CONFLICT RESOLUTION STRATEGIES APPLIED BY SECONDARY SCHOOL MANAGEMENT IN EDO SOUTH SENATORIAL DISTRICT

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ABSTRACT

This study examined conflict resolution strategies applied by secondary school management in Edo South senatorial District. Three research questions were raised to guide the study and one hypothesis was formulated and tested at 0.05 level of significance. The study employed a descriptive survey research design. The population of the study comprised 387 Principals and Vice Principals in public secondary schools in Edo South Senatorial District of Edo State. The sample size of this study consists of one hundred and five (105) principal and vice principal in Edo south senatorial district. A stratified proportionate technique was used such that the schools were put on a stratum based on the Local Government and random sampling technique was used to select five (5) schools from the seven Local Government area which constituted the sample size. The research instrument for data collection for this study was a structured questionnaire. To determine the reliability of the instrument for the study, the internal consistency of the items were measured using Cronbach alpha statistic. The instrument yielded an alpha value of 0.80. The data collected were analysed using mean (x), standard deviation and two t-test. The findings revealed that avoidance and collaborating conflict resolution strategy were applied to a high extent as well as competing conflict resolution strategy by secondary school management in resolving conflict in Edo south senatorial District. The study further revealed that there is no significant difference in the application of conflict resolution strategy with respect to school location in Edo South senatorial District. It was recommended among others that there should be continuity and sustainability in the adoption of avoidance and collaboration conflict resolution strategies by the secondary school management.

Keywords: *conflict Resolution strategies, secondary school management*

Introduction

Education is the superior weapon for constructive change. Any society that earnestly craves development must therefore not only ensure standard education for its citizens but must also create pleasant atmosphere for such to thrive. Secondary education is a level of education which prepares adolescents for a more realistic future. It is the stage after

primary education and a very sensitive stage in the growth and development of adolescents. It prepares children for a life of independence through inculcating knowledge, skills, and building **inherent** talents that are necessary to live independently. Secondary education widely promotes optimum environment to prepare young people, most especially adolescent for health and productive adulthood, as well as participation in political, social

The national policy on education clearly stipulates the objectives of secondary education for proper attainment of national goals to includes; providing the child with diverse basic knowledge and skills for entrepreneurship and educational advancement, developing patriotism as well as equipping youth to contribute to school development and the performance of their civic responsibilities, to inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour and inspire national consciousness to co-existence irrespective of difference in endowment, religion colour, ethnic and socio-economic background (Federal Republic of Nigeria, 2014). In pursuit of these goals there are bound to be conflicts in the school management system either between teachers and students or between teachers and teachers or still between students and management or teachers and management. The resolution of ensuing conflicts requires adequate strategies/modalities by the school management.

Conflicts are inevitable part of the school organization and human existence as long as the shareholders, managers and other members differ from each other, including their personal goals. According to Syed (2016) conflict is basically a fact which causes disputes within an organization and among organizational employees because they are challenged for some reasons. Conflict occurs in every organization, both in school and outside the school as a result of diversity in cultural background, individual differences and levels of educational exposure. Ukata, Dikibo-Silas and Ingigha (2020) noted that conflict occurs between people in all kinds of human relationship and in all social settings because of the wide range of potential differences among people, the absence of conflict is usually the absence of meaningful interaction. On the long run, conflict could be seen as neither good nor bad. Aniefiok, Uduak and Williams (2017) asserted that in the school organization, conflict emanates from the interaction between members, (students, staff, management and the community) and across the organization as members strive to achieve the goals and objectives of education. This results in student/student conflict, staff/staff conflict, principal/staff conflict and school/community conflict. However, the way conflict is handled determines construction or destruction.

The major causes of conflict in the school could be because of stress, management leadership styles, bridge in communication, lack of professional training and poor motivation. According to Umar (2018) several types of conflicts can be identified in the school, conflicts on disagreement over issues relating to religion, conflicts on personality clash, inadequate classroom space, sudden change in school's policies, disagreement over the strict application of rules and regulations, method of corporal punishment on students in the schools, not paying teachers' salaries regularly as well as conflict arising from students' indiscipline. These conflict situations have to be resolved to ensure peace and harmony in the school for effective achievement of stated objectives. In order to address these conflicts emerging in school, the secondary school management must be knowledgeable and apply different dimension of conflict resolution strategies in the secondary school.

