that agreed that communication pattern of teachers are highly essential in determining their performance level in the school recorded a mean score of ($\bar{X} = 3.19$). The mean score of ($\bar{X} = 3.00$) represented the opinions of respondents that agreed that the pattern of communication of teachers can cause conflict in their schools. The respondents that agreed that the pattern of communication of teachers can negatively affect their work attitudes in the school had a mean score of ($\bar{X} = 3.01$). The respondents that agreed that the pattern of communication of teachers can ease tension, making teachers to be more productive on their jobs recorded a mean score of ($\bar{X} = 3.07$). A mean score of ($\bar{X} = 3.03$) was recorded for the respondents that agreed that the productivity of teachers can be adversely affected by breakdown in communication in the school.

**Research Question 2**

*What is the nature of conflict incidence that often manifest in secondary schools in Adamawa state?*

**Figure 1: Conflict Incidence in Secondary Schools**

Figure 1 is a bar chart illustrating the conflict incidence in secondary schools in Adamawa state. The mean score of respondents that indicated that conflict *frequently occurs* (F.O) in secondary schools was ($\bar{X} = 2.27$). The respondents that agreed that conflict *often occurs* (O.O) in secondary school recorded a mean score of ($\bar{X} = 2.69$). The mean ($\bar{X} = 2.05$) represented the
score of the respondents that agreed that conflict occasionally occurs (O. Oc) in secondary schools. The respondents that indicated that conflict rarely occurs (R.O) in secondary schools had a mean score of (\( \bar{X} =2.23 \)).

**Research Question 3**  
What are the conflict tactics often employed by teachers to respond immediately to the occurrence of conflict in secondary schools in Adamawa state?

<p>| Table 2: Conflict Tactics of Teachers in Secondary Schools |
|----------------|---------|--------|--------|</p>
<table>
<thead>
<tr>
<th>S/No.</th>
<th>Item</th>
<th>N</th>
<th>( \bar{X} )</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I respond to conflict through retaliation.</td>
<td>1528</td>
<td>2.33</td>
<td>1.070</td>
</tr>
<tr>
<td>2</td>
<td>I respond to conflict by insulting the other party.</td>
<td>1528</td>
<td>2.11</td>
<td>1.012</td>
</tr>
<tr>
<td>3</td>
<td>I respond to conflict by threatening to fight the other party.</td>
<td>1528</td>
<td>2.16</td>
<td>1.070</td>
</tr>
<tr>
<td>4</td>
<td>I respond to conflict by trying to calm down the other party to discuss the issue.</td>
<td>1528</td>
<td>3.08</td>
<td>0.950</td>
</tr>
<tr>
<td>5</td>
<td>I respond to conflict by arguing with the other party.</td>
<td>1528</td>
<td>2.29</td>
<td>1.005</td>
</tr>
<tr>
<td>6</td>
<td>I respond to conflict by bullying the other party.</td>
<td>1528</td>
<td>2.15</td>
<td>1.027</td>
</tr>
<tr>
<td>7</td>
<td>I respond by not talking to the other party.</td>
<td>1528</td>
<td>2.25</td>
<td>1.045</td>
</tr>
</tbody>
</table>

Table 2 revealed the conflict tactics often employed by teachers to respond immediately to emerging conflicts in secondary schools. The major conflict tactics often employed by teachers in conflict situation is by trying to calm down the other party to discuss the issue (\( \bar{X} =3.08 \)), this is followed by the tactics of responding to conflict through retaliation (\( \bar{X} =2.33 \)). The next conflict tactics normally employed by teachers is responding to conflict by arguing with the other party (\( \bar{X} =2.29 \)). Responding to conflict by not talking to the other party (\( \bar{X} =2.25 \)) is the fourth method often used by teachers. The next tactics to this is responding to conflict by threatening to fight the other party (\( \bar{X} =2.16 \)). Another conflict tactics that teachers can use to response to conflict is bullying the other party (\( \bar{X} =2.15 \)), and the least conflict tactics that teachers can employ is insulting the other party (\( \bar{X} =2.11 \)).
Research Question 4

What is the conflict level existing in secondary schools in Adamawa state?

Figure 2: Conflict Level in Secondary Schools

![Bar Chart]

Figure 2 is a multiple bar chart showing the existing conflict level in secondary schools in Adamawa State. Whereas 79% of the respondents agreed that the conflict level in schools is low, 21% of the respondents disagreed that the conflict level in schools is low. 61% of the respondents agreed that the conflict level in their schools is operating at a moderate level, while 39% of the respondents disagreed with this fact. 62% of the respondents disagreed that the conflict level in their schools is high, while 38% of the respondents agreed that the level at which conflict is operating in their schools is high.

