Conflict management and resolution strategies between teachers and school leaders in secondary schools of Enugu educational zone, Enugu state

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Abstract
The goal of this study was to look into the various tactics utilized to manage and resolve conflict between teachers and school leaders in Enugu Educational Zone government secondary schools. The study used a descriptive survey design in which data was corrected and analyzed using both quantitative and qualitative methodologies at the same time. Ten schools were chosen from six communities using both simple random and selective sampling to include Enugu Educational Development Association-sponsored schools. The participants in this study were 146 instructors and 50 department heads who were chosen at random to complete the questionnaires. Ten principals, ten vice-principals, 20 unit heads, and 30 representatives of the parent and teachers organization took part in the interview. Using SPSS software version 20, data were analyzed using descriptive statistics (frequency, percentages, means, and standard deviations) and inferential statistics (t-test). The principal reasons of conflict, according to the findings, were either institutional, work-related, or leadership-related. Building leadership abilities and adhering to norms and regulations were two major dispute resolution tactics. embracing change, wise resource allocation, participation in decision-making, training opportunities, and a knowledge of individual differences and roles Techniques used in conflict resolution included dialogue, punishment, coercion, compromising, avoidance, and ignorance. According to the findings of this study, school leaders must identify the roots of conflicts and provide a channel for employees to express their concerns. Leaders must also continue to develop their leadership skills, be open to change, involve, and give opportunities for people to improve. Furthermore, school administrators should seek out and expand financial sources.

Keywords: conflicts, management, resolution, teachers, leaders, secondary schools, Enugu state

Introduction
In order to create safer and more supportive school learning environments, effective conflict management takes center stage. When different perceptions or opinions are inherently contradictory, conflict arises (Bano, Ashraf, & Zia, 2013; Ghaffar, 2010; Ramani & Zhimin, 2010) [6, 12, 23]. Conflict, according to Adhiambo and Enose (2011), causes stress and discomfort because of the fear of the unknown; as a result, it is a depressing and frustrating situation for the parties involved. Conflict disrupts the teaching and learning process, but if carefully examined and managed, it can lead to peaceful coexistence between teachers and school administrators. Conflict, on the other hand, is unavoidable, and no conflict can be resolved or managed in principle (Ramani & Zhimin, 2010) [23]. Researchers argue, however, that teachers and school leaders should have a sufficient understanding of how conflict arises and how to respond or manage it in order to bring about positive changes and minimize any negative consequences (Olubunmi, 2014; Uchendu, Anijaobi-Idem, & Odigwe, 2013) [22, 27].
Conflict is defined as "an opposition or competition between two or more forces arising either from the pursuit of incompatible goals or a class of rival opinions," according to Aja (2013, p. 2009) [4]. Conflict, according to Oboegbulem and Alfa (2013, p.91) [18], is "a struggle over values or claims to status, power, and scarce resources in which the conflicting parties' goals are not only to gain the desired values, but also to neutralize, injure, or eliminate the rivals."
Because of its high costs and benefits, conflict in organizations has gotten a lot of attention from researchers. Conflict is inevitable in all human interactions, especially in organizations, according to Oboegbulem and Alfa (2013) [18]. Conflicts are unavoidable in schools, as they are in other organizations, due to the large number of people with different personalities. Conflict can be harmful if it leads to a breakdown in communication and work relationships, as well as tension, argument, low team member performance, and hostility, all of which have an impact on the smooth operation of schools (Bano *et al*., 2013; Makaye & Ndofirepi, 2012) [6, 15]. However, if conflicts are handled properly, benefits may accrue, such as increased solidarity among conflicting groups and reconciliation of legitimate interests, which strengthens relationships, improves problem identification and solution, increases knowledge/skill, and ensures peace (Bano *et al*., 2013; Ramani & Zhimin, 2010) [6, 23]. For the smooth operation of the school, school leaders must be able to manage or resolve conflict. As evidenced by the literature, conflict management and conflict resolution are not the same. Conflict management, according to

Ramani and Zhimin (2010) [23], is "an ongoing process that may never have a resolution." Conflict management, according to Bano *et al*. (2013) [6], is "a process of removing cognitive barriers to agreement... between two parties." Doe and Chinda (2015, p.148) [10] define conflict resolution as "the reduction, elimination, or termination of all forms of conflicts." Negotiation, bargaining, mediation, and arbitration, according to Doe and Chinda, are required for conflict resolution.

Problem Statement

Conflict studies have revealed that working with people in organizations entails dealing with a wide range of issues (Okotoni & Okotoni, 2003). The results of disagreement between teachers and school leaders have been regretful, just as they have been for corporations. Part of the outcome associated to conflicts, according to Oboegbulem and Alfa (2013, p.91), is disruption of academic programs, insufficient staffing owing to unanticipated transfers, enmity among staff members, suspicion, and withdrawal from active engagement in school activities. These issues have an impact on the staff's professional work in that they are unable to concentrate since they are preoccupied with other issues.