There are a whole lot of conflict resolution strategies which the school management can effectively and efficiently utilize. Unfortunately, it appears that school management are concerned about achieving their goals without anticipating and dissenting views that might lead to conflict or put in place conflict resolution strategies. Without this, it may result in an unhealthy work environment in the school system such as quarrels among staff and students, poor interpersonal and human relationship, lack of cooperative learning, waste of school resources among others. It is this discord that brings about why there is a need for conflict resolution strategy by the school management.

Some of the result of conflicts in secondary schools include unhealthy rivalry in workplace, quarrel, low morale to assign responsibility, indiscipline among students, disharmony, dysfunctional attitude to work, consequently, leading to frustration, tension and absenteeism among teachers and students. Other conflicts that boarder specifically on teachers include conflict based on duty allocation, staff welfare package, and low incentives. Still others that boarder on students include complaint over mode of indecent dressing, methods of discipline, lateness to school, payment of fees, cultism, involvements in malpractice. All these affect the proper functioning of the school system. To this end, poor conflict resolution strategy does not only affect the productivity of teachers but also affect their outputs, which is seen in the academic performance of their students. The absence of conflict resolution strategies makes it impossible and very difficult to implement policies stated and thereby making it difficult to achieve educational goals and objectives.

Conflict resolution strategies are internal mechanisms that enhance various authorities to get to the root of problems in order to resolve conflict in a manner that is acceptable to the

conflicting parties. In the view of Ihuarulam (2015), the management strategies that could be adopted to resolve conflict include adjudication, collective bargaining, confrontation, problem solving, creation of budget committee, consultation, boxing the problem, clarification of goals, and prayer are strategies in conflict resolution. However, the focus of this study is on avoidance, competing and collaborating conflict resolution strategies.

Avoidance conflict resolution strategy involves the act of withdrawing, ignoring, postponing the conflict, as well as pretending that the conflict does not exist. In this strategy, parties desire to withdraw from a conflict situation or suppress the conflict. It has a low concern for self and low concern for others. It demands that one has to be neither assertive nor cooperative, and usually embraced by parties who are emotionally upset by the tension and frustration of conflict. Ike (2012) asserted that avoidance as a conflict resolution strategy is one in which the administrator withdraws or waits and see with the hope that it is not disruptive or that the situation will eventually resolve itself in time. In the school, it is noticeable when either one or both staff withdraws from a relationship. This implies that one of the staff leaves the school, which can be orchestrated by the management through transfers. Also, alteration of structural and human variables that involves interchanging group members, creating new coordinating positions and extending organizational scope of activities among other programmes (Ajai, 2017). This strategy can be utilized by the secondary school management when more informations are required in the process of resolving conflict and appropriate when a conflict could cause a distraction from team productivity. For instance, two staff from the science department, John and Peter, the chemistry teachers, disagree on the best method of teaching students for a Cowbell science competition commencing in two monthstime. They have tried to find a compromise, but their disagreement is becoming worse and more distracting to the goal. Their supervisor, the HOD of science and the vice principal academics, tells them to set the project aside and work on other projects for the rest of the day and resume in a week's time. They continued working on the project a week later with more positive and collaborative attitude.

Jack and Ukiagwu (2018) study's revealed that principals use the avoidance conflict resolution strategy within the school system. Edo and Omunakwe (2020) mentioned that the process of avoidance is conducive to team building which help to increase the effectiveness of staff, ease their relationship with management and provide support for individual members in a time of unrest if handled properly by administrators of schools. Ibitein and Zeb-Obipi (2019) study also revealed that the passage of time weakens the intensity of emotions and position of parties in conflict to resolve their differences in a

better atmosphere. On the contrary Moriarity (2014) stated that overuse of avoidance style in school management can result to a low level of input, decision-making, and allowing issues to fester, which can produce a breakdown in communication between principals and teachers.

