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CONFLICT MANAGEMENT STRATEGIES IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE NIGERIA

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Abstract

Conflict is inevitable in any given organization including the school system where there is human interaction. This study examined principals' application of conflict management strategies for effective administration of public secondary schools in Delta state, Nigeria. The descriptive survey research was adopted for the study. The population of the study comprised of all principals in the public secondary schools in Delta state. A sample of the principals was randomly selected for the study through a stratified random sampling technique. Three research questions and three hypotheses guided the study. A research instrument titled "principals conflict management strategy Questionnaire" (PCMSQ) was adopted for data collection. The instrument was validated by experts and Cronbach Alpha was used to determine the reliability coefficients of 0.84, which was reliable. Descriptive statistics of mean and standard deviation was used to answer the research questions which the Z-test was used to test the hypotheses at 0.05 levels of significances. The findings of the study revealed among others that compromising, dominating and integrating conflict management strategies are used by principals for effective administration of public secondary schools in Delta state. Based on the findings, it was recommended among others that, the state government should organize regularly conferences, workshops and seminars to update secondary school principals' skills and knowledge in applying the various conflict management strategies.

Keywords: Conflict, Effective Administration, Management Strategies, Secondary Schools, Principals.

Introduction

Today, the demand for effective school management is rapidly coming into focus more than ever in Delta State, Nigeria. Secondary education in Nigeria and other African countries is considered an important sub-sector in the education system as well as in the development of the country's economy. For example, entry into higher education institutions and the workforce in Nigeria depends on qualified secondary school graduates. Therefore, for the school to be effective, its individual members must be able to work in a conflict-free environment.

The term conflict carries many definitions depending on the usage and the context of its usage. According to Rahim (2005), conflict is an interactive process manifested in incompatibility, disagreement or differences within social entities. Conflict is any divergence of interest, objectives or priorities between individuals, groups or organizations that do not conform with requirements of a task, activity or process. Ibrahim (2007) perceived conflict as a situation in which two or more values, perspectives and opinions are contradictory in nature and have not been agreed upon. Uya (2002) defined conflict as a situation in which there are incompatible goals, cognition or emotion within or between individuals and groups that led to opposition. It is activity that takes place when conscious beings wish to carry out mutually inconsistent acts concerning their wants, needs and obligations.

Ughamadu (2013) posited that conflict is a disagreement over an issue which may be positive or negative in nature. Conflict is positive or functional when it creates opportunity for elective situations to challenges which will in turn ensure creativity or when it brings real peace or truth out of any situations. An examination of conflict definitions indicated that it is a battle between two or more parties over resources or ideas triggered by their perceptions of being denied their desires. UNICEF (2005) Posited that conflict is inevitable between people over ideas, values, views points and perspectives on a wide range of subjects. Conflict can be beneficial if it generates new information that improves decision making and reduces lengthy delays over issues that do not directly affect the projects outcome or disintegrate the new team activities.

Conflicts are unavoidable in schools, as they are in other organizations, due to the existence of people with different personalities. Conflicts disrupt the teaching and learning process, but where properly analyzed and controlled, it can lead to peaceful cooperation between teachers and school administration. However, if conflicts are managed effectively, they may bring benefits such as increased connections, better problem identification and solutions, increased knowledge and ability and peacemaking (Ramani & Zhimin, 2010). The ability to handle or resolve conflicts is critical for good school administration.

However, employees of educational institutions have different ideologies, cultures, values and role preferences, and therefore conflict is inevitable and pervasive in the school system. A conflict is a disagreement or opposition between two or more parties. This often leads to clashes, arguments and collisions among them. It arises, among other things, from the incompatibility of interests, needs, values and ideas (Ajudeonu & Ossai 2022). In the same vein, Premchandani (2014) stated that conflict can arise between two individuals where there is a high degree of independence, they have different goals, ideas, needs, value, system, perception, expectations, interests or incompatible personalities. Conflicts occur when employees in the school system disagree or take conflicting positions on issues, which can be expressed through argument, protest, or any form of action. Atieno, Kiplagat & Yego (2016) believe that conflicts may be manifested when students do not follow school rules, do not participate in manual work, do not respect teachers,

engage in vices such as stealing, fighting, bullying or not attending classes, teachers' non-completion of the curriculum; the principal's leadership style in humiliating teachers and overlooking students among other things. Conflict occurs from time to time in the Nigerian school system (Adeyemi, 2010). In addition, certain factors promote conflicts within the school system. These are personal relationship, communication barrier, competition, paucity of resources, differential in values and lifestyles, embezzlement of school fund, indiscipline and so on (George, 2010).

