UNIVERSITY OF EDUCATION, WINNEBA

ASSESSING THE EFFECTIVENESS OF CONFLICT RESOLUTION MEASURES IN PUBLIC SENIOR HIGH SCHOOLS IN THE ATWIMA NWABIAGYA DISTRICT.

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A Dissertation in the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the School of Graduate Studies, University of Education, Winneba, in partial fulfilment of the requirements for award of the Master of Philosophy (Educational Leadership) degree

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DECLARATION

STUDENT'S DECLARATION

I, CATHERINE HAGAN, declare that this Dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and that it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE………………………………………………

DATE…………………………………………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines on supervision of Dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: PROF. FRANCIS OWUSU MENSAH

SIGNATURE……………………………………………

DATE…………………………………………………

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DEDICATION

To my dear husband Mr. Ernest Oppong and my children Alvin and Abiel Oppong.

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ABSTRACT

This research sought to assess the effectiveness of conflict resolution measures in secondary schools using a study of selected senior high schools in the Atwima Nwabiagya District in the Ashanti region of Ghana. The target population for the research comprised all employees (both teaching and non-teaching staff) and students of four selected schools. These four schools were Barekese Senior High School, Osei Tutu Senior High School, Toase Senior High School and Nkawie Secondary Technical School. The study used descriptive research design with a quantitative method, executed through questionnaires, which were handed out to 80 student respondents and 40 teacher respondents selected through random sampling technique. Findings indicated that such factors as social and cohabitation issues, discrimination from the top student leadership (captains, prefects etc), feelings of superiority of some classes or form levels over others and emotional and relationship (love affairs) issues were more likely to breed or instigate conflict than other factors. The conclusion made was that the instituted conflict resolution measures were mostly not effective especially in the view of students and therefore required better measures to resolve conflicts. Based on these findings it is recommended that senior high schools should take steps to institute effective conflict prevention measures on school campuses as a first step to effective conflict resolution and also strengthen school rules and regulations to serve as deterrents to conflicts initiation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Schools have traditionally been expected to teach children academic skills. The school has the responsibility to develop in each child a favorable attitude towards learning, and towards other individuals who function in various roles in the school. Schools are also places where students interact with one another, their teachers and educational administrators (Batton, 2002). In schools, just like in life, conflict is unavoidable. Schools are prone to conflicts and breakdown in communication, especially, in an age where all role-players are aware of their rights.

Conflict is defined as an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feelings toward each other (Bodtker, 2001). This means conflict is when two or more values, perspectives and opinions are contradictory in nature and have not been aligned or agreed about yet, including: within oneself when you are not living according to one's values; when values and perspectives are threatened; or discomfort from fear of the unknown or from lack of fulfillment. Conflicts are caused by a number of aspects that create tensions between people. Aber, Brown and Jones *(*2003) contend that conflict exists wherever, and whenever there is an incompatibility of cognitions or emotions within individuals or between individuals.

The absence of conflict usually signals the absence of meaningful interaction. Deutsch and Coleman (2000) posit that conflict by itself is neither good nor bad. However, the authors assert that the manner in which conflict is handled determines

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whether it is constructive or destructive. The incompatibility or difference may exist in reality or may only be perceived by the parties involved. Nonetheless, the opposing actions and the hostile emotions are very real hallmarks of human conflict. Conflict has the potential for either a great deal of destruction or much creativity and positive social change (Kriesberg, 1998). Therefore, it is essential to understand the basic processes of conflict so that we can work to maximize productive outcomes and minimize destructive ones.

Schools as institutions in their own right have administrators who are tasked with the responsibility of maintaining school stability in order to achieve institutional goals. Conflicts in Ghana's public secondary schools are on the rise in the recent past. According to Musembi and Siele (2004), the government was concerned over the disturbances in learning institutions where in some cases students have burnt down school properties and even attacked teachers. This mainly arises due to unresolved conflicts between the students and the schools' administrators.

Conflict resolution is the process of attempting to resolve a dispute or a conflict. Successful conflict resolution occurs by listening to and providing opportunities to meet the needs of all parties and to adequately address interests, so that, each party is satisfied with the outcome (Weaver, 2003). According to De Waal (2000), conflict management as a process entails assembling of activities of planning and monitoring the performance of a process, especially in the sense of a conflict resolution process. The authors maintained that it involves the application of knowledge, skills, tools, techniques and systems to define, visualize, measure, control, report and improve processes with the goal to a harmonious environment of co-existence. Bodine, Crawford, and Schrumpf (1994) listed

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three problem-solving methods: negotiation, mediation, and consensus decision-making that are important to include in conflict resolution measures.

Negotiation is a problem-solving process in which the two parties in the dispute meet directly with each other to resolve the dispute without the assistance of others. Mediation is a problem-solving process in which the two parties in the dispute meet directly with each other to resolve the dispute assisted by a neutral third party or mediator. Consensus decision making is a group problem solving process in which all of the parties in the dispute meet to collaboratively resolve the dispute by devising a plan of action that all parties will support. A neutral party may be involved in facilitating the process. According to Bodine and Crawford (1998), conflicts can be resolved between school administrators/teachers and senior high school students if the above measures are adopted.

1.2 Statement of the Problem

In a school environment, conflict can occur between administrative staff / teachers and students causing disruptions or complete halt to effective teaching and learning. The phenomenon of school versus student conflict can have devastating effect on not only the school's primary business of teaching and learning but also the school's academic calendar.

Like schools in other districts in Ghana, the Atwima Nwabiagya district has had its fair share of school versus student conflicts. These phenomena has ranged from mild students agitations about foods served in school canteens, the attitudes of some teachers which they (students) perceive as unfavorable and dislike of certain school rules and

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regulations which have led to amicable settlements or agreeable outcomes to student agitations which have led to the closure of entire schools for weeks or months. Certain schools in the Atwima Nwabiagya district serve as authentic references to conflicts. Barekese Senior High School has on a number of occasions been able to quell student versus teacher conflicts that could have led to destructive agitations. Osei Tutu Senior High School experienced a closure of the school in the middle of the academic year due to conflicts between the school and a cross section of its students leading to violent agitations.

These incidents are not isolated occurrences but a part of a long history of conflicts (agitations and demonstrations) that has plagued the country's senior high schools. Until empirical studies are conducted to determine the causes, factors and possible measures for dealing with it effectively, the problem would persist and might even degenerate and this has motivated the researcher to assess the effectiveness of conflict resolution measures in selected Senior High Schools in Atwima Nwabiagya District.

1.3 Purpose of the Study

The purpose of the study was to assess the effectiveness of conflict resolution measures in Secondary Schools-A Study of selected Senior High Schools in Atwima Nwabiagya District.

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1.4 Objectives of the Study

Specifically, the study sought to:

1. identify the causes of conflict in selected Senior High Schools in Atwima Nwabiagya District

2. identify measures for resolving conflicts in the various senior high schools in Atwima Nwabiagya District.

3. Find out the effects of conflict in selected Senior High Schools in Atwima Nwabiagya District

4. determine more effective ways of resolving conflicts in senior high schools.

1.5 Research Questions

The following research questions were used to guide the study.

1. What are the causes of conflict in senior high schools in Atwima Nwabiagya District?

2. What are the measures for resolving conflicts in the various senior high schools in Atwima Nwabiagya District?

3. What are the effects of conflict in selected Senior High Schools in Atwima Nwabiagya District?

4. What measures can be adopted to more effectively resolve conflict in senior high schools in Atwima Nwabiagya District?
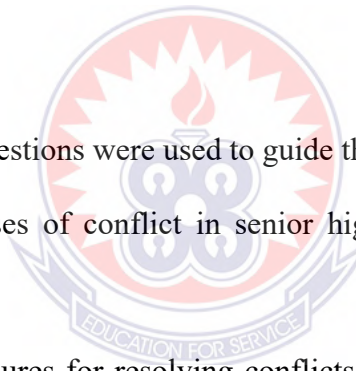
1.6 Significance of the Study

This study is very valuable to the management of both private and public secondary schools since, it seeks to provide vital information about conflict resolution in schools. This in turn, would help the school management to determine suitable ways in dealing with conflict in educational sector.

The study would also be important to the management of institutions and government ministries especially the ministry of education, science and technology in their bid to deal with conflict in schools and improve the education standards in the country.

The study would also serve as blueprint for the Ministry of Education and specifically the Ghana Education Service to develop various strategies in managing conflicts in the various educational institutions.

The study will also assist researchers who shall conduct further/similar studies in conflict resolution. They will use the work as a reference material. Lastly, it will add to the existing knowledge on the subject matter and the entire body of knowledge.

1.7 Limitations of the Study

The researcher was restricted by a lot of factors such as time. The researcher was still attending lectures and working whilst the work was being done. This limited the researcher's ability to include a large sample size for the study. The results might have been different had a large sample size been taken. Some of the respondents were reluctant to give certain vital information needed by the researcher. Some too collected the questionnaires with the view of returning them at the right time and yet never returned.

The research was also limited in the sense that a section of the population was used for the study. This is common with most research projects as it is impossible to engage the whole population for a study. However, greater efforts were made to gather sufficient and relevant data for the study. Services of research assistants in the department were obtained to identify respondents.

1.8 Delimitation of the Study

The study was delimited to administrators, teachers and students in the four senior high schools in the Atwima Nwabiagya district of the Ashanti region of Ghana. These four schools are Barekese Senior High School, Osei Tutu Senior High School, Toase Senior High School and Nkawie Secondary Technical School. All the four senior high schools are public Institutions.

1.8 Organization of the Study

The study is organized in five major chapters. Chapter One deals with the background to the study, statement of the problem, research questions and objectives, significance of the study, limitations and scope of the study. Chapter Two is devoted to a review of literature on what other researchers and authorities on the subject have written. Chapter Three also deals with methodology of the study. Chapter Four presents the analyses of the data collected and discussions of the study. Chapter Five is the summary of major findings, conclusion, recommendation and implications of the findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains findings of the review of secondary sources of data relating to the research topic. Information for the literature review was obtained from relevant articles, textbooks, journals, speeches, web sites and other important sources of information. This chapter also contains the works that have been done by other researchers which were considered relevant for the subject of study.

2.2 The Concept of Conflicts

Various researchers have defined conflict from different perspectives. McNamara (2007) defines conflict as a state of dispute or a disagreement. Fisher (1990) on the other hand defines conflict as an incongruity of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feelings toward each other. Pang, Jin and Cameron (2007) also describe conflict as an interactive opposing behavior between two or more people, institutions or systems over incompatible goals, interests, scarce resources, values, belief system, power and prestige, nature of relationship as well as performance. Baron (1990) defined conflict as a situation in which someone believes that his or her own needs have been denied. Again, he stated that conflict is a state of discord caused by the actual or perceived opposition of needs, values and interests. This view had been supported by Rodney and Michael (2010) and Robbins & Judge (2011) as they defined conflict as a process where one party perceives that another party has negatively affected or is about to negatively affect something that the

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first party cares about. Heidelbery Institute for International Research (2005) mentioned that conflict is seen as the clashing of interests thus potential different on national values of some duration and magnitude between at least two parties that are determined to pursue their interest and win the cases. Glickman, Gordon, & Ross-Gordon (2010) also stated that conflicts are particular disagreements that occur between two or more members in a particular time. The study also revealed that organizational conflict is the clash that occurs when the goal directed behavior of a group blocks or thwarts the goals of another. In line with this Johns (1988) also defines conflict as a process of antagonism that occurs when one person in organizational sub-unit frustrates the goal attainment of another. Conflict then involves the joint occurrence of antagonism and blocked goals. Antagonism may involve both attitude and behaviors. With regard to the attitudes, the conflicting parties may develop a dislike for each other; see each other as unreasonable, and develop negative stereotypes of their opposites. With regards to the behaviors, the opposing parties may result to name calling, sabotage or even physical aggression. Frustrated goals often mean that mutual assistance between the conflicting parties is low. Instead of adding each other in goal attainment, each party views its loss as the others gain. Therefore, conflict is characterized by high antagonism and low mutual assistance.

Costley and Todd (1987) refers to conflict simply as the inability to choose between two or more alternatives. Conflicts are a disruptive clash of interest, objectives, or personalities between individuals, between individuals and groups, or between groups (Bittel, 1985). The essence of conflict then is disagreement and incompatibility. A significant fact of life is a presence of conflict in many forms and at various levels of strength. Conflict is pervasive in all human experience. Bittel (1985) argues that it is

actually human to quarrel and complain and that when many people must work together conflict is inevitable. Accordingly, a small amount of conflict can be a good thing. Whenever two or more persons have some mutual interest, an organization, in effect, exist. And whenever an organization exists, there is the potential for conflict resulting from myriad causes. Conflict is not necessarily inevitable in every `situation, put with the numerous differences among individuals, both in how they perceive and in the strength of their needs, conflict among human beings is likely to be common in organizations.

According to Johns (1988) conflict is present in the following events:

1   Two or more parties compete with each other to cause the conflict. Winning the conflict becomes more important than developing a good solution to the problem at hand.

2   The parties begin to conceal information from each other, or to pass distorted information.

3   Each group becomes more cohesive. Deviants who speak of conciliation are punished, and strict conformity is expected.

4   Contact with the opposite is discouraged except under formalized restricted conditions.

5   While the opposite party is negatively stereotyped, the image of one's own position is boosted.

6   On each side, more aggressive persons who are skilled at engaging in conflict may emerge as leaders.

From the above literature review on the definitions of conflicts, globally, the researcher deduced that people had the perception that conflict has only the connotation of bad, and has a destructive effect on the individuals and groups involved. However, currently, some scholars view conflicts not only to be dysfunctional but also functional.

Pondy (2000) stated that the absence of conflict may indicate autocracy, uniformity, stagnation and mental fixity. Tjosvold (2003) complements this statement arguing that conflict is not the opposite of cooperation but a mechanism that allows individuals to perceive benefits of cooperative work. Butler (2001) also was in support that conflict is ubiquitous not necessary dysfunctional and can be required to defy and stimulate people to perform. Furthermore, Rahim (2010) supported the idea that interpersonal conflict can be classified as functional as the presence of conflict may be indication of democracy, diversity, growth and self-actualization. In fact, research has shown that successful groups exhibit much conflict (Johnson & Johnson, 2006).

All the above definitions are relatively related in the sense that, whichever definition one agrees with, there is bound to be words like dispute, disagreement, opposition, etc. These words give conflict a confrontational connotation about the effects of conflicts. In relation to this study, all the different definitions are applicable in a school setting where conflicts can have major negative consequences, especially on the performance of students.

According to Meeks, Heit and Page (2005), conflict is a disagreement between two or more people or between two or more choices. Cole (1998) also states that conflict is a condition that arises whenever the perceived interests of an individual or a group clash with those of another individual or a group in such a way that strong emotions are

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aroused and compromise is not considered to be an option. Hart on the other hand, writes that "conflict is a state of opposition, disagreement or incompatibility between two or more people or groups of people which is sometimes characterized by physical violence or assault".

From these definitions, conflict can be seen as a contest of opposing forces or power, a struggle to resist or overcome. It is also seen that conflict exists whenever incompatible perception or activities occur. Conflict can also be a situation in which there are incompatible goals, thought or emotions within or between individuals or groups that lead to opposition.

2.3 Functional versus Dysfunctional Conflicts

Amason (1996) posits that there are essentially two types of conflict in organizations. To him, not all conflicts are bad. In fact, some types of conflict encourage new solutions to problems and therefore enhance creativity in the organization. In these cases, managers/school heads will want to encourage functional conflict. Thus, managers should stimulate functional conflict and prevent dysfunctional conflict. This is key to conflict management. However, the difficulty lies in trying to tell the difference between functional and dysfunctional conflicts. The consequences of conflict can be positive or negative.

Functional conflict is a healthy, constructive disagreement between two or more people. Functional conflict can produce new ideas, learning and growth among individuals. When individuals engage in constructive conflicts, they develop a better

awareness of themselves and others. In addition, functional conflict can improve working relationships, because when two parties work through their disagreements, they feel they have accomplished something new altogether. By releasing tensions and solving problems in working together, morale is improved. Functional conflict can lead to innovation and positive change for the organization. This is because it tends to encourage creativity among individuals. This positive form of conflict can transit into increased productivity. A key for recognizing functional conflict is that it is often cognitive in origin, that is it arises from someone challenging old policies or thinking of new ways to approach issues.

Amason (1996) further asserts that dysfunctional conflict is an unhealthy, destructive disagreement between two or more people. Its danger is that it takes the focus away from the work to be done and places it on the conflict itself and the parties involved. Excessive conflict drains energy that could be used more productively. Akey for recognizing a dysfunctional conflict is that its often emotional or behavioral. Disagreement that involve personalized anger resentment directed at specific individuals rather than specific ideas are dysfunctional. Individuals involved in dysfunctional conflict tend to act before they think, and often rely on threats deception and verbal abuse to communicate. In dysfunctional conflict, the losses to both parties may exceed any potential gain from the conflict.

Diagnosing conflict as good or bad is not easy. The headmaster/mistress must look at the issue, the context of the conflict, and the parties involved. The following questions can be used to diagnose the nature of the conflict a headmaster/mistress faces in the school:

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- Are the parties approaching the conflict from a hostile standpoint?

- Is the outcome of the conflict likely to be a negative one for the school?

- Do the potential losses of the parties exceed any potential gains?

- Is energy being diverted from goal accomplishment?

If majority of the answers to these questions are in the affirmative, then the conflict is probably dysfunctional. Once the headmaster/mistress has diagnosed the types of conflict, he/she can either work to resolve it if it is dysfunctional or stimulate it if it is functional.

One occasion in which headmaster/mistresses should work to stimulate conflict is when they suspect their group is suffering from groupthink. When a group fails to consider alternative solution and become stagnant in its thinking, it might benefit form healthy disagreement. Team's exhibition symptoms of groupthink should be encouraged to consider creative problem solving and appoint a devil's advocate to point out opposing perspectives. These actions can help stimulate constructive conflict in a group.

2.4 Globalized Conception of Conflict

This is a brief attempt to analyze causes of conflict in organization other than the school, and beyond national work cultures. However, the analysis has some resemblance to causes of conflict in the school. Large transactional corporations employ many different ethnic and cultural groups. In these multi-ethnic corporations the widely differing cultures represent vast differences among individuals, so the potential for conflict increases. Hofstede, cited in Nelson and Quick (1977), has identified five dimensions along which cultural differences may emerge. These are as follows:

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- Individualism/collectivism

- Power distance:

- Uncertainty avoidance:

- Masculinity/feminity: and

- Long-term/short-term orientation.

These cultural differences have many implications for conflict management in organizations. Individualism means that people believe that their individual interests take priority over society's interests. Collectivism, in contrast, means that people put the good of the group first. For example, the United States is a highly individualistic culture, whereas Japan is very collectivist culture. The individualism/collectivism dimension of cultural differences strongly influences conflict management behaviour. People from collectivist cultures tend to display a more co-operative approach to managing conflict.

Hofstede's second dimension of cultural differences is power distance. In cultures with high power distance, individuals accept that people in organizations have varying levels of power. In contrast, in cultures with low power distance, individuals do not automatically respect those positions of authority. For example, the United States is a country of low power distance whereas Brazil is a country with a high power distance. Differences in power distance can lead to conflict. Imagine a United States (US) employee managed by a Brazilian supervisor who expects differential behaviour. The supervisor would expert automatic respect based on legitimate power. When this respect is not given, conflict would arise.

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Uncertainty avoidance varies by culture. In the US, for example, employees can tolerate high levels of uncertainty. However, employees in Israel tend to prefer certainly in their work settings. A US-based multi-national firm might run into conflicts operating in Israel. Suppose such a firm were installing a new technology. Its expatriate workers from the United States would tolerate the uncertainty of the technological transition better than would their Israel co-workers, and this might lead to conflicts among the employees. Hofstede, cited in Nelson and Quick (1977)

Masculinity versus femininity illustrates the contrast between preference for assertiveness and material good versus preferences for human capital an quality of life. The United States is a masculine society, whereas Sweden is considered a feminine society. Adjustment to the assertive interpersonal style of U.S. workers may be difficult for Swedish co-workers. Conflicts can also arise between cultures that vary in their orientation of values .China for example, have long-term orientation; hence the Chinese prefer values that focus on the future, such as saving and persistence. The United States and Russia in contrast, have short-term orientations. These cultures emphasize values in the past and present, such as respect for tradition and fulfilment of social obligations. Conflicts can arise when managers (headmasters/mistresses) fail to understand the nature of differences in values.