Competing conflict resolution strategy comes with a high level of assertive and uncooperative behaviour which connotes a win-lose approach to interpersonal conflict resolution. This strategy is power-oriented in nature. It is seen as the act of using one's veto power to win or decide on the outcome of a conflict at the expense of the other party not minding the opinion of the participant. Usually, the focus is on winning the conflict at all costs, rather than seeking the most appropriate solution for everyone concerned (Tumwebaze, Wandiba & Osunsan, 2020). Furthermore, a competing approach could be adopted by the management when unpopular changes need to be implemented, most especially for emergency cases when time is paramount. Competing resolution strategy is also adopted in situations where other strategies have failed to resolve conflict. This is achieved by imposing a final verdict that is abiding on parties to resolve conflict. For instance, if there is a misunderstanding between the head of department (HOD) and a staff in Edo Senatorial District and the teachers decides not to teach, the school management in wisdom steps in and command them to calm down and start work or lose their jobs by their veto of power. This illustration depicts that threatening, imposing and punishment which are not negotiable may be applied by school authorities to resolve conflict.

This can be done by using formal authority, physical threats or by simply ignoring the claims of the other party. Mejia and Arpon (2021), which study revealed that school heads were found to disagree with competing strategy in dealing with conflict in the workplace. This is also in line with the finding of Jack and Ukaigwu (2018) stated that principals do not frequently use the dominating strategy in the management of conflict in the school and should be avoided at all costs because the long-term effect can be devastating. Isabu (2017) also affirmed that the problem with the repeated use of this approach is that it breeds hostility and resentment. The research of Dontigney (2018) found that administrators who use competing style are more likely to cause high levels of conflict in their schools.

The collaborating conflict resolution strategy is a win/win approach and often called integration. It focuses on assembling and organizing information which enables aggrieved parties involved in conflict to pool resources together, put their differences on the table and examine them along with data that might contribute to a resolution. This leads to the

development of alternatives solution which address all parts of the conflict, other than the initial solution of the parties. Collaborating conflict resolution strategy tries to find a mutually beneficial solution for both parties through problem solving. This strategy desires to identify the causes behind the conflict, share information openly, and find ways to solve it by considering the benefits to be gained (Larasati & Raharja, 2019). This kind of problem-solving requires an atmosphere of trust and mutual respect, the surfacing of hidden agendas, assembling data and facts, and a genuine willingness on both sides to resolve the conflict. In the school system, both school management staff and students must be able and willing to contribute every necessary resource to address and implement the solution. Hence, the school will have no need for rampage since they are directly involved in the solution construction. This strategy is possible in a case where a teacher wrongly accuses a student of indulging in examination malpractice which makes the students aggrieved, and then begins to render all manner of insult on the teacher. The use of collaboration can facilitate the resolution of such problems as an investigation will be done, information sorted and used to tackle the problem. Mejia and Arpon (2021) which findings revealed that the collaborating conflict resolution strategy widely used by school heads. Jack and Ukaigwu study (2018) which result showed that secondary school management adopt the strategy which is seen in the establishment of disciplinary committees by the principals in their various schools. Rashmi, Habeeb and Pakeerrappa (2014) which revealed that 'collaborating strategy' was the most preferred conflict resolution strategy used in resolving conflicts.

Apart from avoidance, competing and collaboration conflict strategy, it appears that school type as a demographic factor may affect the type of conflict resolution strategies that the school management will adopt to resolve conflict in secondary school. School type in the context of this study refers to the environment where a school is situated which could be urban and rural environment. The nature of an environment where a school is located is capable of influencing the conflict resolution strategy that will be applied to resolve conflict. Ehinola (2014) stated that Principals should take into consideration his school environment before choosing conflict resolution strategy to be used. The study by Ehinola (2014) reported that there is no significant difference in the conflict management styles of the principals in the rural and the urban areas. However, on the contrary the findings of Aigboje and Uwaifo (2013) indicated that a significant difference exists in rural and urban areas in school managers' use of conflict resolution strategies.

Statement of the Problem
A school's reputation largely depends on the school management (principal officers) whose decision can make or mar the attainment of stated goals and objectives. The school

management triggers teamwork, coordinates the efforts of staff, plans what should be done, coordinates the findings of solutions to problems, evaluate performance to determine success and failure as well as ensuring proper conflict resolution strategies are practiced to maintain harmony in order to achieve cooperate goals.