Several types of conflict occur in school systems. These include intrapersonal, intragroup, interpersonal and intergroup conflicts (Robbins 2003). Intrapersonal conflicts include conflicts within the established institution. This includes conflicts between school principals and a particular member or any particular person. Intragroup conflicts involve differences within a particular group. This may include conflicts between staff, students, parents or other stakeholders in the school system. Among personal conflicts are conflicts between people. This may include conflicts between specific staff and students, a specific teacher and parents. Intergroup conflict can involve conflict between different groups in an educational institution. The group can be between staff and students and other groups or stakeholders.

Similarly, the consequences of conflict in the school system are dire, ranging from disruption of academic programmes, hostilities, inadequate staff due to unplanned transfers, examination malpractice, truancy, to suspicion and withdrawal from active participation in school activities. These could hamper the effective management of the school system and lead to the outright closure of the school.

Conflict management strategies have remained a topical issue in every organization. At the secondary school level, one of the principals' responsibilities is conflict management to reduce the negative consequences of disputes and promote a calm atmosphere for effective teaching and learning. Conflict management strategies are procedures, mechanisms, or techniques used in minimizing, recognizing, resolving, and settling disputes in a balanced or rational manner. Many scholars have identified various conflict management strategies used in organizations. Kalagbor & Nnokam (2015) believe that conflict management strategies include integration, compromise, avoidance and dominance. Sasa, Mateja, & Joze (2011) also identified conflict management strategies as integrating, binding, dominating, avoiding, and compromising. The conflict management strategies of the above authors that were adopted in this study included integration strategies, compromise strategies, and dominance strategies. A compromise strategy is a technique in which the needs of everyone involved in a conflict are considered before a final decision is made to resolve the conflict. In this strategy, the parties involved must make sacrifices to settle the conflict. In compromise, each person has something to take (Kalagbor & Nnokam 2015). Also, Sasa, Meteje, & Joze (2011) believed that this strategy involves give and take, with both parties giving up something to reach a mutually acceptable decision. Likewise, Akuffo (2015) argued that in this strategy, the parties deliberately reach consensus in order to give up

something that is very important to both parties to reach an agreement. Aigboye & Uwayo (2013) stated that secondary school administrators should use compromise strategies in conflict resolution. Managers must create an open dialogue, provide an answer that is fair to both sides of the dispute, and assign value to all aspects of the conflicting issues in order to effectively implement this strategy.

The dominance strategy is another strategy for managing conflict. A dominant strategy involves imposing one's opinion on others. In implementing this strategy, principals use tactics to resolve conflict without considering the views of stakeholders. Principals who employ this conflict management strategy dictate the solution to the problem in the moment. This strategy welcomes input from conflicting parties in the school system. This strategy is appropriate when time is short and a quick decision is needed to resolve the dispute (Ajudeonu & Ossai 2022). However, if not used judiciously, this strategy could escalate conflict, create resentment and create bad relationships within the school system.

Integrating strategy as a way of managing conflict also involves gathering and organizing information about the conflict before making a final decision to resolve the conflict. This strategy includes openness, exchange of information and analysis of differences with the aim of reaching an acceptable solution acceptable to all parties (Sasa, Mateja, & Joze, 2011). In the same vein, Kalagbor & Nnokam (2015) stated that this strategy allows parties involved in a conflict to gather their information, put their differences on the table and examine them together with any data that might lead to a resolution. This leads to the development of an alternative solution that resolves all parts of the conflict other than the parties' initial solution. There is no one best conflict management strategy. It is imperative that Managers apply the strategy that best suits the situation. Different management strategies can lead to desirable or undesirable outcomes depending on their effectiveness or ineffectiveness. An effective management strategy can lead to desirable outcome such as smooth management, increased discipline and effective time management, team spirit and efficient use of resources, achievement of set goals, good relationships and great value from stakeholders. However, if an ineffective management strategy is used, undesirable outcomes such as strikes, demonstrations, poverty eradication, poor performance, emotional stress, misappropriation of resources, absenteeism and frustration may occur.