Individuals interact throughout the teaching and learning process in order to achieve educational objectives inside schools, and disputes can arise for a variety of reasons. According to a study on conflict management and leadership conducted by Msila (2012) [17], the majority of school leaders are unaware of their leadership responsibilities. Insufficient resources, such as cash and lack of facilities, as well as severe workload and discontent with management, were identified as reasons of conflict in a Malaysian study by Salleh (2013). In a study conducted in Nigeria by Uchendu *et al*. (2013) [27], sources of conflict were identified as insufficient facilities and money, conflicts among staff members, personality variables, and role conflicts. Furthermore, the study claimed that highly "connected" instructors disobey school laws and regulations and miss school, making school management a challenge for administrators.

As a result, the involvement of school leaders in conflict resolution and management is critical to the effective and efficient operation of school management (Ramani & Zhimin, 2010) [23]. Because conflict is inevitable in each company, management must deal with it intelligently in order to maximize its benefits while minimizing its negative implications. Understanding the core causes of conflicts is therefore essential for developing an effective approach to conflict management. As a result, the purpose of this study was to uncover the primary sources of conflict between instructors and school administrators, as well as the tactics employed to resolve them and resolve such conflicts.

Literature Review

Conflicts in organizations have been studied from several perspectives. According to Uchendu *et al*. (2013) [27], schools, like other bureaucratic organizations, have their own labor divisions, line of command in terms of teacher-principal and subordinate-superordinate relationships, rules and regulations, and communication flow, all of which are prone to conflict. The human needs or identity theory (Bano *et al*., 2013) [6] proposes that unfulfilled or unsatisfied human needs such as security, identity, acknowledgment, involvement, and autonomy lead to deep entrenched conflict consequences.

Conflict can arise on various levels in any organization. Interpersonal conflicts arise first as a result of: 1) differing work roles and workloads, 2) individual variations in values, ambitions, and wants, and 3) persons fighting for resources such as promotions or job assignments (Kipruto & Kipkemboi, 2013) [14]. Second, intra-group disputes can arise when group members or sub-groups disagree or disagree about the group's goals, functions, or activities. Finally, there may be inter-group disputes that arise when there is a 'us vs them' situation, such as departments or levels of decision-making. As a result, groups perceive one other as enemies and become aggressive, resulting in a decline in positive relationships (Ramani & Zhimin, 2010) [23].

Conflict can occur for a variety of causes in every workplace (Makori & Onderi, 2013; Uchedu *et al*., 2013) [16] Scarcity of resources, task interdependence, role and goal incompatibility, formal and informal group opposition, communication challenges, poor academic achievement, and bad political intervention, for example, were all mentioned by Uchendu *et al*. (2013) [27]. Conflicts, on the other hand, have both a functional (useful) and a dysfunctional (destructive) effect on organizations, according to the literature (Uchendu *et al*., 2013; Msila 2012) [27, 17]. The researchers believe that the effects of conflict might vary depending on the type and intensity of the conflict, the setting, and the qualities of the person who is exposed to it. The repercussions of wars are summarized in Table 1.

Table 1: The positive and negative consequences of conflict

Positive consequences	Negative Consequences
Leads to new ideas or approaches	Diverts energy from work
Improves quality of decisions	Breed's discontent
Medium to air and release tension,	Reduces communication, and group cohesiveness
Stimulate creativity and innovation	Threat to psychological well-being
Environment of self-evaluation and change	Wastage of resources
Promotes organizational vitality	Creates a negative climate
Helps individuals and group to develop	Increased hostility and aggressive behavior

Sources: Various sources (e.g., Tsabalala & Mapolisa, 2013; Adeyemi, 2009)

Constrictive disputes can lead to stronger relationships between individuals and groups, as well as new and better knowledge of organizational problems, as illustrated in Table 1. Destructive conflict, on the other hand, can lead to a widening of viewpoints and a loss in effective cooperation among organization members. However, how the disputing parties react to certain conflicts may have an impact on the situation's conclusion.

Successful principals and other school leaders, according to studies, should learn to lead and manage conflict (e.g., Makaye & Ndofirepi, 2012) [15]. According to the experts, performing management functions is a continuous activity for every head teacher who is faced with duty and limited time. Different dispute resolution approaches, on the other hand, are frequently used. School administrators may prioritize modifying the structure or process of the school, according to Bano *et al*. (2013) [6]. Increasing the level of interaction, modifying the reward system, or appointing a neutral third party are some examples of strategies.

