



## **Managing Conflicts Among Public Junior Secondary School Teachers in Rivers State**

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### **ABSTRACT**

The paper dealt with managing conflicts among public junior secondary school teachers in Rivers State. Three research questions and three hypotheses were formulated to guide the study. The design adopted for the study was a descriptive survey design. The population of the study was the 8,473 teachers in the 247 public junior secondary schools in Rivers State out of which 730 were sampled using stratified random sampling technique. The instrument used for the study was a 32-item questionnaire which was validated by experts in Measurement and Evaluation in the Department of Psychology, Guidance and Counseling, Faculty of Education, University of Port Harcourt. The reliability index of 0.82 was determined using Cronbach Alpha statistic. The research questions were answered using percentage, mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance. The findings of the study revealed that there are different factors which cause conflict in junior secondary schools in the State. The male and female teachers also have their different opinion about the implications of conflict in these schools and the strategies for dealing with these conflicts. It was recommended that proper orientation should be given to teachers before employment and counseling should be provided for these teachers where necessary.

**Keywords:** Conflict, Teachers, Secondary, School, Rivers

### **INTRODUCTION**

Conflict in most formal organization is gradually becoming a culture that is part and parcel of any work environment where people of different personalities are brought to work together. The history of conflict in an organization such as the school system is almost as old as the school system itself. Teachers in the school who possess different opinions about school related issues sometimes disagree and this results to a long or short time state of disharmony.

The concept of conflict can be defined in different ways in terms of the magnitude of the disagreement or dissatisfaction. Okoth, Edu and Yambo (2016) defined conflict as “actual or perceived opposition of needs” (p. 135) which gives rise to struggle. Conflict can also be viewed as a state of war, disunity or clash of interest which creates a vacuum between previously agreeing or united group of people. Gallagher, Robinson, Hughes and Connolly (2018) supported Dogan (2016) and they asserted that conflict is frequent and unavoidable human phenomenon especially in schools. Similarly, Tshuma, Ndlovu and Bhebhe (2016) stated that “where there is human interaction; there is a likelihood of agreements and disagreements” (p. 32). Conflict is therefore unavoidable in today’s global village.

The existence of conflict in secondary schools particularly at the junior level is almost unavoidable. The junior secondary level of education is not only characterized with the presence of students who are still children but also teachers who must reason at the level of this class of students and deal with the juvenile delinquencies of this set of students. The stress of taking care of this set of students can sometimes make the teachers to exceed their limit of endurance. Similarly, principals, teachers, parents and students as a result of the special attention they require for junior secondary school students may have a clash of interest. This therefore results to conflict.

It is important to point out that there are different causes of conflict in different schools in the State. Similarly, conflict if not properly resolved can have a long term implication on the goals and objectives of the school. It is therefore important that appropriate strategies should be put in place to manage conflict in junior secondary schools in the state when they arise. This will help to override the implications that unresolved conflicts may have on the school system and the objectives of junior secondary education in general.

### **Conflict Management in Schools**

Conflict is an indispensable part of the school system and this is due to the fact that different stakeholders come to the school with different expectations. Teachers have different reasons why they are in the profession and the inability to meet this expectation sometimes leads to disagreement which degenerates to conflict in the school. According to Oku, Emenalo and Okeke as cited in Otegbulu (2014), various types of conflict can exist in the school among which are “role conflict, personality conflict, role-personality conflict, cognitive conflict, affective conflict, intrapersonal conflict, intragroup conflict, intergroup conflict, intranational conflict and international conflict” (p. pp.2-3). This various types of conflict can affect the administration of the school system and alter the achievement of school goals and objectives.

Conflict management is the ability to control existing conflict before it leads to further damage. It is the ability to put the right approach in place for peace and progress in the school (Okotoni & Okotoni, 2003). Similarly, Otegbulu (2014) pointed out that this approach includes putting in place a win-lose approach, lose-lose approach and win-win approach. This involves satisfying the expectation of one of the agreed party against the other; dis-satisfy both parties and satisfying the expectation of both parties that are aggrieved. Conflict management hence involves controlling the dangers that could arise from conflict such that peace and harmony can be restored among the group members or the institution at large.