By and large, there are several conflict management strategies in the school system. Management is the process of combining and using organizational inputs (people, materials and money) to achieve organizational goals, managing conflict in an organization may be the ability to understand, collaborate, respect, reward, integrate and most importantly allow industrial democracy to prevail (Okoro and Obi, 2005). Confronting differences in interests, perceptions, performance, and opinions is called conflict management. Conflict management skills must include self-respect, flexibility and openness to new ideas and actions.

Depending on the situation, conflict management strategies may focus on changing structure or procedures (Dennis in Mhehe, 2007). This centers on efforts to

develop industrial democracy, recognizing the right of workers to participate in decision-making on issues affecting their working conditions and general well-being.

The goal of conflict management is to reduce the negative aspects of conflict while increasing the positive aspects. The goal of conflict management is to improve learning and group outcomes. As educational institutions, schools must welcome people from diverse backgrounds who work together to achieve educational goals. In the opinion of Gbadamosi (2006) the school is a goal oriented organization that brings together people from different backgrounds to create a balanced person (students). In fact, teachers and non-teaching staff often put their differences aside to ensure that the organization's goals are achieved.

Again, several researchers have examined the effect of gender on the application of conflict management strategies. Gender is a physical, biological and behavioral characteristic that distinguishes masculinity and femininity. In a study conducted by Asemamaw & Narayana (2014), gender was found to have a significant impact on managers' preference for compromising and integrating conflict management strategies. Also, in a study conducted by Babajide (2013) in South West Nigeria, it was found that there is no significant difference between the preferences of conflict management strategies between managers and non-managers. A similar study conducted by Premchandani (2014) showed that there was no significant difference in conflict management strategies between male and female managers.

Likewise, effective school administration is the ability of the school principal to apply principles, policies and appropriate practice in such a way as to help achieve optimal achievement of the school's predetermined goals. This is evident in, among other things, the excellent academic performance of students, the motivation and supervision of staff to improve their performance, good school-community relations, proper financial records, conflicts and school plant management. According to Ereh & Okon (2015), when a school administrator or principal is able to successfully manage all school teaching programs and various academic activities in the school, monitor teachers' progress and work performance, make appropriate use of their records and recommend staff for development motivate them according to various social programs, recommending them for promotion when necessary and making them attend to their personal affairs: then such a manager can be considered effective. Cooperation and support, which could only exist in the absence or resolution of workplace conflicts, is essential for the smooth running of the school. All this points to the fact that conflict management is very necessary for effective school management. Therefore this study sought to examine conflict management strategies in public secondary schools in Delta State, Nigeria.

Statement of the problem

Schools, as organizations in their own right, may have managers (principals) who are charged with the responsibility of maintaining their stability in order to

achieve organizational goals. The principal is the key cornerstone in the management of the school and holds the “steering wheel” in his hands. Directors should be group leaders who know how to involve people, arrange the conditions and initiate a process that gets the best out of each participant. In this regard, high school principals in any workplace (school) encourage and support teamwork among other employees, lead their subordinates so that conflict remains the theory of the existence of the organization. Principals of secondary schools are thus responsibly involved in resolving conflicts directly at their schools.

Cooperation and support, which could only exist in the absence or resolution of workplace conflicts, is essential for the smooth running of the school. All this points to the fact that conflict management is very important for effective school management. However, there is ample evidence that conflict exists in public secondary schools in Delta State, Nigeria and it has been observed that it most threatens the peaceful coexistence of principals, staff and students (Ezeugbor, Onyali & Okonye, 2015). The conflict that exists in high schools seems to be evident in principals criticizing staff in front of students, teachers using foul language in response to principals, exchange of unpleasant words between principals and staff, bad unpleasant words between principals and staff, poor interpersonal relations, hatred between principals and staff, teachers gossiping about principals, student riots among others. With these unpleasant situations surrounding secondary schools in Delta State, it has become imperative to examine principals' conflict management strategies as a panacea in public secondary schools in Delta State, Nigeria.

Purpose of study

The main purpose of this study is to evaluate the main conflict management strategy as a panacea for the effective administration of public secondary schools in Delta State, Nigeria. Specifically, the purpose of the study is

1. Determine the compromise conflict management strategies used by principals to effectively administer secondary schools.
2. To find out the dominance conflict management strategies used by principals for the effective administration of secondary schools.
3. To explore the integrative conflict management strategies used by principals to effectively administer secondary schools.