Personnel management is crucial, according to Okumbe (2008) [21], if learning activities in schools are to flourish. According to the researcher, acquiring competent employees is not enough; a process to develop, motivate, and retain human resources is also required. Furthermore, it is critical to create an organizational atmosphere that promotes employee collaboration and mutual respect. Furthermore, studies found that principals' leadership skills (Ghaffar, 2010) [12], motivation, and staff capacity building (Kipruto & Kipkemboi, 2013) [14] had an impact on developing personal responsibility for teachers' work, resulting in a focus on personal accountability for the outcome and, as a result, fewer conflicts.

Another area in which instructors require assistance in putting their skills to good use is career advancement. Teachers who disrupt their professional growth experience stress and psychological disengagement, which can be a concern for school administrators (Okumbe, 2008) [21]. According to Barmao (2012) [7], less conflict occurs when teachers have job security, strong interaction opportunities, and institutional support. Furthermore, when instructors' efforts are recognized, they are more driven to work (Barmao, 2012) [7]. Barmao went on to say that good working conditions, such as the availability of instructional materials, supportive supervisory service, and opportunities to innovate, as well as in-service training, could help to reduce conflict.

Unmanaged disagreements in the classroom can lead to non-productive outcomes. Successful conflict resolution, according to Ramani and Zhimin (2010) [23], entails listening to and offering opportunities to meet the needs of all parties, as well as effectively addressing their interests in order to achieve a win-win outcome for all parties involved. According to Ramani and Zhimin (2010) [23], clear policies and methods should exist in schools to provide direction on how to settle disagreements. To resolve disagreements in schools, a variety of regulatory methods have been created, including negotiation, collective bargaining, and mediation (Mapolisa & Tshabalala, 2013; Ramani & Zhimin, 2010) [23]

According to the research, a number of issues can cause conflict between teachers and school administrators, which, if not handled, can result in poor student performance, absenteeism, failure to meet school goals, an undesirable work environment, and worker mistrust. Figure 1 depicts a conceptual framework based on literature on primary origins of conflict and, as a result, the outcomes of uncontrolled conflict.
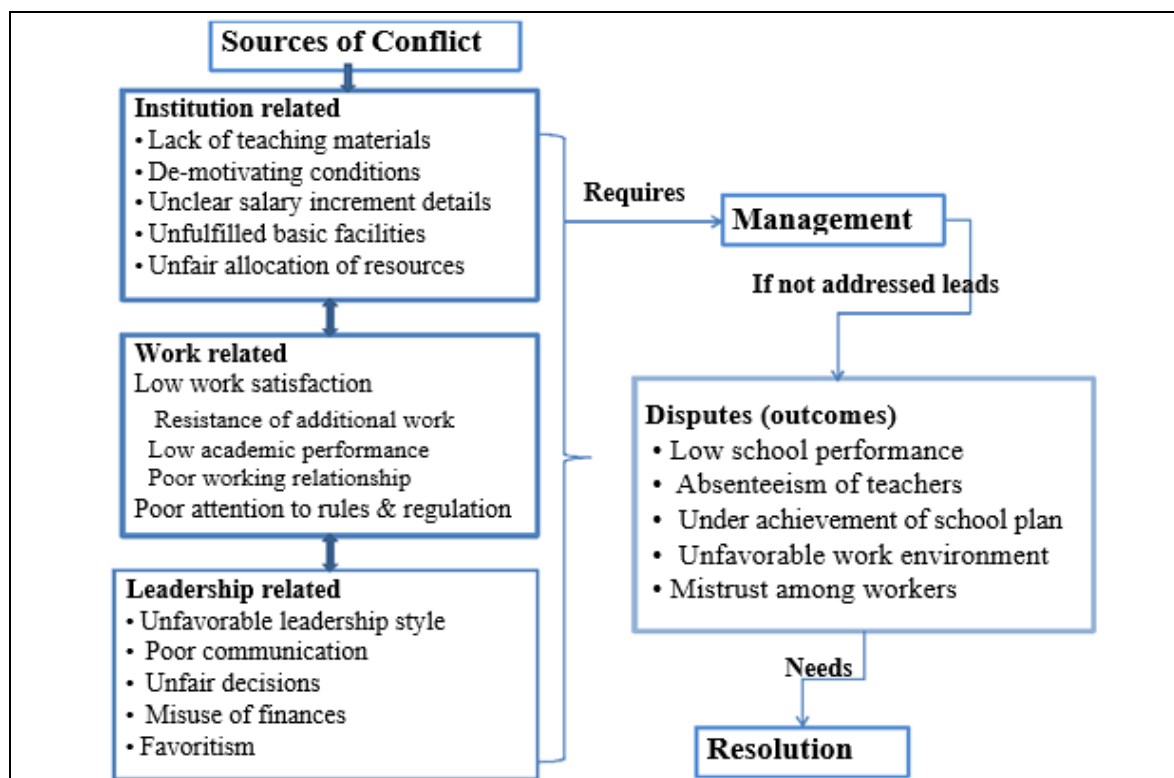
Fig 1: Conceptual Framework Sources: Constructed from various studies (e.g. Oboegbulem & Alfa, 2013; Adhiambo & Enose, 2011; Ramani & Zhimin, 2010 [23];

Methodology

Design: This study used a descriptive survey design in which data was collected and analyzed using both quantitative and qualitative methods at the same time. Creswell (2009) defines a research design as "the plan and methods for undertaking research." According to Creswell, a good research design is necessary for gathering, analyzing, and interpreting data in order to answer the research question (s).