Discussion of Findings

The findings were discussed in line with each of the variables considered in the study.

(i) Conflict Communication

The study discovered the imperativeness of communication in determining the nature of social relationship that exists among teachers to enhance their productivity in their work places. This finding is validated by the works of O’Hair, Friedrich, Wiemann and Wiemann (1995) and Murphy (1994). O’Hair, Friedrich, Wiemann and Wiemann (1995) posited that the exact distribution of control in interpersonal relationship is communicatively worked out by the way people talk with each other, how they structure their conversations as well as the content of such conversations. Murphy (1994) stated that ongoing and open communication lead to increased mutual respect, resulting in stronger work relations. Communication was also discovered in the study as a cardinal factor in conflict prevention and management among teachers in secondary schools. This finding is consistent with the positions of Hener (2010) and Mckenna (1997). Hener (2010) posited that communication can prevent conflicts, help in conflict management and resolution of activities. Mckenna (1997) indicated that talking may trigger conflict, and it is also
the only means of resolving conflict. Added to these findings is the idea that the study found that communication is a factor that can easily provoke conflict among teachers in secondary schools. This finding confirmed the positions of Robbins (2005). Robbins (2005) indicated that communication is one of the main sources of conflict. He stated further that most of the conflicts are due to communication problems.

(ii) Conflict Incidence

Conflict incidence in secondary schools was discovered to vary from one school to another. Therefore, conflict frequently occurs in some schools, occasionally in some schools, often occurs in some schools and rarely occurs in some schools. However, the study discovered that conflicts frequently and occasionally occur in secondary schools. These findings are succinctly in line with the positions of Johnson and Johnson (2006) and Tye (1972). Johnson and Johnson (1996) asserted that “the frequency and severity of conflicts (in schools) seem to be increasing. Fighting, violence and gangs tied with lack of discipline are the biggest problems in public schools”. Similarly, Tye (1972) stated that conflict most often arises in school climate because of differences in values, philosophies, or perceptions. The variation in the manifestations of conflict incidence can be attributed to the nature of conflict tactics employed immediately by teachers to respond to emerging conflicts in their respective schools.

(iii) Conflict Tactics

The study discovered that various conflict tactics were employed by teachers in public secondary schools in Adamawa State. However, most employed tactics by teachers are “to respond to conflict by trying to calm down the other party to discuss the issue”; others are “to respond to conflict through retaliation” and “to respond to conflict by arguing with the other party”. Teachers using the conflict tactics of “calming down the other party to discuss” will easily prevent the occurrence or escalation of conflict and promote peace and harmony in the system. In such a situation constructive management of conflicts will prevail in the long run, which will result in the building of conductive atmosphere in schools for better performance of teachers. The use of the other conflict tactics will provoke conflict and cause pending ones to escalate into violent conflicts. Schools where their social climate is characterized by such tactics are liable to experience low performance level among their teachers. These findings are confirmed by Hagel and Brown (2005) and Johnson (2003). When teachers adopt positive conflict tactics, it will help them to recognize legitimate difference within the organisation or profession and serves as a powerful motivator to improve performance and satisfaction (Hagel and Brown, 2005). Johnson (2003) posited that tactics such as attacking others’ ideas and beliefs, offering derogatory remarks and demanding concessions from others can lead to the formation of intense and tenacious enemies. An extreme situation as this will be dangerous for the effective performance of school staff.

(iv) Conflict Level

The study discovered that conflict levels vary from one secondary school to another. This implies that conflict was operating at high, moderate or low levels in secondary schools in Adamawa
State. Secondary schools where conflict is high can be linked to the use of conflict tactics that ranged from “retaliation”; “insulting the other party”; “threatening to fight the other party” to “arguing with the other party”. With a high conflict level, the productivity of school personnel, most especially teachers will be greatly impaired, adversely affecting the academic performance students and setting back the goal accomplishment of the system. Schools having moderate conflict level will enjoy a favourable atmosphere that stimulates effectiveness and efficiency on the part of their personnel, while low conflict level will enthrone poor school climate inimical to innovation and creativity among their staff.