An organization whose workforce consists of multiple ethnicities and cultures holds potential for many types of conflict because of the sheer volume of individual difference among workers. The key to managing conflict in a multicultural workforce is understanding cultural differences and appreciating their values.

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The literature consulted identifies four types of conflict which are: Intrapersonal, Interpersonal, Intragroup and Intergroup conflicts. These types of conflicts are explained in the following sections.

2.5 Types of Conflict

2.5.1 Intrapersonal Conflict

Dirks and Parks (2003) point out that intrapersonal conflict occurs within a person and that one can experience intrapersonal conflict with respect to the amount of resources one has by hearing internal voices that disagree. In agreement with this assertion, Orlich, et al (2001) explain that in intrapersonal conflict the individual tries to reconcile conflict within his or her own value structure. Similarly, Hart (2001) observes that conflict may not only take a toll on one's physical body but it often occupies one's thoughts and causes a great deal of emotion.

Dirks and Parks (2003) also agree that intrapersonal conflict occurs within an individual and can involve some form of goal or cognitive conflict. They argue that intrapersonal conflict occurs when a person's behaviour results in positive and negative outcomes or incompatible outcomes. An example is where a person has the option to choose a job in a government organisation that does not pay well but has future security or take a job from a private company that pays well but does not provide any future security. Such a choice could lead to intrapersonal conflict.

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2.5.2 Interpersonal Conflict

While Meek, Heit and Page (2005) state that interpersonal conflict occurs between two or more persons, Dirks and Parks (2003) refer to interpersonal conflict as clashes that involve two or more individuals who perceive each other as being in opposition to preferred outcomes (goals) and or attitudes, values or behaviours. Similarly, Nelson-Jones (1990) indicates that interpersonal conflict is a situation in which one or both individuals in a relationship are experiencing difficulty in working or living with each other. Expanding on this point, Nelson-Jones states that interpersonal conflict usually occurs when due to differences or incompatibilities, needs, goals or styles clash. Similar to this assertion is Orlich *et al* observation (2001) who observed that in interpersonal conflict the values of different individuals or groups openly clash.

Mcshane and Glinow (2000) are of the view that inter-personal conflict occurs between two or more people. It normally arises as a result of two or more people competing for the same job, position or for limited resources. According to Mcshane and Glinow (2000), the most commonly cited reasons for inter-personal conflict in organizations are personality differences, perceptions, clashes of values and interests, power and status differences, and scarce resources.

2.5.3 Intra-Group/Personal Conflict

This type of conflict emerges between people who identify themselves as belonging to the same group. Dirks and Parks (2003) explain that intragroup conflict is a clash among some or all of a group's members which often affects the group's progress and effectiveness. In a classroom situation, an intragroup conflict may occur within

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members of a class where pupils sit in close proximity and interact with each other. Such conflict can also occur among the staff of schools who have different views on the kind of measures appropriate for punishing students. In this case, some teachers may support the use of corporal punishment while others may support other milder forms of punishment for misbehaviour.

According to (Nelson & Quick, 2000), there are several types of intrapersonal conflict, some of which are: inter-role, intra-role and person-role conflicts. They define role as a set of expectation placed on an individual by others. The person occupying the focal role is the role incumbent and the individuals who place expectations on the person are role senders. On the various types of intrapersonal conflict, they explain inter-role conflict as one that occurs when a person experiences conflict among multiple roles in his or her life. It often arises when a person receives conflicting messages from role senders as to how to perform a certain role.
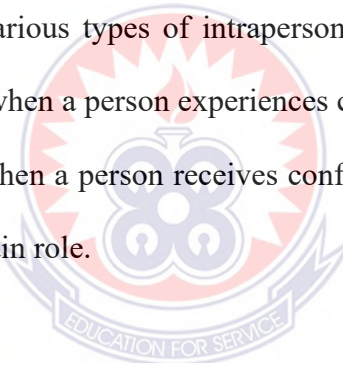
2.5.4 Intergroup Conflict

This emerges between two or more groups of people. While Dirks and Parks (2003) define intergroup conflict as opposition and clashes that arise between two or more groups, Wilmot and Hocker (1998) indicate that such conflicts are highly intense and costly to the group involved. Intergroup conflict can therefore occur between two or more schools. According to Antcliffe (1998), intergroup conflict within organisations occurs at three levels: vertical, horizontal and line staff. Antcliffe explains these as follows:

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i Vertical conflict refers to clashes between levels in an organization. For example, vertical conflict occurs when superiors try to control subordinates too tightly as subordinates resist the control.

ii Horizontal conflict refers to clashes between groups of employees at the same hierarchical level in an organisation. In a school situation horizontal conflict will occur if one department desires a larger proportion of scarce resources at the expense of other departments.

iii Line-staff conflict is a clash over authority relationships. As Antcliffe (1998) indicate, line staff conflict can easily occur from the different organizational roles of line and staff departments. An example is where staffing decisions taken by the personnel department (a staff function) is opposed by the production department (a line function). This implies that conflict in an organization can occur at different levels and so conflict resolution is paramount to effective management of organisations.

It is worth remembering that conflict that emerges in oneself, in marriages, in the family, the community, in an organization or country can be grouped under one or more of the types mentioned. It is also important to note that conflict can arise between people who have the same goals but disagree on the means by which the goals can be achieved. Conflict that occurs within a person can have either a covert effect on the imitations of the fellow or an overt effect which he or she involves other people in the conflict. Conflict should therefore not only be studied by itself as psychologists do but conflict resolution should be given keen consideration in social situations and its study should be a concern for all.

2.5.5 Types of institutional conflicts

According to Kirkwood (2002), various types of conflict that exist in Institutions include data conflicts, structural conflicts, relationship conflicts, and interest conflicts. The author further argued that conflicts can lead to disputes, grievances, lawsuits, complaints, strikes, and disciplinary actions. Davidson and Wood (2004) posit that conflict can occur at a number of levels of human functioning. Conflict in your head between opposing motives or ideas is shown by your internal dialogue and is at the intrapersonal level. Beyond that, the primary concern here is with social conflict, that is, conflict between people whether they are acting as individuals, as members of groups, or as representatives of Institutions or nations.

Interpersonal conflict occurs when two people have incompatible needs, goals, or approaches in their relationship (Filippo & Waal, 2000). The authors further indicated that communication breakdown is often an important source of interpersonal conflict and learning communication skills is valuable in preventing and resolving such difficulties. At the same time, very real differences occur between people that cannot be resolved by any amount of improved communication.

Cooper and Schindler (2003) argued that personality conflict refers to very strong differences in motives, values or styles in dealing with people that are not resolvable. For example, if both parties in a relationship have a high need for power and both want to be dominant in the relationship, there is no way for both to be satisfied, and a power struggle ensues. Common tactics used in interpersonal power struggles include the exaggerated use of rewards and punishments, deception and evasion, threats and emotional blackmail,

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and flattery or ingratiation (Davidson & Wood, 2004). Unresolved power conflict usually recycles and escalates to the point of relationship breakdown and termination (Fisher, 2000).

Role conflict involves very real differences in role definitions, expectations or responsibilities between individuals who are interdependent in a social system (Coleman & Fisher-Yoshida, 2004). According to the authors, if there are ambiguities in role definitions in an institution or unclear boundaries of responsibilities, then the stage is set for interpersonal friction between the persons involved.

Unfortunately, according to Bodtker (2001), conflicts are often misdiagnosed as interpersonal conflict rather than role conflict, and resolution are then complicated and misdirected. The emotional intensity is often quite high in role conflict since people are directly involved as individuals and there is a strong tendency to personalize the conflict (Fisher, 2000). Fisher maintained that inter-group conflict occurs between collections of people such as ethnic or racial groups, departments or levels of decision making in the same institution, union and management.

Filippo and Waal (2000) contend that competition for scarce resources is a common source of inter-group conflict, and societies have developed numerous regulatory mechanisms, such as collective bargaining and mediation, for dealing with inter-group conflict in less disruptive ways. Social-psychological processes are very important in inter-group conflict (Fisher, 1990). This means that group members tend to develop stereotypes (oversimplified negative beliefs) of the opposing group, tend to

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blame them for their own problems (scape-goating), and practice discrimination against them.

These classic symptoms of inter-group conflict can be just as evident in institutions as in race relations in community settings. Inter-group conflict is especially tense and prone to escalation and intractability when group identities are threatened (Fisher, 2000). The author further contended that the costs of destructive inter-group conflict can be extremely high for a society in both economic and social terms. Multi-party conflict occurs in societies when different interest groups and institutions have varying priorities over resource management and policy development.

Davidson and Wood (2004) assert that these complex conflicts typically involve a combination of economic, value and power sources. This complexity is often beyond the reach of traditional authoritative or adversarial procedures, and more collaborative approaches to building consensus are required for resolution (Cormick et al., 1996). International conflict occurs between states at the global level. Competition for resources certainly plays a part, but value and power conflict are often intertwined and sometimes predominate. The differences are articulated through the channels of diplomacy in a constant game of give and take, or threat and counter threat, sometimes for the highest of stakes. Mechanisms of propaganda can lead to many of the same social psychological distortions that characterize interpersonal and inter-group conflict (Fisher, 2000).

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2.6 Causes of Conflict

2.6.1 Communication Failures

It is obvious that breakdown in communication due to distortion or absolute lack of communication often leads to conflict in the schools. McNamara (2007) is of the opinion that Communication barriers such as physical separation and language can create distortion in messages and these can lead to conflicts. Another communication barrier that can engender conflict is value judgement, in which a listener assigns a worth to a message before it is received. For example, suppose a team member who is a chronic complainer enters the headmaster's or headmistress' office, the headmaster/mistress is likely to devalue the message before it is ever delivered. Many other communication barriers can lead to conflict.

2.6.2 Goal Incompatibility or Differences

Out of necessity, organization's members frequently pursue goals that are somewhat different from one another, thus setting the stage for potential conflicts. For example, a headmaster who practises strong autocratic leadership may see himself in conflict with his teacher and students who believe in democratic principles.

Again, when two parties in an organization must work together but cannot agree on how to do so, this causes conflict as a result of goal incompatibility or divergence. For instance, when the headmaster of a Junior High School and district director or circuit supervisor have different procedures as how mainstreaming issues must be settled, goal

differences occur. Often these types of conflict occur because individuals or group do not have knowledge or another one's objectives (Fisher & Keashly, 1988).

2.6.3 Authority Relationships

As posited by Louis Pond, in Owens (1987) cited in Mankoe (2007), the nature of traditional boss-employee relationship brings to mind a vision of a hierarchy or of a boss who is superior to the employee, For many employees, this relationship is a comfortless one, because another individual has right to tell them what to do. Some people resent authority more than others and obviously this creates conflicts. In addition, some bosses are more autocratic than others and this compounds the potential for conflict in the relationship. As organizations move forward the team approach and empowerment, there should be less potential for conflict from authority relationships.

2.6.4 Use of Scarce Resources

Possibilities of conflict expand when there are limited resources such as office space, equipment teaching and learning material, classrooms, and laboratories, operating funds, pay allocations, etc. Indeed, anytime multiple parties must share resources there is potential element for conflict. This is enhanced when the shared resources become scarce. One resource often shared by school units or department can lead to misunderstanding in one way or the other and therefore the rise of conflict. For example, the school head as well as departmental heads and individual teachers and even students depend upon the secretarial staff for paper work. It is not uncommon for a secretary to support ten or more units taking into consideration the work load involved. Each of these units believes that

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its work is the most important. This puts pressure on the secretarial staff and could lead to potential conflict in prioritizing and scheduling work in the school as in Louis Pondy, cited in Owens (1987).

2.6.5 Task Interdependence

Two types of interdependence are particularly prone to conflict. One is sequential interdependence in which one individual or work unit is heavily dependent on anther. For example, in a boarding school, waiters generally are more reliant on cooks to finish good meal in a timely manner to both staff and students.

Again, line and staff conflicts often arise because staff members frequently are dependent upon the line to implement their ideas. The second form of task interdependence is reciprocal interdependence in which individuals or units are mutually interdependent. For example the school bursar depends on the school matron and her purchasing staff to provide specification of food items to be purchased for a term which includes their prices so that the actual amount of cash is released for that purpose. If this is not done to the satisfaction of the other party, conflict arises.

2.6.6 Personality Trait

Individuals do not leave their personality characteristics at the doorstep when they enter the workplace. Personality conflicts are realities in organizations. To expect that you will like all of your co-workers may be a naive expectation, as would be the expectation that they will also like you.

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Personality trait that many people find difficult to deal with is abrasiveness. An abrasive person is one who ignores the interpersonal aspects of work and the feeling of colleagues in the school. Abrasive individuals are often achievement-oriented and hard workers, but their perfectionist, critical style often leaves others feeling unimportant. This style creates stress and strain for those around the abrasive person.

In addition, differences in personality, experience temperament and values make frequent conflicts likely. For example, a hardworking headmaster may find it difficult to cope with or tolerate a sluggish and absentee teacher in the administrative and the teaching/leering processes.

Moreso, the workforce in school is composed of individuals with varied level of skills and abilities. Diversity in skills and abilities may be positive for the school, but it also holds potential for conflicts, especially when jobs are interdependent. Experienced, competent teachers may find it difficult to work alongside new and unskilled recruits. Teachers and other workers in the school can become resentful when their new school head knows a lot about managing people but is unfamiliar with the peculiar and practical administrative process involved in the day to day work procedures.

2.6.7 Values and Ethics

Differences In values and ethics can be a source of disagreement in the school. For example, older teachers value school loyalty and probably would not take sick leave until they are ill. However, young teachers value mobility, and therefore cherish the concept of ''mental health days'' or calling in sick to get away from work. (Nelson &

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Quick, 1977). This may not be true for all teachers and workers, but it illustrates those differences in values and ethnics can lead to conflict.

Most people have their own sets of values and ethics. The extent to which they apply these values and ethics in the workplace varies. Some people have strong desires for approval from others and will work to meet other's ethical standard and strongly apply their own ethical standards. Still others operate seemingly without regard to ethics or values. When conflict over values or ethics do arise, heated disagreement is common because of the personal nature of the differences (Weihrich, 1992).

2.6.8 Perception

Differences in perception can lead to conflict. One area in which perception can differ is the perception of what motivates employees. If education authorities and workers do not have a shared perception of what motivates people in the workplace, the reward system can create conflicts. Education authorities usually provide what they think workers want rather what workers really want.

2.6.9 Emotions

The moods of others can be a source of conflict in the school. Problems at home often spill over into the work arena, and the related moods can be hard for others to deal with.

2.6.10 Bureaucracy

According to Mankoe (2002), when rules and procedures (written and unwritten), become dysfunctional such that they lead to rigid, repetitious behaviour that does not

allow for exceptions (i.e. highly bureaucratic), they can cause or exacerbate conflict. Quite often, rules and procedures, so complicate the process of working out a relatively simple misunderstanding through direct negotiation that, they turn into conflict. For instance, when a headteacher of a Junior High School ordered for certain forms from the District Education Depot, and found later that the forms were not what he actually needed which were, in fact, in stock. The Depot Manager requested headteacher to contact the circuit supervisor who would see the Head of the Inspectorate Division at the District Directorate to simply change the forms. Much time was lost in this kind of bureaucratic process causing conflict between the headteacher and other line managers.

2.6.11 Organisational Culture

Culture of an organization such as the school consists of shared beliefs, values and assumptions within the school. When two or more different cultures develop in a school, clash in beliefs, values and assumptions may develop. For example, in an established school, old teachers may have strong beliefs in maintaining traditional practices in staff and students discipline, relationship with the community and its strong links with the founding fathers. New and young teachers, on the other hand, may be interested in new syllabuses, new computer programmes and the link with the outside world through the internet. There are clearly two different types of cultures here and their adherents are most likely to clash.

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2.7 Causes of Conflicts in Organizations

Conflict does not occur in a vacuum, in other words, there are causes to conflict of any type. In order to manage conflict effectively, managers or administrators must identify and understand the many causes of conflicts in organizations. Working teams bring together a variety of personality and skills, each perceiving tasks and actions in different ways. This diversity is what gives the team in-depth and broad range of skills required to successfully achieve organizational objectives; yet, this diversity will usually, inevitably bring conflicts ranging from simple disagreements on task to fundamental personality clashes.

Causes of conflict could be classified into two broad categories: Structural factors, which stem from the nature of the organization and the way in which work is organized and personal factors, which arise from differences among individuals (Nelson & Quick, 2000; Krietner & Kinicki, 2004). They explain further that some causes of conflict that relate to the organization's structure include specialization, interdependence, common resources, goal differences, authority relationship, status, inconsistencies, and jurisdictional ambiguities. With regard to causes of conflict relating to personal factors, they intimate that it springs from individual differences which include skills and abilities, personalities, perceptions, values and ethics, emotions, communication barriers and cultural differences.

Personal Factors: Oppong (1999) contends that since organizations and institutions have greater numbers of people, it tends to be fertile grounds where conflicts of many kinds are initiated and felt. According to Nelson and Quick (2000), the causes of conflict that

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arise from individual differences include skills and abilities, personalities, perceptions, values and ethics, emotions, communication barriers and cultural differences. Under the skills and abilities, they explained that the work force of any organization is composed of people with varying levels of skills and abilities which help the organization to achieve its goal. These skills and abilities of the workforce also hold potential for conflict, especially when jobs are interdependent. A competent worker may feel uncomfortable to work with less competent workers.

Besides, other workers may feel their skills are more important and needed by the organization than other workers' skills and abilities. With regard to personalities, Nelson and Quick (2000) contend that people come to work places with diverse character traits which may negatively affect their relationships leading to conflict. For instance, to expect to like all your co-workers may be a naïve expectation, as would be the expectation that they will all like you.

On perception, they explain that because people perceive things differently, it could serve as a cause of conflict in an organization. An example is in the area of motivation. If management and workers do not have the same perception of what motivates people, the reward system can create conflicts.

Since management usually provides what they think employees want rather than what employees really need.(Nelson & Quick, 2000) point out that most people have their own sets of values and ethics but the extent to which they apply these ethics in the work place vary.

Some people have strong desires for approval from others and will work to meet such people's ethical standards: others are relatively unconcerned with approval from others and strongly apply their own ethical standards; still others operate seemingly without regard to ethics or values. They also assert that the moods of others can be a cause of conflict in the workplace. Problems at home often spill over into the work arena and the related mood can be hard for others to deal with.

Mullins (2005) also sees changes in an organization as a cause of conflict. He is of the view that rapid and repeated internal changes can be a source of worry. He explains further that changes bring about disequilibrium. Some people may be favored when there is change in the organization and therefore will welcome it; others may be at a disadvantage and feel insecure with the inability to predict patterns with regard to the known. Such people will inevitably find ways to resist and defeat changes they perceive as threatening to their well being or to their social role.

Cannie, Sasse and CFCS, (2002) agree that there are some common factors which cause conflict in relationships or in organizations. They explain these as situations or circumstances in which people find themselves, the personality of the individual or people, and the urge or desire for power. The authors explain these factors as follows:

Situational factors: According to Microsoft Encarta Dictionary Tool (2007), a situation is the current condition that characterizes somebody's life or an event in a particular place, society or country. Cannie and CFCS (2002) and Beck (1987) explain that situational factors of conflict arise out of daily life. To them any aspect of living such as working or playing together contains the seed of situational conflict. Such conflicts can

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occur in all kinds of relationships – between family members, among friends, groups or acquaintances and even in an organisation. Conflict over situational factors can be overcome when the situation or circumstance changes. Even though a situational conflict may be intense, it is usually short-lived (Tizard, Blatchford & Burke 2000).