Study site: Out of the 12 rural communities of Enugu Educational Zone, the survey was done in seven. For schools financed by the Enugu Sate Government, simple random sample was employed to choose six communities, while purposive sampling was utilized to include Enugu district. Purposive sampling was employed to choose four secondary schools from the Enugu district: City Girls' Secondary School, Enugu, Coal Camp Secondary School Enugu, Day Secondary School Independence Layout Enugu, and Government Secondary School Enugu. Six secondary schools were picked at random from six communities (Community Secondary School Iva Valley Enugu, Annunciation Secondary School Nike, Community High School Emene, Community Secondary School Ugwuogo Nike, Umuchigbo High School Iji -Nike, and Community Secondary School, Ikem Nkwo).

Sampling: For the questionnaire, 187 people were chosen at random from a population of 338, with 137 teachers chosen at random and 55 department heads chosen depending on availability. Based on Cohen, Manion, and Morrison (2002, p.94), this sample was assessed sufficient to allow generalization of the findings. Based on availability for the interview, 40 school officials (i.e., 10 principals, 10 vice-principals, 20 unit leaders) and 30 members of the Parent-Teacher Association (PTA) were included to facilitate data triangulation.

Data collection: The major data gathering tool, which was delivered to both teachers and department heads, was a questionnaire. There were both open-ended and closed-ended questions in the survey instrument. Likert Scale items were included in part of the survey, with responses ranging from Strongly Disagree =1... to Strongly Agree =5. Additionally, utilizing a check-list, face-to-face interviews were performed with principals and vice principals, unit heads, and PTA members to obtain perspectives on conflict sources and how secondary schools handle and resolve conflicts. The questionnaire was written in English, however the interviews were conducted in the local language and lasted around 40 minutes in the principals' offices. A key person was assigned to each school to assist in the clarification of concerns and the collection of completed surveys. The return rate of the questionnaires was 100%.

Pilot-testing: Prior to the final work, the questionnaire was pre-tested with twenty respondents at Community Secondary School, Ikem Nkwo, and relevant revisions were made before it was finalized. The questionnaires were subjected to content validity testing with the help of experts in order to determine the research instrument's relevance, and adjustments were made as needed. The Cronbach Alpha test was used to determine the instrument's reliability, and the alpha value for the scale was found to be 0.815, indicating that the scale was reliable.

Data Analysis: Data analysis approaches included descriptive statistics (means and standard deviation, frequency count and percentages) and inferential statistics (t-test). Some questions on the Likert scale with reverse phrasing were recorded, and an overall score for the scale was calculated. The information gathered during the interview was organized into themes. The minimal number of study participants required to have appropriate power in the t-test was 156, according to a pre-study statistical power estimate using G* Power 3.1.9 (Faul, Erdfelder, Lang, & Buchner, 2007) at.05 significance level and.80 power. Given the expected sample sizes of 84 in group one (supported schools) and 112 in group two (non-sponsored schools) and a total sample size of 480, statistical power was unlikely to be an issue

Results and Discussions

Demographic Characteristics

Table 2 presents results on study participants' background information. On gender, majority 105 (56.1%) of teachers and department heads were male while the rest 82 (43.8%) were female. Regarding education qualification, 37 (19.7%) of teachers and department heads had a first degree, 123 (65.7%) had Diplomas while 27 (14.4%) had certificates. On work experience, 17 (9.0%) of teachers and department heads had worked for 1-5 years, 78 (41.7%) had 6-10 years whereas, 51 (27.2%) and 27 (14.4%) had worked for 11-15 years and 16-20 years, respectively. About 14 (7.4%) of teachers and department heads had worked for 21 years and above. In general more than 90% had worked for over 6 years.