### **Theoretical Perspective**

The theory adopted to guide this study is the Human Needs Theory (HNT) developed by John W. Burton over 30 years ago. The theory pointed out that every human has certain needs that must be met and they are ready to overcome any challenge that may limit the satisfaction of that need. Similarly, Burton in this theory was of the opinion that anyone with a need is seen as a weakling and as such people seek to prove otherwise. Similarly, another assumption of the study is that when needs are easily met, there will be no need for aggression against others. It is therefore the inability to satisfy a need that brings about aggression and leads to violence.

The human needs theory has great relevance to this study because teachers in public junior secondary schools have different needs that they want to satisfy. These needs are sometimes fundamental to the teacher and as such the teacher is always ready to be violent as long as that need must be met. Teachers in public secondary schools are in need of love, responsibility, money and other intrinsic and extrinsic benefits. However, when these needs are not met according to the expectation of the teacher, the teacher tends to be aggressive. When two or more teachers have unsatisfied needs, their desire to fight to see this need satisfied most times gives right to conflict in the school. This no doubt has various implications on the school system.

The aim of the study was therefore to:

1. determine the causes of conflict among public junior secondary school teachers in Rivers State

2. ascertain the implications of unresolved conflict among public junior secondary school teachers in Rivers State
3. determine the strategies put in place for conflict resolution among public secondary school teachers in Rivers State

The following research questions were further raised to guide the study:

1. What are the causes of conflict among public junior secondary school teachers in Rivers State?
2. What are the implications of unresolved conflict among public junior secondary school teachers in Rivers State?
3. What are the strategies put in place for conflict resolution among public secondary school teachers in Rivers State?

The following hypotheses tested at 0.05 level of significance guided this study:

1. There is no significant difference between the mean opinion scores of male and female teachers on the causes of conflict among public junior secondary school teachers in Rivers State
2. There is no significant difference between the mean opinion scores of male and female teachers on the implications of unresolved conflict among public junior secondary school teachers in Rivers State.
3. There is no significant difference between the mean opinion scores of male and female teachers on the strategies put in place for conflict resolution among public secondary school teachers in Rivers State.

## **METHODOLOGY**

The design adopted for this study was the survey design which is considered suitable for an investigative study where an existing phenomenon is to be examined. The population for the study was the 247 public junior secondary schools in Rivers State. The population of respondents was the 8,473 teachers (3,687 male and 4,786 female) in these schools. The sample size for the study was 730 teachers comprising (361 male and 369 female). The instrument used for the study was a 32-item questionnaire titled "Conflict Resolution among Teachers Questionnaire" (CRTQ). Furthermore, 730 copies of the instrument were distributed out of which 725 representing 99.3% were retrieved from the respondents. Research question one of the questionnaire was responded to by simply ticking an option. The instrument was patterned after four point modified likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) with weights of 4, 3, 2 and 1. The questionnaire was validated by experts in Educational Management and Measurement and Evaluation, Faculty of Education, University of Port Harcourt. The reliability index of 0.82 was estimated using Cronbach Alpha statistic. Criterion means score of 2.50 was used for making decision. Items with mean scores of 2.50 and below were disagreed while items above 2.50 were considered to be agreed. The research questions were answered using percentage, mean and standard deviation while the hypotheses were tested using z-test at 5% level of significance.

**RESULTS AND DISCUSSION**

**Answer to Research Questions**

**Research Question One:** *What are the causes of conflict among public junior secondary school teachers in Rivers State?*

**Table 1:** Percentage on the causes of conflict among public junior secondary school teachers in Rivers State

S/No	Items	Male Teachers n=360			Female Teachers n=365		
		Mean	SD	Remark	Mean	SD	Remark
1	Inadequacy of educational resources	2.44	0.72	Disagreed	2.24	0.87	Disagreed
2	Poor communication technique	2.92	0.58	Agreed	2.64	0.62	Agreed
3	Difference in needs and interest	2.48	0.69	Disagreed	2.47	0.70	Disagreed
4	Difference in religion	2.35	0.84	Disagreed	2.45	0.77	Disagreed
5	Difference in ethnicity	3.00	0.57	Agreed	3.18	0.55	Agreed
6	Difference in educational qualification	2.16	0.91	Disagreed	2.33	0.90	Disagreed
7	Abuse of power and privileges	2.96	0.60	Agreed	2.64	0.62	Agreed
8	Unfriendly rules and regulations	2.12	0.93	Disagreed	2.20	1.02	Agreed
9	Deprivation of teachers entitlements	3.12	0.54	Agreed	3.10	0.57	Agreed
10	Principals system of administration	2.22	0.89	Disagreed	2.42	0.73	Disagreed
11	Work group	2.37	0.82	Disagreed	2.33	0.90	Disagreed
12	Political affiliation	2.41	0.74	Disagreed	2.47	0.70	Disagreed
13	Condition of the work environment	3.18	0.51	Agreed	3.16	0.52	Agreed
	<b>Average</b>	<b>33.73</b>	<b>9.34</b>		<b>33.63</b>	<b>9.47</b>	
		<b>2.59</b>	<b>0.72</b>	<b>Agreed</b>	<b>2.58</b>	<b>0.73</b>	<b>Agreed</b>