Personality factors: According to Cannie and CFCS (2002), personality factors come from individualism or the differences that are inherent in people. It is evident that everybody has a unique combination of values, characteristics, beliefs and life style. In an agreement with this assertion, Marshall (1990) says that as much as differences in personality add pleasure and richness to life, these differences can also create conflict in all aspects of life. In a family for instance, if a parent values order and neatness and the children do not, conflict may occur. Covey (2002) adds that very often, conflict involving personality factors occurs over matters such as mannerism, table manners and a person's way of life. These personality quirks may get on the nerves of another person and cause conflict. In the classroom situation, personality factors may be the tendency for one to be talkative, the dragging of feet, restlessness and fidgeting.

Conflict of any type, whether intrapersonal, interpersonal, intragroup or intergroup, can emerge based on the circumstance in which a person finds himself or herself. In other words, certain situations can compel someone to be driven into a conflict. Again people's personality traits are also fertile grounds for a conflict to crop up because of individualism. Conflict can easily erupt over personality factors such as courtesy, manners and so on. Thus conflict is inevitable when one tries to impose his or her interest, values or beliefs on another person. Undoubtedly, power factors can generate conflict in circumstances where people use power to subdue others to get what they want.

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2.8 Areas of Conflict

Conflict can be seen in the public high schools across the nation. Several techniques have been developed for use with adolescents in an attempt to teach conflict resolution skills (Coffman, 1988; Lyon, 1991 & Zhang, 1994). In an empirical study conducted by Zhang (1994), the intervention model of constructive resolution and cooperative learning were implemented and tested at three high schools.

During the test, one high school received training in constructive conflict resolution. Another high school received both constructive conflict resolution and cooperative learning. The last high school received only cooperative learning. The constructive conflict resolution training consisted of four general areas of instruction. Such instructions include violence prevention, basic negotiation skills, and application of negotiation skills and basic mediation skills (Zhang, 1994).

The cooperative learning technique used required the implementation of four elements, namely, positive interdependence (the students must perceive that they sink or swim together); individual accountability for mastering the material skills needed to analyze bow the group can improve cooperation (Zhang, 1994).

The results of the study showed that an improvement in conflict management increased social support, decreased victimization, enhanced positive life attitudes and a sense of personal control over one's fate with the implementation of constructive conflict resolution. In another study, adolescents who had been in several fights in the past but who were showing signs of improvement were assigned to an eight hour workshop to

teach conflict resolution (Lyon, 1991). Each student wrote down responses, relations, and feelings to various conflicts.

Everyone then role played each situation. Following each scenario the group discussed the role play. All participants answered a questionnaire about conflict to help the counselor understand the students' individual attitudes. The counselor then began modeling less drastic solutions to each scenario. Role reversals, skits and simulations were techniques used to teach conflict resolution. The students were also taught how to evaluate verbal and non-verbal communication. After the workshop, each student met with the counselor for follow-up sessions once a week for four weeks.

A main observation made by Lyon (1991) was that a major commitment must be made between students and the counselors if the programme is to be successful. A successful mediation team was also implemented at Mt. Diablo High. Talking to the peer mediation teams was an alternative for students facing suspension.

In this test, all the students participating in the study received 20 hours of training in the following areas: communication skills including attending, squaring, eye contact and reflective and active listening; non-listening techniques; decoding verbal and non-verbal messages; use of open ended questioning; refraining from blocking; feeling questions; problem-solving; examining feelings; brainstorming; and generating multiple solutions.

The results reveal that with the implementation of the teams, the high school went from being the lowest ranked high school in terms of suspensions and fighting to being average in the district. Lyon (1991) presented three conflict resolution strategies for those adolescents whose parents are divorced. The strategy is divided into four sessions of 50 minutes. During the first session the person needs to admit that a conflict exist; realize what resolution style is being used, and become less impulsive in managing conflict (Lyon (1991).

In subsequent questions the following guidelines were presented: Describe the situation as he or she stated. Describe the feelings regarding the conflict. Formulate and describe a situation acceptable to everyone. Agree upon the desired challenges necessary: Construct a detailed agenda with follow-up plans and specify dates for accomplishing the activities (Lyon (1991).
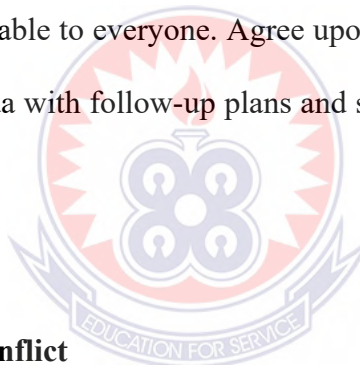
2.9 Characteristics of Conflict

Conflict has some distinctive features for easy identification. As indicated by Wilmot and Hocker (1998), conflict is characterized by the following:

1) Apart from intrapersonal conflict which occurs within one's self, conflict usually requires two people or groups.

2) Conflict inherently involves some sense of struggle or incompatibility or perceived differences among values, goals or desires.

3) Action, whether overt or covert, is a key to conflict. Until an action or expression occurs, conflict is latent, lurking below the surface.

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4) Power or attempt to influence inevitably occurs within conflict.

2.10 Nature of Conflicts in Institutions

According to Roloff (1987), institutional conflict occurs when members engage in activities that are incompatible with those of colleagues within their network, members of other collectivities, or unaffiliated individuals who utilize the services or products of the Institution. This definition can be broadened by conceptualizing conflict as an interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities (that is, individual, group, institution, etc.).

According to Lyon (1991), calling conflict an interactive process does not preclude the possibilities of intra-individual conflict, for it is known that a person often interacts with self. Obviously, one also interacts with others. Davidson and Wood (2004) assert that conflict may occur when: a party is required to engage in an activity that is incongruent with his or her needs or interests; when a party holds behavioural preferences, the satisfaction of which is incompatible with another person's implementation of his or her preferences; when a party wants some mutually desirable resource that is in short supply such that the wants of everyone may not be satisfied fully; when a party possesses attitudes, values, skills, and goals that are salient in directing his or her behaviour but are perceived to be exclusive of the attitudes, values, skills, and goals held by the other(s); when two parties have partially exclusive behavioural preferences regarding their joint actions; and when two parties are interdependent in the performance of functions or activities.

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This definition is much more inclusive, which implies that conflict can relate to incompatible preferences, goals, and not just activities. It should be recognized that in order for conflict to occur, it has to exceed the threshold level of intensity before the parties experience (or become aware of) any conflict. This principle of conflict threshold is consistent with Baron's (1990) contention that opposed interests must be recognized by parties for conflict to exist.

2.10.1 Some sources of workplace conflict

Conflict can originate from several sources. Afful-Broni (2007) reveals that there are many causes or reasons for conflict in any work setting. He asserts that while conflict may take place between members, individuals, and groups, one can easily trace the source of workplace conflicts to one or several of the following events: poor communication, different values, differing interests, scarce resources, and personality clashes.

i Poor Communication: Afful-Broni (2007) believes that different communication styles can lead to misunderstanding between employees or between an employee and a manager. In his view, lack of communication drives conflict "underground". On that stand, Whetten and Cameron (2005) contend that an important message may not be received if effective communication channels are not used. For instance, a manager's instructions may be misinterpreted, or decision makers may arrive at a different conclusion because they use different databases. In this regard, Nelson-Jones (1990) says that conflict based on poor communication, misinformation or misunderstanding tends to

be factual hence, clarifying previous messages or obtaining additional information generally resolves the dispute. In this regards, Afful-Broni (2007) indicate that the more misperceptions members have concerning what activities exist in another department or division, the greater the potential for conflict.

ii Different Values: As Dirks and Parks (2003) posit, any workplace is made up of individuals who see the world differently. Consequently, conflict occurs when there is a lack of acceptance and understanding of these differences. People in organizations with particular references to their predispositions, for instance, their attitude like insubordination towards authority can create conflict in the workplace.

iii Differing Interests: Conflict occurs when individual workers "fight" for their personal goals, ignoring organizational goals and organizational well-being. On this score, Dirks and Parks (2003) agree that conflict centering on differing interests erupt when individuals in an organization admit they must work together but cannot agree to how to do so. For example, the head teacher of a primary school and a circuit supervisor could agree to work together to enhance the development of the school but could have different procedures as on how issues should be settled.

(iv) Scarce Resources: It is argued that too often, employees feel they have to compete for available resources in order to execute their jobs. Barker and Gum (1994) hold the view that in a scarce resource environment where people compete for the available limited resources, conflicts occur despite the awareness of how scarce the resources may

be. Also, partial distribution of the limited resources increases the probability of conflict to occur.

Ozigi (1977) assert that if resources are scarce, individuals or groups make efforts to secure resources without compromise, usually to the detriment of others. Such competition for scarce resources may result in people inflating budgets, challenging the legitimate activities of the other units or individuals which can bring interpersonal or intergroup conflict in the organisation. To buttress this point, Dirks and Parks (2003) say that when an organisation's resources are insufficient to meet requirements of other sub-units or individuals to execute their work, potential for conflict is great.

(v) Personality Clashes: All work environments are made up of differing personalities. As Robbins (2000) declares, unless colleagues understand and accept each other's approach to work and problem-solving, conflict will occur. Whetten and Cameron (2005) contend that because individuals bring different backgrounds to their workplace, there will always be conflict that is based on personal differences. Besides, Dirks and Parks (2003) explain that people's values and needs have been shaped by different socialization processes that depend on differing cultural and family traditions, levels of education, breadths of experience and others. Nelson-Jones (1995) buttresses this issue of personality clashes with the idea that conflict stemming from incompatible personal values and needs are mostly difficult to resolve since they often become highly emotional and take moral overtones. Under these conditions, disagreement on what is factually correct easily turns to a bitter argument over who is morally right.

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2.11 Effects of Conflict

The situation in which the impression is created that conflict has only negative and devastating repercussions is just unfortunate; conflict is like a double edged sword and so has equally positive and negative implications. Mankoe (2007) confirms this opinion when he claims that, in everyday life, there has traditionally been emphasis on the negative and dysfunctional aspects of conflict. He explains that the definition of conflict as the existence of incompatible goals thought or emotions may portray at once that all conflict are bad and therefore exert negative impact on organisational ineffectiveness. Conflicts can be positive, negative, or balanced.
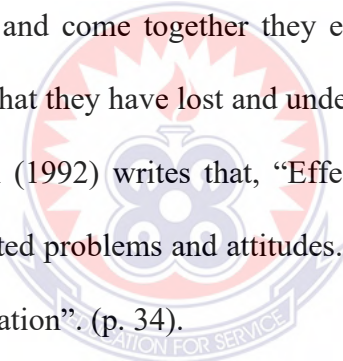
Afful-Broni (2007) also opines that as incredible it may seem at sight is not always negative phenomenon. There are positive effects of conflicts; for the purpose of the study the writer briefly reviews literature on both positive and negative impact of conflict in order to equip administrators with the strengths and weakness of conflict so they could effectively discharge their responsibilities.

2.11.1 Positive effect of conflict

Hellriegel cited in Mankoe (2007) contend that, conflict in organisations can be a positive force. They explained further that the creation and/ or resolutions of conflicts often lead to constructive problem solving. The need to resolve conflict can cause people to search for ways of how to do things. The conflict resolution process is often stimulus for positive change within an organisation and the search for ways to resolve conflict may not make changes more acceptable.

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Afful-Broni (2007) expresses some ways in which conflict impacts positively on organisation such as the school. A unit section or department, which may have been overlooked over certain issues, could use conflict to call attention to their plight. It also produces changes in the established ways of doing things thereby enhancing group restructuring. Conflict further present opportunities for issues clarified redefined and sharpened. He further explains that conflict improves the decision making process in the schools as stakeholders who were formerly involved in deliberations or in the taking of decisions that affect their lives may now be included.

Indeed it is a fact that when parties go through the bitter experience together and they are able to resolve it and come together they experience some sense of cohesion within which they realise what they have lost and understand each other. In support of the positive elements Zikmann (1992) writes that, "Effectively managed conflict can help identify previously undetected problems and attitudes. They can also clarify uncertainties and improve overall cooperation". (p. 34).

2.11.2 Negative effects of conflicts

Nelson-Jones (1995) explains that not only can conflict in the workplace cause great stress and unhappiness but it also can lower outputs and in extreme cases, bring strikes. Furthermore, Barker and Gum (1994) emphatically state that many times, in the midst of conflict, opposing individuals or groups will put their own interests or goals above those of the organisation, resulting in the lessening of the organisation's effectiveness.

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Owens (2001) also opines that frequent and powerful conflict can have a devastating impact on the behaviour of people in an organisation in that conflict often develops into hostility which also causes people to withdraw both physically and psychologically. In a school situation, physical withdrawal can take the form of absence, tardiness and turnover which is often written off by laziness on the part of the teacher. Psychological withdrawal can also take the form of alienation, apathy and indifference. Owens (2001) add that though a solution may be reached in conflict resolution, the means of gaining the solution may cause pain to the people involved and general weakening of relationships.

Contributing to the adverse effects of conflict, Ozigi (1977) assert that conflict can lead to outright hostile or aggressive behaviour such as mob action, property damage and minor theft of property. They explain that in some cases, the frustrated individual may direct aggression against the person or object perceived to be the cause of the conflict. In other instances, Ozigi (1977) say that aggression may be displaced towards a person who is not directly involved in the situation. For instance, a teacher may displace aggression on a pupil who is not directly involved in a conflict between the child's parent and the teacher by inflicting various forms of punishments on the pupil. Whetten and Cameron (2005) conclude that most people have ample evidence that conflict often produces harmful results because some people have a very low tolerance for disagreement (whether it is a result of family background, cultural values or personality characteristics) and that interpersonal conflict saps their energy and demoralizes their spirits.

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It can be seen from the discussion that the notion that conflict has negative effects and thus, should be eliminated does not wholly give the right impression. It is seen from the literature cited that in modern times, conflict has been given a different dimension resulting in the idea that conflict is neither inherently good nor bad but simply inevitable wherever people are found. It should be accepted that too much conflict can have adverse effects on individuals, groups and organizations because conflict resolution involves using up productive time and scarce resources, and diversion of energies that could more constructively be used elsewhere. On the other hand, little or no conflict in an organisation for instance can also be a negative sign as it can lead to apathy and lethargy, and provide little or no impetus for change and innovation. Conflicts may be beneficial if they are used as instruments for change or innovation. As seen from the discussion, conflicts can improve relationships and the quality of decision making in an organisation if they are managed constructively.

It is also evident from the literature cited that some conflict situations produce nothing positive and that conflict may have either positive or negative consequences for individuals, organisations and the society depending on its frequency and how it is managed. As people try to settle conflicts with physical reactions which produce negative outcomes like hitting, kicking and scratching which hurt people, such physical reactions may be interpreted as a means of finding solution to the problems. These however, tend to be damaging to relationships while violence may lead to more violence. Another negative effect of conflict is that emotions are sometimes so strong that some people want to strike at the other person. Whether conflict can produce positive or negative effects

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depends on how that conflict is tackled or the strategy used to settle or resolve the conflict.

Even though it may be obvious that conflict often comes with a cost what may not be known is the extent to which this cost may go. Experts in the field of conflict however, establish that, it has a devastating impact on any given society. Appreko (2008) identified the effects of conflict as mutual suspicions and distrust, destruction of life and property, destruction of infrastructure, general security, internal displacement and destruction of the economy (Mintah, 2008) who contended that, conflict may lead to the destruction of lives properties displacement of people, dissipation of resources poverty slow pace of development and hatred.

Afful-Broni (2007) in supporting the crusade of trumpeting the negative effects of conflict came up with the following negative results of conflict. These include; break in communication, suspicion and mistrust, weakening of family spirits loss of valuables, divisiveness and bitterness, needless tension, apathy and development paralysis.

Owens (2001) cited in Mankoe (2007) observes that frequent and powerful conflicts can have a devastating impact upon the behaviour of people in organizations. He further explains that conflict often develops into hostility which also causes people to withdraw both physically and psychologically. A further exposition on this assertion is that in the school situation physical withdrawal takes the form of absenteeism, tiredness and negative turnover which is often written off by administrators as laziness on the part of teachers which leads to poor performance on pupils/student's academic work. Psychological withdrawal takes the form of alienation, apathy and indifference.

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A critical examination of the above submission portrays conflict as an unworthy course and should not be entertained by any serious minded human being. Even though positive characteristics have been well established, the repercussions outweigh the positives and are so devastating.

2.12 Conflict Resolution

Conflict response style as a kind of behaviour a person exhibits when a conflict emerges (Meeks, Heit & Page, 2005). Hoy and Miskel (2005) asserts that conflict situation offers everyone an opportunity to choose the conflict management or response style appropriate for the conflict. Wheeler (1995) says that the key to effective conflict preservation and management is the choice of appropriate conflict management style. To Wheeler, although people have favourite styles they use in conflict situations, they are capable of choosing a different style when it is due. In the opinion of Owens (2001), because it is not always likely for one to control the source of conflict, it is paramount that one sticks to how to respond to conflict in a more acceptable and responsible manner. Similarly, Hoy and Miskel (2005) agree that in order to manage conflict between others effectively, it is important to be aware of the early warning signs of conflict and the causes of disagreements.

Wheeler (1995) has identified five types of conflict management styles which are described as co-operative or collaborative problem solving, competing, avoiding, accommodating and compromising. These are explained as follows:

i Collaborating: According to Wheeler, this style enables people to work together so that everyone can win. In using this style people try to find a solution that will help everyone

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meet their interest and help everyone maintain a good relationship. This is in line with Owens (2001) explanation that the collaborative style involves a behaviour that is strongly cooperative and assertive which reflects a win-win approach to resolving conflict. Furthermore, Wheeler (1995) says that the collaborative approach enables both parties to work as a team to prevent unnecessary conflict and also to arrive at mutually satisfactory solution in real conflict; thus, neither of them attempts to impose his or her interest on the other. Additionally, the approach assumes that each of the parties is prepared to work on their inner difficulties to ensure peaceful conflict resolution.

Whetten and Cameron (2005) contend that this approach, which is sometimes referred to as the "problem solving" mode, attempts to address fully the concerns of both parties so that both of them can feel that they have won the case. They are of the view that people who use the collaborative style are highly assertive with regards to reaching their goals but have a great deal of concern for the other person.

ii Competing style: According to Bodtker (2001), choosing a competitive style to resolve a conflict means a person is putting his or her interest before everyone else's interest. As Wiston (1997) indicates, people who adopt a competitive style try so hard to get what they want that they end up ruining friendships or relationships. In the view of Wheeler (1995), there is always a winner and a loser with the competing style which allows one party to adopt the "I win-you lose" approach to resolving the conflict and so does all in his or her power to win the conflict. For instance, one party's tactics may include manipulation, not telling the whole truth, not admitting mistakes and sending negative verbal, voice and body messages. Olson and DeFrain (2001) have observed that those who employ the competitive style of conflict resolution tend to be aggressive and

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uncooperative, perusing personal concerns at the expense of the other and in effect, such people try to gain power by direct confrontations and try to win without adjusting their goals and desires in light of the other person's goals and desires.

iii Compromising style: compromise is as an agreement in which people concur to accept less than they originally wanted. People who rely on the compromising style to resolve conflict find it necessary to satisfy some of their interests but not all of them; and such people are likely to say "let us split". Whetten and Cameron (2005) posit that compromise is an attempt to have a partial satisfaction for both parties in the sense that both receive the proverbial "half loaf…" and this compels both parties to make sacrifices to obtain a common gain.

iv Avoiding style: Hoy and Miskel (2005) refer to the avoiding approach as a method of dealing with conflict from a safe emotional distant. As with viewing a distant mountain range, the specific details get lost the farther away one is. In the same way emotional distancing as part of the avoiding approach may mean that there is difficulty in emphasizing or putting on another's shoe. This brings in Wheeler's (1995) notion that people who choose the avoiding style do not normally get involved in a conflict because such people tolerate whatever their opponent does in order to escape conflict. Bettmann and Moore (1994) emphasize that the avoiding style involves a behaviour that is unassertive and uncooperative, as a result an individual chooses this style to stay out of conflict, ignore disagreements, or remain neutral. The avoiding approach might reflect a decision to let the conflict work itself out, or it might reflect an aversion or tension and frustration.