Table 2: Respondents' Descriptive statistics Teachers and Department Heads

	Item		Frequency	Percent (%)
1	Department Heads		50	26.7
		Teacher	137	73.2
		Total	187	100

		Male	105	56.1
2	Sex	Female	82	43.8
		Total	187	100
3	Educational Qualifications	Bachelor Degree	37	19.7
		Diploma	123	65.7
		Certificate	27	14.4
		Total	187	100
4	Work experience (years)	1-5	17	9.0
		6-10	78	41.7
		11-15	51	27.2
		16-20	27	14.4
		21 and above	14	7.4
		Total	187	100

Sources of Conflict between Teachers and School Leaders
Table 3 presents results from the open-ended questions based on responses from teachers and department heads regarding sources of conflict. The responses were categorized into three themes, namely: institutional, work, and leadership related conflicts.

Table 3: Responses of teachers and department heads on sources of conflict

Department heads' responses	Teachers' responses
Institution related	
▪ Lack of provision of resources on time, ▪ Unwise use and unfair allocation of resources ▪ Lack of adequate funding ▪ Poor infrastructure in school compound Inadequate reference books	▪ Shortage and unfair allocation of resources ▪ Un-conducive work environment and none existence of recreation centers ▪ Inadequate teaching and learning materials
Work related	
▪ Lack of preparation of lesson plans ▪ Low achievement of school plan ▪ Lateness to school and absenteeism from work ▪ Lack of trust and co-operation among school ▪ Members ▪ Misunderstanding of educational policies ▪ Lack of teaching professional competency	▪ Overload of work ▪ Unfair scheduling of time table ▪ Teachers' dissatisfaction with work ▪ Poor accountability and responsibility ▪ Lack of rewards systems ▪ Absence of tolerance among workers ▪ Poor implementation of educational policies ▪ Lack of skill training
Leadership related	
▪ False reports from leaders ▪ Lack of implementation of school rules and regulation ▪ Poor communication ▪ Inferiority complex ▪ Lack of commitment of school management committee ▪ Misunderstanding, gossip being dishonest, and disrespect Misinterpretation of rules and regulation	▪ False report about teachers ▪ Lack of school leadership competences ▪ Absence of participatory decision making ▪ Autocratic rule and lacks of openness in school activities ▪ Disagreement, favoritism and unfair selection of teachers for training ▪ Lack of leadership skills ▪ Lack of confidentiality ▪ Unfair allocation of leadership positions ▪ Lack of understanding of rules and regulations

Institutional related conflicts: Resources (i.e. scarcity, allocation, and sharing) were noted as a source of conflict in Table 3. As indicated by department heads, this could be due to a shortage of funding. Teachers, on the other hand, were more concerned about the unequal distribution of limited resources. The findings support Afful-(2012) Broni's assertion that scarcity of resources may push people to compete with one another, resulting in conflict amongst individuals or groups inside the company.
Interview findings revealed that insufficient school resources for the teaching and learning process could lead to conflicts between secondary school authorities and teachers. One vice principal from one of the sponsored schools, for example, stated:
State did not sponsor our school three years ago... Due to a lack of school resources, the school faced difficulties. This resulted in several conflicts between teachers and school administrators... In terms of resources for school teaching and learning in general, the instructors demanded more than the school authorities could supply.

Teachers and department heads both attributed the issue of school infrastructure and work environment to disputes. Furthermore, a lack of teaching resources was cited as a source of contention between instructors and school administrators. The findings are consistent with Shibeshi's (2009) findings that bad working conditions, such as packed classrooms and a lack of teaching materials, can demotivate teachers and lead to confrontations.

Work related conflicts: Department heads cited a lack of preparation of work plans and low achievement of school plans as elements that cause conflicts in schools (i.e. lesson, weekly, monthly and annual plans). Work overload, unhappiness, unjust scheduling of time tables, insufficient accountability and responsibility of school leaders, and a lack of recognition or awards for their accomplishments were all highlighted by teachers. The findings are comparable to those of Mapolisa and Tsabalala (2013), who found that job overload increases disputes with administrators, particularly among unmotivated teachers. Similarly, Okumbe (2008) [21] claimed that instructors are unmotivated if they have nothing to look forward to at work, such as recognition or promotion.

Furthermore, department heads identified teacher tardiness and absence from work as a source of friction between the parties. In addition, respondents believed that a lack of trust and collaboration among students, as well as misunderstanding and poor execution of educational policies by school officials, might contribute to conflicts. They also believed that conflicts could arise as a result of staff and school leadership disagreements or a lack of tolerance among personnel.

Department heads also noted a lack of professional competency as a source of friction. Teachers, for their part, highlighted a lack of possibilities for training to improve their skills in various areas. The findings back up Shibeshi's (2009) findings, which found that professional and social isolation, particularly in rural locations, can lead to low teacher morale, which can lead to conflicts as a result of poor performance.

False reports were recognized by respondents as an issue that causes friction between teachers and school officials. Department heads, for their part, recognized tight adherence to school rules and regulations as a problem. Teachers, on the other hand, believe that school administrators lack leadership skills or are unaware of their responsibilities. These findings were in line with Adeyemi's (2009) findings, which identified tight adherence to rules and regulations as a primary source of conflict in Nigerian schools.