Research Questions

The study was guided by the following research questions:

1. What compromise conflict management strategies do principals use for effective administration of public secondary schools in Delta State Nigeria?
2. What are the dominance conflict management strategies used by principals to effectively administer public secondary schools in Delta State Nigeria?
3. What integrative conflict management strategies do principals use to effectively administer public secondary schools in Delta State Nigeria?

Hypotheses

The study tested the following hypotheses:

1. There is no significant difference between male and female principals in terms of their compromise conflict management strategies for effective administration of public secondary schools in Delta State, Nigeria.
2. There is no significant difference between male and female principals in terms of their dominance conflict management strategies for effective administration of public secondary schools in Delta State, Nigeria.
3. There is no significant difference between male and female principals in their integrative conflict management strategy for effective administration of public secondary schools in Delta State, Nigeria.

Methodology

Descriptive survey method was adopted in this study. The population of the study comprised all principals of all public secondary schools in Delta State. The sample size was 160 which were selected using purposive sampling method. This consisted of 90 male directors and 70 female directors. The researcher developed an instrument called “Principal Conflict Management Strategies Questionnaire” (PCMSQ) which was used for data collection. The 15-item instrument was structured on a four-point scale of strongly agree (SA): agree (A): disagree (D): and strongly disagree (SD), weighted 4, 3, 2, and 1, respectively.

The instrument was validated by experts from the Department of Educational Foundations, Delta University, Agbor. The reliability of the instrument was determined using Cronbach Alpha and gave an overall reliability coefficient of 0.84, which indicated that the instrument is highly reliable. The researcher, assisted by three research assistants who are secondary school teachers in Delta State, administered and collected data for the study. Mean and standard deviation were used to answer the research questions. The average response was assessed on the following basis, any average score of 2.50 or higher is considered to indicate agreement, while any average score that falls below 2.50 is considered to be disagreement. The Z-test statistic was used to test hypotheses at the 0.05 significance level.

Presentation Of Results

Research Question One

What compromise conflict management strategies are used by principals to effectively administer public secondary schools in Delta State.

Table 1: Mean and standard deviation of compromising strategies applied by principals for effective administration

S/N	Item	Male principals (N=90)			Female principals (N=70)		
		Mean	Std	Decision	Mean	Std	Decision
1	Advising parties to forgo certain things in order to come to consensus	2.85	0.3	Agree	3.00	0.34	Agree
2	Allowing conflicting parties to contribute in resolving conflicts	2.98	0.3	Agree	3.02	0.36	Agree
3	Organizing meetings for conflicting parties to negotiate and reach an agreement	3.05	0.3	Agree	3.00	0.34	Agree
4	Encouraging conflicting parties to be satisfied with the final decision irrespective of who wins or losses in the dispute	3.24	0.33	Agree	3.11	0.37	Agree
5	Providing counseling services to conflicting parties on the need to reach an agreement	3.26	0.35	Agree	3.02	0.36	Agree
Grand mean and Std		3.08	1.59		3.05	1.77	

Table 1 revealed that the mean ratings of both male and female principals for all means are greater than 2.50, indicating agreement with the statement. That is, the compromise strategies used for the effective administration of secondary schools in Delta State included recommending the parties to give up certain things so that consensus can be reached, allowing the conflicting parties to contribute to conflict resolution, organizing meetings for the conflicting parties to negotiate and reach an agreement. , encouraging the parties to be satisfied with the final decision regardless of who wins or loses the dispute, providing advisory services to disputing parties regarding the need to reach an agreement.

Research Questions Two

What are the dominance conflict management strategies used by principals to effectively administer public secondary schools in Delta State?

Table 2: Mean ratings and standard deviation of dominance strategies applied by principals for effective administration of schools.