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v Accommodating style: Accommodating style means surrendering one's own needs and wishes to please the other person. According to Olson and DeFrain (2001), people who opt for an accommodating style deny themselves to put their interest last and let others have their way. Many times, they say, such people believe that keeping a good relationship is more worthwhile than anything else. In accordance with this notion, Whetten and Cameron (2005) maintain that the accommodating style satisfies the other party's concerns while neglecting one's own. They conclude that the difficulty in habitual use of the accommodating style is that it emphasizes preserving a friendly relationship at the expense of critically appraising issues and protecting personal rights.

In explaining the accommodating approach, Dirks and Parks (2003) indicate that this style involves a behaviour that is cooperative but not assertive and which may mean an unselfish and a long term strategy to encourage others to cooperate or submit to the wishes of others. They describe that accommodators are usually favourably evaluated by others but are also perceived as weak and submissive.

Based on the discussion of the five conflict response styles, it could be deduced that avoiding or ignoring conflict does nothing to improve the situation because when conflict is driven underground, it only grows and will stay underground until it is so intense that an explosion may be the next step. It is also seen that collaboration and compromise are the most productive forms of addressing conflict because there is not a winner or loser but rather a working together for the best possible solution. On the other hand, those who adopt a competitive style try so hard to get what they want that they ruin friendships or relationships. It is also evident that individuals who opt for the accommodating approach deny themselves to contain conflict for the benefit of others.

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When conflict occurs, people most commonly employ one or a combination of these conflict response styles and generally respond to conflict using what skills they have learned and moreover, are most comfortable with. Like parenting where most people receive no formal instruction but engage in it on the basis of what has been modeled for them in the past, so do people learn how to resolve conflict through experiencing one or more of these problem-solving styles in use. This implies that people have options for managing or resolving conflicts. The decision to maintain good relationships after conflict is perhaps, the best option. This is also probably the best option for resolving conflicts in the school system in order to sustain interpersonal relationships to ensure effective teaching and learning.

2.12.1 Goals of Conflict Resolution Education Programs

Four broad goals are discernible through the conflict resolution education (CRE) literature. Each goal suggests outcomes that may be monitored to evaluate CRE effectiveness.

2.12.1.1 Create a Safe Learning Environment

In the 1990s, one of the National Education Goals of USA stated, "all schools in America will be free of drugs, violence and the unauthorized presence of firearms and alcohol, and will offer a disciplined environment that is conducive to learning" (U.S. Department of Education, 1998).

In response to that goal, Congress passed the Safe and Drug-Free Schools and Communities Act of 1994, which funded the Safe and Drug-Free Schools unit in the U.S. Department of Education. Since its inception, that office has sought to develop,

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implement, and monitor initiatives that can help create safe learning environments in schools. Among those initiatives are conflict resolution education programs (Cuervo, 2003). Programs that emphasize this goal are interested in the following kinds of outcomes: decreased incidents of violence; decreased conflicts between groups of students, particularly intergroup conflicts based on racial and ethnic differences and decreased suspensions, absenteeism, and dropout rates related to unsafe learning environments.

2.12.1.2 Create a Constructive Learning Environment

Teachers and administrators know that learning cannot take place without a constructive learning environment for students: one with a positive climate, effective classroom management, and a respectful and caring environment where children feel safe to share ideas and feelings (Cuervo,, 2003). Teachers often wrestle with classroom management and classroom discipline, especially in urban education environments. For this goal expected outcomes include: improved school climate, improved classroom climate, increased respectful and caring environment, improved classroom management, reduced time that teachers spend on disciplinary problems in the classroom and increased use of student-centered discipline

2.12.1.3 Enhance Students' Social and Emotional Development

At the heart of all CRE is the hope of helping children to develop as better people – to be more socially and emotionally competent so that they can lead happier lives and contribute more positively to society (Cuervo, 2003). If this is achieved, the logic is that other CRE goals will also be accomplished (Lantieri, 2001).

It is in the pursuit of this goal that CRE programs most often overlap with social and emotional learning programs (Cuervo,, 2003). When CRE is effective in achieving this goal, the benefits include outcomes like these: increased perspective taking; improved problem-solving abilities; improved emotional awareness and emotional management; reduced aggressive orientations and hostile attributions and increased use of constructive conflict behaviors in schools and in home and community contexts.

2.12.1.4 Create a Constructive Conflict Community

Cuervo (2003) argues the creating a constructive conflict community requires developing and advocating for social justice. The author posit that a constructive conflict community is also one in which there is a shared responsibility for social ills and social accomplishments. In such a community, destructive conflict is seen as something the community needs to address. This is one of the basic assumptions underlying the notion of restorative justice approaches to CRE. Whittall (2003) assert that success in creating a constructive conflict community would be evident in outcomes including the following: increased parental and community involvement in school affairs; increased links between school CRE and community CRE efforts and decreased community tension and violence.

2.12.2 Resolution of conflicts in schools

The chief executive or a school manager, that is, the principal, is responsible for the overall institution, control and maintenance of standards in the school (McNamara, 2007). A principal is therefore, a manager of school and is accountable for ah that happens in the school. He is in charge of a community of variety of staff and students and it is to her/him that they look upon for guidance and direction (Iravo, 2002). Kochhar (1988) emphasizes the importance of the principal whom he notes is the key cornerstone

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in the arch of school management and has the steering wheel in his hands. Kochhar asserts that the principal should be a group leader who knows how to involve people, arrange conditions and initiate process that bring out the best in each participant, that is the school personnel who include employees (teachers, non-teaching staff), and the students.

The principal stimulates the teamwork, co-ordinate their efforts, plans what to be done, directs the finding of solutions to common problems of the institute and evaluates performance to get reason for failure or success. Ozigi (1977) emphasizes that, the school reputation largely depends on the principal who can make or mar the schoolSchools rise to fame or sink to obscurity as greater or lesser principals have charge of them. It is said The school is as greater as the principal because everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching among other human relationship, bear the impress of his/her personality and the way conflict resolutions are handled.

Schools do not become great because of magnificent buildings but because of magnificent principals who are keen on the role of management in conflict resolution. The principal therefore occupies a very significant office in any educational system. To be effective he needs, among others: drive, energy, vision, personality and management in conflict resolution technique. Institutions, especially large and complex ones employ different groups of people who have to be coordinated in the best way possible in order to achieve both individual and Institutional goals.

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This means that the management has to create an environment in which members can cooperate with each other. However, work groups usually have a tendency to compete for limited resources, power and status, to the extent of disrupting the cooperative efforts. Besides internal conflict, management also faces conflict from external forces. These may include government, trade unions and economic conditions (Van, 1989).

According to Griffin (1994), a principal's public and professional reputation will depend more on the standard of stability in his school than on any other single factor that is, good stability brings good results in every field of school endeavour. A principal who lets any form of conflict out of his hands is risking trouble. Should an instance of mass conflict occur, the wise principal will resist the temptation to find a scapegoat, be it the Ministry of Education, the board of governors, politicians, parents and staff, but will instead take a long hard look at his own conflict management methods. If his school becomes unstable in any way, then it implies that, foundations of management in conflict resolution were not established in the school, and the blame for this is his/hers.

2.13 Conflict Resolution and Conflict Management

Conflicts may be resolved or managed. A conflict exists whenever incompatible activities occur (Deutsch, 1973). An activity that is incompatible with another activity is one that prevents, blocks, or interferes with the occurrence or effectiveness of the second activity. According to Cuervo (2003), conflict resolution is solving the problem so the conflict is ended. Conflict management is handling the conflict so it is under control. Conflicts are constructive to the extent they: result in an agreement that allows all

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participants to achieve their goals; strengthen the relationship among participants, and strengthen the ability of participants to resolve their future conflicts constructively (Deutsch, 1973; Johnson & Johnson, 2006).

Constructive or destructive outcomes result from conflict depends largely on the context in which the conflict occurs. In situations dominated by cooperation, conflicts tend to be viewed as problems to be solved. Individuals tend to communicate effectively, accurately perceive the other person and his or her position, trust and like the other, recognize the legitimacy of the other's interests, and focus on their own and others' well being. In situations dominated by competition, conflicts are viewed as win-lose situations. Individuals tend to focus on gaining an advantage at the expense of others, communicate misleading information, misperceive the other person's position and motivation, be suspicious of and hostile toward others, and deny the legitimacy of others' goals and feelings.

Conflict is an inevitable phenomena that occurs in every part of our daily life, whether within or outside of the organizational context. Conflict has captured a tremendous amount of attention from both academic scholars and practitioners, as they found increasing conflict in and among organizations (Gibson & Callister, 2010). Researchers have noted numerous studies of conflict bringing positive results; however, other studies have demonstrated the opposite results. Contributing to the conflicting research results is the absence of productive conflict management skills impact upon the outcomes of conflict (Rahim, 2011).

The focus of conflict researchers have not been on determining the causes of conflict. Various factors contribute to setting the stage for conflict to emerge. Dirks and

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Parks posited that the interdependence of the disputants, with actual or perceived differences in goals, values, or aims, who view the other party as potentially interfering with the attainment of those goals, values, or aims lead to conflict in the workplace (Dirks & Parks, 2003). Putnam and Poole (1987) viewed the competition for resources, coordination of systems, work distribution, and participation in decision making as key factors to conflict in organizations. The rising conflicts between departments within organizations are attributed to the increasing strains produced by resource and workflow interdependence between departments and differences in their short-term objectives and their desires for autonomy (Nauta & Sanders, 2001).

Conflict management researchers suggest that conflict is a multidimensional construct (Jehn, 1992). Conflict can be a benefit or a detriment, which depends largely on the type of conflict and how it is managed (Jehn & Mannix, 2001). Researchers have identified several different types of conflict, which resulted in a proliferation of terminology with significant conceptual overlap (Dirks & Parks, 2003). In particular, one distinguishable type of conflict (e.g., interpersonal, relational, affective, and emotional conflict) induced negative results, whereas another distinguishable type of conflict (e.g., task, debate, substantive, and cognitive conflict) promoted positive outcomes (Dirks & Parks, 2003). They argue that there is consistency in conflict style across types of conflict and these types very much influence conflict management styles (Sternberg &Soriano, 1984). Among them, Kilmann and Thomas' (1975) two-dimensional model of conflict management and dual concern model are the most widely used models. However, research findings have been conflicting. De Dreu and Weingart's (2003) meta-analysis found the same significant relationship between both types of conflict and conflict

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outcomes. They concluded that both types of conflict were disruptive and the classification was not so useful.

Conflict itself cannot bring useful functions or harmful outcomes to organizations, instead the conflict outcomes depend on the employee's personal awareness and acknowledgment of the value of conflict and conflict management skills (Rahim, 2011). Essentially, conflict has no direct relationship to positive or negative outcomes. The positive results of conflict result from the use of appropriate conflict management skills and the negative results of conflict come from the use of inappropriate conflict management skills (Barki & Hartwick, 2001). Research indicates that high performance employees know how to manage conflict so that conflict makes a positive contribution, while less effective employees avoid conflict or allow it to produce negative consequences that in turn produce poor work performance. Researchers have noted numerous studies of conflict bringing positive outcomes; however, other studies have demonstrated negative results (Rahim, 2011).

Contributing to the conflicting research results is the absence of effective conflict management skills impact upon the outcomes of conflict. Poor conflict management skills cause conflict escalation and negative results. Managing conflict in a way to reduce its destructive effects while capitalizing on and enhancing its productive effects is critical to organizations. Researchers have studied a multitude of mechanisms to manage conflict productively in business environment (Stewart & Barrick, 2000). Johnson and Johnson (2006) and Tjosvold (2000) demonstrate the open-minded discussion of conflicting perspectives for mutual benefit, labelled constructive controversy, is an effective way to manage conflict effectively in order to capitalize on the potential positive outcomes of

conflict (De Dreu & Gelfand, 2008). According to Covey (2002), the following approaches can be used to resolve conflict: arbitrations, mediation, reconciliation, bargaining, problem solving, and peacekeeping. Any of these can come through the use of force.

Covey (2002) articulates three strategies for peaceful conflict management between and among aggrieved parties. They include mediation, arbitration and reconciliation and each of these strategies can be used to resolve conflict among and between aggrieved parties. He explains that the mediation strategy of conflict resolution basically seeks to provide a voluntary framework for dispute settlement between warring parties in dispute. The parties select a third party who acts as a mediator or a facilitator. The mediator has no power to provide the outcome. The parties determine the outcome of the mediation process by mutual agreement. If the mediation process fails, the parties in dispute are free to withdraw from the process, launch legal proceedings at any time or turn to one or more arbitrations.

Covey (2002) explains the arbitration strategy unlike mediation is a private process between the aggrieved parties in dispute. The arbitration is more formal than the mediation process. It has an element of extra-judicial approach to dispute settlement. The warring parties choose a neutral third person to become the arbitrator to solve the dispute. The arbitrator is expected to be neutral and knowledgeable. He is expected to follow and apply the rules, guidelines and procedures defined and agreed upon by the parties involved in the dispute. The parties in the dispute must agree on the place of the arbitration, the use of language and application of rules and laws during the arbitration process. The outcome of the arbitration process is binding to both parties.

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The third strategy, which is reconciliation by Covey presupposes the willingness of the conflicting parties to settle and resolve their differences with a view to restore and harmonize their relationships. The primary goal of the reconciliation process is to restore a peaceful relationship between the conflicting parties and to create a new order based on consensus and key values, which encourage and promote cooperation among parties in conflict. The reconciliation process therefore attempts to adjust and change the embedded values and attitudes of the conflicting parties and steer them towards a shared common vision based on shared common identity. It tries to overcome the conflicting parties fear, anger and revengefulness towards each other it is fundamentally crucial however the parties in dispute acknowledge that they both have problems and should be willing to resolve through peaceful means.

The reconciliation process merely assists them to jointly analyse the conflict, acknowledge the injustices it has caused and agreed to build bridges between them through healing process, forgiveness and moral responsibility. According to McPheat (2008), as a manager one can spend a significant amount of time focusing on how to deal with conflict as it arises. No two situations are going to be alike so you will find a grasp upon a handful of different beneficial than not. There are mirages of ways to deal with conflicts but here are few McPheat (2008) suggested:

Avoid the conflict: this according to McPheat (2008) seems as though not a strategy at all but if you are consciously monitoring a conflict while avoiding it you will be able to intervene when necessary. To him avoidance tends to work very well if two employees are involved in a simple disagreement and are likely to come to their own conclusion without help.

Find a compromise: This is meeting with both parties to understand their points of view and figure out what each one can give up in order to make each one happy. Each should find resolution to be palatable in some way or form they will each be forced to stand down on issues while maintaining their position on others but no one person will be forced to completely give up on his or her own idea.

Stage of confrontation: According to McPheat (2008) this stage can be scary and stressful but sometimes allowing all parties involved in a conflict to air their views is enough to make the conflict go away. Everyone will have to verbalise their position and reasoning, this gives each participant enough information to come and agree upon a logical conclusion. Confrontation should be used carefully however, as some individuals will perceive the situation as a personal attack and walk away feeling hurt.

Technique for avoiding and resolving conflicts include; meet conflict head-on, set goals, plan for and communicate frequently, be honest about concerns, agree to disagree, understand that healthy disagreement would build better decisions. Get individual's ego out of management style. Let your team create: people will support what they help create. Discuss differences in values openly continually stress the importance of the following policy- communicate honestly and avoid playing 'gotcha' type games. Provide more data and information than is needed. Develop a sound management system.

Another strategy in conflict management is to seek consensus. Balance power is one tactic for building a sense of fairness. Finding the appropriate way to resolve conflict over an issue is another. Leaders that manage conflict effectively use a two-step process called consensus with qualification. It works as these executives talk over an issue and try

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to reach consensuses. If they cannot, the most relevant senior manager makes the decision guided by input from the rest of the group.

How does consensus with qualification create a sense of fairness? A body of research on procedural justice shows that the process fairness which involves significant participation and influence by all concerned, is enormously important to most people. Individuals are willing to accept outcomes they dislike if they believe the process by which those results come about was fair most people want their opinions to be considered seriously but willing to accept that those opinions cannot always prevail. That is precisely what occurs in consensus with qualification.

Cuervo (2003) states that conflict resolution is a process of attempting to resolve a dispute or a conflict. Successful conflict resolution occurs by listening to providing opportunities to meet each side's needs, and adequately address their interests so that they are each satisfied with the outcome. Conflict practitioners talk about finding the win- win outcome for parties involved. In the win-lose dynamic found in most conflicts. Whiles conflict resolution engages conflict; once it has already started conflict prevention aims to end conflicts before they start or lead to verbal physical or legal fighting or violence.

Conflict itself has both positive and negative outcomes. Practitioners in the field of conflict resolution aim to find ways to promote the positive outcomes and minimise the negative outcomes. Roloff, stressed again that there are debates in the field of conflict work as to whether all conflicts can be resolved, thus making the term conflict resolution one of the contention. Other common terms include conflict management, conflict transformation and conflict interventions.

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Conflict management can be the general process by which the parties towards conclusion manage conflict; however, it is also referred to as a situation where conflict is deliberate Person, social and organisational tool, especially used by capable politicians and other social engineers. Conflict resolution process can vary. However group conflict involves two or more groups with opposing views regarding specific issues. This last, but though is quite not entirely demanded if the outside is well respected by the opposing parties. These methods all require third party intervention, a resolution method which is direct between the parties with opposing views in negotiation

According to Mankoe (2002), conflict management consists of interpersonal styles, negotiating strategies and structural interventions that are designed to avoid unnecessary tension, or to reduce excessive conflicts. Mankoe discusses the following interpersonal conflict handling styles:

Avoiding Styles: This style involves behaviours, which are unassertive as well as not co-operative. An individual with this style chooses to stay out of conflict, ignore disagreements remain neutral. This approach might reflect a decision to let the conflict work itself or it might reflect an aversion to tension and frustration.

Accommodating Style: The accommodating style involves a behaviour that is cooperative but not assertive. Accommodators justify their style with the statement:

- If it makes other people happy I am all for it
- I like to smooth over disagreement to by making them appear less important
- One ease conflict by suggesting that our differences are trivial and then show good will by blending my ideas into those of the other person.

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2.14 Conflict Resolution Education and Related Fields

At its inception, CRE was narrowly focused on the application of mediation models to K–12 populations. Yet in the past twenty years, the field has expanded in form and function, an expansion that has increased its potential as much as it has obscured its boundaries. Today CRE overlaps with a number of related fields like peace education, violence prevention, social and emotional learning, and anti-bias education (Whittall, 2003).

2.14.1 Peace education

Whittall (2003) describes peace education as including ". . . antiracism, conflict resolution, multiculturalism, cross-cultural training and the cultivation of a generally peaceful outlook." According to Whittall (2003), peace education helps develop communication skills of active listening and assertive speech, problem-solving skills of brainstorming or consensus building, and orientation skills of cultural awareness and empathy.

CRE and peace education are similar in terms of basic motivations, goals, key skills, and content (Cuervo, 2003). Yet CRE is domestically applied and peace education is internationally applied, and peace education has a stronger emphasis on social justice orientations and larger systemic issues of violence than conflict education programs.

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2.14.2 Violence prevention

Violence prevention programs often include a CRE component, but are more likely to include increases in safety and security issues relevant to the prevention of serious violent behaviors that are, luckily, still quite rare in schools (Burstyn, Davis, Douglas, Guerra, & Harris, 2001).

Violence prevention efforts seek to decrease serious risk behavior, including violence toward self and others, risky sexual behavior, and substance abuse (Wilson, Gottfredson & Najaka, 2001). The author maintained that CRE is focused more on the development of important life skills that help students find nonviolent ways to handle their problems and thereby may decrease violent behavior.

2.14.3 Social and emotional learning

Conflict Resolution Education (CRE) and social and emotional learning (SEL) programs help students develop emotional, cognitive, and behavioral competencies (Elias, Zins, Weissberg, Frey, Greenberg & Haynes, 1997). The authors further argued that conflict resolution educators heartily endorse the following suggested competencies articulated by the Collaborative for Academic, Social and Emotional Learning.