Poor communication, conflicts, authoritarian leadership, a lack of commitment, and a leader's inferiority mentality were cited as causes of conflict by department heads. Teachers also cited a lack of transparency and participation in decision-making as sources of friction between the parties. The findings back up the findings of Uchendu *et al.* (2013) [27], who claimed that communication issues and individual variations can lead to conflict between parties.

Furthermore, both respondents identified dishonesty, gossip, rudeness, lack of secrecy, favoritism, unfair teacher selection for training, and unjust leadership post allocation as reasons that contribute to confrontations with school leaders. The findings are comparable to those of Ramani and Zhimin (2010) [23], who found that school leaders have problems when teachers believe that leaders utilize school resources for personal gain or when they notice instances of bias on the part of leaders.

Results on Conflict Management strategies
Table 4 shows the findings of the respondents' dispute resolution tactics. All items have a negative skew, indicating that all respondents agree that leaders have a mechanism in place to manage disagreements. Based on the aggregated Likert scale score, which spans from 10 to 50, the aggregated mean is 40.17 with a standard deviation of 4.74. According to the perspectives of teachers and department heads, the extent of conflict management is moderately high, implying that school leaders place a high value on conflict resolution. However a t-test carried out to determine if there is a mean difference between the responses from sponsored (mean = 39.95, standard deviation = 5.52) and non-sponsored schools (mean = 40.33, standard deviation = 4.07) was not statistically significant at the 5% level (t_{value} = -.543 df = 194, $p>.588$).

Table 4: Responses on Conflict Management strategies

Management	N	Min.	Max.	Mean		Std. Dev.
1. Adequate coverage of the syllabus in a session	187	1	5	4.26		.933
2. Opportunity to attend courses in conflict management	187	1	5	4.40		.933
3. Provision of teaching and learning materials	187	1	5	4.35		.857
4. Use of school leaders in decision making process	187	1	5	4.26		.907
5. Professionalism and meritocracy in appointment of teachers and school leaders	187	1	5	4.33		.923
6. Transparency and accountability in financial and resource allocation and management in school	187	1	5	4.44		.896
7. Absence of political interference in school management	187	1	5	4.44		.841
8. Frequent stakeholders meeting and consultation in school Management	187	2	5	4.54		.685
9. Clear definition and description of roles/responsibilities on school management between stakeholders	187	1	5	4.49		.799

10. In-service training of education leaders, teachers and stakeholders on conflict management and resolution	187	1	5	4.46		.937
Scale aggregated mean	187	20.2	45.5	40.17		4.74
Scale Average Sponsored	81	20.2	45.5	39.95		5.52
Unsponsored	106	26.2	45.5	40.33		4.07
t-test	t_{value}= -.543, df=194,				p>.588

**significant at 1% and *significant at 5% level

Views regarding Conflict Management Strategies
Teachers and department heads were asked to respond to open-ended questions about the tactics they employ to resolve disagreements in their schools. Three themes emerged from the findings: Table 5 shows the leadership, work, and institution.

Leadership related strategies: Table 5 shows that school leaders work hard to identify the roots of conflict and to foster a culture of assigning capable people to the correct jobs. People are assigned to key positions based on their abilities to be accountable, transparent, change-ready, and implement activities based on school plans. The findings support Ramani and Zhimin's (2010) [23] argument that administrators should be able to discern conflict sources because they can fluctuate. Leaders must be able to recognize and manage disputes, as well as apply conflict resolution solutions in a practical manner.
Table 5 shows that leaders also aim to administer resources properly and solve problems quickly. Managing disagreements in a timely manner avoids the conflict from spreading to other members of the school community. Furthermore, preserving confidentiality and being truthful builds reliability. The findings back up Ramani and Zhimin's (2010) [23] argument that the school community should strive to embrace open systems in which individuals are free to express their opinions and conflict situations are publicly discussed.

Table 5: Views of respondents on Conflict Management Strategies

Theme	Sub-themes
Leadership	☐ Knowing the sources of conflict
	☐ Allocating position based on qualification
	☐ Appointing leaders who support change
	☐ Implementing accountability, transparency, and activities based on planning
	☐ Fair allocation of resources,
	☐ Solving problems promptly
	☐ Participating staff in decision making process,
	☐ Motivating, rewarding and promoting efficient workers in school
	☐ Maintaining confidentiality and honesty
	☐ Updating technology using skills of stakeholders
	☐ Adjusting training based on needs
	☐ Understanding individuals roles and accepting individual difference
	☐ Giving individuals autonomy in decision making
Work	☐ Encouraging competition
	☐ Developing self-confidence among workers
	☐ Keeping school rules and regulation of schools
	☐ Avoiding superiority and inferiority complex
	☐ Using the right procedure in conflict management
Institutional	☐ Developing an organization culture where all stakeholders are encouraged to work hard in school continuously