Unfortunately, attaining those goals are sequel to how conflict resolution strategies are practiced in the school. Certain factors have been observed to propagate conflicts in secondary schools especially in Edo State Senatorial District. Among which include squandering of students' school fees and examination fees, lack of teachers in core subject areas, students' dissatisfaction over disciplinary measures, harassment of teachers, ignoring the display of cultism among students. Other factors resulting to conflict are low salaries and irregular payment of salaries, poor work environment, inadequate fringe benefits, little or no promotion of teachers and a forceful enforcement of law and order. When the school management fail to take drastic measures or properly adopt appropriate conflict resolution strategies, it may consequently result in destruction of life and properties, disharmony, acrimony, animosity, poor academic performance, low morale, absenteeism, crisis and a temporary shutdown of schools. With the existence of these problems in secondary schools, it connotes that the extent to which conflict resolution strategies have been applied to these occurrences have not been fully determined. It is against this backdrop that the study intends to determine the conflict resolution strategies applied by secondary school management in Edo State Senatorial District, Edo State.

Theoretical Framework

The theoretical framework of this study is hinged on Mary Parker Follet conflict theory propounded in 1924. Follet theory specified that "conflict is not a wasteful outbreak of incompatibilities, but a normal process by which socially valuable difference register themselves for the enrichment of all concerned". Moreover, she argued that conflict is neither good nor bad and it should be assessed without passion and the on the basis of ethical prejudgment. A conflict is not a war, it's merely a reflection of the differences between individuals' opinions or interests. Such difference happens not only between employers and employees, but the difference can come up everywhere. It is a common phenomenon of all organizations at each and every level. To overcome conflict in a constructive way in an organization, Follet's theory suggested dominance or competing and integration or collaborating as a method of resolving conflict. The relevance of this theory to the study is that the school management can use collaboration/integration and competing/domination to resolve conflict particularly in Edo South Senatorial Districts,

since conflict is bound to arise where individuals work together. This theory is further suitable for this study such that conflict can be managed via collaboration can help to facilitate the management of conflict where the party comes together after useful and resources information have been gathered so that everybody will be involved in the decision-making process. And Follet's theory is relevant to this study via competing/dominating. This is where the school head or management uses their veto power to resolve conflict that emanates among management, staff and students.

Research Questions

The following was guided by the following research questions

1. To what extent is avoidance conflict resolution strategy applied by secondary management.
2. To what extent is competing conflict resolution strategy applied by secondary school management.
3. To what extent is collaborating conflict resolution strategy applied by secondary school management.

Hypothesis

The null hypothesis was tested at 0.05 level of significance;

1. There is no significant difference between conflict resolution strategies by secondary school management based on location.

Methodology

The research design employed for this study was a descriptive survey design. The population of the study was 387 principals and vice principals' public secondary school in Edo South Senatorial District. The sample comprised 105 principal officers selected through stratified proportionate sampling technique. This was done by putting the school on a stratum based on the local government and secondly a simple random sampling technique was used to select five (5) schools from the seven (7) local government area. Furthermore, the three (3) Principals were used from each of the selected school, and this formed a total of 105 Principal Officers that were used for the study. The instrument used was Conflict Resolution Strategies Applied by secondary school management (CRSASSM). It was segmented into two section: A and B. section A captured the demographic characteristics of the respondents which comprised of 15 items drawn from the research questions. The respondents were requested to choose the most suitable options. The items of the questionnaire were measured on four point rating scale ranging from 4-1; Very High Extent (VHE) =4; High Extent (HE) =3; Low Extent (LE) =3; Very Low Extent (VLE) =1. The instrument for data collection was validated by three expert from the department of vocational and technical education, the University of Benin, Benin City. To establish the reliability of the instrument for the study, the internal consistency of

the items were measured. This was determined using the cronbach's alpha statistics which obtained an alpha value of 0.80. The data was analyzed using mean (x), standard deviation (SD) and two sample independent t-test was used to test the hypothesis at 0.05 level of significance.

Results

Research Question 1: To what extent is avoidance conflict resolution strategy applied by secondary school management in Edo South Senatorial District?