In the emotional domain, students should learn to identify emotions, control anger, manage frustration, and respect others' feelings (Cuervo, 2003). In the cognitive domain, the author argued that students should develop the ability to take the other's role or perspective, problem-solve, set goals, and cooperate. In the behavioral domain, students should build interpersonal skills necessary for positive social interaction, including negotiating disputes, taking responsibility for actions, managing time,

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respecting others' space, and appreciating social norms. The differences in CRE and SEL are becoming harder to identify as the fields truly integrate.

2.14.4 Antibias education

Many people have argued convincingly that CRE does and should overlap with antibias education because prejudice is an underlying cause for conflict, and we need to realize the impact of prejudice on schools and communities (Musembi & Siele, 2004). Most antibias education efforts fall into one of the following four categories: cross-cultural awareness, prejudice reduction and appreciation for diversity, hate crime prevention, and examining the systemic roots of oppression to dismantle them (Whittall, 2003).

2.15 The World of Conflict Resolution Education (CRE)

As Jones and Compton (2003) articulate, CRE encompasses a number of programs and practices. The substantive and developmental foundation of CRE enhances social and emotional competencies through SEL (Elias, Zins, Weissberg, Frey, Greenberg & Haynes, 1997), with particular emphasis on emotional awareness, empathy and perspective taking, strategic expression, and cultural sensitivity.

Compton (2002) posits that these competencies are often delivered through specific curricula like Second Step in early elementary years. A second foundational tier is the integration of conflict education in ongoing curricula like language arts, social studies, math, and science; a development heralded as critical to the institutionalization of CRE (Batton, 2002).

Additional content-specific curricula are taught in general or in programmatic areas such as negotiation skills (Jones & Compton, 2003). And targeted programs address specific problems like bullying, peer harassment and bias-related conflicts (Prutzman, P., Stern, L., Burger, M. L., & Bodenhamer, G. (1988). The processes in which students and adults are educated include peer mediation (Cohen, 2003 cited in Jones & Compton, 2003), dialogue use of expressive arts and restorative justice (Conte, 2001).

Given the scope of CRE, there are certain parameters that were used in this review. Although CRE initiatives take place in arenas outside schools, like after-school programs (Whittall, 2003) and juvenile justice facilities, this article focuses exclusively on in-school CRE. There are exciting CRE and peace education efforts outside the United States (Whittalll, 2003), but this review concentrates exclusively on CRE practice in the United States. And finally, although the span of CRE is from preschool to higher education and although valuable research has demonstrated the effectiveness of CRE in these age groups (Sandy & Boardman, 2000).

2.16 Research on Conflict Resolution Education

There has been a great deal of research on CRE, making decisions about focus and boundaries in a research review article a challenge. First, previous literature reviews and generic meta-analyses are presented briefly. These resources are helpful and reduce the need to re-report what has already been described, but they have weaknesses.

Most of the earlier reviews group studies with very little discussion of how structural elements of the CRE program are related to implementation processes or

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outcomes. And given the intense interest in reduction of violence, many reviews focus heavily or exclusively on studies that have outcome measures related to violent acts or violent orientations (Wilson, Gottfredson, & Najaka, 2001).

The most egregious example is the U.S. Surgeon General's Report on Youth Violence which identifies peer mediation as ineffective. Since 2001, this report has been cited by CRE critics and uninformed administrators as "proof" that schools should not implement CRE. Yet this conclusion must be understood in terms of the report's focus on looking at "effectiveness" solely in terms of whether the program prevented serious physical violence (such as murder, stabbing, or shooting). In addition, many of the review articles are somewhat outdated, especially given the amount of published and unpublished research on CRE in the past five years.

Second, key structural elements of CRE are detailed: program types or models, educational level, target population, and implementation specifics. These provide the framework for the review of specific research studies.

2.17 Skills Needed in Constructive Conflict Resolution

Counselors, mediators, therapists and anyone else who is involved as a third party in the resolution of conflicts should possess four sets of skills according to Deutsch (1994). The first set of skills are those related to the third parties (i.e. the counselor) establishing a working relationship with each of the conflicting parties so that they will trust the counselor, communicate freely with him/her, and be responsive to her/his suggestions regarding an orderly process for negotiations.

The second sets of skills are those related to establishing and maintaining a cooperative problem-solving attitude among the conflicting parties toward their conflict. The third sets of skills are those needed in facilitating the group process and the teaching of decision making skills. Finally, the fourth set of skills involves the knowledge of issues surrounding conflict in general. Whittall (2003) posit that not only does the counselor need to be well trained in the above sets of skills, but also in the teaching of these skills to clients so that clients can resolve future conflict themselves in the future.

Deutch (1973), in his work at the International Center for Cooperating and Conflict Resolution at Teachers College in New York City has observed several factors worth noting about the teaching of conflict resolution skills. These factors are;

First, an important change in behavior is unlikely to occur from the training unless there is emphasis on skills (Deutch, 1973). The author maintained that teaching the knowledge is not enough; repeated practice using the skills in a variety of circumstances while being observed and corrected by a qualified person is needed to help reinforce the successful use of the skills. Knowledge of the principles plus the practice is needed to generalize to everyday situations. It is also helpful, as noted by Lyon (1991) that there exists a strong relationship between the counselor and the client. In addition, extensive follow-up will increase the likelihood of greater generalization (Lyon, 1991).

Second, the social and cognitive skills involved in constructive conflict resolution are fundamentally different than those involved in effective physical activities (Deutsch, 1973). Deutsch posit that in tennis, one gets immediate visual feedback if one serves

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poorly. Whereas especially in conflict the feedback is not immediate; people do not ask whether or not the proper meaning of the message was communicated.

It is assumed that in order for students to develop conflict resolution skills it is necessary for them to become aware of their existing techniques and motivations (Whittall, 2003). They need a good model in which they can compare existing skills. Then, through modeling, and feedback the new model will become internalized and become natural. Further. It is necessary for the student to be trained in the skills of giving clear feedback to the others with whom one is in conflict (Deutsch. 1973). By doing this, the student will be able to know how they are progressing in applying constructive resolution skills in daily situations.

Third, the constructive use of conflict resolution skills is more likely if the social context is favorable to their use (Deutsch, 1973). The author argued that for individuals to use their skills in unfavorable social contexts one would need to be able to step outside of this context and weigh the personal risks.

2.18 Earlier Reviews and Meta-Analyses in CRE and SEL

There are solid general reviews of CRE and SEL that readers will find valuable. Johnson and Johnson (2006) focused primarily on peer mediation programs and conflict education within a cooperative learning context. The review reports positive findings for efficacy of peer mediation and conflict education, particularly on increases in students' conflict knowledge, self-reported pro-social behavior, and negotiation skills and positive impacts on classroom climate.

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In 2000, Sandy and Boardman published a review chapter in the Handbook of Conflict Resolution that discusses the evidence in support of SEL and conflict education programs for children in preschool through high school. Of the general review pieces, it provides the most detail on preschool interventions and gives an excellent summary of the Peaceful Kids ECSEL (Early Childhood Education Social and Emotional Learning) Program the authors developed and evaluated at Columbia University Teachers College. ECSEL educates teachers and parents to model and teach emotional awareness, cooperative skills, empathy and perspective taking, and problem solving to preschool children. Sandy and her colleague reported significant increases in children's assertiveness, cooperation, and self-control and significant decreases in aggressive, withdrawn, and moody behaviors.

Preschool staff were able to independently integrate the skills in the class, and parents increased in authoritative (as opposed to authoritarian) parenting practices (Sandy & Boardman, 2000). In the general CRE area, the most comprehensive review is: does it work?

2.19 Theoretical framework

The contingency theory of strategic conflict management, which began as an elaboration, qualification, and extension of the value of symmetry, has, over the last decade, come into its own and emerged as an empirically tested perspective. Contingency theory argued that the complexity in strategic communication was best represented by a

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continuum of stance, not by a limited set of models of excellence (Fisher & Keashly, 1988).

This meta-theoretical analysis, while acknowledging the inspiration of the excellence theory, celebrates the maturing of the contingency theory by consolidating the development and advances the theory has made since 1997; documents the discoveries that have either added new insights to the theory or refuted postulations; charts the streams of research that have been extended and expanded from the original framework; and records the ongoing dialogue the theory has offered to the field to continually challenge prevailing presumptions and presuppositions (Pang et al., 2007).

Contingency theory in conflict resolution was pioneered by Fisher and Keashly (1988). In brief, the theory, which comes mainly from institutional psychology, is that, at different points during a conflict different types of third party intervention are more or less effective. Research from institutional psychology analogously applied to deep-rooted conflicts suggests moments at which substantive issues (interests) are most salient whereas at other times miscommunication and misperceptions block attempts to resolve. The assumption is that subjective elements get worse as conflict escalates.

Fisher and Keashly (1988, p. 34) summarized their argument as: "a contingency approach to third party intervention is based on the assessment that social conflict involves a dynamic process in which objective and subjective elements interact over time as the conflict escalates and de-escalates. Depending on the objective-subjective mix, different intervention will be appropriate at different states of the conflict".

Although, Fisher (1993) did, in a later article, consider human needs approach as the basis of analytical problem solving, this seems to have been a brief foray and later work discusses a contingency approach without reference to basic human needs. Where Fisher does engage other proponents, he seems to view needs-based problem-solving as part of a broader peace-building process and separates conflict resolution from a needs approach: The analysis of protracted inter-group conflicts as rooted in denial of basic human needs explains why such disputes defy traditional methods of conflict management and resolution (Fisher, 1993). Fisher places needs-based 'peace-building' within a contingency framework as, activities designed to improve the relationship and meet the basic needs of the parties, in order to de-escalate the conflict and render it amenable to peacemaking.

Peace building can then take its place as the essential bridge between peacekeeping and peacemaking. Conflict resolution in an institution practice depends on a circumstance, that is, a contingency. Contingency theory recognizes the influence of given solution on institutional behaviour patterns. There is no one best way to do things. It is difficult in determining all relevant contingency factors and showing the relationship can be very complex.

2.20 Theories of School Conflict

2.20.1 The Human needs theory

The concept of "Needs" will be used in this section to refer to important requirement for survival and satisfaction. Anticlifee (1998), argues that there exist in people in a wide range of needs which determines behaviour and motivation. In his hierarchy of needs Theory, he postulates that people have physical needs such as a need

for shelter and food. People, he also states, have needs for security, for love, for recognition, for esteem and fulfillment.

The theory of needs as driving forces for needs action has been advanced by other scholars, such as Kochhar (1988), Wheeler (1995) for example, maintain the failure to satisfy the needs mentioned above, results in frustration, insecurity, withdrawal and a persistence to fulfill them even in socially unacceptable ways. They postulate that when children feel that their sense belonging is threatened, they are likely to withdraw and seek attention through unproductive means. Wheeler, further, argues that a need like self-esteem is met out of the satisfaction of other needs, such as recognition, security, love and competence. When these needs are not realized, either in the family or in the school, children strive to acquire significance, competence and power by methods which adults disapprove of.

The views that human needs play a vital role in influencing behaviour has been emphasized by Winston (1997) Druiker argue that there are subconscious goals that motivate misbehaviour, such misbehaviour as attention seeking power and revenge is seen by Druiker as an indication of needs for belonging, security or warmth when an individual finds problem in satisfying in ethically approved ways. The Human Needs Theory thus emphasizes that conflict is a product of unsatisfied human needs. Burstyn sums this theory up succinctly, as follows: Conflict is not over objective differences of interest that involve scarcity. It is over fundamental values of security and identity.

2.20.2 Macro classical theory of conflict

Classical theory of conflict assumes that conflict stems from group competition and the pursuit of power and resources. This assumption is said to operate on conscious motivational factors in a material-oriented environment (Lyon (1991). Theorists believe the use of, and exercises of power are the major factors that trigger conflict. The theory postulates that in each instance of conflict, there are elements of cooperation. Cooperative engagements frequently engender elements of conflict. This supposes that an objective of conflict seeks to control power. This is mainly because power enables the individual or group to meet their conflict resolution needs. Conflict of this nature often results in win-lose situation since it is perceived as a zero sum conflict. Thus one group's gain is another's loss. It should be noted however that such conflicts mostly perpetuate in fractured societies such as educational institutions.
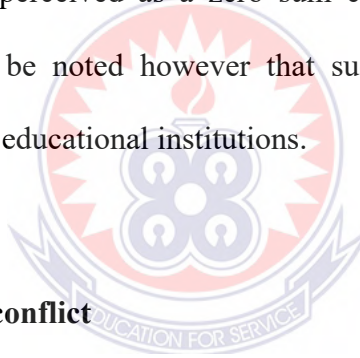
2.20.3 Micro theories of conflict

Micro theories of conflict are the behaviourists, who believe that the root cause of conflict lie in human nature and human behaviour; and that an important relationship between intrapersonal conflict and conflict that pervades and the external social order. Theorists are of the view that humans possess either biological or psychological characteristics that predispose them to conflict. Some proponents of micro theory of conflict that leans towards social learning theory such as Lyon (1991) however contend that conflict is not innate or instinctual but actually learned through the process of socialisation.

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Unlike the behaviourists, social learning theory contends that individuals acquire aggressive attributes by learning them at home, in school and by interaction with their environment in general. They argue that there is no scientific basis for viewing humans as innately aggressive and committed to being in conflict but rather conflict is as a result of socialisation, phenomenon of human organisation, planning and information processing that play on emotional and motivational potentialities.

2.20.4 The sociological conflict theory

While conflict is accepted as a central fact of society, every society has its unique conflicts. Wilson, Gottfredson and Najaka (2001) reported that Greek thinkers from Heraclitus to the Sophists treated conflict as a primary social fact. Jean Bodin, the harbinger of modern theories of sovereignty, expanded the ideas of conflict from Niccolo Machiavelli who founded the origin of the state and its key institutions in the same place. Owens (1987) developed them into a materialistic rationalism. There are two distinct traditions of conflict theory useful for the study.

The power relations tradition of political philosophy, reflecting the views of Machiavelli, Bodin, Hobbes and Mosca who have analyzed conflicts in a policy in terms of power relationships as well as seeing the State as the central object of analysis. Sociological Conflict Theory is largely a synthesis of these two traditions focusing on the unequal distribution of rewards in society.

2.20.5 Game theory

Winston (1997) argues that game theory provides analytical tools for examining strategic interactions among two or more participants. The author asserts that by using simple, often numerical models to study complex social relations, game theory can illustrate the potential for distrustful participants. Though, less familiar than typical board or video games, the lessons from these more abstract or hypothetical games are applicable to a wider array of social situations.

Zins et al. (2004) also assert that games used to simulate real life situations typically include five elements: players, or decision makers; strategies available to each player; rules governing players' behaviour; outcomes, each of which is a result of particular choices made by players at a given point in the game; and payoffs accrued by each player as a result of each possible outcome. These games assume that each player will pursue the strategies that help him or her to achieve the most profitable outcome in every situation. Whitall (2003) added that real life is full of situations in which people intentionally or unintentionally pursue their own interests at the expense of others, leading to conflict or competition.

Games used to illustrate these relationships often place the interests of two players in direct opposition: the greater the payoff for one player, the less for the other (Wilson et al., 2001). In order to achieve a mutually productive outcome, the players must coordinate their strategies, because if each player pursues his or her greatest potential payoffs, the shared outcome is unproductive.

This concept is illustrated below, using the Prisoner's Dilemma Game. This game illustrates the potential for cooperation to produce mutually beneficial outcomes. However, they also highlight the difficulties of obtaining cooperation among distrustful participants, because each player is tempted to pursue his or her individual interests.

Cooperation requires that both players compromise, and forego their individual maximum payoffs (Whittall, 2003). Yet, in compromising, each player risks complete loss if the opponent decides to seek his or her own maximum payoff. Rather than, risking total loss, players tend to prefer the less productive outcome. These models can provide insight into the strategic options and likely outcomes available to participants in particular situations. From this insight, decision-makers can better assess the potential effects of their actions, and can make decisions that will more likely produce the desired goals and avoid conflict.

It can therefore be inferred that game theory can be used to explain and address social problems in Ghanaian public secondary schools. Since games often reflect or share characteristics with real situations especially competitive or cooperative situations they can suggest strategies for dealing with such circumstances. Just as we may be able to understand the strategy of players in a particular game, we may also be able to predict how people, political factions, or states will behave in a given situation.

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2.21 Summary of Literature

This chapter reviewed the effectiveness of conflict resolution measures It came out from various researchers that conflict is inevitable and is prevalent in every human institution. Conflict is neither good nor bad and it depends on how it is resolved when it rear its ugly head. Conflict has both positive and negative effect.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter deals with the methods and techniques used in gathering data for the study. It discusses the research design, the population sample and sampling technique, instrumentation, data collection procedure and methods of data analysis.

3.1   Research Design

The study adopted a quantitative approach using a descriptive survey design. According to Fraenkel and Wallen (2003), quantitative research is the systematic scientific investigation of quantitative properties and phenomena and their relationships. The objective of quantitative research is to develop and use mathematical models, theories and/or hypotheses pertaining to natural phenomena.

The study also adopted a descriptive method of data presentation. Fraenkel and Wallen (2003) describe descriptive survey design as that method that involves asking a large group of people questions about a particular issue. Information is obtained from a sample rather than the entire population at one point in time which may range from one day to a few weeks. According to Amin (2005), this is one of the most commonly used research methods in social sciences, and it is used to gather data from a sample of a population at a particular time.

3.2 Population of the Study

According to Sekaran (1981), population of a research study is any group of individuals that has characteristics in common that are of interest to the researcher. All individuals or objects within a certain population usually have a common, binding characteristic or trait. Usually, the description of the population and the common binding characteristic of its members are the same. The target population for the research comprised all the teachers and students who hold positions in the four schools, a total of 172, comprising 120 students and 52 teachers. These four schools are Barekese Senior High School, Osei Tutu Senior High School, Toase Senior High School and Nkawie Secondary Technical School.

3.3 Sample and Sampling Technique

Howit and Cramer (2011) revealed that the quality of a piece of research does not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted.

A sample is the set of actual participants that are drawn from a larger population of potential data sources (Creswell, 2005). The study adopted the multi-stage sampling techniques to select its sample. Multi-stage sampling technique involves the use of more than one sampling technique when selecting sample size in a particular study (Creswell, 2003).

Purposive sampling was first used to select all the 120 students who hold positions in the 4 senior high schools and 52 teachers who hold various positions and have been in their positions for more than 5years in the 4 senior high schools. Amin

(2005) posits that purposive sampling is appropriate in situations where respondents are targeted due to their position, expertise, situation, etc.

To get an appropriate sample size for the study, an updated list of all the teachers who hold various positions and have been in their positions for more than five years and all the students who hold various positions were obtained from the headmasters of the four senior high schools in the Atwima Nwabiagya District.

The positions held by respondents were considered based on exposure to conflict resolution activities and obligations. For instance, a house master is mandated to mediate issues of conflict between students resident in his/her house. The same could be said of a form master for students in his class. The researcher selected teacher respondents who occupy these conflict related positions. These positions included housemasters, form masters, heads of department, house masters and mistresses, guidance and counseling coordinators, etc. The same technique was used to sample student respondents for the study. The study selected house prefects, school prefects and class prefects etc.

Simple random sampling was used to select a total sample size of 120 respondents out of the population of 170 in line with the determination of sample size for research work by Krejcie and Morgan (1970), made up of 80 students and forty teachers for the study. In respect of the student, 20 students were selected randomly out of the 30 students who were purposively selected from each of the four schools making up the total sample size of 80. A total of 11 teachers were also selected randomly out of the 13 purposively selected teachers each from Toase Senior High School and Nkawie Senior High Technical School while 9 teachers were selected out of 12 purposively selected

teachers each from Barekese Senior High School and Osei Tutu Senior High School making up a total sample size of forty 40 for the teachers. Here, 20 pieces of paper with the captioned "YES" were folded with another 20 with the captioned 'NO' also folded and mixed for the selected students of each school to choose. For the teachers selected, 10 pieces of papers captioned 'YES' were folded with another 3 pieces of papers captioned 'NO' were folded and mixed for them to choose and those who chose 'YES' participated in the study. This was done during break time of each of the four schools. The sample size of 120 was calculated using the De Vaus (2002) sample size population proportion formula shown below.

$$\frac{172}{1+172(0.5^2)} = \frac{172}{1.43} = 120$$

3.4 Sources of Data Collection

The data collected for the study comprised of primary and secondary data. The type of data, their sources and the instruments used in gathering them are discussed as follows:

- **Primary Data**

Primary data is data observed or collected directly from firsthand experience (Yin, 2005). Primary data is usually collected when using quantitative methods. Primary data can be collected through observation, discussions and the issuance of questionnaires. This study employed the use of questionnaires to collect primary data.