S/N	Item	Male principals (N=90)			Female principals (N=70)		
		Mean	Std	Decision	Mean	Std	Decision
6	Forcing conflicting parties to ignore the conflicting issues for peace to reign in the school	3.2	0.33	Agree	3.13	0.33	Agree
7	Coercing parties involved to apologize to each other so as to resolve the conflict	2.95	0.3	Agree	3.19	0.39	Agree
8	Taking hasty decisions in resolving conflict without consulting anybody	3.19	0.33	Agree	2.95	0.36	Agree
9	Using of threats to resolve conflict in schools	3.13	0.33	Agree	3.02	0.36	Agree
10	Persuading conflicting parties to avoid immediate sanctions	3.25	0.35	Agree	2.97	0.36	Agree
Grand mean and Std		3.14	1.64		3.05	1.77	

Table 2 shows the mean rating and standard deviation of male and female principals on the dominance strategies used by principals for effective administration of public secondary schools in Delta State. All mean ratings are above the cutoff of 2.50, indicating agreement with the statements. The results of the data analysis showed that principals agreed that the dominance strategies used for effective management of secondary schools in Delta State included forcing conflicting parties to ignore conflicting issues in order for peace to reign in the school, forcing the parties involved to apologize to each other. such as conflict resolution, making hasty decisions in conflict resolution without consulting anyone, using threats to resolve conflict in schools, persuading conflicting parties to give up their conflict and avoid sanctions.

Research Question Three

What integrative conflict management strategies are principals using to effectively administer public secondary schools in Delta State?

Table 3: Mean ratings and standard deviation of integrating strategies applied by principals for effective administration of schools

S/N	Item	Male principals (N=90)			Female principals (N=70)		
		Mean	Std	Decision	Mean	Std	Decision
11	Diagnosing conflict at the emerging stage	3.21	0.33	Agree	3.23	0.39	Agree
12	Constituting committee to investigate conflicting issues in schools	3.06	0.31	Agree	3.20	0.39	Agree
13	Analyzing information relating to conflict in school before making decision	4.1	0.44	Agree	2.98	0.36	Agree
14	Double-checking information sources before making decision	3.13	0.33	Agree	2.93	0.35	Agree
15	Gathering information about conflicting issues	3.07	0.31	Agree	3.01	0.36	Agree
Grand mean and Std		3.31	1.72		3.07	1.85	

Table 3 shows that the mean ratings of all items of men and women are higher than 2.50, which indicates agreement with the statements. This means that the integrative strategies applied by principals for effective school management in Delta State included diagnosing conflicts at the nascent stage, establishing a committee to investigate conflict problems in schools, analyzing information related to school conflicts before making decisions, double-checking information to be certain of the correct facts before using them to resolve conflicts, gathering information about conflict issues. Also, the grand mean ratings of 3.31 and 3.07 (for males and females respectively) were found to be above the cutoff of 2.50. This implies that principals use integrative strategies for the effective management of public secondary schools in Delta State.

Hypothesis One

There is no significant difference between male and female principals in terms of their compromise conflict management strategies for effective administration of public secondary schools in Delta State.

Table 4: z-test of the significance difference between male and female principals on their compromising strategies for effective administration of schools

Variables	N	X	Std	Z-cal	Z-crit	Df	Decision
Male principals	90	3.08	1.59	0.26	1.96	158	Accept
Female principals	70	3.05	1.77				

*significance level -0.05

Table 4 reveals a z-test summary of the difference between male and female principals on their trade-off strategies for effective school management. The result showed that at a significance level of 0.05 and 158 degrees of freedom, the calculated value of 0.26 is less than the critical value of 1.96. Therefore, the null hypothesis is accepted which states that there is no significant difference between male and female principals in their management compromise strategies for effective management of public secondary schools in Delta State.

Hypothesis Two

There is no significant difference between male and female principals in terms of their dominance conflict management strategies for effective administration of public secondary schools in Delta State.

Table 5: z-test of significant differences between male and female principals on their dominance strategies for effective administration of schools

Variables	N	X	Std	Z-cal	Z-crit	Df	Decision
Male principals	90	3.14	1.64	0.33	1.96	158	Accept
Female principals	70	3.05	1.80				

*significance level 0.05

The data in Table 5 are relevant to the second hypothesis on the dominant conflict management strategies for the effective management of public secondary schools in Delta State. The result showed that at a significant level of 0.05 and 158 degrees of freedom, the calculated value of 0.33 is less than the critical value of 1.96. Therefore, the null hypothesis which stated that there is no significant difference between male and female principals in their dominance conflict management strategies for effective administration of public secondary schools in Delta State is hereby not rejected.