These findings are in congruence with the submissions of Booker (1990); Schermerhorn (2001); Rahim (1986) and Robbins and Judge (2007). Booker (1990) submitted that high level of interpersonal conflict has been found to be negatively related to the organizational commitment of teachers. Similarly, Schermerhorn (2001) posited that too much (i.e high) conflict is distracting and interferes with other more task-relevant activities. Secondary schools where the conflict level is low will experience low levels of innovation and creativity, which will equally endanger teachers’ performance. Rahim (1986) noted that little or no conflict in organizations may lead to stagnation, poor decisions and ineffectiveness. On the other hand, secondary schools where the conflict level is moderate will record optimum productivity. The innovation and creativity capabilities of such schools will rise, giving room for effectiveness and efficiency in delivery of services. Robbins and Judge (2007) asserted that at optimal (i.e moderate) level there is enough conflict to prevent stagnation, stimulate creativity, allow tensions to be released and initiate the seeds for change, yet not so much as to be disruptive or to deter coordination of activities (Robbins and Judge, 2007). The point is that conflict level has the potential to either positively (i.e at moderate conflict level) or negatively (i.e at a low or high conflict level) affect the operations and performance of the educational system.

**Conclusion**

Education plays a significant role in the development of any nation. Secondary education lies at the middle of primary education and the transition to the attainment of tertiary education. Conflict is a major element that can distort and thwart the achievement of the goals of secondary education. This study has showcased the fact that the interplay of conflict communication and conflict tactics will determine the behavioural trend of conflicts in terms of their incidence and levels in secondary schools. This is the reason why the variables discussed in the study manifest differently in secondary schools across the state. Teachers are at the epi-centre of conflict exposure in schools. Their immediate responses to emerging conflicts will determine the dimension of its flow pattern. Confronting conflict positively through the use of constructive conflict tactics will go a long way in minimizing the rate at which conflict occurs in the system. This development will positively influence the productivity of teachers, while the existence of uncontrolled conflict will sap the time, energy and resources of teachers, thus reducing their work dedication and efficiency. Therefore, how conflicts are addressed will determine their behavioural trends and manifestations in schools in the country.
Implications on Teachers’ productivity

Teachers are indispensable actors in the educational system. Their quantities, qualities and efficiencies have direct bearing on the survival and development of the educational industry in any country. Fwangle and Dimka (1997) submitted that teacher is the hub of any educational system. This implied that the quality of education is directly linked to the productivity of teachers. Teachers’ productivity is what teachers control and actually do in the classroom such as teaching effectiveness and classroom performance (Akiri and Ugborugbo, 2008). Alabi (2000) posited that teachers’ productivity is providing meaningful teaching and learning activities necessary to accomplish the goals of the schools. To achieve school goals, improving teachers’ productivity is highly imperative. However, conflict is a major social force that can improve or impair teachers’ productivity. Therefore, secondary schools where conflict is operating abnormally will be unstable and uncondusive for teachers to effectively and efficiently discharge their duties. The frequent occurrence of conflict in a school will divert the time, energy and resources of teachers from adequately discharging their daily responsibilities. This development will endanger teachers’ productivity. Apart from this, when conflict level in schools is high, due to the adoption of ineffective and poor conflict tactics, teachers’ productivity will be jeopardized. However, when emerging conflicts are constructively managed, innovation, creativity, peace and harmony will be enthroned, thereby enhancing the job performance of teachers at all levels of education. Conflict is seemingly a two-edged sword, capable of destroying teachers’ performance as well as enhancing it, depending on how it is perceived and managed at any particular time.

Policy Options

The findings of the study have implications for policy. It is imperative for educational stakeholders at federal, state and local levels to take cognizance of the fact that:

- School personnel, especially administrators and teachers, should be trained in conflict dynamics and its management approaches, so that school conflict can be constructively managed to create conducive atmosphere for them to operate effectively and efficiently for the growth and development of education in the country.
- School staff should understand that frequent occurrence of conflicts is normal and should not be misconstrued as a conflict is a bad omen. This will allow emerging conflicts to be constructively perceived and handled to enhance productivity in schools.
- Early warning mechanism should be built in schools. This will make emerging conflicts to be noticed early enough to nip them in the bud, before they deteriorate and become destructive to the system.
- Conflict resolution education should be included as a compulsory course in the in-service training or on the job training manuals for school administrators and teachers so that their knowledge and skills on how to resolve conflicts can be improved.
- No senior teacher should be elevated to the position of school administrator without formally undergoing trainings in conflict management.
References


Report. Department of Science Education, Federal University of Technology Yola, Adamawa State.