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- **Secondary Data**

Cooper and Schindler (2003) define Secondary data as data gathered for purposes other than the completion of a research project. Secondary data can be classified in terms of its source: internal and external. Internal data is data acquired within the company where the research is taking place whilst external data is data obtained from outside sources.

This study utilized both types of data. The Secondary data helped to cross-check official information. Relevant documents were collected and analyzed. These documents included policy statements, technical reports, Ghana Education Service regulations and standards related to school management and operations, etc.

3.5 Data Collection Instrument

The instrument used for collecting data for this study was the questionnaire. According to White (2005), questionnaire is instrument designed to collect data for decision making in research. A questionnaire is a printed self-report form designed to elicit information that can be obtained through the written responses of the subjects. The information obtained through a questionnaire is similar to that obtained by an interview, but the questions tend to have less depth (Burns & Grove, 1993). Opened and closed ended questionnaire was used in collecting data.

The questionnaire was constructed by the researcher with guidance from her academic supervisor. The questionnaire was a self- administered tool designed by the researcher. It was a 5-point Likert scale (1= Strongly Disagree, 2 = Disagree, 3 =

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Uncertain, 4= Agree, and 5 = Strongly Agree) in which higher score indicate more perceived positive responses.

The use of the questionnaire gave flexibility to respondents to answer the questions at their own time and convenience. Respondents who required further explanations were guided in completing the questionnaires. The questionnaire was made to collect demographic data and information related to the research objectives. The questionnaire sheet was short in order to encourage participation, ensuring that it would not take more than 5-7 minutes to answer. The questionnaire included a paragraph explaining the purpose of the study. The researcher administered the questionnaires personally to the 120 respondents.

3.6 Pre -Testing of the Instrument Used

A pilot testing was conducted to make sure the research instruments were valid and reliable. The purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate (Bell, 2005).

The questionnaire was pretested on 10 teachers and 15 students in Kumasi Secondary Technical School (KSTS). Respondents were conveniently selected as statistical conditions are not necessary in the pilot study (Cooper & Schindler, 2003). The purpose of the pre-test was to allow the researcher to make the necessary changes to items which were inappropriate and also determine the level of ambiguity of the questions for corrections.

3.6.1 Validity and Reliability

- **Validity**

The validity of an instrument is the degree to which it measures what it is intended to measure (Polit & Hungler, 1995). Content validity refers to the extent to which an instrument represents the factors under study. The relevance of the questionnaire items was established before they were used for the collection. This was carried out by giving the instrument to the supervisor of this work and other experts in research (lecturers) to scrutinize the items for proper construction. As recommended, this was done to facilitate the face validity of the instrument.

- **Reliability**

Polit and Hungler (1995) refer to reliability as the degree of consistency with which an instrument measures the attribute it is designed to measure. To determine the reliability of the instrument the questionnaire was administered on the same group of respondents twice in the pilot study and given two week interval between the first and second test and the coefficient of reliability from the two tests correlated.

3.7 Data Collection Procedure

The researcher sought permission from the Atwima Nwabiagya District Director of Education for an authorization to carry out the study after the University have approved of the research topic. The District Director of Education gave the researcher, the authority to carry out the study after which the researcher paid a courtesy call on all the sampled population. The questionnaires were thereafter administered on the respondents upon the approval of the management of the 4 selected senior high schools.

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In other to ensure high response rate, and also to give assistance in the form of clarification to some of the respondents who might have some challenges to the understanding of the questions, the researcher self-administered the survey questionnaire to solicit information from the respondents. The participants were also given enough time and space to reflect on each question item before providing their own responses to the questionnaire.

3.8 Data Analysis Procedure

The data that were collected was analyzed to ensure consistency. The data was analyzed with descriptive statistics such as mean, standard deviation, percentages and frequencies. The data was cleaned with the aim of identifying mistakes and errors which may have been made and blank spaces which have not been filled. A codebook for the questionnaire was prepared to record the response. The data was computed using the Statistical Package for Social Sciences (SPSS) software package. Frequencies and percentage were used to analyze and answer all the research questions. The data was also presented in figures and tables.

3.9 Ethical Considerations

All human institutions have some ethical issues to observe. Divulging of information by employees that can affect the institution is among several ethical issues relating to staff of the selected schools. These were addressed by first explaining the essence of the study to the respondents. The confidentiality of the information collected

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from respondents was considered by ensuring that their names and other information that could bring out their identities were not disclosed in the data collected.

They were also made to understand their role in the data collection activity to find answers to the research questions. To avoid imposing the questionnaires on respondents, they were given the choice to opt out if the exercise would affect them in any way. The methods and procedures explained above were used in seeking the needed data for the analysis which is captured in the next chapter.

Ethically this study upheld the key principles in research ethics as identified by (Yin, 2005). Identity of participants will be kept confidential thereby promoting anonymity of participants. Findings of the study will be reported without bias or political leanings. Participant(s) discovered to harbor bias or unethical leanings towards the schools were disqualified and replaced. Politically, this study does not contravene any law of the country therefore the researcher does not anticipate to run into any political clashes.
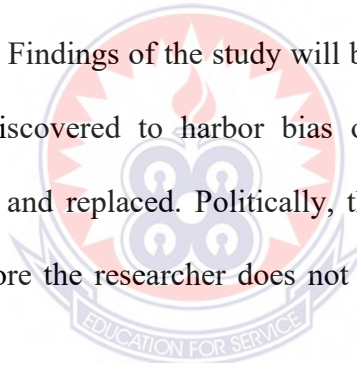
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter sought to analyze data collected from respondents. A sample size of one hundred and twenty (120) respondents, made up of eighty (80) students and forty (40) teachers were selected for the study. Tables and charts were used to present the data for the study.

4.2 Demographic Characteristics of Student Respondents

Table 4.1: Demographic Characteristics of Student Respondents

Variable	Frequency	Percentage %
Age		
14-17 years	26	32.50%
18-21 years	43	53.75%
Over 21 years	11	13.75%
Gender		
Male	36	45.00%
Female	44	55.00%
Form		
Form One	21	26.25%
Form Two	25	31.25%
Form Three	34	42.50%

Variable	Frequency	Percentage %
Living Status		
Mother Only	20	25.00%
Father Only	11	13.75%
Both Parents	26	32.50%
Relatives	23	28.75%

Source: Field Data Analysis, 2014

Before proceeding to analyze the general responses of the respondents in relation to the objectives of the study, the study sought to determine the demographic characteristics of the respondents in order to show the qualifications of the student respondents in giving valid, reliable and authentic responses.

Table 4.1 showed the demographic characteristics of the student respondents. In relation to the age distribution of student respondents, the study showed that more than half of student respondents, representing 53.75% were aged between 18-21 years. Again, 32.5% were aged between 14-17 years whilst the remaining 13.75% were over 21 years old. In relation to gender, females formed a majority with 55%. Males were in the minority, making up 45% of the sample population.

In relation to the academic standings of the sampled students, the study showed that 34 students were in SHS 3. This represented a percentage of 42.5%. SHS 2 students were 25, representing a percentage of 31.25%. A total of 26.25% were in SHS1. These findings indicated that, as the form of students increased, the number of students sampled from that form progressively increased as well. This showed that, as well as achieving a

representative sample of the student population, the study also selected majority of the students from the upper forms due to the perception of increased knowledge and experience about the inner workings and knowledge (experience) of the school.

In relation to the living status of student respondents, the study showed that 32.50%, representing a slight majority over other individual figures lived with both parents. Further, 28.75% of the respondents lived with relatives who were not their biological parents. Another 25.00% of the students lived with their mothers alone whilst the remaining 13.75% lived with their fathers alone.

4.3 Treatment of Research Questions

The general purpose of the study is to assess the effectiveness of conflict resolution measures in secondary schools using a study of selected senior high schools in the Atwima Nwabiagya District in the Ashanti region of Ghana

4.3.1 Identify the causes of Conflicts in Senior High Schools in Ghana

Research question one sought to identify the causes of conflict in senior high schools in Ghana. The study analyzed responses from both students and teachers in relation to the causes of conflicts between students and between students and teachers.

Table 4.2: Causes of Student to Student Conflict in Senior High Schools in Ghana (Student Responses)

	N	Mean	Std. Deviation	CV
Discrimination from the top student leadership (captains, prefects etc)	80	.2250	.42022	18.68
Feelings of superiority of some classes or form levels over others	80	.4500	.50063	11.12
Difference in perceptions on certain issues	80	.8875	.31797	3.58
Preferential treatment of certain students by the teachers or Admin	80	.6500	.47998	7.38
Differences in individual capabilities	80	.8625	.34655	4.02
Differences in their social-cultural backgrounds back at home	80	.7500	.43574	5.81
Limited resources (finance, materials, facilities etc.)	80	.8125	.39277	4.83
Difference in target goals amongst students	80	.7750	.42022	5.42
Differences in religious affiliations	80	.7125	.45545	6.39
Reward of individuals based on their individual performance rather than to overall school	80	.8125	.39277	4.83
Emotional and relationship (love affairs) issues	80	.4250	.49746	11.70
Social and cohabitation issues	80	.1750	.38236	21.85

Source: Field Data Analysis, 2014

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Table 4.2 shows students responses in relation to the causes of student to student conflict in senior high schools in Ghana. In analyzing responses from students, the study shows that student-to-student conflict are mostly as a result of such factors as discrimination from the top student leadership (captains, prefects etc), feelings of superiority of some classes or form levels over others, difference in perceptions on certain issues , preferential treatment of certain students by the teachers or the administration, differences in individual capabilities, differences in their social-cultural backgrounds back at home, limited resources (finance, materials, facilities etc.), difference in target goals amongst students, differences in religious affiliations, reward of individuals based on their individual performance rather than to overall school, social and cohabitation issues and emotional and relationship (love affairs) issues.

A mean analysis was conducted to determine the central location (average) of the data to help the study analyze the significance of the gaps between the various mean figures. The smaller/lower the value of the mean, the higher the frequency of responses that conflict factor received. The higher the frequency of responses given about a particular factor, the more likely a factor was in breeding conflict. The low mean of .1750 shows that social and cohabitation issues are more likely to cause conflicts amongst students than differences in perceptions on issues which has a high mean figure of .8875.

The study therefore showed that such factors as social and cohabitation issues (mean=1750), discrimination from the top student leadership (captains, prefects etc) (mean=.2250), feelings of superiority of some classes or form levels over others (mean=.4500) and emotional and relationship (love affairs) issues (mean=.4250) were more likely to breed or instigate conflict than the other factors listed on Table 4.2 above.

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The study went further to calculate the measure of variability and spread of the data set, and the relationship of the mean to the rest of the data. The study calculated the relation of the standard deviation to the mean, otherwise known as the coefficient of variation (CV). The study showed that the coefficient of variation for such factors as social and cohabitation issues (CV =21.85), discrimination from the top student leadership (captains, prefects etc) (CV =18.68), feelings of superiority of some classes or form levels over others (CV =11.12) and Emotional and relationship (love affairs) issues (CV =11.70) were rather large compared to those for the other functions.

A large coefficient of variation indicates that the data has a great deal of variability with respect to the mean but there is no general consensus among the sample unlike a small coefficient of variation which shows a general consensus among the sample respondents. The respondents in this study showed a general consensus about the five most likely student-to-student conflict breeders.

This finding conforms to that of Mayer (2001) who contends that conflict may be viewed as occurring along cognitive (perception), emotional (feeling), and behavioural (action) dimensions. This three-dimensional perspective can help us understand the complexities of conflict and why a conflict sometimes seems to proceed in contradictory directions. Conflict occurs between people in ah kinds of human relationships and in all social settings.

Because of the wide range of potential differences among people, the absence of conflict usually signals the absence of meaningful interaction. Conflict by itself is neither good nor bad. However, the manner in which conflict is handled determines whether it is

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constructive or destructive (Deutsch & Coleman, 2000). The incompatibility or difference may exist in reality or may only be perceived by the parties involved. Nonetheless, the opposing actions and the hostile emotions are very real hallmarks of human conflict.

Table 4.3: Causes of Student to Student Conflict in Senior High Schools in Ghana

(Teacher Responses)

	N	Mean	Std. Deviation	Std. Error Mean
Discrimination from the top student leadership (captains, prefects etc)	40	.1750	.38481	.06084
Feelings of superiority of some classes or form levels over others	40	.3250	.47434	.07500
Difference in perceptions on certain issues	40	.1500	.36162	.05718
Preferential treatment of certain students by the teachers or Admin	40	.2000	.40510	.06405
Differences in individual capabilities	40	.6750	.47434	.07500
Differences in their social-cultural backgrounds back at home	40	.7750	.42290	.06687
Limited resources (finance, materials, facilities etc.)	40	.2500	.43853	.06934
Difference in target goals amongst students	40	.8250	.38481	.06084
Differences in religious affiliations	40	.7750	.42290	.06687
Emotional and relationship (love affairs) issues	40	.1500	.36162	.05718
Social and cohabitation issues	40	.4250	.50064	.07916

Source: Field Data Analysis, 2014

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Teacher responses in relation to student respondents, whilst in some ways similar, were rather markedly different. Teachers saw the following factors as the most likely causes of student-to-student conflict: discrimination from the top student leadership (captains, prefects etc) (mean=.1750), difference in perceptions on certain issues (mean=.1500), emotional and relationship (love affairs) issues (mean=.1500), preferential treatment of certain students by the teachers or the school administrative staff (mean=.2000) and limited resources (finance, materials, facilities etc.) (Mean=.2500).

Going by this finding, it is obvious the factors like limited resources of materials and difference in perceptions on certain issues are not highly likely causes of student-to-student conflict. Kriesberg (1998) states that as educators, it is imperative that we have knowledge about the potential causes of student-to-student conflicts. It is essential to understand the basic processes of conflict so that; we can work to maximize productive outcomes and minimize destructive ones.

Table 4.4: Causes of Student to Teachers Conflict in Senior High Schools in Ghana (Student Responses)

	N	Mean	Std. Deviation	Std. Error Mean
Dictatorship amongst teachers	80	.8125	.39277	.04391
Preferential treatment of certain students by the teachers or Admin	80	.1875	.39277	.04391
Difference in perceptions on certain issues	80	.8000	.40252	.04500
Unrealistic academic targets for students by the teachers	80	.2500	.43574	.04872
Unethical teaching practices	80	.9000	.30189	.03375
Inappropriate or unwarranted punishment meted out to students	80	.0750	.26505	.02963
Teacher truancy	80	.1500	.35932	.04017

Source: Field Data Analysis, 2014

Table 4.4 above indicates the causes of student-to-teacher conflicts as determined by the students' respondents. The study shows that such factors as the following are all causes of student-to-teacher conflict: dictatorship amongst teachers, difference in perceptions on certain issues, unrealistic academic targets for students by the teachers, unethical teaching practices, teacher truancy and inappropriate or unwarranted punishment meted out to students which must be looked into by educational authorities.

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A mean analysis was conducted to determine the central location (average) of the data to help the study analyze the significance of the gaps between the various mean figures. The smaller/lower the value of the mean, the higher the frequency of responses that conflict factor received. The higher the frequency of responses given about a particular factor, the more likely a factor was in breeding conflict. The low mean of .0750 shows that inappropriate or unwarranted punishment meted out to students was a far more likely factor to cause student-to-teacher conflict than unethical teaching practices which has a high mean figure of .9000.

The study therefore showed that such factors as preferential treatment of certain students by the teachers or administrative staff (mean=.1875), unrealistic academic targets for students by the teachers (mean=.2500), inappropriate or unwarranted punishment meted out to students (mean=.0750) and teacher truancy (mean=.1500) are more likely to cause teacher-student conflicts more than the other factors states in Table 4.4.
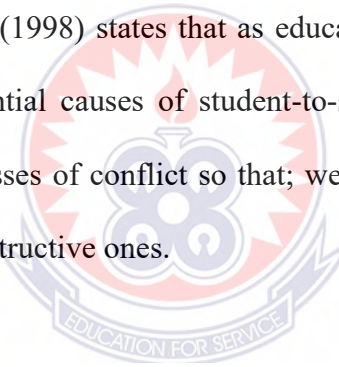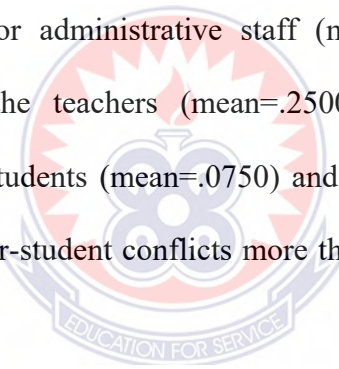
Table 4.5: Causes of Student to Teachers Conflict in Senior High Schools in Ghana (Teacher Responses)

	N	Mean	Std. Deviation	Std. Error Mean
Dictatorship amongst teachers	40	.1500	.36162	.05718
Preferential treatment of certain students by the teachers or Admin	40	.2000	.40510	.06405
Difference in perceptions on certain issues	40	.7500	.43853	.06934
Unrealistic academic targets for students by the teachers	40	.1250	.33493	.05296
Unethical teaching practices	40	.8000	.40510	.06405
Inappropriate or unwarranted punishment meted out to students	40	.1250	.33493	.05296
Teacher truancy	40	.4000	.49614	.07845

Source: Field Data Analysis, 2014

Teachers' responses as to the causes of teacher-student conflict were similar to that of students. The study shows that such factors as dictatorship amongst teachers, preferential treatment of certain students by the teachers or the administrative staff, difference in perceptions on certain issues, unrealistic academic targets for students by the teachers, unethical teaching practices, teacher truancy and inappropriate or unwarranted punishment meted out to students.

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A mean analysis was conducted to determine the central location (average) of the data to help the study analyze the significance of the gaps between the various mean figures. The smaller/lower the value of the mean, the higher the frequency of responses that conflict factor received. The higher the frequency of responses given about a particular factor, the more likely a factor was in breeding conflict.

The study shows that dictatorship amongst teachers, unrealistic academic targets for students by the teachers, inappropriate or unwarranted punishment meted out to students and preferential treatment of certain students by the teachers or the school administrative staff were the most likeliest causes of teacher-student conflicts.

4.3.2 Identify Measures Designed for Resolving Conflicts in the Various Senior High Schools

Table 4.6: Measures Designed to Resolve Conflicts (Student Responses)

	N	Mean	Std. Deviation	Std. Error Mean
Having Regular Form Master - Class Meetings Where The Aggrieved Parties Can Air Their Grievances	80	.2000	.40252	.04500
Inviting Resource Persons From The District Or Regional Education Office	80	.8000	.40252	.04500
Dialogue With The Parties Involved In Conflict With The Guidance And Counseling Department	80	.7875	.41166	.04602
Regular consultation with prefects to identify areas of conflict	80	.8625	.34655	.03875
Punishing The Involved Parties	80	.9125	.28435	.03179
Cases are referred to the disciplinary committee	80	.0750	.26505	.02963
SRC – Teachers dialogue to resolve the issues	80	.7750	.42022	.04698

Source: Field Data Analysis, 2014

The research question two sought to identify measures already put in place for resolving conflicts in the various senior high schools. The study shows that measures instituted to resolve conflicts in the selected schools were: having regular form master - class meetings where the aggrieved parties can air their grievances, inviting resource persons from the district or regional education office, dialogue with the parties involved

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in conflict with the guidance and counseling department, regular consultation with prefects to identify areas of conflict, punishing the involved parties, cases are referred to the disciplinary committee and SRC – teachers dialogue to resolve the issues. Having regular form master - class meetings where the aggrieved parties could air their grievances was the next most viable option of resolving conflicts in schools with a low mean of .2000. All the other options of resolving conflicts were only sparingly used in the selected schools.