Table 1:

Mean and standard deviation showing avoidance conflict resolution strategy applied by secondary school management

S/N	Item	N	Mean	SD	Remarks
1	I try to stay away from disagreement with my subordinate	105	3.12	.885	High
2	I apply avoidance to reduce tension between conflicting parties	105	2.69	.934	High
3	I often discourage my subordinates from unnecessary argument	105	2.76	1.105	High
4	I overlook conflicts among my subordinates for the sake of peace with the hope that it will die with time	105	3.44	.771	High
5	Sometimes I refuse to give attentions to conflict that exist in the school.	105	2.54	.941	High
6	Sometimes I post my subordinates to different areas or unit to avoid conflict.	105	2.71	.988	High
	Cluster		**2.88**	**0.11**	**High**

Note: SD (Standard Deviation), N (Sample Size)

Table 1 showed that the respondents rated item one to six as high extent with a mean rating ranging from 2.54 to 3.44 while the standard deviation also ranged from .771 to 1.105. The cluster mean showed a mean of 2.88. With these results, the above mean score shows that avoidance conflict resolution strategy is applied by secondary school management in Edo South Senatorial District to a high extent.

Research Question 2: To what extent is competing conflict resolution strategy applied by secondary school management in Edo South Senatorial District?

Table 2: **Mean and standard deviation showing competing conflict resolution strategy applied by secondary school management**

S/N	Item	N	Mean	SD	Remarks
1	I threaten my subordinate sometimes to a resolve conflict	105	2.60	1.034	High
2	I use my authority to impose or force my personal decision on parties concerned especially in cases of emergency.	105	2.68	1.033	High
3	I insist parties adhere strictly to my directives without considering their views.	105	2.19	.982	Low
4	I completely ignore the rights of parties concerned.	105	2.22	.961	Low
5	I mete out punitive measures to any party who fail to adhere to my directives.	105	2.69	1.022	High
6	I sometimes use my veto power to win a competitive situation.	105	2.16	1.057	Low
	Cluster		**2.42**	**0.04**	**Low**

Note: SD (Standard Deviation), N (Sample Size)

Research question two reveals that the respondents rated item one, two and five as high extent with a mean rating ranging from 2.60 to 2.68 while item two, three and six were rated as low extent with a mean rating ranging from 2.19 to 2.22. The standard deviation ranged from .961 to 1.057. The cluster mean indicated a mean of 2.42. With these results, the above mean score shows that competing conflict resolution strategy is applied by secondary school management in Edo South Senatorial District to a low extent.

Research Question 3: To what extent is collaborating conflict resolution strategy applied by secondary school management in Edo South Senatorial District?

Table 3:

Mean and standard deviation showing collaborating conflict resolution strategy applied by secondary school management

S/N	Item	N	Mean	SD	Remarks
1	I adopt creative thinking and diversified perspectives to minimize conflict in the school.	105	3.38	.859	High
2	I try to work with my subordinates for a proper understanding of a problem to find solutions that satisfies our expectation.	105	2.56	1.293	High
3	In the school, I ensure a committee is set up to handle conflict.	105	3.00	1.000	High
4	I try to investigate an issue with my subordinate to find solution.	105	2.87	.971	High
5	I consult and consider the suggestions and recommendations of others.	105	2.99	.882	High
6	I try to integrate my ideas with those of my subordinates to find a solution acceptable to all.	105	2.63	1.288	High
	Cluster		**2.91**	**0.19**	**High**

Note: SD (Standard Deviation), N (Sample Size)

Table 3 indicates that the respondents rated item one to six as high extent with a mean rating ranging from 2.56 to 3.38 while the standard deviation also ranged from .859 to 1.293. The cluster mean recorded 2.91. The result shows that collaborating conflict resolution strategy is applied by secondary school management in Edo South Senatorial District to a high extent.

Hypothesis 1

There is no significant difference between conflict resolution strategies applied by secondary school management based on location.

Table 4:

t-test analysis showing difference between conflict resolution strategies applied by secondary school management based on location

Respondents	N	Mean	SD	Df	t-value	p-value	Decision
Rural	42	2.63	0.43	.			
				103	-.926	.357	Not Significant
Urban	63	2.71	0.44				

P-Value Significant at 0.05 level (2-tailed) (Retain Hypothesis) SD: Standard deviation
DF: Degree of freedom

The result in table four reveals the mean responses of the significant difference between conflict resolution strategies applied by secondary school management based on location. Rural schools had a mean of 2.63 and urban schools had a mean of 2.71 while their corresponding standard deviations were 0.43 and 0.44 respectively. The t-value of -.926, at degree of freedom of 103, shows that it was not significant at p-value of .357. Testing at an alpha value of 0.05, the null hypothesis was retained since the p-value is greater than alpha value. Thus, there is no significant difference between conflict resolution strategies applied by secondary school management based on location.