Table 1 revealed that the responses of the male teachers for items 1-13 were 2.44, 2.92, 2.48, 2.35, 3.00, 2.16, 2.96, 2.12, 3.12, 2.22, 2.37, 2.41 and 3.18. Items 2, 5, 7, 9 and 13 were agreed since their mean scores were above the criterion mean of 2.50 as the causes of conflict among teachers while items 1, 3, 4, 6, 8, 10, 11 and 12 were disagreed as causes of conflict since their mean scores were below the criterion mean score of 2.50 used for decision making. On the other hand, the responses of the female teachers revealed that items 1-13 had mean scores of 2.24, 2.64, 2.47, 2.45, 3.18, 2.33, 2.64, 2.20, 3.10, 2.42, 2.33, 2.47 and 3.16. Items 2, 5, 7, 9 and 13 were agreed since their mean scores were above the criterion mean while items 1, 3, 4, 6, 8, 10, 11 and 12 were equally disagreed as causes of conflict among teachers in public junior secondary schools in Rivers State.

**Research Question Two:** *What are the implications of unresolved conflict among public junior secondary school teachers in Rivers State?*

**Table 2: Mean and standard deviation on the implications of unresolved conflict among public junior secondary school teachers in Rivers State**

S/No	Items	Male Teachers n=360			Female Teachers n=365		
		Mean	SD	Remark	Mean	SD	Remark
14	It disrupts teaching and learning activities	3.12	0.93	Agreed	3.08	0.99	Agreed
15	Lack of co-operation at work	2.10	0.68	Disagreed	3.15	1.09	Agreed
16	Loss of lives	2.26	0.89	Disagreed	2.45	1.03	Disagreed
17	Loss of interest at work	2.48	0.91	Disagreed	2.73	1.00	Agreed
18	Low academic performance	2.78	0.77	Agreed	2.78	0.98	Agreed
19	Damage of school properties	2.31	0.89	Disagreed	2.32	0.91	Disagreed
20	High teachers and students turnover	2.17	1.01	Disagreed	2.98	1.07	Agreed
21	Loss of productive time	3.21	0.95	Agreed	3.32	0.93	Agreed
22	Blacklisting of school	3.05	0.83	Agreed	2.18	0.72	Disagreed
23	Close down of school	2.43	0.97	Disagreed	2.42	0.86	Disagreed
	<b>Average</b>	<b>25.91</b>	<b>8.83</b>	<b>Agreed</b>	<b>27.41</b>	<b>9.58</b>	<b>Agreed</b>
		<b>2.59</b>	<b>0.88</b>	<b>Agreed</b>	<b>2.74</b>	<b>0.96</b>	<b>Agreed</b>

Table 2 showed that items 14-23 responded to by the male teachers had mean scores of 3.12, 2.10, 2.26, 2.48, 2.78, 2.31, 2.17, 3.21, 3.05 and 2.43. Since items 14, 18, 21 and 22 had mean scores above 2.50, they were all agreed while items 15, 16, 17, 19, 20 and 23 had mean scores below the criterion mean of 2.50 and as such were all disagreed. Similarly, the male teachers responded to the same items with mean scores of 3.08, 3.15, 2.45, 2.73, 2.78, 2.32, 2.98, 3.32, 2.18 and 2.42. Items with mean scores above 2.50 such as items 14, 15, 17, 18, 20 and 21 were all accepted while those lower than the criterion mean of 2.50 such as items 16, 19, 22 and 23 were all rejected.