Table 4.7: Measures Designed to Resolve Conflicts (Teacher Responses)

	N	Mean	Std. Deviation	Std. Error Mean
Having regular form master - class meetings where the aggrieved parties can air their grievances	40	.1500	.36162	.05718
Inviting resource persons from the district or regional education office	40	.9250	.26675	.04218
Dialogue with the parties involved in conflict with the guidance and counseling department	40	.8500	.36162	.05718
Regular consultation with prefects to identify areas of conflict	40	.8750	.33493	.05296
Punishing the involved parties	40	.3500	.48305	.07638
Cases are referred to the disciplinary committee	40	.1500	.36162	.05718
SRC – Teachers dialogue to resolve the issues	40	.6000	.49614	.07845

Source: Field Data Analysis, 2014

Teachers' responses to measures of resolving conflicts in the selected senior high schools revealed findings similar to that obtained from the student respondents. The study shows that measures instituted to resolve conflicts in the selected schools were: having regular form master - class meetings where the aggrieved parties could air their grievances, inviting resource persons from the district or regional education office, dialogue with the parties involved in conflict with the guidance and counseling department, regular consultation with prefects to identify areas of conflict, punishing the involved parties, cases were referred to the disciplinary committee and SRC – teachers dialogue to resolve the issues. Having regular form master - class meetings where the aggrieved parties could air their grievances was the next most viable option of resolving conflicts in schools with a low mean of .1500. All the other options of resolving conflicts were only sparingly used in the selected schools.
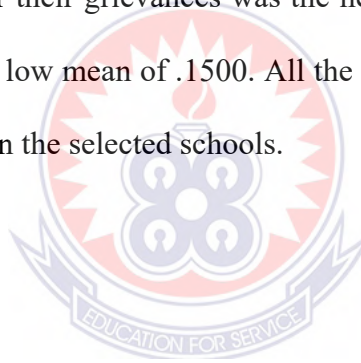
Table 4.8: Effectiveness of Measures to Resolve Student-Student Conflicts

	N	Mean	Std. Deviation	Std. Error Mean
The instituted measures are effective in calming down tempers	80	.8375	.37124	.04151
The instituted measures are effective in resolving all issues	80	.9125	.28435	.03179
The instituted measures work against students	80	.1625	.37124	.04151
The instituted measures favors teachers / administration	80	.0875	.28435	.03179

Source: Field Data Analysis, 2014

In analyzing the effectiveness of the instituted measures of resolving conflicts in senior high schools, the study showed that measures taken to resolve teacher-student conflicts mostly favored teachers / administrative staff over students and such measures always worked against the interest of students. The instituted measures were also found to be not effective in resolving all conflicts thus leaving most conflicts unresolved and only seeking to stoke fires when it comes to conflict resolution.

Table 4.9: Effectiveness of Measures to Resolve Teacher-Students Conflicts

	N	Mean	Std. Deviation	Std. Error Mean
The instituted measures are effective in calming down tempers	40	.1750	.38481	.06084
The instituted measures are effective in resolving all issues	40	.4000	.49614	.07845
The instituted measures work against students	40	.4500	.50383	.07966
The instituted measures favors teachers / administration	40	.3500	.48305	.07638

Source: Field Data Analysis, 2014

In relation to teacher-student conflicts, the study found that the instituted conflict resolution measures did indeed calm down tempers, especially that of teachers but the teachers refuted allegations that these measures only the teachers as against students. However, teachers conceded that the instituted measures were not effective at resolving all manner of conflicts and did indeed work against students some times.

4.3.3 Determine the Effects of Conflict in Selected Senior High Schools

As stated in the literature review, the situation in which the impression is created that conflict has only negative and devastating repercussions is just unfortunate; conflict is like a double edged sword and so has equally positive and negative implications. Mankoe (2007) confirms this opinion when he claims that, in everyday life, there has traditionally been emphasis on the negative and dysfunctional aspects of conflict. He

explains that the definition of conflict as the existence of incompatible goals thought or emotions may portray at once that all conflict are bad and therefore exert negative impact on organisational ineffectiveness. Conflicts can be positive, negative, or balanced.

Afful-Broni (2007) again opines that as incredible it may seem at sight is not always negative phenomenon. There are positive effects of conflicts; for the purpose of the study the researcher dealt with both positive and negative impact of conflict in order to equip administrators with the strengths and weakness of conflict so they could effectively discharge their responsibilities. The respondents were therefore asked to rate their opinion on the negative and positive effects of conflict. The result is shown in Figure 4.1 and 4.2.

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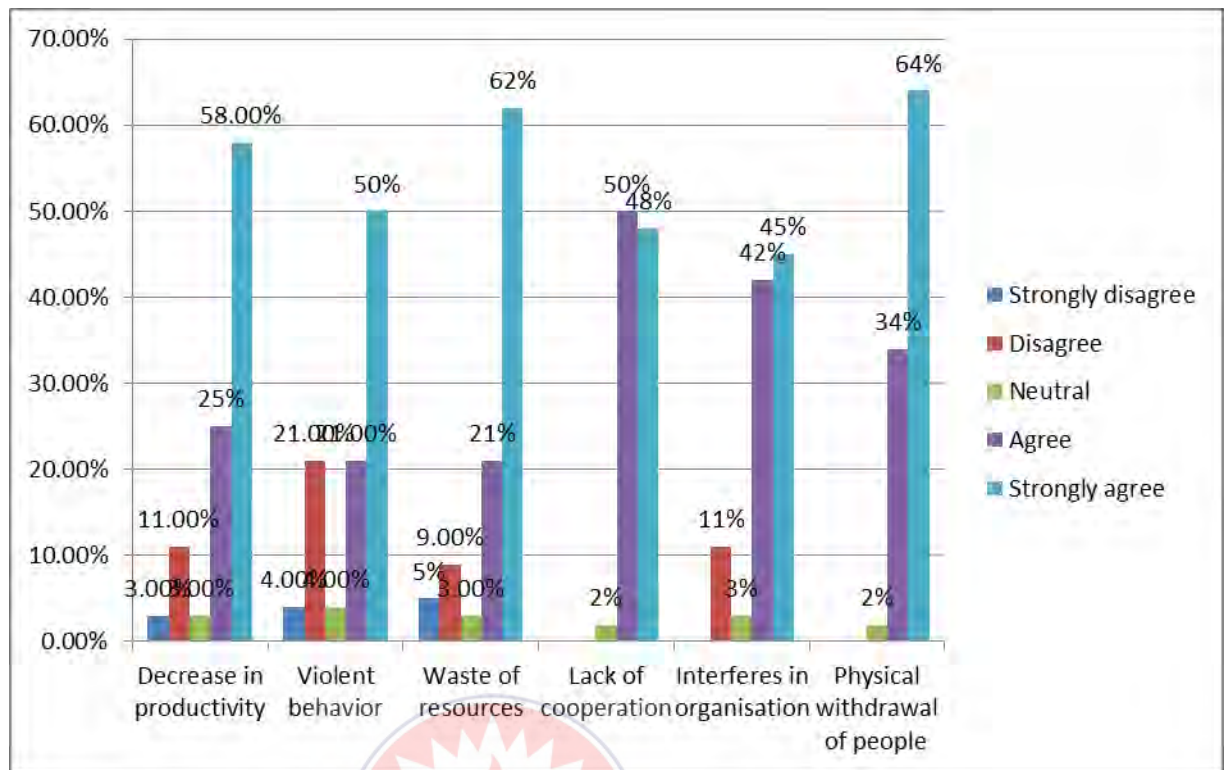
Source: Field Data Analysis, 2014

Figure 4.1 Negative Effect of conflicts in Selected Senior High Schools (All the Respondents)

As indicated in Figure 4.1, 83% of the teachers and students strongly agreed and agreed that decrease in productivity is a negative effect of conflict in senior high schools, 3% were neutral while 14% disagreed. On the issue of violent behavior being a negative effect of conflict, 71% of the teachers and students agreed, 4% were neutral while 25% disagreed. The result means that violent behavior is a major negative effect of conflict. The result confirm the statement by Owens (2001) that frequent and powerful conflict can have a devastating impact on the behaviour of people in an organisation in that conflict often develops into hostility which also causes people to withdraw both physically and psychologically. In a school situation, physical withdrawal can take the

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form of absence, tardiness and turnover which is often written off by laziness on the part of the teacher.

On the other hand, 83% of the teachers and students agreed that wasting of resources is a negative effect of conflict in senior high schools, 4% were neutral while 14% disagreed. Again, 98% of the teachers and students agreed that lack of cooperation is a negative effect of conflict in senior high schools, 2% were neutral while nobody disagreed meaning that resources are wasted when conflict surfaces. The result is in line with Jorgensen and Henderson (1990) who said that though a solution may be reached in conflict resolution, the means of gaining the solution may cause pain to the people involved and general weakening of relationships.

It was also clear from Figure 4.1 that 87% of the teachers and students agreed that interferences in organization is a negative effect of conflict in senior high schools, 3% were neutral while 11% disagreed. This means that in conflict situations people become peeved and thereby go wayward interfering with organizational objectives. The result corroborates that of Ozigi (1977) that conflict can lead to outright hostile or aggressive behaviour such as mob action, property damage and minor theft of property. They explain that in some cases, the frustrated individual may direct aggression against the person or object perceived to be the cause of the conflict. In other instances, Ozigi say that aggression may be displaced towards a person who is not directly involved in the situation therefore interfering with the tenets of the organization.

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Finally, 98% of the teachers and students agreed that physical withdrawal of people is a negative effect of conflict, 2% were neutral while nobody disagreed. The result means that physical withdrawal of people is a major negative effect of conflict. Mankoe (2007) explains that conflict often develops into hostility which also causes people to withdraw both physically and psychologically. A further exposition on this assertion is that in the school situation physical withdrawal takes the form of absenteeism, tiredness and negative turnover which is often written off by administrators as laziness on the part of teachers which leads to poor performance on pupils/student's academic work. Psychological withdrawal takes the form of alienation, apathy and indifference.

Source: Field Data Analysis, 2014

Figure 4.2 Positive Effect of conflicts in Selected Senior High Schools (All the Respondents)

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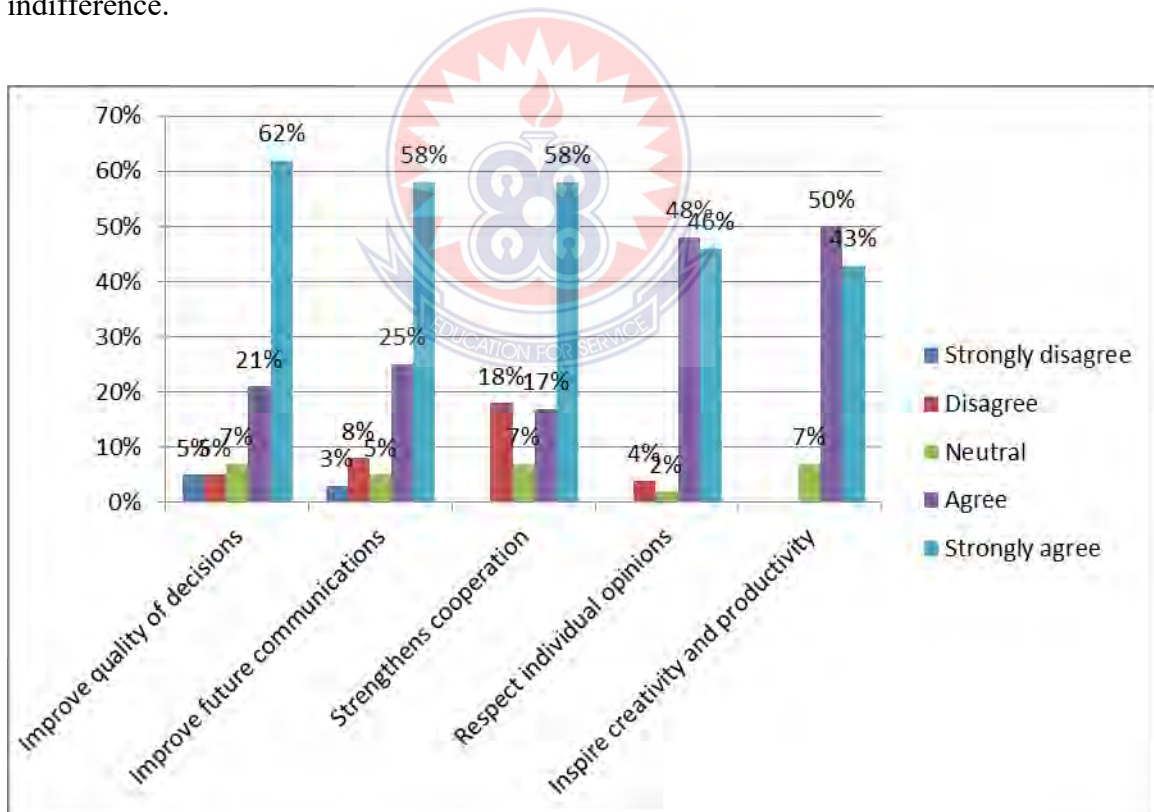Figure 4.2 shows that 83% of the teachers and students agreed that improvement in quality of decisions is a positive effect of conflict in senior high schools, 7% were neutral while 12% disagreed. The result means that improvement in quality of decisions is a positive effect of conflict in senior high schools. In addition, 83% of the teachers and students agreed that improvement in future communications is a positive effect of conflict in senior high schools, 5% were neutral while 11% disagreed. The result means that improvement in future communications is a positive effect of conflict in senior high schools.

Also, 75% of the teachers and students agreed that another positive effect of conflict in senior high schools is that it strengthens cooperation when managed well, 7% were neutral while 12% disagreed. The result means that conflict when managed well, strengthens cooperation in senior high schools. Moreover 94% of the teachers and students agreed that respecting individual opinion is a positive effect of conflict in senior high schools, 2% were neutral while 4% disagreed. The result means that conflict when managed well leads to the respect of individual opinion.

Finally, 93% of the teachers and students agreed that another positive effect of conflict is that it inspires creativity and productivity in senior high schools, 7% were neutral while nobody disagreed. The result means that conflict when managed well, inspires creativity and productivity in senior high schools.

All the results in Figure 4.2 agrees with the statement by Afful-Broni (2007) that that the creation and/ or resolutions of conflicts often lead to constructive problem solving. The need to resolve conflict can cause people to search for ways of how to do

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things. The conflict resolution process is often stimulus for positive change within an organisation and the search for ways to resolve conflict may not make changes more acceptable. Afful-Broni further expresses some ways in which conflict impacts positively on organisation such as the school. A unit section or department, which may have been overlooked over certain issues, could use conflict to call attention to their plight. It also produces changes in the established ways of doing things thereby enhancing group restructuring. Conflict further present opportunities for issues clarified, redefined and sharpened. He further explains that conflict improves the decision making process in the schools as stakeholders who were formerly involved in deliberations or in the taking of decisions that affect their lives may now be included.

Indeed it is a fact that when parties go through the bitter experience together and they are able to resolve it and come together they experience some sense of cohesion within which they realise what they have lost and understand each other. In support of the positive elements of conflict, Zikmann (1992) writes that, "Effectively managed conflict can help identify previously undetected problems and attitudes. They can also clarify uncertainties and improve overall cooperation". (p. 34). The researcher therefore concludes based on the findings that conflict is neither good nor bad, it has its positive and negative effects.

4.3.4 Determine More Effective Ways Of Resolving Conflicts In Senior High Schools.
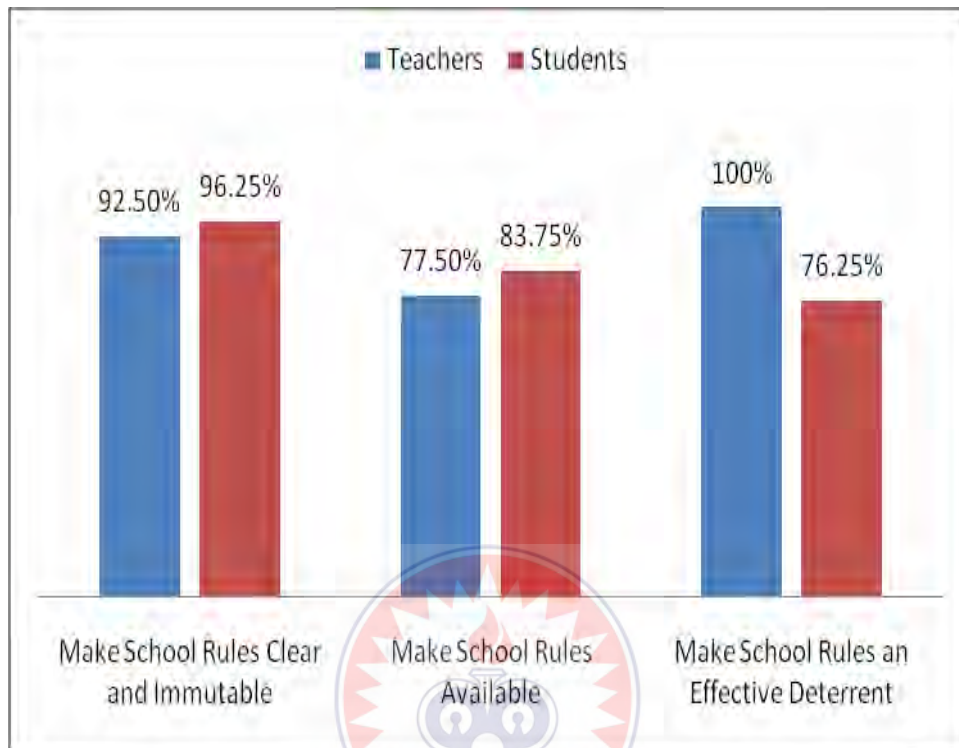
Source: Field Data Analysis, 2014

Figure 4.3 Effective Ways of Resolving Conflicts

The research question three sought to determine more effective ways of resolving conflicts in senior high schools. The study contended that no matter how effective conflict resolution measures and mechanisms are, there can only be fewer instances where both parties to a conflict would be absolutely satisfied about the resolutions. The study therefore contends that more energy should rather be focused on preventing conflicts rather than resolving them.

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Making school rules clear and immutable is an effective way of educating both students and teachers of the consequences of starting or holding onto conflict positions. As indicated in Figure 4.1, 92.50% of the teachers indicated that making school rules clear and immutable were an effective way of resolving conflicts in schools. On the other hand, 96.2% of the students contended that making school rules clear and immutable was an effective way of resolving conflicts in schools.

School rules must also be available and should have enough punch to make it an effective deterrent to conflict initiation and involvement. This finding is supported by majorities of both teachers and students as shown on Figure 4.1. From Figure 4.1, it can be seen that 77.5% of the teachers responded that making school rules available was an effective way of resolving conflicts in schools. It can also be ascertained from Figure 4.1 that 83.75% of the students also answered that making school rules available was an effective way of resolving conflicts in schools.

The study also revealed that the respondents were of the view that making school rules an effective deterrent as a way of resolving conflicts in senior high schools in Ghana. All the teachers (100%) indicated that making school rules an effective deterrent as a way of resolving conflicts in senior high schools in Ghana. Ironically, 76.25% of the students asserted that making school rules an effective deterrent as a way of resolving conflicts in senior high schools in Ghana. This suggests that some of the students thought that the school rules were not an effective way of resolving conflicts.

The findings also resonate with that of other researchers. Previous studies have sought to find out the best measures to not only resolve but prevent conflicts in schools.

Zhang (1994) propounded a constructive conflict resolution training module. The constructive conflict resolution training consisted of four general areas of instruction. Such instructions include violence prevention, basic negotiation skills, and application of negotiation skills and basic mediation skills (Zhang, 1994).