Hypothesis Three

There is no significant difference between male and female principals in terms of their integrative conflict management strategies for effective administration

of public secondary schools in Delta State, Nigeria.

Table 6: z-test of principals on their integrating strategies for effective administration of schools

Variables	N	X	Std	Z-cal	Z-crit	Df	Decision
Male principals	90	3.31	1.72	0.84	1.96	158	Accept
Female principals	70	3.07	1.85				

*significance level 0.05

Table 6 shows the z-test of the significant difference between male and female principals in their integration strategies. The data indicate that at a significant level of 0.05 and 158 degrees of freedom, the calculated z value of 0.84 is less than the critical z value of 1.96. Therefore, the null hypothesis which stated that there is no significant difference between male and female principals in their integrative conflict management strategies for effective administration of public secondary schools in Delta, Nigeria is hereby not rejected.

Discussion of Findings

In discussing the findings of this study, the researcher followed a sequence of data analyzed using relevant literature to support the findings. Research question one revealed that the compromise strategies employed by principals for the effective management of public secondary schools in Delta State included recommending the parties to give up certain things in order to reach consensus, allowing the conflicting parties to contribute to the resolution of the conflict, organizing meetings for the conflicting parties to negotiate and reach an agreement, encouraging conflicting parties to be satisfied with the final decision regardless of who wins or loses the dispute, and providing counseling services to conflicting parties regarding the need to reach an agreement. Also, hypothesis one indicated that male and female principals do not differ in their trade-off strategies for effective administration of public secondary schools in Delta State. This is consistent with the findings of kalagbor & Nnokam (2015) who revealed that principals use a compromise strategy in conflict management. This is also consistent with the finding of Premchandani (2014) who argued that there is no significant difference in conflict management strategies between male and female principals. The principles of applying this strategy strengthen mutual trust and respect and build the foundations for effective cooperation in the future.

Findings on research question two again indicated that the dominance strategies used by principals to effectively manage public secondary schools in Delta State included forcing conflicting parties to ignore conflicting issues in order for peace to reign in the school, forcing stakeholders to apologize to each other. to resolve conflict, making hasty decisions to resolve conflict without consulting anyone, using threats to resolve conflict in schools, and persuading conflicting parties to abandon conflict and avoid immediate sanctions. This strategy can be

effective if the directors have a strong legal justification for their decisions or actions. This strategy is consistent with Ajudeonu and Ossai's (2022) assertion that this strategy is appropriate when time is short and a quick decision is needed to resolve the conflict. Hypothesis two stated that there is no significant difference between male and female principals in their dominance strategies for effective administration of public secondary schools in Delta State. This is consistent with the finding of Babajide (2013) who believes that there is no significant difference between male and female conflict management strategy preferences. When applying dominant strategies, principals use tactics to resolve conflict regardless of the opinions of stakeholders. However, if this strategy is used frequently, it can lead to escalation of conflict, provoking resentment and creating poor interpersonal relationships in the school.

Likewise, research question three indicated that the integrative strategies applied by principals for the effective administration of public secondary schools in Delta State included diagnosis of conflicts at the nascent stage, formation of a committee to investigate conflict issues in the school, analysis of information related to conflicts in the school before making decisions, dual checking information sources to be sure of the correct facts before using them to resolve a conflict, gathering information about conflict issues. Also, hypothesis three revealed that there is no significant difference between male and female principals in their integration strategies for effective administration of public secondary schools in Delta State. This is in line with the findings of Ntide (2015) who argued that most school principals use integrative strategies in conflict management. This is also in line with kalagbor and Nnokam (2015) who stated that this strategy allows the parties involved in this conflict to gather their information, put their differences on the table and explore them together with data that could lead to a resolution. This is usually necessary to create a high-quality conflict resolution.

Conclusion/ Recommendations

Schools, like other human organizations, are prone to one type of conflict or another because of everyday human interactions. Conflict management strategies are essential components of peaceful coexistence in the school system. Therefore, school principals should be aware of the various conflict management strategies identified to reduce the level of rivalry in the school system.

Also, based on the findings of the study, recommendations were made. These include, government should organize conferences, seminars and workshops for principals, conflict should not be allowed to escalate in the school system, there must be cooperation between stake holders in the school system, conflicting parties should submit their complains properly and honestly, and resources within the school should be distributed fairly. If all these strategies are taken into cognizance, there would be peace in the school system.

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