**Research Question Three:** *What are the strategies put in place for conflict resolution among public secondary school teachers in Rivers State?*

**Table 3: Mean and standard deviation on the strategies put in place for conflict resolution among public secondary school teachers in Rivers State**

S/No	Items	Male Teachers n=360			Female Teachers n=365		
		Mean	SD	Remark	Mean	SD	Remark
24	Persuasion of agreed parties	2.78	0.65	Agreed	2.69	0.77	Agreed
25	Adoption of punitive measures	2.58	0.93	Agreed	2.95	0.97	Agreed
26	Third party intervention	2.86	0.83	Agreed	2.89	1.03	Agreed
27	Change of duties or responsibilities	2.29	0.80	Disagreed	2.62	1.06	Agreed
28	Formation of panel	2.75	0.83	Agreed	3.21	0.95	Agreed
29	Compromise from one or both parties	2.32	0.85	Disagreed	2.32	0.80	Disagreed
30	Collaboration from aggrieved parties	2.20	0.62	Disagreed	2.42	0.87	Disagreed
31	Smoothing strategy	2.54	0.86	Agreed	3.18	0.83	Agreed
32	Dialogue among aggrieved parties	2.51	1.02	Agreed	2.73	0.98	Agreed
		22.83	7.39		25.01	8.26	
	<b>Average</b>	<b>2.53</b>	<b>0.82</b>	<b>Agreed</b>	<b>2.78</b>	<b>0.92</b>	<b>Agreed</b>

Table 3 showed the responses of the male teachers to items 24 to 32 with mean scores of 2.78, 2.58, 2.86, 2.29, 2.75, 2.32, 2.20, 2.54 and 2.51. Items above the criterion mean of 2.50 such as 24, 25, 26, 28, 31 and 32 were all agreed while those below the criterion mean such as 27, 29 and 30 were disagreed. On the other hand, the female teachers responded to the same set of items with mean scores of 2.69, 2.95, 2.89, 2.62, 3.21, 2.32, 2.42, 3.18 and 2.73. Items 24, 25, 26, 27, 28, 31 and 32 had mean scores above the criterion mean of 2.50 and as such were agreed while items 29 and 30 which were below the criterion mean were rejected.

**Test of Hypotheses**

**Hypotheses One:** There is no significant difference between the mean opinion scores of male and female teachers on the causes of conflict among public junior secondary school teachers in Rivers State

**Table 4: z-test analysis on the mean opinion scores of male and female teachers on the causes of conflict among public junior secondary school teachers in Rivers State**

Variables	N	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Teachers	360	2.59	0.72	723	0.19	1.96	0.05	Ho was not rejected
Female Teachers	365	2.58	0.73					

The value of z-cal. in table 4 is 0.19 while the value of z-crit. is 1.96. Therefore, since the value of z-cal. of 0.19 is less than the value of z-crit. of 1.96, the null hypothesis is accepted indicating that there is no significant difference between the mean opinion scores of male and female teachers on the causes of conflict among public junior secondary school teachers in Rivers State

**Hypotheses Two:** There is no significant difference between the mean opinion scores of male and female teachers on the implications of unresolved conflict among public junior secondary school teachers in Rivers State.

**Table 5: z-test analysis on the mean opinion scores of male and female teachers on the implications of unresolved conflict among public junior secondary school teachers in Rivers State**

Variables	N	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Teachers	360	2.59	0.88	723	2.21	1.96	0.05	Ho was rejected
Female Teachers	365	2.74	0.96					

Table 4 showed the result of the first hypothesis. From the table, it was revealed that the value of z-cal. is -2.21 while the value of z-crit. is 1.96. Since the value of z-cal. is greater than the value of z-crit., the null hypotheses was rejected indicating that there is a significant difference between the mean opinion score of male and female teachers on the implications of unresolved conflict among public junior secondary school teachers in Rivers State.

**Hypotheses Three:** There is no significant difference between the mean opinion scores of male and female teachers on the strategies put in place for conflict resolution among public secondary school teachers in Rivers State.

**Table 6: z-test analysis on the mean opinion scores of male and female teachers on the strategies put in place for conflict resolution among public secondary school teachers in Rivers State.**

Variables	N	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Teachers	360	2.53	0.82	723	3.85	1.96	0.05	Ho was rejected
Female Teachers	365	2.78	0.92					

Table 5 revealed that the value of z-cal. is -3.85 while the value of z-crit. is 1.96. Since the value of z-cal. is greater than z-crit., the null hypotheses was therefore rejected implying that there is a significant difference between the mean opinion scores of male and female teachers on the strategies put in place for conflict resolution among public secondary school teachers in Rivers State.