The cooperative learning technique used required the implementation of some elements: positive interdependence (the students must perceive that they sink or swim together) and individual accountability for mastering the material skills needed to analyze bow the group can improve cooperation (Zhang, 1994). The results of the study showed improvement in conflict management increased social support, decreased victimization, enhanced positive life attitudes and a sense of personal control over one's fate with the implementation of constructive conflict resolution.

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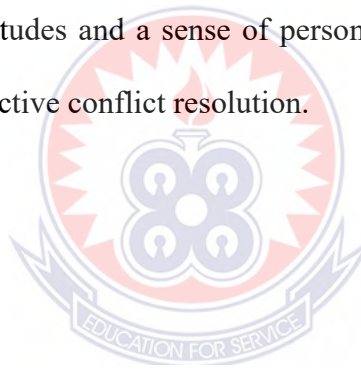
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The general objective of the study is to assess the effectiveness of conflict resolution measures in secondary schools using a study of selected senior high schools in the Atwima Nwabiagya District in the Ashanti region of Ghana. Chapter four focused on the presentation and analysis of data. This chapter presents the summary of the research findings, and conclusions from the results and finally the implications and recommendations for further studies.

5.2 Summary of Findings

The purpose of the study was to assess the effectiveness of conflict resolution measures in secondary schools using a study of selected senior high schools in the Atwima Nwabiagya District in the Ashanti region of Ghana. The summary of the findings are as follows:

5.2.1 Identify the causes of conflict in senior high schools in Ghana

In analyzing responses from students, the study showed that student-to-student conflict were mostly as a result of such factors as discrimination from the top student leadership (captains, prefects etc), feelings of superiority of some classes or form levels over others, difference in perceptions on certain issues, preferential treatment of certain students by the teachers or administrative staff, differences in individual capabilities, differences in their social-cultural backgrounds back at home , limited resources (finance,

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materials, facilities etc.), difference in target goals amongst students, differences in religious affiliations, reward of individuals based on their individual performance rather than to overall school, social and cohabitation issues and emotional and relationship (love affairs) issues.

The study further showed that such factors as the following are all causes of student-to-teacher conflict: dictatorship amongst teachers, preferential treatment of certain students by the teachers or the staff administrative staff, difference in perceptions on certain issues, unrealistic academic targets for students by the teachers, unethical teaching practices, teacher truancy and inappropriate or unwarranted punishment meted out to students.

5.2.2 Identify Measures Already In Place for Resolving Conflicts in the Various Senior High Schools

The evidence obtained showed that measures instituted to resolve conflicts in the selected schools were: having regular form master - class meetings where the aggrieved parties can air their grievances, inviting resource persons from the district or regional education office, dialogue with the parties involved in conflict with the guidance and counseling department, regular consultation with prefects to identify areas of conflict, punishing the involved parties, cases are referred to the disciplinary committee and SRC – teachers dialogue to resolve the issues.

5.2.3 Evaluate The Effectiveness Of Instituted Conflict Resolution Measures.

In analyzing the effectiveness of the instituted measures of resolving conflicts in senior high schools, the study showed that measures taken to resolve teacher-student conflicts mostly favored teachers/administrative staff over students and such measures always works against the interest of students. The study shows that the instituted measures were not effective in calming tempers of students.

5.2.4 Find out the Effects of Conflict in Senior High Schools

The findings revealed that decrease in productivity, violent behavior of people, waste of resources, lack of cooperation, interferes in organization and physical withdrawal of people are all negative effects of conflicts which are signs for educational authorities like the Ghana Education Service and for that matter headmasters to be conscious of how they manage conflict when it rear its ugly head.

Among the positive effects of conflict the findings unearthed are improvement in the quality of decisions, improvement in future communications, strengthening of cooperation, respect of individual opinions and inspiring of creativity and productivity in organisations which are very good for organizational success which includes senior high schools.

5.2.5 Determine More Effective Ways Of Resolving Conflicts In Senior High Schools.

Making school rules clear and immutable is an effective way of educating both students and teachers of the consequences of starting or holding onto conflict positions.

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School rules must also be available and should have enough punch to make it an effective deterrent to conflict initiation and involvement.

5.3 Conclusion

The following are the conclusions drawn from the findings of the study.

Such factors as preferential treatment of certain students by the teachers or administrative staff (unrealistic academic targets for students by the teachers (mean=.2500), inappropriate or unwarranted punishment meted out to students (mean=.0750) and teacher truancy caused teacher-student conflicts more than the other factors such factors as dictatorship amongst teachers, preferential treatment of certain students by the teachers or the staff administrative staff, difference in perceptions on certain issues, unrealistic academic targets for students by the teachers,

Measures instituted to resolve conflicts in the selected schools were: having regular form master - class meetings where the aggrieved parties can air their grievances, inviting resource persons from the district or regional education office, dialogue with the parties involved in conflict with the guidance and counseling department, regular consultation with prefects to identify areas of conflict, punishing the involved parties, cases are referred to the disciplinary committee and SRC – teachers dialogue to resolve the issues.

The instituted measures to resolve conflicts in senior high schools were also found to be not effective in resolving all conflicts therefore leaving most conflicts unresolved and only seeking to stoke fires when it comes to conflict resolution. In relation to teacher-

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student conflicts, the study found that the instituted conflict resolution measures did indeed calmed down tempers especially that of teachers. The instituted measures were not effective at resolving all manner of conflicts and did indeed work against students in some instances.

The study ascertained that no matter how effective conflict resolution measures and mechanisms are, there can only be fewer instances where both parties to a conflict would be absolutely satisfied about the resolutions. The study therefore contends that more energy should rather be focused on preventing conflicts rather than resolving them.

The study sought to effectively assess the effectiveness of conflict resolution measures in secondary schools using a study of selected senior high schools in the Atwima Nwabiagya District in the Ashanti region of Ghana and propound measures to ensure not just effective conflict resolution mechanisms but also conflict prevention measures. Through the review of related literature and the analysis of data, the findings and recommendations of this study is empirically reliable and therefore recommended for adoption by all senior high schools and other educational institutions in the country.

5.4 Recommendations

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

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5.4.1 Work on conflict prevention measures

As stated earlier, the study contends that no institution should wait till there are conflicts before it works to effectively resolve them. Effective conflict resolution starts with effective conflict prevention. The study therefore recommends that the stakeholders of senior high schools in Ghana take steps to institute effective conflict prevention measures on school campuses as a first step to effective conflict resolution.

5.4.2 Strengthen School Laws and Regulations

As far as conflict prevention is concerned, an effective application of school laws and regulations serves as effective deterrent to the cropping up of conflicts in the first place. The study therefore recommends the strengthening of school rules and regulations targeted at both the prevention and resolution of school conflicts.

5.4.3 Make School Law Clear and Immutable

As school rules and regulations strengthened and effectively applied towards conflict prevention and resolution, those same school rules and resolutions must be clear and unequivocal to both students and teachers alike. Sections of notice boards and classroom notice places should be dedicated to the posting of school rules and regulations so as to constantly remind students and teachers alike to avoid starting conflicts and/or holding conflict positions.

5.5 Suggestion(s) for Further Research

The variables used in the study were not exhaustive. Future research could concentrate the effects of such variables such how student-student conflicts or student-teacher conflicts affect academic performance in schools. These studies could do a qualitative study looking at both internal and external exams results over a period of time.

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APPENDIX A: QUESTIONNAIRE

UNIVERSITY OF EDUCATION, WINNEBA

KUMASI CAMPUS

ASSESSING THE EFFECTIVENESS OF CONFLICT RESOLUTION

MEASURES IN SECONDARY SCHOOLS – A STUDY OF SELECTED SENIOR

HIGH SCHOOLS IN THE ATWIMA NWABIAGYA DISTRICT

QUESTIONNAIRE for Students

Dear Respondent,

This questionnaire is to collect information that would be used in completing the research

topic stated above. The information collected is for purely academic purposes and would

be treated with utmost confidence. There is no right or wrong answer therefore no

particular response is targeted. Thank you.

Respondents' Background Information

Please tick [√] in the appropriate box provided to indicate your answers.

1. Age. 14-16 [ ].17-19 [ ] 19-21 [ ] Over 21 years [ ]

2. Sex: Male [ ] Female [ ]

3. Living Status Mother Only [ ].Father Only [ ].Both Parents [ ].Other Relatives [ ].

4. Marital Status of Parent / Guardian: Single [ ]   Married [ ]   Divorce [ ]

5. Educational level of your father [ ] Tertiary [ ] Secondary [ ] Basic [ ] Uneducated

6. Educational level of your mother [ ] Tertiary [ ] Secondary [ ] Basic [ ] Uneducated

Section B

Items on Research Objectives

Please tick off only one answer, using 1 to 5 scales, where 1 – total disagreement and 5-total agreement

Question	1	2	3	4	5
Causes of Student to Student Conflicts					
Discrimination from the top student leadership (captains, prefects etc)					
Feelings of superiority of some classes or form levels over others					
Difference in perceptions on certain issues					
Preferential treatment of certain students by the teachers or Admin					
Differences in individual capabilities					
Differences in their social-cultural backgrounds					
Limited resources (finance, materials, facilities etc.)					
Difference in target goals amongst students					
Differences in religious affiliations					
Emotional and relationship (love affairs) issues					
Social and cohabitation issues					
Causes of Student to Teacher /Administration Conflicts					
Dictatorship amongst teachers					
Preferential treatment of certain students by the teachers or					

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Admin					
Difference in perceptions on certain issues					
Unrealistic academic targets for students by the teachers					
Unethical teaching practices					
Inappropriate or unwarranted punishment meted out to students					
Teacher truancy					
Measures Already In Place For Resolving Conflicts In This Senior High School					
Having regular form master - class meetings where the aggrieved parties can air their grievances					
inviting resource persons from the district or regional education office					
dialogue with the parties involved in conflict with the guidance and counseling department					
Regular consultation with prefects to identify areas of conflict					
punishing the involved parties by assigning them harsh tasks, corporal punishment, and giving suspensions					
Cases are referred to the disciplinary committee					
SRC – Teachers dialogue to resolve the issues					
Effectiveness of Instituted Conflict Resolution Measures					
The instituted measures are effective in calming down					

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tempers					
The instituted measures are effective in resolving all issues					
The instituted measures work against students					
The instituted measures favors teachers / administration					
Effects of Conflict in Senior High Schools					

38. What measures can be taken to remedy the situation

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39. Other Criticisms, Suggestions and recommendations

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APPENDIX B: QUESTIONNAIRE

UNIVERSITY OF EDUCATION, WINNEBA

KUMASI CAMPUS

ASSESSING THE EFFECTIVENESS OF CONFLICT RESOLUTION

MEASURES IN SECONDARY SCHOOLS – A STUDY OF SELECTED SENIOR

HIGH SCHOOLS IN THE ATWIMA NWABIAGYA DISTRICT

QUESTIONNAIRE for TEACHERS /ADM. STAFF

Dear Respondent,

This questionnaire is to collect information that would be used in completing the research

topic stated above. The information collected is for purely academic purposes and would

be treated with utmost confidence. There is no right or wrong answer therefore no

particular response is targeted. Thank you.
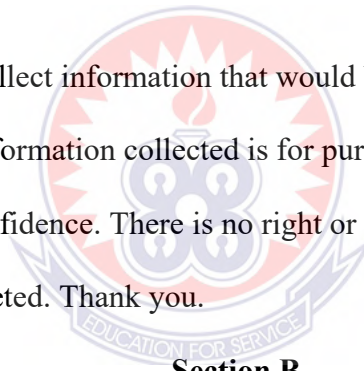
Section B

Items on Research Objectives

Please tick off only one answer, using 1 to 5 scales, where 1 – total disagreement and 5-

total agreement

Question	1	2	3	4	5	Comments
Causes of Student to Student Conflicts						
Discrimination from the top student leadership (captains, prefects etc)						

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Feelings of superiority of some classes or form levels over others						
Difference in perceptions on certain issues						
Preferential treatment of certain students by the teachers or Admin						
Differences in individual capabilities						
Differences in their social-cultural backgrounds						
Limited resources (finance, materials, facilities etc.)						
Difference in target goals amongst students						
Differences in religious affiliations						
Reward of individuals based on their individual performance rather than to overall school						
Emotional and relationship						

(love affairs) issues						
Social and cohabitation issues						
Causes of Student to Teacher /Administration Conflicts						
Dictatorship amongst teachers						
Preferential treatment of certain students by the teachers or Admin						
Difference in perceptions on certain issues						
Unrealistic academic targets for students by the teachers						
Unethical teaching practices						
Reward of teachers based on their students performance rather than to their performance appraisal reports						
Inappropriate or unwarranted punishment meted out to students						
Teacher truancy						

Measures Already In Place For Resolving Conflicts In This Senior High School						
having regular form master - class meetings where the aggrieved parties can air their grievances						
inviting resource persons from the district or regional education office						
dialogue with the parties involved in conflict with the guidance and counseling department						
Regular consultation with prefects to identify areas of conflict						
punishing the involved parties by assigning them harsh tasks, corporal punishment, and giving suspensions						
Cases are referred to the disciplinary committee						
SRC – Teachers dialogue to						

resolve the issues						
Effectiveness of Instituted Conflict Resolution Measures						
The instituted measures are effective in calming down tempers						
The instituted measures are effective in resolving all issues						
The instituted measures work against students						
The instituted measures favors teachers / administration						

38. What measures can be taken to remedy the situation

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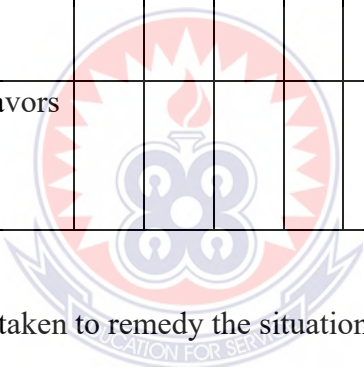
39. Other Criticisms, Suggestions and recommendations

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APPENDIX C: FREQUENCY TABLES OF DATA ANALYSIS

Discrimination from the top student leadership (captains, prefects etc)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	62	77.5	77.5	77.5
	No	18	22.5	22.5	100.0
	Total	80	100.0	100.0	

Feelings of superiority of some classes or form levels over others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	44	55.0	55.0	55.0
	No	36	45.0	45.0	100.0
	Total	80	100.0	100.0	

Difference in perceptions on certain issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	11.2	11.2	11.2
	No	71	88.8	88.8	100.0
	Total	80	100.0	100.0	

Preferential treatment of certain students by the teachers or

Admin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	35.0	35.0	35.0
	No	52	65.0	65.0	100.0
	Total	80	100.0	100.0	

Differences in individual capabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	13.8	13.8	13.8
	No	69	86.2	86.2	100.0

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Differences in individual capabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	13.8	13.8	13.8
	No	69	86.2	86.2	100.0
	Total	80	100.0	100.0	

Differences in their social-cultural backgrounds back at home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	25.0	25.0	25.0
	No	60	75.0	75.0	100.0
	Total	80	100.0	100.0	

Limited resources (finance, materials, facilities etc.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	18.8	18.8	18.8
	No	65	81.2	81.2	100.0
	Total	80	100.0	100.0	

Difference in target goals amongst students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	22.5	22.5	22.5
	no	62	77.5	77.5	100.0
	Total	80	100.0	100.0	

Differences in religious affiliations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	23	28.8	28.8	28.8
	no	57	71.2	71.2	100.0
	Total	80	100.0	100.0	

Reward of individuals based on their individual performance rather than to overall school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	15	18.8	18.8	18.8
	no	65	81.2	81.2	100.0

Reward of individuals based on their individual performance

rather than to overall school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	15	18.8	18.8	18.8
	no	65	81.2	81.2	100.0
	Total	80	100.0	100.0	

Emotional and relationship (love affairs) issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	46	57.5	57.5	57.5
	no	34	42.5	42.5	100.0
	Total	80	100.0	100.0	

Social and cohabitation issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	66	82.5	82.5	82.5
	no	14	17.5	17.5	100.0

Social and cohabitation issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	66	82.5	82.5	82.5
	no	14	17.5	17.5	100.0
	Total	80	100.0	100.0	

Dictatorship amongst teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	15	18.8	18.8	18.8
	no	65	81.2	81.2	100.0
	Total	80	100.0	100.0	

Preferential treatment of certain students by the teachers or

Admin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	65	81.2	81.2	81.2
	no	15	18.8	18.8	100.0

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Preferential treatment of certain students by the teachers or

Admin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	65	81.2	81.2	81.2
	no	15	18.8	18.8	100.0
	Total	80	100.0	100.0	

Difference in perceptions on certain issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	16	20.0	20.0	20.0
	no	64	80.0	80.0	100.0
	Total	80	100.0	100.0	

Unrealistic academic targets for students by the teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	60	75.0	75.0	75.0
	no	20	25.0	25.0	100.0

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Unrealistic academic targets for students by the teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	60	75.0	75.0	75.0
	no	20	25.0	25.0	100.0
	Total	80	100.0	100.0	

Unethical teaching practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	8	10.0	10.0	10.0
	no	72	90.0	90.0	100.0
	Total	80	100.0	100.0	

Inappropriate or unwarranted punishment meted out to students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	74	92.5	92.5	92.5
	no	6	7.5	7.5	100.0

Inappropriate or unwarranted punishment meted out to

students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	74	92.5	92.5	92.5
	no	6	7.5	7.5	100.0
	Total	80	100.0	100.0	

Teacher truancy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	68	85.0	85.0	85.0
	no	12	15.0	15.0	100.0
	Total	80	100.0	100.0	

C

having regular form master - class meetings where the

aggrieved parties can air their grievances

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	64	80.0	80.0	80.0
	No	16	20.0	20.0	100.0
	Total	80	100.0	100.0	

inviting resource persons from the district or regional

education office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	20.0	20.0	20.0
	No	64	80.0	80.0	100.0
	Total	80	100.0	100.0	

dialogue with the parties involved in conflict with the

guidance and counseling department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	21.2	21.2	21.2
	No	63	78.8	78.8	100.0
	Total	80	100.0	100.0	

Regular consultation with prefects to identify areas of conflict

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	13.8	13.8	13.8
	No	69	86.2	86.2	100.0
	Total	80	100.0	100.0	

punishing the involved parties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	8.8	8.8	8.8
	No	73	91.2	91.2	100.0

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punishing the involved parties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	8.8	8.8	8.8
	No	73	91.2	91.2	100.0
	Total	80	100.0	100.0	

Cases are referred to the disciplinary committee

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	74	92.5	92.5	92.5
	No	6	7.5	7.5	100.0
	Total	80	100.0	100.0	

SRC – Teachers dialogue to resolve the issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	22.5	22.5	22.5
	No	62	77.5	77.5	100.0

SRC – Teachers dialogue to resolve the issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	22.5	22.5	22.5
	No	62	77.5	77.5	100.0
	Total	80	100.0	100.0	

4.3.3 Evaluate the effectiveness of instituted conflict resolution measures.

The instituted measures are effective in calming down

tempers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	16.2	16.2	16.2
	No	67	83.8	83.8	100.0
	Total	80	100.0	100.0	

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The instituted measures are effective in resolving all issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	8.8	8.8	8.8
	No	73	91.2	91.2	100.0
	Total	80	100.0	100.0	

The instituted measures work against students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	67	83.8	83.8	83.8
	No	13	16.2	16.2	100.0
	Total	80	100.0	100.0	

The instituted measures favors teachers / administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	73	91.2	91.2	91.2
	no	7	8.8	8.8	100.0
	Total	80	100.0	100.0	

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4.3.3 Evaluate the effectiveness of instituted conflict resolution measures

The instituted measures are effective in calming down

tempers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	16.2	16.2	16.2
	No	67	83.8	83.8	100.0
	Total	80	100.0	100.0	

The instituted measures are effective in resolving all issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	8.8	8.8	8.8
	No	73	91.2	91.2	100.0
	Total	80	100.0	100.0	

The instituted measures work against students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	67	83.8	83.8	83.8
	No	13	16.2	16.2	100.0
	Total	80	100.0	100.0	

The instituted measures favors teachers / administration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	73	91.2	91.2	91.2
	no	7	8.8	8.8	100.0
	Total	80	100.0	100.0	