Discussion of Findings

The findings revealed that management of secondary schools in Edo State mostly employed avoidance conflict resolution strategy. This finding implies that avoidance conflict resolution strategy is effective in resolving conflict. This finding supports that of Jack and Ukiagwu (2018) which study revealed that principals use the avoidance conflict resolution strategy within the school system. The findings is also in line with Ibitein and Zeb-Obipi (2019) which study revealed that the passage of time weakens the intensity of emotions and position of parties in conflict to resolve their differences in a better atmosphere. Furthermore, the findings support that of Edo and Omunakwe (2020) which study revealed the process of avoidance is conducive to team building which help to increase the effectiveness of staff, ease their relationship with management and provide support for individual members in a time of unrest if handled properly by administrators of schools. The findings imply that avoidance helps to ease tension, particularly before the conflict degenerates into crisis. This type of conflict resolution also helps to promote solutions to potential conflict even before it ever arise.

The finding of research question two indicated that competing conflict resolution strategy is rarely applied by secondary school management in Edo South Senatorial District. This finding implies that competing conflict resolution strategy is not frequently used by secondary school management in resolving conflict. The finding is in agreement with that of Mejia and Arpon (2021), which study revealed that school heads were found to disagree with competing strategy in dealing with conflict in the workplace. This is also in line with the finding of Jack and Ukaigwu (2018) which revealed that principals do not frequently use the dominating strategy in the management of conflict in the school and should be avoided at all costs because the long-term effect can be devastating. Isabu (2017) also affirmed that the problem with the repeated use of this approach is that it breeds hostility and resentment. The research of Dontigney (2018) found that administrators who use competing style are more likely to cause high levels of conflict in their schools. The

finding imply that competing strategy is used to a low extent because it can lead to poor relationships, stress and negatively affect organizational productivity. This does not mean it should not be used but can be applied carefully and in a more intelligent manner.

The findings in research question three revealed that collaborating conflict resolution strategy is effectively utilized by secondary school management in Edo South Senatorial District to a high extent. This implies that school management utilize this strategy in schools to resolve conflict. The finding supports the study carried out by Mejia and Arpon (2021) which findings revealed that the collaborating conflict resolution strategy widely used by school heads. The finding also supports that of Jack and Ukaigwu study (2018) which result showed that secondary school management adopt the strategy which is seen in the establishment of disciplinary committees by the principals in their various schools. The finding is also in line with the study of Rashmi, Habeeb and Pakeerrappa (2014) which revealed that 'collaborating strategy' was the most preferred conflict resolution strategy used in resolving conflicts. Collaborating conflict resolution applied to high extent because it enables individual and parties involved to sit and take a proactive decision that will help in resolving the conflict as all parties get what they want because they found a solution that serves everyone.

The finding in hypothesis one indicates that there is no significant difference between conflict resolution strategies applied by secondary school management based on location. This implies that school location is not significantly related to how conflict resolution strategies is applied by school management. This finding supports that of Ehinola (2014) who reported that there is no significant difference in the conflict management styles of the principals in the rural and the urban areas. However, on the contrary the findings of Aigboje and Uwaifo (2013) indicated that a significant difference exists in rural and urban areas in school managers' use of conflict resolution strategies. The differences in the findings could be as a result of the different sample size used in the various studies. Furthermore, it could be that a slight difference exists in exposure, the approach of people to conflict situation either in the urban or rural environment are a bit different.

Conclusion

Based on the findings of the study, it was concluded that conflict resolution strategies is applied by secondary school management in Edo South Senatorial District to a large extent. This is because variables such as avoiding and collaborating conflict resolution strategy are applied by secondary school principal to a high extent while competing conflict resolution strategy is applied to low extent. In other words, for secondary school

management to experience a drastically low conflict either between management and students or teachers and students, the need to utilize these various conflict resolution strategies becomes paramount.

Recommendations

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

1. There should be continuity and sustainability in the adoption of avoidance, and collaboration conflict resolution strategies in resolving conflict by the secondary school management in order to maintain a peaceful atmosphere for achieving educational goals.

2. School management both in rural and urban should be exposed to constant training and retraining through seminars and workshops that are hinged on conflict resolution strategies, so that there will be a balance between the urban and rural management strategies in handling conflict in secondary schools.

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