## DISCUSSION OF FINDINGS

**Research Question One:** *What are the causes of conflict among public junior secondary school teachers in Rivers State?*

**Hypothesis One:** There is no significant difference between the mean opinion scores of male and female teachers on the causes of conflict among public junior secondary school teachers in Rivers State.

The result of the study revealed that there are various causes of conflict among teachers in public junior secondary schools in Rivers State. These causes range from those that exist as a result of the personality and orientation of the teacher to those which are caused as a result of the work environment. The male and female teachers both agreed that poor communication technique, ethnic diversity, abuse of power and privileges, depriving teachers of their entitlements and work

condition are some of the factors that cause conflict among the teachers. Similarly, they both also disagreed that inadequacy of educational resources, differences in need and interest, difference in religion, difference in educational qualification, unfriendly rules and regulations, principals system of administration, work group and political affiliation can cause conflict among teachers. This observation is similar to the research carried out by Jeremiah (2013) which focused on conflict management strategies of secondary school principals in Ebonyi state, Nigeria. The study adopted four research questions and two hypotheses to guide the study. The design adopted for the study was a descriptive survey research design. Population of the study consisted of all the public secondary school principals and teachers in Ebonyi State out of which 350 respondents from 20 secondary schools in two education zones of the state were sampled for the study. The instrument used for collection of data was a questionnaire. The questionnaire was validated by three experts. The reliability coefficient of the instrument was determined using Cronbach Alpha reliability technique and a reliability coefficient of 0.74, 0.73, 0.80 and 0.81 were obtained for the four clusters of the study. The data for the study was collected with the help of four research assistants. Data gathered were analyzed using mean and standard deviation for answering the research questions while t-test statistics was used for testing the research hypotheses at 0.05 level of significance. The findings of the study revealed that conflicts in schools are caused by misunderstanding, not taking instructions, poor communication, and lack of commitment, poor management and differences in opinion. Hence, it was recommended that Government should give attention to the issue of workers' welfare so as to prevent incessant industrial actions. Similarly, there should be provision of adequate facilities in schools. There should also be evaluation of standards designed for promotions and awards to deserving personnel to promote job satisfaction among teachers. There are therefore different factors which causes conflict among junior secondary school teachers in Rivers State.

The study hence revealed that there is no significant difference in the opinion of male and female teachers on the causes of conflict in public junior secondary schools in Rivers State. This may be due to the fact that male and female teachers teaching under the same conditions experience the same problems when it comes to factors responsible for conflict among teachers.

**Research Question Two:** *What are the implications of unresolved conflict among public junior secondary school teachers in Rivers State?*

**Hypothesis Two:** There is no significant difference between the mean opinion scores of male and female teachers on the implications of unresolved conflict among public junior secondary school teachers in Rivers State.

Conflict exists in public junior secondary schools with different effects on the entire school system. When teachers disagree over issues in the school environment, it goes a long way in affecting different stakeholders in one way or the other. Male and female teachers have different view about some of the effects of conflict in the school system. The teachers collectively agreed that conflict in the school disrupts teaching and learning, low academic performance and loss of productive time. However, the teachers have divergent view about whether conflict in school can result to lack of co-operation at work, loss of interest at work, teachers and student's turnover and blacklisting of the school. Furthermore, the male and female teachers both disagreed that conflict in the school can cause the school to be shutdown. In a related dimension, Nwachukwu, Elom and Chukwuma (2017) carried out a study to examine the extent of role conflict among principals and teachers on the administration of secondary school in Ebonyi State. The researchers formulated three research questions and tested three hypotheses in the course of the study. The study adopted a descriptive survey design. The population of the study comprised five thousand and forty seven (5,047) teaching staff in the 221 secondary schools in the three education zones of Ebonyi State. The sample for the study was one thousand four hundred and seventy (1,470) teachers and ninety eight (98) principals. The sampling technique used for the study was a stratified proportionate random sampling technique. The instrument used for the collection of data was a questionnaire titled "Principals Teachers role Conflict Questionnaire" (PTRCOQ). The

research questions and hypotheses were analyzed using arithmetic mean and z-test statistics respectively. The result of the study revealed that there are no significant differences in the mean opinion scores of principals and teachers on the extent conflict between them arising from the role' performance of a principal in the areas of supervision, finance management, discipline and decision making affect secondary school administration. It was therefore recommended that there should be very clear job description for both teachers and principals as this will help to reduce role confusion in secondary school. Similarly, principals should also strive to adopt democratic principles in school administration. This will help to promote team work and also enhance teacher's commitment in teaching and learning activities. This position agrees with the position of the teachers in this study that conflict can affect performance in the school.