Adapting training based on staff needs and upgrading technology utilizing stakeholders' abilities should help leaders modernize (update), improve staff success, and hence improve school performance, according to respondents. The findings back the research by Ramani and Zhimin (2010) [23], who found that school leaders with strong management skills had less disputes in their institutions and can link motivation, commitment, and capacity building.
Staff participation in decision-making, as well as motivating, recognizing, and promoting effective school employees, were listed as conflict-resolution tactics. The findings are comparable to those of Bano *et al.* (2013) [6], who stressed modifying the reward structure as a way to address classroom problems.

Work related strategies: Table 5 revealed that handling conflicts required an awareness of individual roles and acceptance of individual variations in school matters. In addition, individuals' autonomy in making decisions, fostering competitiveness, and developing self-confidence among workers were all employed to ensure that the

school plan was carried out effectively and efficiently. The findings support Ramani and Zhimin's (2010) [23] argument that the school community should adopt an open system that allows everyone to participate in decision-making.

According to the respondents, as a management method to direct everyday work, school leaders followed school rules and regulations based on guidelines. The findings support Ramani and Zhimin's (2010) [23] assertion that schools require clear policies that outline how school leaders should handle and resolve conflicts. Leaders and instructors must have a solid theoretical and practical understanding of school rules and regulations. During the face-to-face interview, one of the unit leaders, for example, stated:

The most effective strategy to manage conflict in secondary schools in Enugu Educational Zone has been to define and describe individual duties clearly. Clear identification of school norms and regulations, as well as the accountability and duty of school leaders, all aid in the resolution of conflicts in secondary schools.

Addressing concerns of superiority and inferiority complex on the side of leaders was recognized as an important aspect of conflict resolution. The use of ultimate power to cover up for talent deficits could result from a superiority complex. On the other hand, inferiority complexes can lead to confrontations and cover up for staff weaknesses. The findings support Ramani and Zhimin's (2010) [23] findings that the desire to fight for power and prestige can derail cooperative efforts; such power struggles can lead to deception and evasion, threats, and emotional blackmail.

Institutional related strategies: Addressing superiority and inferiority complexes among leaders has been identified as a critical part of conflict resolution. A superiority complex could lead to the use of ultimate power to cover up for talent deficiencies. Inferiority complexes, on the other side, might lead to clashes and hide staff flaws. The findings back up Ramani and Zhimin's (2010) [23] findings that the desire to compete for power and prestige can undermine cooperative efforts, with deception and evasion, threats, and emotional blackmail all being examples of power conflicts.

Views regarding Conflict Resolution Techniques
Respondents were asked to describe the conflict resolution approaches used by school leaders to handle conflicts with instructors. Table 6 shows how the findings on conflict resolution approaches were divided into three categories: leadership, work, and institution.

Table 6: Response on Conflict Resolution Techniques

Theme		Sub-themes
Leadership	☐	Appling appropriate leadership styles
		☐ Punishing, forcing, compromise (win-win decisions), avoidance and ignoring
		☐ All stakeholders take responsibility of negative and positive consequence
		☐ Design wise technique to resolve or smooth the situation
		☐ Practicing accountability and transparency
		☐ Discussion, giving genuine decision and sharing information
		☐ Providing skill development trainings
	☐	Expansion of resources
Work	☐	Achieving individuals work plan accordingly and being punctual at the work place
		☐ Handling stakeholders based on individual differences/ behaviors
	☐	Stimulating competition
		☐ Developing openness at work place
		☐ Taking measurement based on right rules and regulation
Institutional	☐	Bringing peace and security at work place
		☐ Creating attractive work environment

Leadership related techniques: Respondents in Table 6 responded that school leaders use various leadership styles depending on the scenario and devise effective conflict resolution or smoothing tactics. Punishing, forcing, compromise (win-win decisions), avoidance, and ignoring the issue are some of the most visible strategies utilized as final results. Furthermore, all parties involved are expected to bear the harmful and beneficial effects of conflict. The findings back up Ramani and Zhimin's (2010) [23] argument that conflict causes differ inside and between schools; as a result, different types of conflict resolution should be adopted based on specific techniques because the core reasons are diverse. Similarly, Doe and Chinda (2015) [10] suggested that because of the high degree of interconnectedness and individual variances in role expectations, conflict is likely to emerge among members, and schools are likely to settle conflicts by integrating, dominating, or compromising.

Leaders, according to respondents, aim to be accountable and embrace transparency in their decision-making process. Furthermore, they make an effort to involve teachers in conflict resolution conversations, to make valid judgments, and to share information in order to reduce the persistence of conflicts inside the school. The findings

are in line with those of Barmao (2012) [7], who claimed that limited and poor communication channels in schools contribute to conflicts.

The most important role and backbone in the teaching learning process is expanding sources of resources in school activities. Because of the amount of energy and resources used by schools to prevent and resolve conflicts, this is a paradox. The findings complement the work of Aja (2013) [4], who suggested that resource expansion is an important factor in conflict resolution intervention strategies.

Work related techniques: Individual differences/behaviors are handled in a unique way as a tactic for resolving conflicts. To deal with individual differences, school leaders must gather knowledge about their members. Leaders should focus on developing interpersonal skills that will help them deal with disagreements.

Leaders, according to respondents, aim to create competition, develop workplace openness, and conduct measurements based on institutional rules and regulations. Aside from that, they strive to create collaborative work environments. The findings back up Ramani and Zhimin's (2010) [23] conclusion that conflict situations should be resolved as efficiently as feasible by exchanging correct information among the parties involved and embracing dialogue.

During the face-to-face interview, one of the school principals stated:

WDA provides assistance to our school as we collaborate with them. The school has served as a model in both the Woreda and Zonal levels. The school's internal and external structure is particularly appealing to teachers and other interested parties... Working with WDA and the school community resulted in true transformation at our school, as a result of well developed work cultures among the staff. Teachers and school leaders at our school are experienced and work together with the school PTA to develop the school plan... Many conflicts arose in school as a result of a variety of factors, including poor communication, a lack of openness, a lack of awareness of more work, unfair decisions, and other issues. School administrators and teachers have received training, and they understand how to manage and resolve problems in the classroom... Conflict does not prohibit them from attaining the specified school goals provided it is controlled and resolved.

As responsible bodies, PTA members should follow the school's management tactics and resolution techniques, according to one PTA member, and they must see the school as providing services to their own community. As a result, they should *"supply all school materials; engage in the decision-making process; contact teachers and school administrators to assess the school's success..."*

According to discussions with PTA members, committee members have their own issues; they are not punctual for meetings when invited to discuss school conflicts and other pertinent issues related to schools teaching and learning processes that affect school performance. They reasoned, however, that they are preoccupied with their work and that their opinions are given less weight when they attend school meetings. Because they do not attend meetings, some of them are unaware of their proper roles as PTA members at school. Tatlah and Iqbal (2011) discovered a poor working relationship between PTA members and other board members, which resulted in conflicts. One of the responders, for example, stated:

PTA members should cultivate a culture of working with school leaders and teachers, be compatible with others, adhere to being punctual for school events,... construct responsible and accountable bodies, and greatly motivate others to enhance the school's capacity by mobilizing the community.

Institutional related techniques: According to the respondents, school administrators strive to maintain peace and security in order to maintain a conducive learning environment. Furthermore, if the educational atmosphere is dull or unappealing, stakeholders will be less encouraged to complete their tasks efficiently.

Summary and Conclusion
Institutional (lack of or unfair distribution of school resources, and poor infrastructure); work (low performance in school plans, work overload and dissatisfaction, lack of competences in teaching, lateness and absenteeism, intolerance among workers on the part of teachers, and lack of accountability and responsibilities, poor implementation of education policies, lack of training for staff, and lack of racial discrimination); and institutional (lack of accountability and responsibilities, poor implementation of education policies, lack of training for staff (false reports, lack of commitment, poor implementation of rules and regulations, poor communication, lack of leadership skills, lack of involvement in decision making, inferiority and superiority complex, favoritism in allocating positions and training opportunities, and lack of clarity in the educational training policies and guidelines).

Conflict management and resolution cannot be split into discrete components, according to this study, but some tactics can be employed in both conflict management and conflict resolution; hence, it is a continuum of strategies and procedures.

Building on leadership qualities and having a process in place to deal with disagreements are two conflict management tactics utilized in schools. They also strive to be educated about potential sources of conflict, expand resources, provide opportunities for employee growth, and welcome change. Leaders also strive to improve leadership skills such as knowing when to switch leadership styles based on the situation, being

accountable and responsible, involving teachers in decision-making, and developing ways to recognize and reward staff, as well as understanding individual differences and ensuring a safe learning environment.

If a conflict escalates into a dispute, the only option is to resolve the conflict. Discussions, punishing, forcing, compromise (win-win decisions), avoidance, and ignorance, as well as taking individual differences into account, were found to be used by leaders depending on the situation.

The study indicated that, in addition to understanding when to intervene, school administrators must develop leadership skills and have a process in place to resolve disagreements (resolving conflicts). They should seek additional resources (funding), establish a suitable learning environment, give chances for teachers' advancement, and cultivate a culture in which teachers collaborate with school stakeholders. They should also have a system in place to identify and encourage creativity in order to motivate teachers.

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