Adeyemi and Ademilua (2012) conducted a similar study on conflict management strategies and administrative effectiveness in Nigerian Universities. The study adopted a descriptive survey design. Population for the study was all the 62 public universities in Nigeria. Out of which 12 universities were selected through the simple random sampling technique for the study. Furthermore, out of the 25,421 members of staff in these universities, 3,820 members of staff were drawn for the study. The instrument used for data collection was a questionnaire titled "Conflict Management Strategies and Administrative Effectiveness Questionnaire". The research questions for the study were analyzed through frequency count, percentages, mean, Correlation Matrix, Regression Analysis of Variance as well as Multiple Regression. The findings of the study revealed that conflict in Nigerian universities occurred frequently as a result of communication gap between the authorities and the workers. Similarly, the level of effectiveness of the existing conflict management strategies in these Universities was at a moderate level. The researcher therefore recommended that the authorities of Nigerian universities should adopt a blend of management strategies in managing conflicts in these Universities in order to enhance administrative effectiveness. These findings also supported the outcome of this study that conflict can hinder the level of teacher's efficiency and effectiveness in the school.

The result of the study revealed that there is a significant difference between the mean opinion scores of male and female teachers on the implications of unresolved conflict among public junior secondary school teachers in the State. This implies that male and female teachers in the State perceive differently about how conflict in the school can affect the school system. This may be due to the fact that the emotional condition of teachers may affect how they handle conflict which in turn affect the school system in different ways.

**Research Question Three:** *What are the strategies put in place for conflict resolution among public secondary school teachers in Rivers State?*

**Hypothesis Three:** There is no significant difference between the mean opinion scores of male and female teachers on the strategies put in place for conflict resolution among public secondary school teachers in Rivers State.

There are different strategies that can be used for managing conflict in schools. Male and female teachers in public junior secondary schools selected for the study collectively agreed that persuasion, adoption of punitive measures, third party intervention, formation of panels, smoothing and dialogue are strategies of dealing with conflict among teachers. However, the teachers both disagreed that compromise and collaboration are ways of addressing conflict among teachers. However, there is divergent opinion between the male and female teachers on whether the change of duty or responsibility can help address the issue of conflict among teachers.

Ajai (2017) conducted a similar research to assess conflict management strategies in public secondary schools in Delta State, Nigeria. The researcher formulated three research questions which served as a guide to guide the study. The design adopted for the study was a descriptive survey design. The population of the study was 159 public secondary school heads in Delta north senatorial district out of which 140 public secondary school heads were selected through convenient sampling technique. The instrument used for the collection of data was a questionnaire. The research questions were answered using simple percentage. The findings of

the study revealed that the major causes of conflict in secondary schools were; principal's illegal collection of levies, principals delegating duties meant for senior teachers to junior teachers, principals tempering with staff salary, communication without feedback and irregular payment of staff salary etc. Similarly, the study revealed that the most effective resolution strategies were the confrontational, compromising, setting up committee, free flow of communication between members of staff, proper school record keeping and dialogue. It was therefore recommended that the Government should initiate compulsory workshops for principals in order to enhance their knowledge in financial management, conflict resolution strategies for particular conflict situation and authority boundaries. The result from the study by Ajai agreed with the opinion of the teachers on some of the strategies that can be used for addressing conflict among teachers in the school.

There was a significant difference between the mean opinion scores of male and female teachers on the strategies put in place for conflict resolution among public secondary school teachers in Rivers State based on their responses. It appears that male and female teachers in the school have different expectations about how they expect conflict to be addressed when such issues arise among teachers in the school system.

### **CONCLUSION**

The study revealed that there are various causes of conflict among teachers in junior secondary schools in the state. These causes also have different implications on the school system as well as the different stakeholders in the school.

### **RECOMMENDATIONS**

- The following recommendations are made based on the findings of the study:
1. The school administrator as well as the government should establish clearly defined rules on how conflict should be addressed and managed in the school so as to be able to manage its adverse consequences.
  2. Teachers should be given adequate orientation on the dos and don'ts of the school so as to forestall the breakdown of law and order in the school.
  3. Counseling service should be provided where necessary to deal with psychologically induced conflict among teachers in the school.

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